

**Mentoring 6 Week Programme**  
**St Josephs Rush**  
**2018/2019**

**Overview:**

Each session will be 1 hour in duration where TY Mentors will facilitate sessions to 1<sup>st</sup> years with the assistance of Class Teachers. Six sessions will be held over the year. The sessions will focus on enabling the 1<sup>st</sup> year students to settle into school and to feel supported by a TY mentor around issues like friendships, organisation & time management, keeping well and cyber safety.

Matches will be placed in groups of six-seven, with two mentors and four-five 1<sup>st</sup> years in each group. The students will remain in these groups for three years, taking 1<sup>st</sup> years right up to 3<sup>rd</sup> Year.

**Session 1: Introductions & Icebreakers**

**Session 2: Organisation Skills (Locker, School Bag, Journal)**

**Session 3: Time Management & Class Rules**

**Session 4: Friendships**

**Session 5: Cyber Awareness & Safety (McAfee presentation)**

**Session 6: Keeping Well & Coping Skills**

**Session 1: Introductions & Icebreakers**

1. Introductions – In the match groups, both mentors and mentees fill in information about each other. This gives them the opportunity to get to know each other at the beginning. **(see appendix 1)**. Get feedback from the groups on one thing they learned about another person in the match
2. Who Am I? Each person is given a famous character, which they stick on their heads or back of jumper and they don't know who they are but everyone else does. Asking Yes/No questions they need to figure out who they are. They can ask one question, if they get a Yes they can ask again, if they get a No, it moves onto the next match.
3. Big Brother Big Sister Crossword **(see appendix 2)**
4. Brainteasers – Groups work together to solve some brainteasers, prize for the winning Team **(see appendix 3)**

## **Session 2: Organisation Skills**

Groups work in matches and go through the following worksheets

1. My Locker (**Appendix 4**)
2. Student Expectations - My School Bag (**Appendix 5**)
3. What subjects do I have? (**Appendix 6**)
4. My Brilliant Homework Journal (**Appendix 7**)
5. My Homework Journal Needs Work (**Appendix 8**)

## **Session 3: Time Management & Rules**

Groups work in matches and go through the following worksheets

1. Time Management (**Appendix 9**)
2. Being on Time Questionnaire (**Appendix 10**)
3. Class Rules (**Appendix 11**)
4. School Rules – How Do I Rate? (**Appendix 12**)
5. What if this happened? What would you do? (**Appendix 13**)

## **Session 4: Friendships**

Working in matches, go through each of the activities below and take feedback at the end of each activity.

1. Circle of Friends (**Appendix 14**)
2. Introducing Friends (**Appendix 15**)
3. Important Qualities of a Friend (**Appendix 16**)
4. To Have Good Friends (**Appendix 17**)
5. Recipe for a Friend (**Appendix 18**)

## **Session 5: Cyber Awareness & Safety**

Mentors deliver a short presentation about posting images online, online friends, cyber bullying and keeping yourself safe. Mentors will ask processing questions throughout the presentation and get feedback regarding the various issues that arise. Presentation layout (**Appendix 19**)

**(Link for Video)**



OnlineSafetyForYou  
ngPeople\_SJR BBBS

### **Session 6: Keeping Well & Coping Skills**

In groups, mentors will work through worksheets with the 1<sup>st</sup> years

1. Being Safe in School (**Appendix 20**)
2. What Makes Us All Alike? (**Appendix 21**)
3. Names of my Classmates Test (**Appendix 22**)
4. What Do You Think? Student Stories (**Appendix 23**)
5. Relaxation Techniques – identifying what works for each individual (**Appendix 24**)

## Session 1

### Appendix 1:

#### **About me**

My Favourite sport is.....

My Favourite food is.....

My Favourite Pastime is.....

My favourite music is.....

My favourite book is.....

A Subject I am good at.....

A Subject I could use help with.....

The best thing about school is.....

My favourite place is.....

I would like to learn to.....

I am good at.....

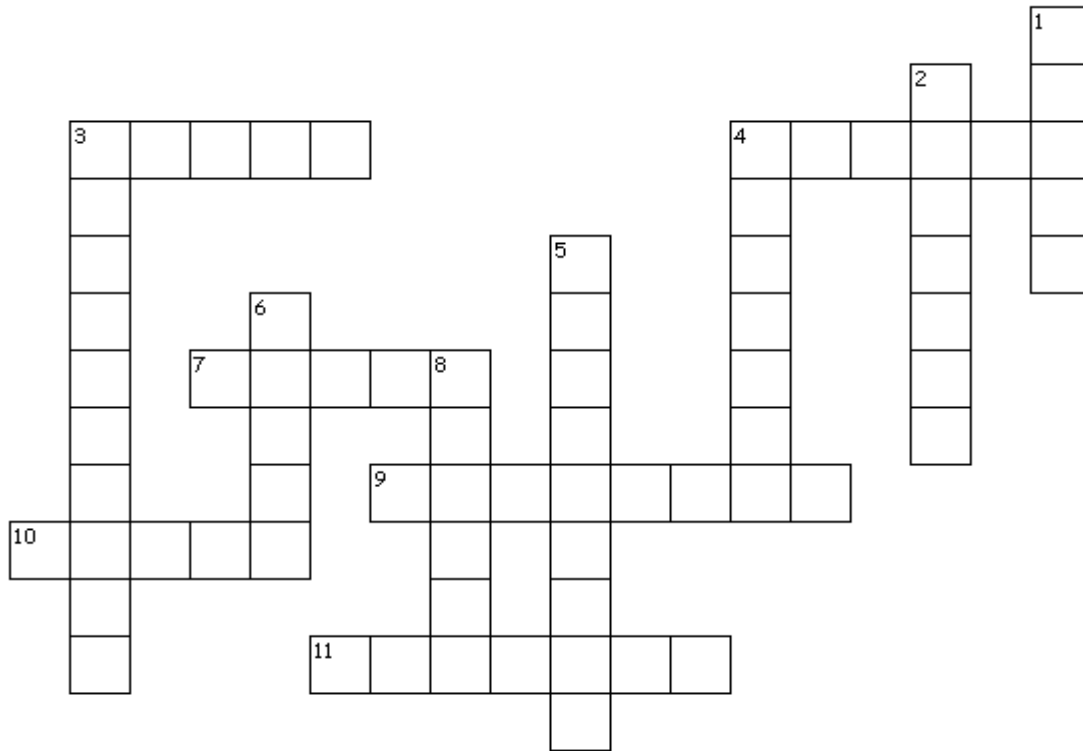
A place I would like to go on holiday to.....

A fear of mine is.....

What I would like to do when I finish school is.....

## Appendix 2

# Big Brother Big Sister Crossword



### **Across**

3. When people come together to celebrate something
4. Someone you can rely on and who you can have fun with
7. Things that you can play
9. A game where you use actions to describe things
10. What you do when you think something is funny
11. Verbal communication

### **Down**

1. Another word for friend
2. Another word to describe Big Brothers and Big Sisters
3. A game that uses pictures
4. The youth organization that runs BBBS
5. When you are asked questions
6. What we call the Big and Little together
8. Where BBBS takes place

1.



### 3. STAND

1

#### 4. READING

## 5. WEAR LONG

6. ROAD

7.

TOWN

8.

CYCLE  
CYCLE  
CYCLE

9. LE

VEL

10.

0  
M. D.  
B. A.  
PH. D.

11.

KNEE  
LIGHT

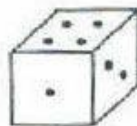
12.

00000

13.

# CHAIR

14.



15.

POUCH

16.

GROUND



17

MIND  
MATTER

18.

## HE'S / HIMSELF

## 19. ECNALG

20.

## DEATH

LIFE

## Appendix 4



National Behaviour Support Service (NBSS)

### *My Locker*

What should I have in my locker?

What if someone else wants to use my locker?

When can I go to my locker?

What do I feel about having a locker?


What if I forgot something?

If students are messing at the lockers, what should I do?

## Appendix 5

*Student Expectations*

*My School Bag*



In Class

On the Corridor

Outside the Building



## Appendix 6

### *What Are All These Classes?*

Subject	What is the Subject?	Number of classes	Who is my teacher?
Ir			
Eng			
Maths			
Sci			
Bus			
Hist			
Geog			
Wk			
Home ec			
Re			
CSPE			
SPHE			
TD			

What are the subjects that might be a challenge for you?

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How can you get help?

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## Appendix 7

# My Brilliant Homework Journal

Working in pairs and using your timetable on Monday, fill in what your homework journal should look like:

## October

Deireadh Fómhair | Oktober | Octobre

*Know & Improve* - Be sure to know what you did well on and what you need to improve.

Monday • Dé Luain • Montag • Lundi

Subject	Homework	Due	Est./Time Taken
1			
2			
3			
4			
5			
6			
7			
8			
9			
Study 1			
Study 2			

1

Parent's Signature

Don't Forget:

## Appendix 8

# My Homework Journal Needs Work

Can you give any advice to this student? What else they could have written to help them to get their work done?

## October

Deireadh Fómhair | Oktober | Octobre

*Know & Improve* - Be sure to know what you did well on and what you need to improve.

Subject	Homework	Due	Est./Time Taken
1 English	No Work		
2 Maths	Page 47		
3 Home Ec.	Ingredients and learn work from class		
4 Irish	No Work		
5 Geography			
6 History			
7			
8			
9			
Study 1			
Study 2			

Monday • Dé Luain • Montag • Lundi

1

Parent's Signature

Don't Forget:

## Appendix 9

# Time Management

Activity	Time During Day	Week (Multiply number of days by time)
Sleeping		
Eating		
Self-care		
TV		
School		
Homework		



Ever wondered how much time you spend on activities over a year?

3 hours a day watching TV  
 = 1095 hours a year  
 = 45 days watching TV non-stop

## Appendix 10



National Behaviour Support Service (NBSS)

### *Being on Time Questionnaire*

#### PART 1:

1. Are you usually on time for things, like meeting your friends, going to the cinema, going training for sports or watching programmes on television?

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2. What number would you give yourself for being on time, out of ten?

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3. Can you remember a time that you had to wait for someone or something that was late, how did you feel and what happened?

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#### PART 2:

4. Do you find it hard to get up in the morning for school?

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5. How do you wake up in the mornings?

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6. What number would you give yourself for being on time for school, out of ten?

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7. What happens when you, or other students are late for school?

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8. What number would you give yourself for being on time for class, out of ten?

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9. What do you do when you have to go into one of your classes and you are late?

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10. What excuses are given when people are late for class? Write down as many as you can think of like "I didn't know where to go" or "I had to go to see another teacher" or "I had to go to the toilet".

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### PART 3:

11. Add up all the numbers out of thirty, what did you get?

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12. What would help you to get better at being on time for school or class?

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## Appendix 11

# Class Rules

The three rules below will be used in all classes and it will take time to learn your new behaviour. How can each of these rules help us in school? In the space beside the image write at least two reasons why this rule is important.



How would you rate yourself on the scale in class for each of these rules?

1 = I never do it

10 = I do it all the time

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

One voice: \_\_\_\_\_

Waiting: \_\_\_\_\_

Hands Up: \_\_\_\_\_

Listening: \_\_\_\_\_

### *School Rules - How Do I Rate?*

Rate yourself for each of the following rules:

1 = could improve

2 = okay

3 = very good

Attend school every day

Attend each class on time

Have all equipment needed for each class – including journal, books, copies, pens etc

### Listen to what others say

Speak one at a time/take turns

### Don't slag others

Stay in your seat

### Concentrate

Do the work given in class

Do all homework given on time

Eating and drink at break and lunch times only

Put my hand up and wait for attention

Look after materials and furniture

TOTAL:



# *What if this happened?*

## *What would you do?*

You are sitting class. The student behind you hits your chair and you tell him to get lost. The teacher gives out to you and you try to say it was not your fault.



A teacher is trying to help another student to answer a question. You have had your hand up for a while and you get tired waiting. You start chatting to a friend and the teacher asks you to keep quite

You are asked to move seat in class when there were loads of other students talking. You say "no, it's not fair, they were talking too." You are told to speak respectfully to the teacher.



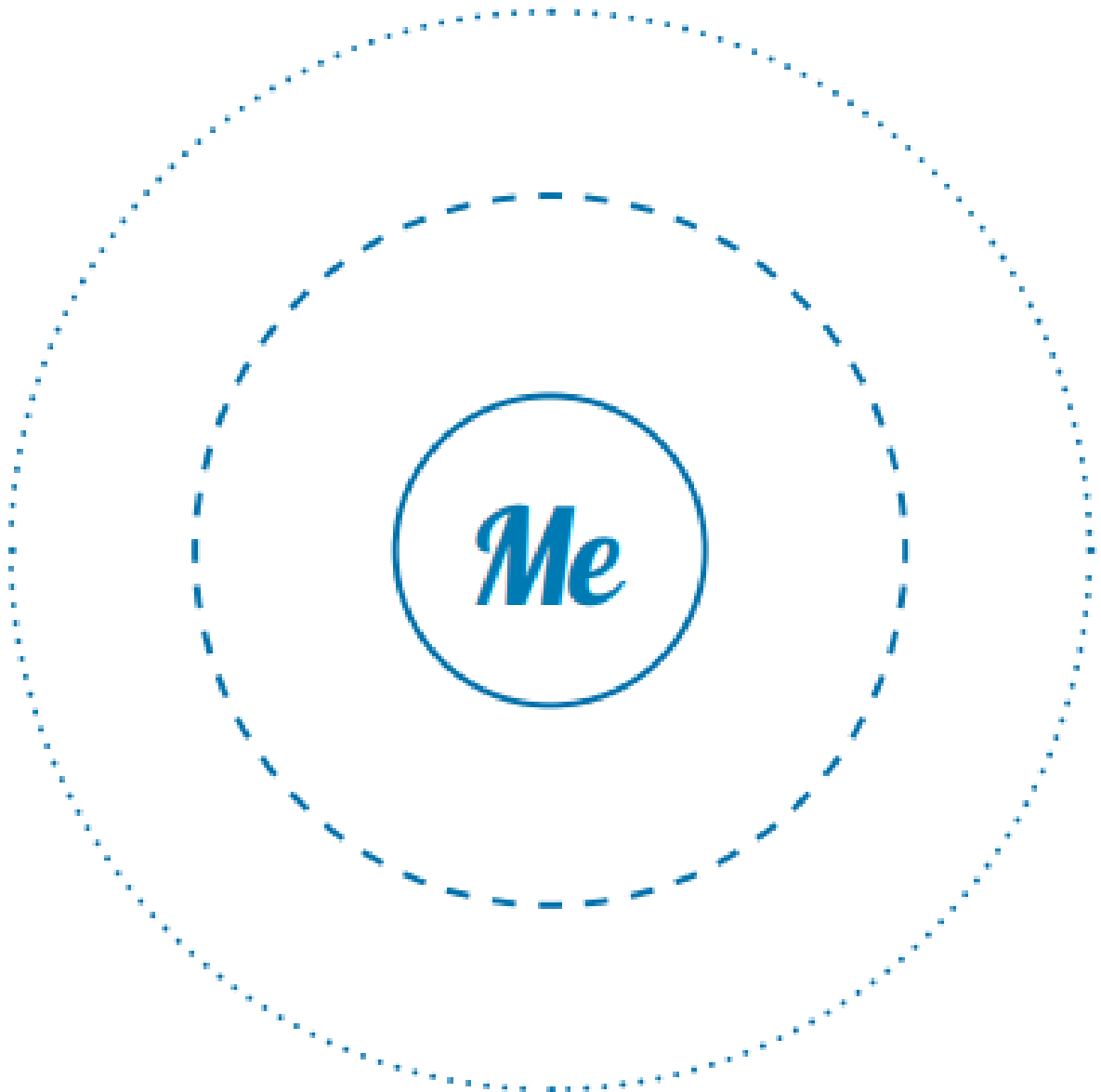
This guy in class had been slagging and messing with you all day. You are put on report and he is not. In a class where he knows you will get in trouble if you say anything, he starts slagging your family.

## Session 4

### Appendix 14

# *Circle of Friends*

Consider all of your friends. Add their names to the circle, starting in the middle with those that are closest to you, then work your way out to the less important ones.



## *Introducing Friends*

Choose one friend from your circle of friends.  
Firstly think: what is it about them that you like?  
Then, what is it about you that you think they like?

I like \_\_\_\_\_  
because...

\_\_\_\_\_ likes me because...

## Appendix 16

# *Important Qualities of a Friend*

Consider the qualities below – how important is it that your friends have them?  
There are also two blank spaces for you to add any qualities that you think need to be included.

	Very Important	Quite Important	Not Important
1. They are kind to me			
2. They are good fun			
3. They are nice looking			
4. They are thoughtful			
5. They help me when I need it			
6. They give me things			
7. I can trust them			
8. They are cool and fashionable			
9. They have the latest gadgets /games			
10. They often say nice things to me			
11. They value our friendship			
12. They are a bit of a rebel			
13. We have the same interests			
14. They are a good listener			
15. They are sensitive			
16. They are honest			
17. They are funny and make me laugh			
18. They are popular			
19. We can talk about anything			
20. We can work through difficulties			
21.			
22.			

The 3 most important qualities are:

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## *To Have Good Friends*

Read these two quotes – what do you think they mean?

**“To have good friends, you must firstly be a good friend”**

Our Thoughts:

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**“Friendship isn’t a big thing... it’s a million little things”**

Our Thoughts:

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## *Recipe for a Friend*

What are the most important ingredients of an ideal friend? And how much of each ingredient do you need? Take all the ingredients below and mix well. You will then have the perfect friend for you! You can decorate your friend with sweets if you want!!

**INGREDIENTS - You Will Need...**

**Quantity 1 - 10**

- |           |       |
|-----------|-------|
| 1. _____  | _____ |
| 2. _____  | _____ |
| 3. _____  | _____ |
| 4. _____  | _____ |
| 5. _____  | _____ |
| 6. _____  | _____ |
| 7. _____  | _____ |
| 8. _____  | _____ |
| 9. _____  | _____ |
| 10. _____ | _____ |

**What is your most important ingredient?**

\_\_\_\_\_

## Session 5

### Appendix 19

## Cyber safety Presentation

### Slide 2:

**What do you do online?** Ask 1<sup>st</sup> years what is their online activity – example, Snapchat, PS4, etc

### Slide 3:

**Responsibility:** Discuss how you differ day to day and online

(a) **In general** – Security, Safety and Ethics in day to day life

(b) **Online** – Cyber Security, Cyber Safety and Ethics

### Slide 4:

**STOP, THINK, Connect** – General discussion around the importance of to stop and think about what your going to do when going online

### Slide 5:

**Video on Sharing photos:** Watch the video and discuss what happened in the video clip

### Slide 6:

**How Images can spread:** Click on slide a few times to show how sending an image to one person can lead to 4, 20 and eventually hundreds receiving the image

### Slide 7:

**How many friends do you have online?** Go through slide on Facebook- Can you really have that many friends

### Slide 8:

**Making friends with people you don't know online:** Click on slide a few times to highlight how the girl thought she was making friends with a lad her own age when in fact it was an older man – discuss the dangers

### Slide 9:

**Who Am I?** Click on image a few times to highlight how easy it is to find someone by looking at photos that have details on them and then googling the information.

### Slide 10:

**Geotagging:** Discuss the slide which shows how leaving your location settings on can enable someone to track you down, right to your door.

### Slide 11, 12, 13 and 14:

**Cyber Bullying, What is Cyber Bullying, Anonymity and When Trolls Attack** - Talk through slides

**Slide 14:** Video comparing how we act online v face-to-face: Discuss impact this has on people

**Slide 15:** “If you wouldn’t do it in person, why do it online” – Read through slide and discuss

**Slide 16:** What are the consequences for the Victim – read through slide and discuss

**Slide 17:** Stop, Block and Tell – read through slide and discuss

**Slide 18:** Help and Support: Just make students aware of supports available



## *Being Safe in School*

It is difficult to settle into a new group of friends. Learning about everyone takes time. Being part of a group can mean that someone is left out. This is not ok.

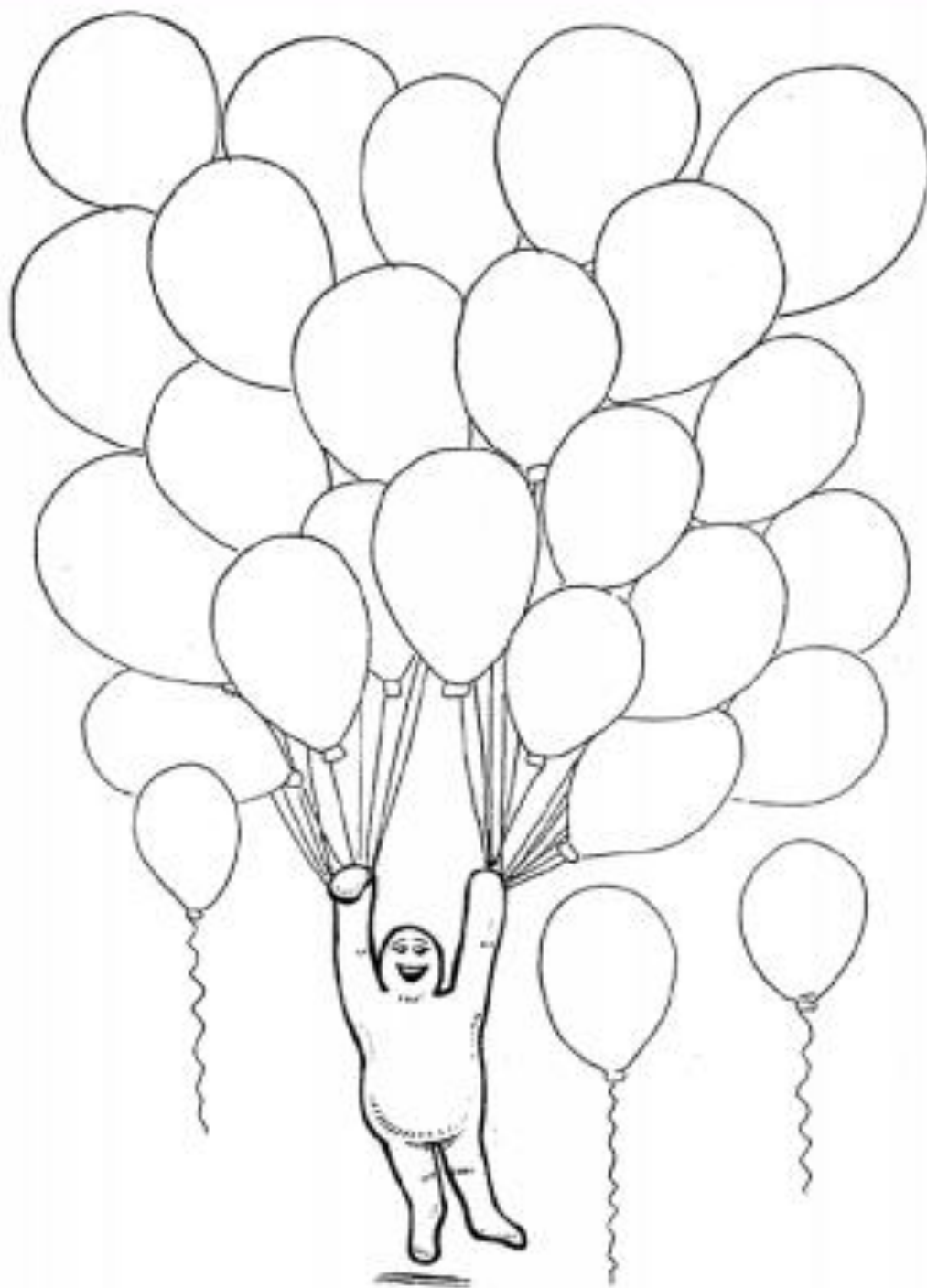
Every student has a right to feel safe in school. You have that right. Look at the pictures and as a class and name the different types of behaviour that is not allowed in school.



## *What Makes Us All Alike?*



## *Names of my Classmates Test*



## Mary

I find it hard to concentrate and understand all the work that we do in class, but I work hard and manage to keep up with the class. My aim is to pass my Junior Cert. I know that if I do it will make it easier for me to plan for the future. I am interested in other things as well. I play on the school Gaelic Team and I dance and listen to music.



How would you describe Mary's life?

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Why?

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What steps do you think Mary is taking to do well in her exams?

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What helps Mary do well?

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Do you think that Mary gets into trouble in school?

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What personal qualities does Mary have that will help her to succeed?

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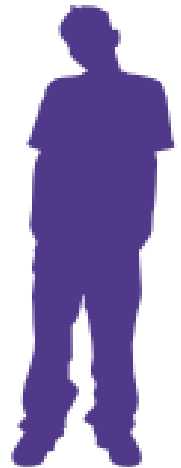
Where do you think Mary will be in 5 years time?

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## John

I think things just happen and that there's not much that you can do to influence them. I did OK in my end of term exams at Christmas and I guess I'll do o.k. in my summer tests. I'm not really bothered. There are times I seem to get into trouble and teachers are always at me. I'd like to pass my exams but you have to just take life the way you find it. If things go well, fine, if not, at least you're not disappointed.



How would you describe John's life?

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Why?

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Name 2 things John could do to be more successful in school.

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Does John know why he gets into trouble?

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Is John motivated?

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Can you name one thing that John might be interested in?

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Name one thing that John could do to take more control of his life .

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Where do you think that John will be in 5 years time?

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## *Relaxing in Other Ways!*

There are no right or wrong ways to relax. Over time we all develop our own strategies for winding down and making ourselves less tense.

Sometimes it might be:

- spending time with our friends
- being by ourselves
- reading a book
- watching a good movie
- going for a walk
- going on a spending spree
- playing computer games
- drawing a picture
- listening to music

It's important to be aware of our own methods of relaxation. Have a go at listing the things that you have found help to wind you down when you are feeling tense or angry.

## *My Relaxation Recipe*

1	
2	
3	
4	
5	