

12 2.4: Growing My Relationship With My Mentor

PHASE OVERVIEW

Pairs will work on post-secondary applications. They will understand the resources that exist to help support them with the applications. Every mentee will apply to at least one college and if they are interested in non-college options, to at least one other post-secondary pathway.



LESSON OBJECTIVE

SWBAT reflect what roles they would like their mentor to play in their life.

PURPOSE

Students will reflect on the state of their relationship with their mentor and the ways in which they can leverage their mentor's support to help them with their senior year goals.

AGENDA

5 min	<i>Do Now: Relationship Reflection</i>
25 min	<i>Learn and Engage: Growing My Relationship</i>
10 min	<i>Mentor Connection</i>



KEY TAKEAWAY

My mentor is here to support me. I must let them know how to do so.

MATERIAL: [12.2.4 Presentation](#), [12.2.4 Handout](#), post-it notes

Do Now:		Notes:
Students will reflect on their relationship with their mentor.		
Slide 2: 5 min	TALKING POINTS On your post-it note, write one word that describes your relationship with your mentor. Place it _____. <i>Note: You can choose to create a MentiMeter word cloud instead if you think it would work better in your classroom.</i> https://www.mentimeter.com/features/word-cloud	

Learn and Engage:		Notes:
Students will create a list of best-practices for mentors.		
Slide 3: 1 min	<i>Have a student read the key takeaway:</i> My mentor is here to support me. I must let them know how to do so.	
Slide 4: 5 min	CLASS DISCUSSION How has your relationship with your mentor changed since you first met? What do you wish your mentor knew about working with a highschool student? What do you imagine your relationship will look like next year?	
Slide 5: 3 min	TALKING POINTS You and your mentor have the power to grow and improve upon your relationship. This will require intentional behaviors from the both of you. <i>Note: Ask students what they think the term “intentional behaviors” means. Have students give examples to back their definition.</i>	
Slide 6: 12 min	TALKING POINTS We are going to create a list of intentional behaviors to share with the mentors in our cohort. The goal is to help them understand how to best support you and form a strong relationship.	

	1) Write down your advice on the post-it! 2) Stick it to your desk 3) When I say “go,” take 3 minutes to walk around the room and check-mark the tips you agree with. <i>Note: After the activity, you should collect the post-it notes and read out the ones that have the most checks. You can ask students if they can recognize any patterns in what is being shared.</i>	
Slide 7: 4 min	TALKING POINTS Your mentor can play many different roles in supporting you this year. Can I have someone read out each possible role? Class discussion: Which role(s) do you want your mentor to play in supporting you with your goals? How do you want them to support you?	
Slide 8: Mentor Connection	TALKING POINTS Now let’s write to our mentors.	
Slide 9: Extend	TALKING POINTS Now that we have discussed intentional behaviors that your mentors can carry out, let’s think about the actions you can take to grow your relationship. In groups of 2-3: 1) Brainstorm at least 3 intentional behaviors you can act on to grow your relationship with your mentor. 2) Write down these steps on the back of your handout. 3) Be as specific as possible. <i>Note: Have students share out if time allows.</i>	



Mentor Connection

1. Share your high and low from this week with your mentor.

My high from this week was...

My low from this week was...

2. What is one action your mentor can take to support you?

One way you can support me is...



Mentee Connection

Overview

During this week's lesson, students reviewed the roles that you can play in supporting them through this year.

As a reminder, these mentor roles are:

- Relationship Driver - Model consistent communication with your mentee and identify opportunities to build a strong personal relationship.
- Guide - Lead your mentee through the post-secondary and career planning process.
- Cheerleader - Recognize and celebrate the wins -- small and big!
- Thought Partner - Collaborate with your mentee to weigh options and help them pick the pathway best for them.
- Researcher - Find and collect pertinent resources to share with your mentee.

Please remember, your mentee might struggle with directly asking you for support. You can model this behavior by sharing how you have asked for support from others.

Your Response

1. Share your high point and low point from the week.

2. Share an instance in which you turned to someone for support with your goals. Explain how they assisted you.

3. Assure your mentee that you will be by their side to support them this year.