

# Phase 0.1: The Power and Potential of Mentoring Relationships

## PHASE OVERVIEW

This is a pre-match phase which introduces students to the iMentor 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 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

8 min	<i>Do Now: My Goals</i>
32 min	<i>Learn and Engage: About</i>



## 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, buy in, 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 and their goals. It will help the students to know that you care about and believe in this program's ability to support student goals. This work has value for them. To that end, if you are prepared, excited, meeting students at the door as class starts, this begins to message that you think this work is important enough to show up for.

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

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

Do Now: My Goals		Facilitator 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: 8 min</p>	<p><b>Facilitator Notes</b></p> <p>Each student will receive three different color post-its. One color will be designated for a personal goal, the second will be for an academic goal, the third is for their name.</p> <p><i>(You should write down or share your own goals to show examples and model the exercise.)</i></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 either “personal” or “academic” goal. Their name should be at the top of their desk and visible.</p> <p>Call on various students to introduce themselves and read their personal or academic goals aloud.</p>	

Learn and Engage: About iMentor		Facilitator 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><b>TALKING POINTS</b></p> <p>We all have goals that we would like to achieve. We heard some amazing 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</p>	

	<p>them.</p> <p>This is where the iMentor class comes in. You will work together with a mentor and me to reach your goals by having a strong mentoring 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.</p> <p>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 the iMentor class and program are, let’s talk about your ideas of a mentor.</p>	
<p>Slide 4: 5 min</p>	<p><b>STUDENT DISCUSSION</b></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"> <li>• What is a mentor? What do they do? How do they act?</li> <li>• Have you had a mentor? Who was it and how did they help you?</li> <li>• What makes a good mentor? What qualities should they have?</li> </ul> <p><i>Facilitator Note: Make sure to define the role of a mentor. Students might be under the false belief that mentors are social workers or counselors. Our mentors are volunteers from a variety of backgrounds, they are not school staff or social workers.</i></p>	
<p>Slide 5: 2 min</p>	<p><b>TALKING POINTS</b></p> <p>In our program, each of you will be paired with a mentor that is here to support you. 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 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. Please answer the questions on your worksheet as you watch the video. We will discuss them afterwards.</p>	
Slide 6 6 min	<b>PLAY VIDEO:</b> <a href="#">Trina &amp; Nyasia</a>	
Slide 7 5 min	<b>STUDENT DISCUSSION</b> <i>Invite students to share their thoughts and responses to the questions and the video.</i>	
Slide 8: 1 min	<b>TALKING POINTS</b> 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.	
Slide 9: 1 min	<b>TALKING POINTS</b> The benefits of having a mentor are huge! They help you handle your academic issues, navigate personal situations, create career goals and figure out what you want to do in your future!	
Slide 10: 1 min	<b>TALKING POINTS</b> <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 time. For the first phase, or few weeks, we will be focusing on understanding the iMentor 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>Once you graduate from high school, you will have the opportunity to continue working with your mentor in our Post-Secondary Program. Here 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>	
Slide 11: 3 min	<b>STUDENT DISCUSSION</b>	

	<p>We are going to cover many topics in this class! Which topic are you most interested in? Why?</p> <ul style="list-style-type: none"> <li>• building strong mentorship relationships</li> <li>• researching career options</li> <li>• setting a long-term vision for your life</li> <li>• understanding the cost-of-living in adulthood</li> <li>• creating a resume</li> <li>• engaging in the professional world</li> <li>• applying for summer jobs and opportunities</li> <li>• building a list of pathways for after high school</li> </ul>	
<p>Slide 12: 3 min</p>	<p><b>Facilitator SHARE OUT</b></p> <p><i>Facilitator Note:</i>  <i>Share information about your background. Your students will want to know more about you!</i></p> <p><i>You can share images of you, anyone important to you (can include pets), where you're from, etc.</i></p>	
<p>Slide 13: 2 min</p>	<p><b>TALKING POINTS (Please adjust as suits your program and student needs)</b></p> <ul style="list-style-type: none"> <li>• My office/where you can find me: <span style="background-color: yellow;">          </span></li> <li>• I will be here at school on: <span style="background-color: yellow;">          </span></li> <li>• My main job is to connect you to your mentor</li> <li>• Also, I will support you and your mentor to reach your post-secondary goal!</li> </ul>	
<p>Slide 14: 2 min</p>	<p><b>TALKING POINTS</b></p> <p>This program cannot happen without your CONSENT FORM. Please have your guardian 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>	