

Mentoring Matters

WebQuest Description: Being a mentor is much more than just being a friend. Being a mentor means being someone dependable, and trustworthy. There are too many people out there who do not have anyone. This web quest is designed to give more information about being a mentor either in a school setting, being a big brother/sister, or helping the elderly.

Grade Level: 9-12

Curriculum: Life Skills / Careers

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Introduction

A mentoring program is a very important component to any institution. It does not matter if it is in a school district, or a University, or even in the work place. Mentoring is a powerful thing, and one would be surprised as to how much ONE PERSON can change someone's life by just being a confidant and friend. Everyone in the world is struggling, others just need some motivation and guidance as to which direction they are supposed to take. They may just feel very alone, or lost. This is where mentoring becoming a huge aspect in someone's life. Trust is key. If there is no trust there will never be a connection, and it could possibly end up worse for the mentee. The Goals of the Program:

- To enhance the retention
- To encourage students' development of knowledge, skills, and attitude necessary for successful completion of their academic goals
- To encourage students' development of supportive relationships with other faculty, students, and staff
- To develop self-confidence
- To encourage involvement in the learning process
- To encourage involvement in the leadership process
- To serve as a positive source of guidance and motivation
- To provide personal one-on-one assistance
- To help students make a positive connection

The Expected Benefits to the Student are stated as Follows:

- Gain support of academic pursuits and personal development
- Have the opportunity to become acquainted with faculty/staff
- Develop self-confidence to succeed
- Active involvement in the learning process

Tasks

YOUR TASK..... Find out what organizations in your area use mentors. Is there a certain criteria that needs met? What kinds of mentors are there and who can be a mentor? Research what the program/organization would like without that component. Include your reflection on the information you have obtained. Finally..... Find a program/organization in which does NOT have a mentor component and "propose" why they should consider a pilot program in which the benefits will speak for themselves.

BE CREATIVE and HAVE FUN!

Process

OBJECTIVE: The students will gain knowledge of mentoring and what a mentoring program is. The students will understand what a mentoring program consists of. The students will understand the benefits of mentoring, and what being a mentor truly means.

SUMMARY OF TASKS:

- Find out what organizations in your area use mentors.
- Is there a certain criteria that needs met?
- What kinds of mentors are there and who can be a mentor?
- Research what the program/organization would like without that component.
- Include your reflection on the information you have obtained.
- FINALLY..... Find a program/organization in which does NOT have a mentor component and "propose" why they should consider a pilot program in which the benefits will speak for themselves.

CREATE A PRESENTATION OR WRITE A PAPER BASED ON YOUR FINDINGS AND PROPOSAL.

Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

Standard B:

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical-thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C:

Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development ASCA Student Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A:

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

Standard B:

Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

Standard C:

Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in workbased learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development ASCA Student Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A:

Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

Standard B:

Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C:

Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

Credits

Other

Mentor Guidelines The guidelines below are meant to help the mentors avoid situations that may reflect unfavorably on themselves or the organization they are a volunteer for. These guidelines do not cover every situation and do not replace the need to exercise prudent care and good judgment.

1. Preparedness- Mentors are prepared to be a friend to a student and demonstrate consistent, dependable, trustworthy, accepting, honest, and respectful behaviors.
2. Integrity- Mentors consistently act in ways that are ethical, earning the respect and trust of their mentee and supporting community partners.
3. Commitment- Mentors are steadfast in their commitment to the policies and procedures of the guiding organization.
4. Knowledge builder- Mentors actively seek out shared opportunities that enhance the knowledge, skills, and abilities of their mentees.
5. Inclusive attitudes- Mentors value diverse racial, economic, cultural, and religious traits of their mentees.
6. Confidentiality- Mentors act in the best interest of the mentoring organization and ensure confidentiality, taking care to protect against inadvertent disclosure.
7. Accountability- Mentors make regular contact with the mentoring organization to ensure effective mentoring practices.
8. Appropriate- Mentors refrain from profanity, criticism of school/faculty/or staff, inappropriate physical contact, or violations of the law or school code of conduct.
9. Service to community- Mentors maintain a steady presence in the lives of students and in the community efforts that strive to encourage others toward participation in mentoring efforts.

20 Ways To Be A Great Mentor

- Commit to at least one year with your mentee
- Demonstrate to your mentee that you are consistent, dependable, and trustworthy
- Consistently act in ways that are ethical to earn trust of your mentee
- Know the mission of your mentoring provider organization
- Always follow the guidelines of your mentoring provider organization
- Value the diverse economic, cultural, and religious traits of your

