

COMMUNITY MENTORING HANDBOOK

Inspiring the
next generation

www.collegeaware.ie



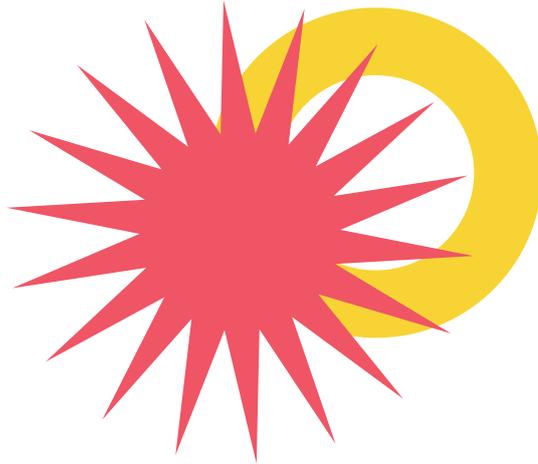
An Associated College of
Trinity College Dublin, the University of Dublin



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



University College Dublin
An Colaiste Ollscoile, Baile Átha Cliath



HI COMMUNITY MENTORS!

Welcome to our Programme. This will be your handbook for the year. You will see it has a total of 5 lesson plans, but you will only be using 3 for the academic year. The lessons will be decided by the host institution that you choose to mentor at, so be sure to have a look through carefully and get to know each lesson plan.

Wishing you a wonderful year, and happy mentoring!

The Community Mentoring Programme

Lesson Plans Index (in order of appearance):

- 1) Telling your Story
- 2) SMART Goals and Time Management
- 3) Growth Mindsets
- 4) Your College Campus
- 5) Extracurricular Activities

MENTOR RESOURCE TELLING YOUR STORY

Story Telling



THE 'BIG WHY':

Building a strong rapport with your mentees is the key to establishing trust and creating meaningful mentor-mentee relationships.

Sharing your stories will inspire trust and help mentees identify commonalities in their own lives and stories.

GOALS FOR THIS SESSION:

1

Introduce yourself and present your story in a thoughtful way.

2

Encourage mentees to feel comfortable enough to share their own stories.

3

Facilitate a "future you" letter-writing session, where mentees thoughtfully contemplate where they would like to be in 2-5 years.

BEFORE YOUR SESSION

Take 5/10 minutes before this session to review the story you prepared in training so you can feel confident about what you want to say.



5/10 mins

ACTIVITY 1

SHARING YOUR STORY



Material needed Mentor Toolkits and Mentee Toolkits

Step 1: Share your Stories

 8 mins each

Introduce yourself and let your mentees know that you are part of the Community Mentoring Programme. The programme connects students from IADT, NCAD, "Marino Institute of Education, UCD and TCD, so you can share your experiences on what it's like to go to college, some ways to get there, and the supports that are available.

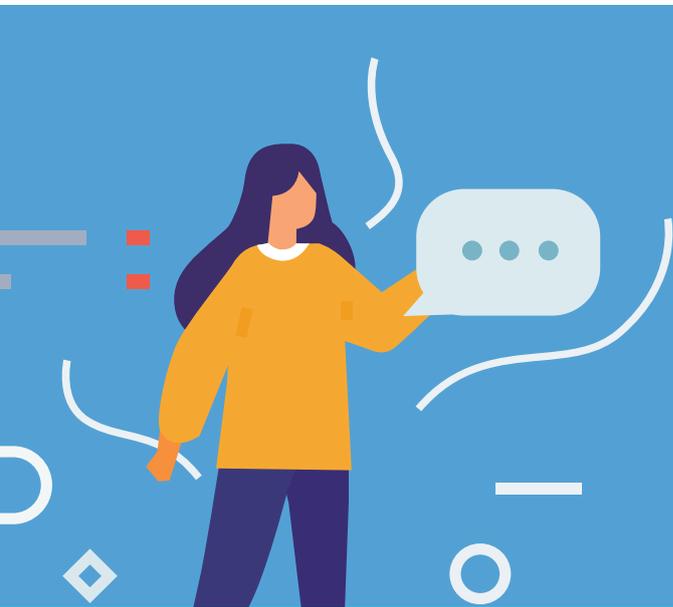
Before you start telling your own stories, ask your mentees to fill in their mentors' names (that's you!) and your college courses on their worksheets.

Step 2: Worksheet # 1

 4 mins

Ask the mentees to fill in worksheet 1 in their toolkits.

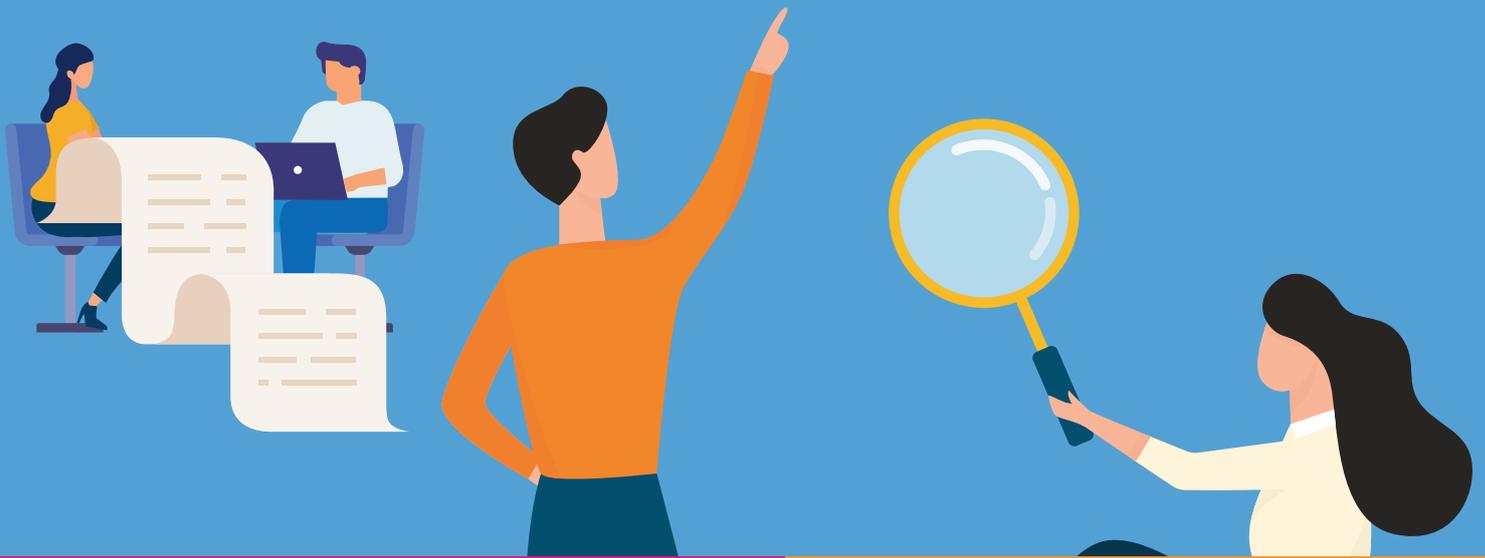
Let them know they will have about 4 minutes- check in and let them know when they are at the "1 minute left" mark.



MY MENTOR STORY

Use whatever is applicable to you from the "Hero's Journey" template to reflect on your own experiences in school and college. What have the significant moments in your educational journey been? Use this space to write down the key points in your 'hero's journey' to date.

A large, empty white rectangular area intended for writing the mentor story.



Step 3: Mentee's Stories

5 mins

Get to know your mentees. Ask them to say their names and to share their favourite subject/ hobby.

Step 4: 'Future You' Letter

15 mins

Have your mentees fill in worksheet 2 from their toolkits using the templates provided. When they are finished, have them sealed in an envelope and kept with their teacher for safe-keeping to be opened at the end of the year.

Step 5: Feedback

4 mins

Before you leave, give the **mentees' feedback forms** to the teacher/guidance counselor in the room for distribution.

Explain that it is ideal for the forms to be completed as soon as possible while the session is still fresh in everyone's minds.

Fill in the **mentor feedback forms** and bring back to your college's access office.

Log your session on <https://www.collegeaware.ie/submit-your-event/>

MENTOR RESOURCE SMART GOALS & TIME MANAGEMENT

GOAL SETTING: THE 'SMART' WAY

THE 'BIG WHY':

Using SMART goals helps to ensure that goals are concrete, specific, and well-structured, leading to higher completion and success rates.

In this mentoring session, you will work with your mentee/s to set at least 1 academic SMART goal for themselves to achieve by the end of the academic year.

GOALS FOR THIS SESSION:

1

Reinforce previous session by first talking about what you spoke about on your last visit.

2

Help mentees understand what SMART goals are, and how to apply them towards their own goals.

3

Encourage mentees to consider how they manage their time, and ways how they can improve

BEFORE YOUR SESSION

Take 5/10 minutes before this session to review SMART goals so you can confidently break down the acronym with your mentee/s.



10 mins

ACTIVITY 1

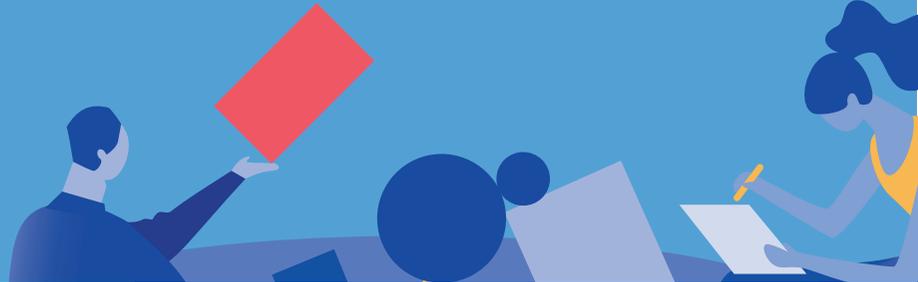
SMART GOALS

25 mins total
for activity

(15 mins left)

Materials Needed

- Mentee Toolkits
- Chart Paper
- Markers



1

Step 1 SETTING A GOAL

Mentees will need to select a goal that they would like to complete by the end of the academic year, and in the space provided at the top of their **SMART Goals Worksheets**, write it down.

5 mins

This activity works best if it is an academic goal.

2

Step 2 DISCUSS HOW TO MAKE IT SMART

Have someone volunteer their goal and write it on the chart paper. As a group, go through each letter, asking the students if the goal is:

10 mins

Specific?



- Is your goal easy to understand?
- Is it clear what you are hoping to achieve?
- Consider the following 2 example goals:
 - I want to be a better swimmer.
 - I want to swim 100 metres per minute by the end of August.
- Try having the mentees explain the difference!

WHY does it matter?

Option b) is much more specific, making it easier to track your progress and hold yourself more accountable!



Measurable?

Is your goal easy to measure?

How will you know when you have achieved your goal?

What can you do to check your progress along the way?

Relevant?

Why does your goal matter to you?

Are you training for a big race or a Sea swim?

Whatever your reasoning is, your goal should be important to you!



Achievable?

Is your goal achievable? For example, if you currently cannot swim, it is not likely you will swim 100m per minute by the end of August.

Timely?

Is your goal time-oriented?

Your goal needs to have a time constraint on it: If there is no sense of urgency, you are less likely to achieve it!



Hint:

Success can be measured by timing yourself and recording your increased speed/length at the end of each week.

3

Step 3 FILLING IN WORKSHEETS

Give your mentees 10 minutes to fill in their SMART Goals worksheets. If there is any time left over, you can have a brief discussion/ answer any questions.

ACTIVITY 2

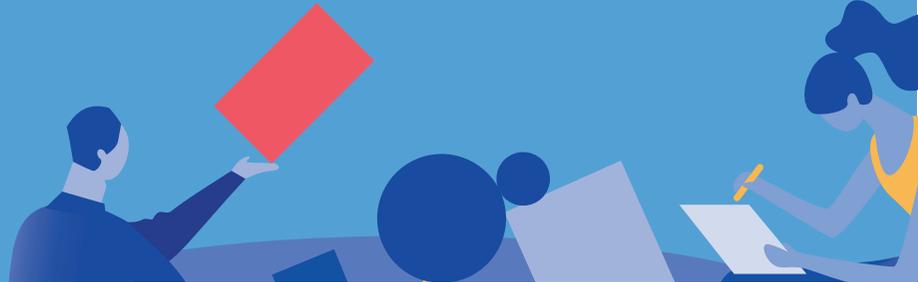


10 mins

WHEEL OF PRODUCTIVITY

Materials Needed

- Mentee Toolkits
- Chart Paper
- Markers



THE 'BIG WHY':

A key aspect of good time management is being mindful and strategic when it comes to how you spend your time.

Explain to your mentees that the following activity will help them to better understand how their time is currently being spent.

With their SMART goal in mind, have them fill in the second sheet that will encourage them to think about how their time could better be spent.

The Activity: Your mentees will have a total of four worksheets titled 'Wheel of Productivity', two will be highlighted in **blue** two will be highlighted in **red**.



10 mins

- The blue worksheets represent how mentees are **currently spending their time** (One sheet for weekdays, one for weekends)
- The red worksheets represent how mentees **would LIKE to be spending their time in order to achieve their goal.** (One for weekdays, one for weekends)

Allow your mentees 10 minutes to fill in the blue and red sheet for **weekdays**, and encourage them to do the "weekend" sheets at home.

WRAP-UP

DISCUSSION

FEEDBACK



Ask your mentees what they thought about the activities, and if they have any questions. **Remind them of the date of your next visit**, and loosely what you will cover.



5 minutes

Before you leave, give the mentees' feedback forms to the teacher/guidance counselor in the room for distribution.

FEEDBACK

- Explain that it is ideal for the forms to be completed as soon as possible while the session is still fresh in everyone's minds.
- Fill in the mentor feedback forms and bring back to your college's access office.
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Our next visit will be:

The next topic we will cover is:

MENTOR RESOURCE GROWTH MINDSETS

GROWING YOUR MIND, ONE STEP AT A TIME. THE 'BIG WHY':

Understanding how our mindset affects our decisions is a powerful tool that can help us reach our full potential.

A growth mindset is open to learning new things and encourages you to do something, even if you are not naturally good at. A fixed mindset is when you prefer to stick with what you are naturally good at, which may prevent you from trying new things that you may excel at with practice! This can limit your abilities and educational development.

GOALS FOR THIS SESSION:

1

Reinforce previous session by first talking about what you spoke about during your last visit.

2

Demonstrate and discuss the differences between a growth mindset and a fixed mindset through the Classroom Debate activity and Growth Mindset diagram.

3

Encourage students to set their own growth mindset goals from the WOOP activity.

BEFORE YOUR SESSION

Take 10 minutes before starting your session to read over the "WOOP" exercise and fill it in for yourself in your toolkits.



10 mins

ACTIVITY 1

CLASSROOM DEBATE



● A classroom debate is a great way of learning everyone's values, ideas and interests. This doesn't need to be a long process either. Introduce this concept by asking the students present a variation of questions. Ask them questions such as:

- “I believe a person can be naturally gifted?”
- “A talent can be taught or learned.”
- “You are either emotional or logical as a person.”
- “You can either have an aptitude for languages or sciences.”
- “Any skill gets better with time.”
- “Planning an idea makes it easier.”

Begin the debate by asking opposing students to explain their stance on the topic. Make sure to let everyone have equal time to talk. If discussions get too loud or heated, start to move on to the next question or topic!



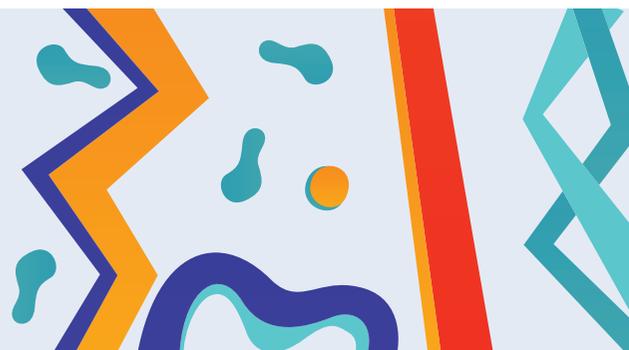
10 mins for activity



TRYING TO VISUALISE?

Walking debates are a fun way to learn to discuss issues, make sure to split the rooms into agree/disagree sections.

TRY A WALKING DEBATE!



If the room you are using is big enough, why not introduce this exercise as a walking debate? This will create great energy and engagement!

ACTIVITY 2

MINDFULNESS



1

Have mentees look at the Growth v. Fixed mindsets comparison diagram on the next page.



5 mins for activity
(25 mins left)

The page is divided by 'Fixed Mindset' thoughts on the left and 'Growth Mindset' thoughts on the right.

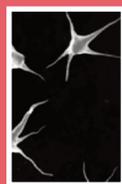
2

For each thought, have your mentees circle the sentence they can relate the most to. Even if they are more on the "Fixed mindset" side, that's OK! Remind them there is always room to improve our attitudes and approaches.

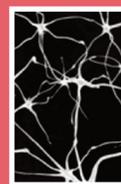
3

Next, have your mentees write down a fixed mindset they have had about something specific/personal to them on the left side, and add a growth mindset that may help them improve on the right side.

EFFECT OF AN ENRICHED ENVIRONMENT



Nerves in the brain of animal living in a bare cage



Brain of another animal living with other animals and toys

Did you know...

Your brain and development can be changed like any other muscle in your body. Check out the example we use here!

WHICH ONE ARE YOU?



FIXED MINDSET

“If I’m not good at it, I usually get frustrated and quit”

“I take criticism as an attack”

“I failed because I can't do it and it's probably not worth trying”

“If I don't get it right the first time, I feel like a failure”

“I’m not good/smart enough to do some things”

“I stick to what I know/am good at”

“I’m not very smart and my intelligence can't be improved”

GROWTH MINDSET

“If I’m not good at it, I usually keep practicing until I improve”

“Criticism gives me a new perspective on how I can do things better”

“Failure is an opportunity for me to learn from my mistakes and improve”

“If I don't get it right the first time, I reflect on why, and try again a different way”

“I can do anything I set my mind to”

“I like to try new things”

“My intelligence can be developed”

WOOP!

MAIN ACTIVITY



This is the main activity of this session and should use the concept of Growth mindsets. The WOOP exercise might need to be explained step-by-step, but once you do that it can be a go-to guide for planning academic, or other life goals.



20 mins for activity

Why not start off by thinking about what you might put in the boxes for your own WOOP exercise.

THE 'WHO', 'WHAT' AND THE 'WHY' OF WOOP:

WOOP is a super easy way for mentees to explore and decide on an action plan for the achievements they want to make in life. Studies have shown that imagining a positive outcome is not enough to achieve result. Rather, it is important to also have a(n):

W	Wish that is achievable and meaningful
O	Outcome that is carefully defined
O	Obstacles: well thought-out in advance
P	Plan on how to overcome those obstacles

WOOP!

WHAT'S IT ALL ABOUT?



1. Take your time by giving students their own space and ideas to jot down in their mentee workbooks. Guide them on the steps of WOOP.

Begin by asking them to think about an idea, wish or want that they hope to achieve and ask them to write it down in their "WOOP workbook activity" (It is best to start with a smaller goal that can be achieved in the next few weeks, as this will be an introduction to WOOP).

2. Give one QUICK example each of a wish that you have made come true by carefully planning the outcomes and obstacles beforehand (The "OO"s in WOOP).
3. Use the next guideline on the next page to explain the headings for WOOP, by breaking them down step-by-step,

W	Wish
O	Outcome
O	Obstacles
P	Plan

WOOP

WORKBOOK ACTIVITY



Ask your mentees to think about the next few weeks ahead. Ask them to think and write in their booklet what small but significant wish they would like to achieve over this time-frame? Make sure to encourage your mentees to pick something that feels **challenging but achievable within that timeline**. Ask them to write down their wish and any encouraging sentences for themselves in their books. It should look just like this:

Wish

.....

.....

.....

Follow the discussion on to what sort of outcomes your mentees hope to achieve after the short time period. What does their outcome look like? How will they feel once they achieved this? Encourage them to write their thoughts and any other ideas down. Ask the, for some examples too as they might encourage others to write in their book.

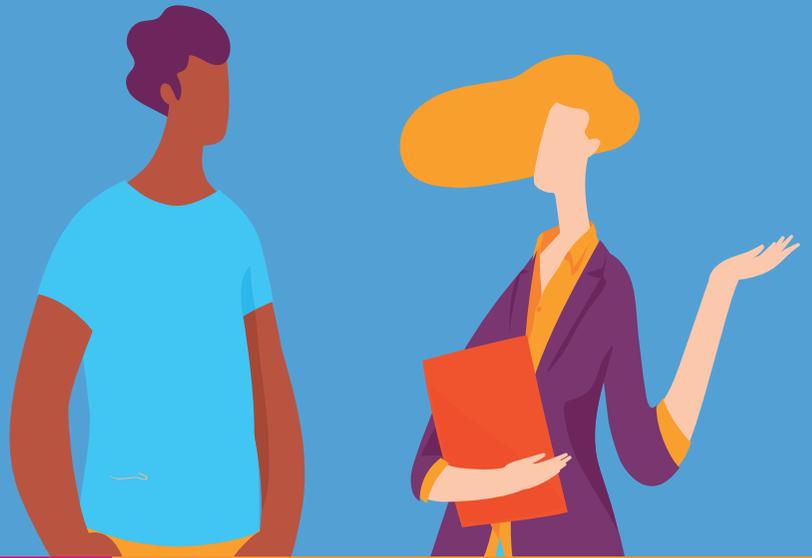
Outcomes

KEEP AN EYE ON THE CLASSROOM

As you are explaining this section of the exercise make sure to move about the room so you can engage with everyone. Trust us, it helps!



WOOP WORKBOOK ACTIVITY



Sometimes things don't always go to plan. Ask your mentees what they think is holding them back from their wish. Again, this can be out loud or written down in their workbooks. Remember this can be a bad habit or even a distracting location for study. They can use an external obstacle or a personal challenge but try and suggest a focused and internal obstacle which they can change.

Obstacle

.....

.....

.....

Ask you mentees to decide on a plan to fulfil their wish. Keep in mind, big differences take small steps so encourage them to plan small changes to make bigger differences in their lives.. For this section, you can ask them to outline their plans but make sure to encourage everyone to write down a **small plan**. These can be "turn my WIFI off when studying" or "go to the gym on the weekends."

Plan

NOT LONG TO GO!

You're nearing the end of your session and energy might be waning, try and keep the class engaged by keeping up the pace.



3-5 minutes left

WOOP

WORKBOOK

ACTIVITY



To conclude the Growth Mindset session, do a quick round up of the ideas, WOOPS.



3-5 minutes left

Remind your mentees that you will briefly revisit the topic of growth mindsets when you return for your next visit. Ask them to start with small steps and don't forget to mention the pay-off: a small win can be for your personal development!

Keep in mind, that it is near the end of the class so keep it quick, easy and light!

FEEDBACK

- Explain that it is ideal for the forms to be completed as soon as possible while the session is still fresh in everyone's minds.
- Fill in the mentor feedback forms and bring back to your college's access office.
- Log your session on <https://www.collegeaware.ie/submit-your-event/>

Our next visit will be:

The next topic we will cover is:

MENTOR RESOURCE YOUR COLLEGE CAMPUS

**You can't be what
you can't see,
visualise your
dream college
campus!**

The idea of college can be both exciting and daunting to your mentees. Some plan ahead while others might be afraid or stressed of the college options open to them.

In this mentoring session, you will work with your mentees to discuss the planning and organising of going to college and the possibility of a campus visit. This session is important for illustrating the idea of a "perfect college" by brainstorming with your mentees what college life might be like in a practical way.

GOALS FOR THIS SESSION:

1

Reinforce previous session by first talking about what you spoke about last session.

2

Discuss the differences in Third-Level options. You should breakdown ideas of elitism.

3

Encourage students to consider a college which is right for them. Not the college with the most prestigious name or closest to them

BEFORE YOUR SESSION

Take 5/10 minutes before this session to think of your own pre-college options. Which colleges did you want to go to?



5/10 mins

PLANING A HOLIDAY



- To get started with this mentoring session you are going to want your mentee/s to begin to discuss amongst themselves a list of plans and actions you'd have to make before going on a two week, Summer holiday. This discussion should take 5 mins.



15 mins for activity
(30mins left)



This can include:

- Destination
- Type of holiday type - sporting, resort, beach, city break
- Climate consideration
- Passports
- Travel plans
- Checking in
- Boarding pass

- You can start writing these examples on the board.
- You will probably see a growing trend amongst the room. Try and encourage the room to discuss the plans you make to organise the best holiday to your mentees needs. Your mentees might disagree with the holiday plans of their discussion partner. Ask your mentees if they think there is a lot of planning for just spending two weeks abroad.

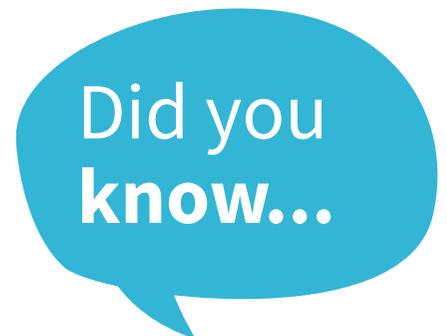
DESIGN YOUR COLLEGE CAMPUS



- Building from the energy in your last activity, introduce the idea to your mentees of thinking about the best college for them. Remind them that just like planning their dream holiday, they should be thinking about and planning what their dream college looks like. Give them five minutes to brainstorm what kind of college they'd build. Remind your mentees that it can be anything they want it to be.
- Divide your mentees up into groups and hand them a large sheet of paper. Ask them to use their examples they brainstormed to design a college of their dreams. This can be illustrated and designed any way they want. Notes can be added too! Give your mentee groups 15 minutes to discuss and design their dream college campus. Remind them when time is up they will present their designs back to the group. They can stand up and quickly present them to the rest of the room.

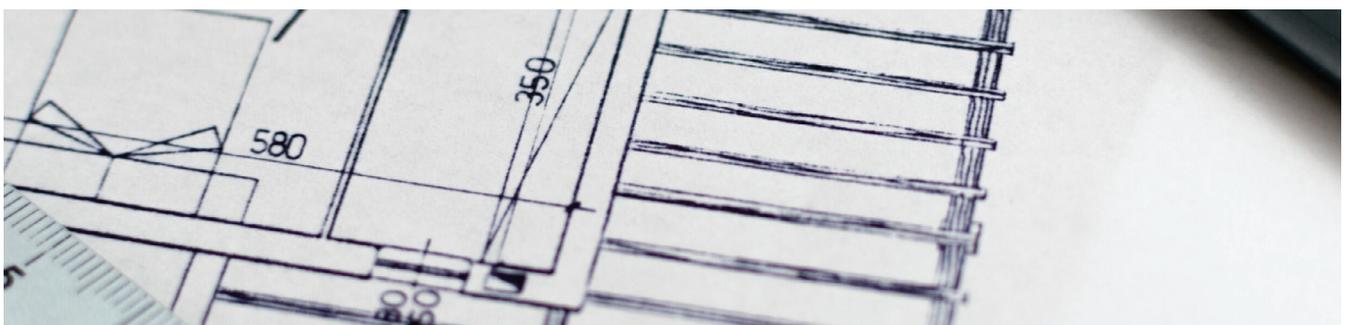


20 mins for activity
(10mins left)



Did you know...

Research proves that you are 63% more likely to complete a 4 year degree if you visit a college campus before attending.



CONCLUSION



YOU'RE ALMOST THERE! KEEP AN EYE ON THE ENERGY IN THE ROOM

- By completing this session you've started a discussion and personal journey for your mentee. The idea of a campus for their needs and tastes is an amazing thought process!

Harness the positive and creative energy in the room by closing your session by remind the group of your session goals. This won't have to be said in a formal way just a kindly reminder of everything the room conquered together during this session. See the grey box on the right for your session goals.

FEEDBACK

- Explain that it is ideal for the forms to be completed as soon as possible while the session is still fresh in everyone's minds.
- Fill in the mentor feedback forms and bring back to your college's access office.
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WHY NOT TRY...

Encourage your mentees to search online for the colleges in and around their area that might have an open day soon.

COMMUNITY MENTOR RESOURCE EXTRACURRICULAR ACTIVITIES

Putting the 'extra' in extracurricular

Extracurricular activities have been linked to greater self confidence, time management skills, sociability, an increase in mental health, well-being, as well as many other positive outcomes. Yet, students from our schools are less likely to value extracurricular activities, engage in them, and as such, commonly do not get to reap the benefits.

In this mentoring session, you will work with your mentees to identify types of extracurricular activities, as well as any barriers, benefits, and stereotypes that go along with them. You will also help to encourage and inspire your mentees to continue or pick up new extracurricular activities.

GOALS FOR THIS SESSION:

1

Reinforce the previous session by first talking about what you spoke about last session.

2

Break down any perceived barriers to taking part in extracurricular activities.

3

Encourage students to consider / continue their extracurricular activities as an important part of their lives.

BEFORE YOUR SESSION

Take 5/10 minutes before this session to think of the any extracurricular activities you have involved in and what the benefits have been



5/10 mins

ACTIVITY 1

BRAINSTORMING



- To get started with this mentoring session you are going to want your mentees to brainstorm as many extracurricular activities as they can in the time frame of 3 - 5 minutes. You can record the brainstorm session on a whiteboard, chalkboard, or your mentees can use the sheet provided in their pack.

 10 mins for activity
(30mins left)

The goal of this exercise is to get mentees thinking more creatively about types of extracurricular activities, rather than just the ones they know. It will also help students get thinking and talking about activities they might like to try and get involved in.

FEEL THE ENERGY IN THE ROOM

If things are feeling a bit low make the brainstorming activity into a competition. If energy is too high make the brainstorm a more collaborative effort.



Linda Djougang,
Trinity Student & Ireland Rugby Player

Did you
know...

Research proves that team sports have a direct and positive effect on self-confidence and mental well-being, but girls in Ireland are 3x more likely than boys to drop out of sports entirely by age 13.

ACTIVITY 2

BARRIERS & BENEFITS



- Now that your mentees have brainstormed as many extracurricular activities as possible, have a conversation with them about any barriers they think might stop them or others from taking part in extracurricular activities.



10 mins for activity
(25mins left)

Try to steer the conversation away from barriers such as cost or location, Although these can be real barriers to participation, there are usually always lowcost or free extracurricular activities nearby, Try to have your mentees focus more on barriers to participation such as confidence, lack of experience, stereotypes or friend groups/social factors.

Some questions that could start the conversation:

- **Are there any extracurricular activities you think are gendered?**
- **Do you think someone would feel like they could join a club even if you didn't know anyone in it?**
- **Does level of experience matter? If you have never played chess /football/ etc. before, do you think you could/would join a club?**

After the discussions, go back and push your mentees to come up with a solution for any barrier to participation they think may exist. For example, if they think it would be too difficult for someone to join a club where they didn't know anyone, what could they do to help that?

The last part of this activity is to have your mentees think of the benefits of extracurricular activities. Think of this as the pro side to the con list you just discussed. It is also a great time for them to talk about their own extracurricular activities that they are involved in or would like to be involved in, and some of the benefits.

ACTIVITY 3

MAKE A PLAN



DON'T FORGET...

Now that you know your mentees' extracurricular activities, make sure to ask them how they are getting on, and take an interest in their hobbies during the rest of your mentoring sessions.

- Bring all the students in the classroom together to see if there are several students who are interested in doing the same extracurricular activity. Once you find 2 to or more students who want to try the same thing, encourage them to try it out together. Or, if a student is already involved in an extracurricular that another classmate has always wanted to try, could they welcome them in.



15 mins for activity
(5mins left)

Before the session comes to the an end, work with your mentees to make a plan on how to integrate a new extracurricular activity into their daily lives, or, if they are already involved in extracurricular activities, have them each write down 2-3 benefits that they get out of it, and share with the class.

FINAL 5 MINS

- For the final 5 minutes of the session, remind your mentees when the next session will be, and loosely, what it will be about.



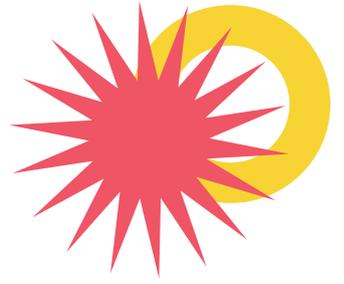
Last 5 mins

This is also a great time to see if your mentees if they have any questions in general for you that they weren't able to ask earlier.

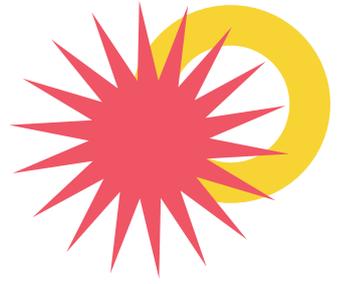
FEEDBACK

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NOTES



NOTES





iadt
DUN LAOGHAIRE

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