

11B 0.1: The Power and Potential of Mentoring Relationships

PHASE OVERVIEW

This is a pre-match phase which introduces students to the program, the role of the mentor-mentee, and the way the curriculum and classes support them in this work. This phase prepares students to complete their new mentee application for matching. At the end of the phase, students will be prepared to fully participate in the program and will understand the reasoning/benefits of the program.



LESSON OBJECTIVE

SWBAT demonstrate an understanding of the characteristics of a formal mentoring relationship and the purpose of a mentor.

PURPOSE

This lesson should build excitement and investment in the program—both about the topics that will be discussed in class and about the opportunity to work with a mentor.

AGENDA

10 min *Do Now: My Goals*

30 min *Learn and Engage: About Our Program*



KEY TAKEAWAY

This program is all about me and helping me pursue my interests and life goals.

FACILITATOR NOTES:

The goal of this lesson is to build excitement and to illustrate how a mentor will help students achieve their goals. The driving message should be that everything in this program is designed to be about the students.

There is a video included in this lesson. Make sure that you are able to play it over the Wi-Fi.

MATERIALS: Parent/Guardian Consent Forms, chart paper (if you want to use it in class), Post-its (2 different colors), [11B.0.1 PowerPoint](#), [11B.0.1 Handout](#), [11B.0.1 Video](#)

*The handout is optional. The questions are embedded in the PowerPoint.

Do Now: My Goals		Notes:
<p>This Do-Now serves to help students brainstorm their aspirations and what they hope to accomplish this year. Later on in the lesson, we will explain that their mentor can support them with all of these goals!</p>		
<p>Slide 2: 10 min</p>	<p>NOTES</p> <p>Each student will receive two different color post-its. One color will be designated for a personal goal, and the other will be for an academic goal. Students will write their goals on the post-its.</p> <p>You, as the program facilitator, should write down or share your own goals to model the exercise.</p> <p>Once completed, students should take their post-its and place them on the appropriate section of the white board, chalk board, or on a large sheet of paper, labeled “personal” and “academic” goal.</p> <p>You will call on various students to read their personal and/or academic goals aloud.</p>	

Learn and Engage: About Our Program		Notes:
<p>Before diving into the program, the facilitator will get a baseline understanding of what students know about mentors and mentorship. Then, to create a vision for and build excitement about what a mentoring relationship can provide, students will watch a video about a mentor-mentee pair. They’ll discuss the video to identify the purpose of a mentor.</p>		
<p>Slide 3: 1 min</p>	<p><i>Have a student read the key takeaway.</i></p> <p>TALKING POINTS</p> <p>We all have goals that we would like to achieve. We heard some ambitious personal and academic goals today. Even if you have a pretty good idea and maybe even a plan to achieve your goals, we can all use some extra support in accomplishing them.</p> <p>This is where our class comes in. You will work together with a mentor to reach your goals of having a strong mentoring</p>	

	<p>relationship and figuring out what pathway you want to follow after high school.</p> <p>This class is different from your typical high school class because you will be working “side by side” with your OWN mentor. Your mentor will focus on supporting YOU and amplifying your talents to ensure that you are set up for success after high school.</p> <p>But before we dive more into what our class and program are, let’s talk about your ideas of a mentor.</p>	
<p>Slide 4: 5 min</p>	<p>STUDENT DISCUSSION</p> <p>I’m going to give you two minutes to turn and talk to a partner about the questions on the board and then we will come back together to share out!</p> <ul style="list-style-type: none"> • What is a mentor? What do they do? How do they act? • Have you had a mentor? Who was it and how did they help you? • What makes a good mentor? What qualities should they have? <p><i>Facilitator Note: Make sure to define the role of a mentor after the discussion. Students might be under the false belief that mentors are social workers or counselors. Mentors are community members from a variety of backgrounds, they are not school staff or social workers.</i></p>	
<p>Slide 5: 2 min</p>	<p>TALKING POINTS</p> <p>This class and the relationship you will build with your mentor are opportunities to explore who you are, what you want to do, and why you want to do it.</p> <p>You will also have an opportunity to help your mentor grow as they learn from you, your experiences, and your opinions about the world around us.</p> <p>Let’s look at how the mentor-mentee relationship can develop and grow over the next two years of high school and beyond. Keep these reflection questions in mind as you watch:</p> <ol style="list-style-type: none"> 1. What did Trina (mentor) help Nyasia (mentee) with? 	

	<p>2. What qualities did Trina possess that made her a good mentor?</p> <p>3. Thinking about Nyasia's first impression of Trina, how did their relationship evolve or develop throughout their time together?</p>	
Slide 6 6 min	<p>PLAY VIDEO</p> <p><i>Facilitator Note: If you are an affiliated Partner Program, you may consider playing your own mentorship program video. Alternatively, you can play the iMentor branded video and ask students to simply focus on the concept of mentorship.</i></p>	
Slide 7 4 min	<p>STUDENT DISCUSSION</p> <p><i>Invite students to share their thoughts and responses to the questions and the video. Prompt students to ask any questions they may have about mentorship.</i></p>	
Slide 8: 1 min	<p>TALKING POINTS</p> <p>This program is centered around you; therefore, you will be learning more about yourself. We will explore who you are and how that can inform your pathway after high school.</p> <p>Similar to your other classes, we will have a focus on what you should be learning and working on for a couple weeks at a time. For the first phase, or few weeks, we will be focusing on understanding the program and how we can prepare for our mentors.</p> <p>The point of the class is to give you the information and tools needed for you and your mentor to talk, work together in class weekly, and when you meet in person at our events once a month. Focusing on specific topics in this way ensures that you and your mentor have a strong understanding of your goals and can work together collaboratively.</p> <p><i>Facilitator Note: Adjust this slide to detail your program specifics if you are an affiliated Partner Program.</i></p>	
Slide 9: 1 min	<p>TALKING POINTS</p> <p><i>Facilitator Note: This slide is particular to the iMentor model. You may remove it if you are not running the iMentor direct service model.</i></p>	

	<p>iMentor starts Junior Year. Your mentor will be supporting you for the rest of your high school journey.</p> <p>Once you graduate from high school, you will have the opportunity to continue working with your mentor. They will help you get adjusted to your life after high school whether that be in college, the military, the workforce, volunteering, or a training program.</p>	
<p>Slide 10: 3 min</p>	<p>STUDENT DISCUSSION</p> <p>We are going to cover many topics in this class! Which topic excites you the most? Why?</p> <ul style="list-style-type: none"> • building strong mentorship relationships • researching career options • setting a long-term vision for your life • understanding the cost-of-living in adulthood • creating a resume • engaging in the professional world • applying for summer jobs and opportunities • building a list of pathways for after high school 	
<p>Slide 11: 3 min</p>	<p>FACILITATOR SHARE OUT</p> <p><i>Share information about your background. Your students will want to know more about you! You can share images of you, anyone important to you (can include pets), where you're from, etc.</i></p>	
<p>Slide 12: 2 min</p>	<p>TALKING POINTS</p> <ul style="list-style-type: none"> • My office/where you can find me: • I will be here at school on: • My main job is to connect you to your mentor • Also, I will support you and your mentor to reach your post-secondary goal! 	
<p>Slide 13: 2 min</p>	<p>TALKING POINTS</p> <p>This program cannot happen without your CONSENT FORM.</p> <p>Please have your parents sign the form and return it to me next week. Every student must do this.</p> <p><i>Hand out the consent form</i></p>	