



## Board/Authority Authorized Course: Mentoring 11

School District/Independent School Authority Name: Cariboo-Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority#432): SD27
Developed by: Cynthia Thomson	Date Developed: Reformatted January, 16, 2019
School Name: Lake City Secondary – WL Campus	Principal's Name: Gregg Gaylord
Superintendent Approval Date (for School Districts only): April 23, 2019	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature: 
Course Name: Mentoring 11	Grade Level of Course: 11
Number of Course Credits: 2	Number of Hours of Instruction: 60

### Board/Authority Prerequisite(s): Completion of Grade 10

#### Special Training, Facilities or Equipment Required:

Students will go through training with established Big Brothers and Big Sisters Mentoring Program, Students will be required to work on tasks and activities from their Student Handbook. The Student Handbook will contain assigned tasks or activities as well as a log book for school visits.

#### Course Synopsis:

Students will undergo a thorough training sessions on mentoring and the responsibilities that accompany the role. Students also go through an orientation to discuss the criteria for completion of the course. Students are then paired with a student from an elementary school. Mentors will work with the mentees once or twice a week talking, playing games, and showing genuine interest in the child. They will communicate with the mentee's teacher if issues beyond their scope are discussed. Students will complete Daily Logs and reflect on each visit. They will be expected to set goals for the next visit. Daily logs will be monitored by the Mentor's school teacher. Summaries will reflect the students' interactions and insights into the child with whom they are working.



**Goals and Rationale:**

Teen mentors gain a sense of value within the community by helping others. The mentors report a sense of connectedness, self-efficacy, importance, and self-esteem. They report increased levels of support by adults and demonstrate greater empathy for others. This course will help students become active citizens within the community in the long term. In this way, mentors will help instill, within themselves and within the students they work with, the core operating values of School District 27 – Respect, Responsibility, kindness and caring, and Acceptance.

**Aboriginal Worldviews and Perspectives:**

Teen mentors will demonstrate and encourage with their mentee a sense of belonging, independence, and generosity. As well as empowering the mentee to succeed in an ever changing world. Will focus on connectedness and relationships to both oneself, community, culture and the natural world.

Course Name:

Grade:

### BIG IDEAS

Identify the rights and responsibilities between the mentor, mentee and their home schools.

Cultivating the two-way relationship of the mentor and mentee with the help of teachers and BBBS.

Develop and demonstrate communication between the mentor and the mentee.

Recognizing the importance of volunteer work with the community leading to personal self-worth for both the mentor and mentee.

Finding balance between school work, class time and volunteer hours.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Examine</b></p> <ul style="list-style-type: none"> <li>Identify the rights and responsibilities of the Schools, the Mentor and the Mentee</li> <li>Identify the expectations of the Mentor and the Mentee</li> <li>Identify the importance of self-esteem in the mentoring relationship</li> <li>Understand the role of School and teacher in the mentoring process</li> <li>Identify the importance of communication in the mentoring process</li> </ul> <p><b>Interact</b></p> <ul style="list-style-type: none"> <li>Discuss the impacts of a Mentoring relationship</li> <li>Demonstrate an understanding of communication skills and “tips for making conversation”</li> <li>Establish protocol for meeting sessions</li> <li>Create goals for the meeting with the mentee</li> </ul> <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Identify behavioural related development tasks for the age stage of their mentee</li> <li>Identify emotional related development tasks for the age stage of their mentee</li> <li>Identify self-related developmental tasks for the age stage of their mentee</li> <li>Identify friendship related developmental tasks for the age stage of their mentee</li> <li>Develop cooperative planning with other mentors to assist in their mentoring</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Initial training process:</b></p> <ul style="list-style-type: none"> <li>Become familiar with the roles and responsibilities of the School mentor</li> <li>Become familiar with the roles and responsibilities of the mentee</li> <li>Develop effective communication strategies</li> <li>Recognize communication that is not effective</li> <li>Consider the maximum benefits for both the Mentor and Mentee</li> <li>Learn the rights and responsibilities of the Mentor-Mentee relationship</li> </ul> <p><b>Introduction to school and student match:</b></p> <ul style="list-style-type: none"> <li>Discuss goals of the relationship with classroom teacher</li> <li>Establish meeting protocol with accordance to the school policy and procedures</li> </ul>

practice

Reflect

- Reflect on activities and the relationship established with the mentee
- Assess their own performance and establish personal goals for future meetings
- Discuss achievements and concerns observed throughout the visits
- Sharing sessions with other mentors and instructor
- Review behavior, emotional, self, and friendship development within the sharing session

• Learn school wide expectations with Administration

Summaries:

- Create a rubric for 3 summaries that detail work they are doing with mentee that detail meetings and activities, discuss celebrations and concerns, and set goals for future meetings.

Visits and log book:

- Make regular visits to their mentee
- Plan activities with their mentee
- Self-evaluate how each day went
- Establish communication or other goals for next meeting
- Engage in sharing sessions with other mentors as well as course instructor

## Big Ideas – Elaborations

- Rights and Responsibilities:
  - Sample questions to support inquiry-based learning:
    - What are the rights of the school?
    - What are the rights of the Mentor?
    - What are the rights of the Mentee?
    - What are the responsibilities of the school?
    - What are the responsibilities of the Mentor?
    - What are the responsibilities of the Mentee?
- Cultivating the two way relationship:
  - Sample questions to support inquiry-based learning:
    - How does the mentoring relationship affect the mentee?
    - How important is self-esteem in the mentoring relationship?
    - What external factors can affect the mentor/mentee relationship?
- Develop and demonstrate communication:
  - Sample questions to support inquiry-based learning:
- Recognizing the importance of community work:
  - Finding balance:

## Curricular Competencies – Elaborations

- **community:** the student (mentor) gains a sense of value within the community by helping others. The student becomes an active citizen within the community in the long run.

- **student as mentor:** the student develops a sense of connectedness, self-efficacy, importance and self-esteem.
- **personal and school values:** mentors will help instill within themselves and their mentee cooperating values of SD27 – respect, responsibility, kindness, caring, and acceptance.
- **initial training process:** student will become familiar with the roles and responsibilities of the school, the mentor and the mentee.
- **mentor and mentee safety:** students will meet with both teacher and administrator to discuss policies, procedures, and school wide expectations. Mentor only meets with mentee on school property.
- **teacher as mentor:** mentor meets with the mentee's teacher to discuss the goals of the relationship.
- **competencies:** see core competencies at <https://curriculum.gov.bc.ca/competencies>
- **employability skills:** for example, see <https://www.conferenceboard.ca/spse/employability-skills.aspx>
- **essential skills:** for example, see <https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>

### Content – Elaborations

Value of volunteerism: For example, develops resilience, social responsibility, connections, practical workplace skills, and contributes to the community.

### Recommended Instructional Components:

- Direct Instruction
- Role Playing
- Interactive instruction
- Modelling

- Group Work
- Cooperative Learning

**Recommended Assessment Components:**

Type of Assessment	Category	Details	Weight
Formative	Visits/log book	<ul style="list-style-type: none"> <li>- Work with mentees</li> <li>- Reflection</li> <li>- Monthly meetings</li> <li>- Participation and Activities</li> </ul>	___ 50%
Summative	Summarize	<ul style="list-style-type: none"> <li>- Introductory, mid-year, and final summaries based on reflection from the application series of visits</li> <li>- Meeting protocol activities and initial training activities</li> <li>School expectation overview and initial goal setting</li> </ul>	___ 30% ___ 15% ___ 5%

**Learning Resources:**

Big Brothers and Big Sisters

Books: MENTORING AND LEARNING SERIES, Abbottsford, Mission, Ridge Meadows Big Brothers and Big Sisters, 2007

MENTORING FOR MEANINGFUL RESULTS, Kristie Probst, Search Institute, Minneapolis MN, 2006

TEEN MENTORING: TRAINING AGENDA AND EXERCISES, Big Brothers and Big Sisters of Central Vancouver Island

**Additional Information:**