

Triple M – Modern Meaningful Mentoring

Primary Focus for Triple M:

The iNova
Gray, Yellow, and Red Categories

Mentoring In Three Stages:

Foundation
Goals
Implementation

This Triple M Guide will direct the Mentor through all three stages.

Gray Mentors – Mission

Academic Goal Setting
Post HS Opportunities
Career Building

Stage 1: Foundation – This stage may take 5 or 6 visits

Focus on, “Getting to Know You”

Mentoring Session Topics: What do we have in common?

Favorite subject
Favorite teacher
Favorite school memory
How did I choose my profession?
What do you want to do when you grow up?
How do you tie what you like to do to a career or profession?

Stage 2: Goals – This stage may take 2 or 3 visits

Focus on, “Setting Clear Goals”

Mentor and Mentee will discuss what they want to accomplish – Academic Motivation
Making education a priority
How to impress your teachers
Becoming a leader on your campus
Regular classes vs. Rigorous classes
Community College vs. University

Stage 3: Implementation – This stage will take the remainder of the school year

Focus on, “Becoming and remaining the best student you can be”

What motivates you now?
How do you improve your vocabulary?
Recreational reading
Servant Leadership
Current Events

Gray Mentors – Mission

Academic Goal Setting
Post HS Opportunities
Career Building

Stage 1: Foundation – Focus on, “Getting to Know You”

Objective: Mentor and Mentee begin to build a relationship

1st Meeting – Formal Introductions

“My name is _____”

“I know your name is _____”

“I am very much honored to be your mentor.”

“Do you know what a mentor is or does?”

“I have volunteered to work with you to help you become the best student you can be.”

“I will be here to visit with you once a week during this time for 30 minutes.”

“We will talk about school, your likes and dislikes, and anything that will help you in school.”

“There are some topics we cannot discuss. We will not talk about drugs, sex, or anything inappropriate.”

“Also, if you tell me that you feel like hurting yourself or anyone else, I will tell the appropriate school officials and they will tell your parents.” “I have to do that because as an adult it is my responsibility to keep you safe.”

“Our communication and contact will only be here at school during our Mentoring time. We cannot exchange phone numbers nor can we exchange email addresses.”

“OK, now that we have gotten all of the formal stuff out of the way, let’s play a getting to know you game called, 2 Truths, 1 lie.”

“I will begin by making 3 statements about myself. You will have to figure out which 2 statements are true and which 1 statement is false. Then you will do the same, and I will guess your 2 true statements and 1 false statement. We can do this a few times.”

Mentor, as you play this game, take this opportunity to ask questions about your Mentee’s statements. Also, elaborate about your statements, but remember not to monopolize the speaking.

At the end of your mentoring session remember to thank your Mentee and tell him/her that you look forward to seeing them next week.

Please remember to encourage them to do their best. Let know that you believe they will.

Gray Mentors – Mission

Stage 1: Foundation – Focus on, “Getting to Know You”

Objective: Mentor and Mentee begin to build a relationship

2nd Meeting – Continue to lay the foundation for your Mentoring relationship

“Hello _____. I am so glad to see you!”

“Let’s play a game called 5 questions.”

“I will answer the questions also.”

“What is your full name including middle name?”

“What is your nickname?”

“What is your birth order? Are you the first of 5 children, or the last of 3 children? Are you an only child?”

“If you could be an animal what would you be?”

“What town would you like to visit?”

Mentees, please take turns answering each question. Elaborate to demonstrate to your Mentee how to expand their stories.

If the game goes by quickly ask them more questions.

“Were you named after anyone in your family?”

“I was named after _____.”

“Do you have any pets?”

“When I was your age my family had a _____. Or, I didn’t have any pets growing up.”

“What is your favorite book?”

“When I was your age my favorite book was _____.”

Mentors, you are still in the “Getting to Know You” stage, so fun questions help break the ice. Your answers also help your Mentee trust you, but be careful not to disclose anything controversial that would be too serious or confusing to the Mentee.

At the end of your mentoring session remember to thank your Mentee and tell him/her that you look forward to seeing them next week.

Please remember to encourage them to do their best. Let know that you believe they will.

Gray Mentors – Mission

Stage 1: Foundation – Focus on, “Getting to Know You”

Objective: Mentor and Mentee begin to build a relationship

3rd Meeting – Continue to lay the foundation for your Mentoring relationship

“Hello _____ I am so glad to see you today.”

“I want to ask you about your favorite subject. When I was in school my favorite subject was _____. What is your favorite subject?”

“Who is your favorite teacher?”

“Why is he/she your favorite teacher?”

“When I was in school my favorite teacher was _____ because _____.”

“What subject is the toughest for you?”

“Why is it so tough?”

“When I was in school my toughest subject was _____ because _____.”

“Are there any students in your class who you look up to?”

“Why do you look up to them?”

“When I was in school I remember looking up to _____ because _____.”

“Do you have a favorite memory about school?”

“My favorite memory about school is _____.”

Mentor, please remember to ask your Mentee questions about his/her answers. Ask him/her to elaborate. Make statements like, “Tell me more and then what happened.” This will help your Mentee open up and share more.

At the end of your mentoring session remember to thank your Mentee and tell him/her that you look forward to seeing them next week.

Please remember to encourage them to do their best. Let know that you believe they will.

Stage 1: Foundation – Focus on, “Getting to Know You”

Objective: Mentor and Mentee begin to build a relationship

4th Meeting – Continue to lay the foundation for your Mentoring relationship

“Hello _____. It is good to see you!”

“Today let’s talk character.”

“Do you know what that word Character means?”

Mentor, if they give you a good definition for Character, please remember to praise them for understanding and add your wisdom about what Character means. If they do not know what it means then give them a simple explanation.

“Character includes making choices about honesty, working hard, and helping others.”

“Character is what we do when no one is looking.” “It defines the type of person we are.”

“For example, if I found a pretty cool pen on the floor as I was walking out of the school building what would I do?”

“I could put it in my pocket, and no one would know I took it.”

“I could take it to the front office and let them know I found it on the floor and leave it there in case someone was looking for it.”

“If you lost that pen, what would you hope the person that found it would do?”

Mentor, please remember that you are a role model for your Mentee, so there should be no judgment in how they answer. Your job is to guide them.

“Let’s talk about when we play a game. If we have a chance to break a rule because no one is looking, should we?”

“When you win by following all of the rules and doing your best, how do you feel?”

“No one can ever say that you did not play fair.”

“I remember when I broke a rule one time. I felt _____.”

“As I was sharing earlier, Character also has to do with helping others.”

“I like to open the door for others as we are walking in the a building at the same time.”

“I also like to say thank you and excuse me.”

“What are some things you do that help you with your character?”

Mentors, Character is a tricky subject, but your presence in their educational life contributes to their academic goals, which will be met with Character, so addressing it is important.

At the end of your mentoring session remember to thank your Mentee and tell him/her that you look forward to seeing them next week.

Please remember to encourage them to do their best. Let know that you believe they will.

Gray Mentors – Mission

Stage 1: Foundation – Focus on, “Getting to Know You”

Objective: Mentor and Mentee begin to build a relationship

5th Meeting – Continue to lay the foundation for your Mentoring relationship

“Hello _____. It is great to see you!”

“Let’s talk about what you like to do when you are not in school.”

Mentor, today’s objective is to try to connect what your Mentee likes to do to a profession or career.

“When I was your age I liked to _____.”

“What do you like to do when you are not in school?”

“Do you have any hobbies?”

“Do you play sports?”

“Do you like to draw or paint?”

“Do you like to read or write?”

“Do you like Math or Science?”

“Do you like History or Social Studies?”

“Do you like being a leader in your classroom?”

“Do you like being the class helper?”

“The reason I am asking you these questions is to see how to connect what you like to do to a job or career.”

“One of my favorite pastimes is _____. So I became a _____, because I already like had a connection to this type of activity.

Mentor, do your best to connect their favorite pastime to a job or career. You may need to suggest some careers if they are not sure. Remember this is a fun activity, so nothing has to be official. Please let them know that they have plenty of options and time to figure decide what will work for them. You can continue to explore this activity in future Mentoring sessions.

At the end of your mentoring session remember to thank your Mentee and tell him/her that you look forward to seeing them next week.

Please remember to encourage them to do their best. Let know that you believe they will.

Gray Mentors – Mission

Stage 1: Foundation – Focus on, “Getting to Know You”

Objective: Mentor and Mentee begin to build a relationship

6th Meeting – Continue to lay the foundation for your Mentoring relationship

“Hello _____ I am so glad to see you today!”

“Last week we discussed jobs and careers.”

“There is a difference between a job and a career.”

“Do you know the difference?”

Mentor, please allow your mentee some time to think about your question. If they answer please let them know that they did a good job, and you can add your knowledge. If they do not answer or do not know the answer, please tell them the difference.

“As you know I am a _____. I consider it a career because _____
_____.”

“It is important to have a wide variety of skills when you have a career.”

“Time Management is very important.”

“Do you understand Time Management?”

Mentor, please allow your mentee to answer this question and then add your knowledge to their answer. Let them know how important Time Management is in the work world and how they can make Time Management a habit now while they are in school. Give them some ideas on how to manage time. Share with them some of your Time Management strategies. Challenge them with one or two skills, but please remember that they should be age level appropriate.

Time Management is essential to academic success.

At the end of your mentoring session remember to thank your Mentee and tell him/her that you look forward to seeing them next week.

Please remember to encourage them to do their best. Let know that you believe they will.