

11B 1.1: Mentor Reveal

PHASE OVERVIEW

In this phase, pairs will launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections, and share experiences that will deepen their relationship. Pairs will reach a basic understanding of each other's interests, backgrounds, motivation, and lives.



LESSON OBJECTIVE

SWBAT learn about their new mentor and introduce themselves on the platform.

PURPOSE

This lesson introduces students to their mentors. Students will begin to understand how to communicate effectively over the platform using the provided writing expectations and guidelines. Finally, this lesson will help students craft their introductory message to their mentor.

AGENDA

5 min *Do Now: My Letter*

20 min *Learn and Engage: My First Message*

15 min *Mentor Connection*



KEY TAKEAWAY

Learning about my mentor's identity and sharing my own will help me build a strong relationship with them.

FACILITATOR NOTES: ***VERY IMPORTANT***

This lesson will take a fair amount of prep work, so please plan ahead. The ideal is that each student is given a personalized letter introducing them to their mentor.

Prepare each personalized letter in advance of the class, place each letter in an envelope, seal and write the student's name on the envelope. You can choose to distribute the letters to students in a variety of ways depending on the specific needs of your class. Here are some suggestions:

- Hand out envelopes to students as they enter the classroom
- If students have assigned seats, place envelopes on desks prior to class starting (For an extra element of surprise, tape envelopes to the underside of desks prior to class.)

Please note, there are alternate tasks for students who have yet to be matched.

MATERIALS: [11B 1.1 Presentation](#), [11B 1.1 Handout](#), [Mail Merge Template](#)

Do Now: My Letter		Notes:
Students will receive their personalized mentor introduction letter. They will read over the letter and then share one fact they learned about their mentor in a whole group discussion. If some students have yet to be matched, there are alternate tasks for them to complete.		
Slide 2: 5 min	TALKING POINTS <ol style="list-style-type: none"> 1. If we still need information from you to match you with a mentor: work on your matching application/Beginning of Year Survey. 2. If we are still working to get you the right mentor or you are missing a consent form: answer the prompt on your worksheet. 3. If we have matched you with a mentor: read the mentor introduction letter to learn more about your mentor. 	

Learn and Engage: My First Message		Notes:
The facilitator will set and teach students the class writing expectations for weekly lesson messages.		
Slide 3: 1 min	<i>Have a student read the key takeaway.</i> Learning about my mentor's identity and sharing my own will help me build a strong relationship with them.	
Slide 4: 1 min	TALKING POINTS We might be in different places and that is okay! For today: <ol style="list-style-type: none"> 1. If we still need information from you to match you with a mentor: you will be completing your matching application/BOY survey. 2. If we are still working to get you the right mentor or you are missing a consent form: I/your co-teacher will serve as your mentor for now. You will be following along with the lesson. 3. If we have matched you with a mentor: follow along with the lesson and get introduced to your mentor. 	

Slide 5: 1 min	TALKING POINTS <ul style="list-style-type: none"> • Each week, we'll do a lesson on a different topic. • At the end of class, you'll reflect on the lesson in your message to your mentor. • Your mentor will respond back by the next week, and you'll be able to see what they said. 	
Slide 6: 2 min	TALKING POINTS <p>The more you write to and see each other, the easier it will be to lean on your mentor for guidance and support for your school and personal life.</p> <p>Remember, that your mentor is a volunteer that graduated from college already and is a working professional. So, as you explore and plan your life pathway, your mentor will be a great resource for you.</p>	
Slide 7: 3 min	TALKING POINTS <p>As you start writing to your mentor, think about your message as having several different parts.</p> <p>The writing expectations are as follows:</p> <ul style="list-style-type: none"> ✓ Start with "Hi <mentor's name>" ✓ Answer the prompt given to you in the lesson ✓ Respond to all of the questions that your mentor asks you ✓ Ask your own questions for your mentor ✓ Break up your writing into paragraphs ✓ End the message with an ending (talk to you soon, let me know what you think, see you soon at the event) 	
Slide 8: 2 min	<i>Have a student read out the prompt. Share with students that each prompt will have sentence starters that they can use for support.</i>	
Slide 9: 5 min	TALKING POINTS <p>Before you write to your mentor, let's take a look at some examples so you can get a better idea of what a message to your mentor could look like.</p> <p><i>Have a student read out the first sample message (the samples are also located on their worksheet).</i></p> <p><i>Student reflection questions: Does the message meet all the writing expectations? What kind of response do you think you would get back?</i></p>	

	<p>The message does not begin with a greeting, a greeting is important because it sets the tone for the message and lets the reader know who the message is intended for.</p> <p>It is only 3 sentences long; the length of this message does not give the mentor much information about their mentee or about the lesson that they are working on together.</p> <p>It is not broken into separate paragraphs. Separating your ideas into separate paragraphs will make it easier for your mentor to read and understand your message.</p> <p>And, lastly, the message does not ask a single question of the mentor. Remember that a relationship is a two-way street and building trust means that you have to give your mentor the opportunity to share about themselves. Asking questions is a great way to do that.</p>	
<p>Slide 10: 5 min</p>	<p>TALKING POINTS <i>Have a student read out the second example</i></p> <p>The second example gives you a better idea of what your message to your mentor should look like.</p>	
<p>Slide 11: 15 min</p>	<p>TALKING POINTS Now, it is time to write your very first message to your mentor. Remember, you will be writing to your mentor on the Platform every week.</p> <p>Be consistent because writing every week is key to you doing your part as a mentee.</p> <p>Each message you send is an opportunity to give your mentor a better sense of who you are, your personality, and what's important to you.</p>	



Mentor Connection

Pair Prompt:

Exciting news – you're officially matched! Share the top three things your mentor/mentee should know about you. Use the sentence starters below if you need help! Let the journey begin!

Most people would describe me as...

Something you wouldn't guess about me is...

One thing that I am working on this year is...

Self-Reflection Prompt (for unmatched students):

Welcome to our program! I'm excited to learn more about you! Share the top three things you believe are important for me to know about you. Use these sentence starters to guide your thoughts:

Most people would describe me as...

Something you wouldn't guess about me is...

One thing that I am working on this year is...