

# Chapter Ten

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## **School Support**

The support of the school is vital to this project. Apart from allocating a teacher to liaise with the co-ordinator and be responsible for the various Duty of Care responsibilities within the school context, the support teacher is also required to conduct the student surveys and ensure that the students meet their responsibilities to the mentors. For example, all students in the Central Coast program are required to contact their mentor (or the school if the mentor has not provided the student with contact details) if they will not be attending school on the day the mentor is expected. There is nothing more demoralising than a mentor arriving at the school only to be told their student is absent on that day.

The school is also responsible for ensuring that probity checks on the mentors are submitted to the relevant authorities and that appropriate follow up action is taken if they are delayed. Mentors cannot work unsupervised with students unless they have their probity check completed.

The school is also responsible for “hospitality” for the mentors. On the Central Coast this means the mentors get lots of friendly smiles from teachers and admin staff as well as tea, coffee and sandwiches (provided at a small cost by the school canteen) being provided to the mentors after the students have left. This allows the mentors to have a debrief session with each other and the co-ordinator and often means the mentors share their problems and solutions.



## *Sample 1*

### **School Co-ordinator Responsibilities**

<b><u>PRE PROGRAM</u></b>
Print booklets
Pre-Program Student Questionnaire – distribute and collect
Pre-Program School Questionnaire – distribute and collect
Assist with matching
<b><u>THROUGHOUT PROGRAM</u></b>
Ensure Name Tags and sign –on book is at front office each week
Record Student attendance
Reminder in school bulletin each week (the day before) – Staff & Students
Reimburse costs to students/mentors for excursions
Arrange guest speakers/group excursions where appropriate
Record all authorised excursions
Check all excursion permission notes – mentors, students & parents
Organise or cancel lunch each week - Return trays to canteen next day
Settle students at the beginning of each session.
Ensure all mentors and students are in attendance – if a mentor is absent arrange alternative activity for student
Authorise and notify staff of any alternate arrangements made between mentor and student
<b><u>PRESENTATION</u></b>
Check student project proposals at various stages throughout course
Check status of presentation preparation 2-3 weeks prior to event
Book venue and catering for presentation
Create invitation list for presentation
Send invitations – two weeks prior to presentation
Co-ordinate RSVP – telephone those who do not respond



*Sample 1*

**Excursion Log**

Date of Excursion	Student	Mentor	Venue and Transport

# Chapter Eleven

## Involving Local Businesses and Organisations

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## **Business Involvement**

If you intend to recruit some of your mentors from the business/government sector the following information may be helpful.

The first stage can be to engage prospective organisations by involving them in a survey of “Workplace Relevance of Mentoring Skills”. Direct your telephone call to the General Manager or Human Resources Manager to seek their participation in the survey. Explain that the skills gained in the training and practice of mentoring appear to be similar to many skills valued in the workplace. You are seeking feedback from local employers regarding the relevance of these skills to their business when employing new staff or developing existing staff.

Follow up with a survey letter and then you can analyse your own responses in a similar way to the results sheet (following) and send out the results. Follow up the mail out with a phone call to make an appointment to discuss the organisation’s participation in the program.

You may choose not to do the survey but make an appointment with the appropriate person and use the results of the enclosed survey to highlight the relevance of mentoring skills in the workplace

Either way the results are a powerful means of recruiting businesses – there are benefits for both parties involved in mentoring.



## *Sample 1*

### **Mentor Skills Survey Letter**

Dear

As discussed in our telephone conversation today, I have enclosed a mentoring skills survey for you to complete. We are seeking your feedback on the attached list of skills people gain from being trained as mentors and then acting as mentors for young people in a range of local programs. The list has been developed through consultation with TAFE, Plan-It Youth mentors and program participants. We would like to know how much importance is placed on these skills when you are recruiting new staff or developing existing staff within your organisation.

The skills are generic and you need to consider them in a general employment capacity Please allocate a ranking of 1 through to 4 **per each skill** listed.

Your feedback will assist in improving the quality of the mentoring programs and also in the training and development of new mentors. Many thanks for your input and for the time you've made available to complete the survey.

Could you please return the survey, as soon as possible, by fax to .....

Yours sincerely

Project Co-ordinator



## Sample 2

### Mentoring Skills Survey

Please select, on a scale of 1 through 4, the rating that mostly describes the skill's importance in recruiting new staff and developing current staff:

1 – essential characteristic    2 – highly desired    3 – useful    4 – not important

<b>Please tick <input type="checkbox"/> the appropriate rating for each skill.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ability to show active, accurate and empathetic listening skills				
Ability to carry out instructions seeking feedback and clarification				
Ability to mediate sensitive issues and resolve them effectively				
Willingness to help others				
Ability to identify and respond to the needs of other people				
Demonstrated ability to recognise and develop others				
Ability to assess strengths and weaknesses of others				
Ability to network to promote self and others				
Ability to work one to one to achieve specified outcomes				
Ability to write documents to business standards and pass on this knowledge				
Ability communicate effectively via telephone and pass on this knowledge				
Ability to maintain working relationships				
Ability to work as part of a team				
Demonstrated understanding and tolerance of different types of people				
Ability to motivate and inspire vision in others				
Ability to give genuine praise				
Ability to give and receive feedback				
Ability and willingness to facilitate and participate in review sessions				
Ability to identify potential risk situations and undertake appropriate action				
Ability to problem solve				
Ability to be inventive and resourceful				
Demonstrated negotiation skills				
Demonstrated awareness of career planning skills				
Ability to access community resources and services				
Ability to lead				
Willingness to take responsibility				
Demonstrated confidence and positive self attitude				
Demonstrated understanding of own strengths and weaknesses				
Ability to set goals and priorities				
Ability to organise time to achieve objectives				
Demonstrated motivation for the task at hand				
Willingness to seek out and learn new skills and knowledge				
Demonstrated commitment to life long learning				
<b>Others, Please List:</b>				



# Workplace Relevance of Mentoring Skills

## About the Dusseldorp Skills Forum

The Dusseldorp Skills Forum is an independent, non profit organisation that acts as a catalyst to stimulate improvement in educational, workplace and community practices. One avenue that has been explored over the past 12 months has been the piloting of mentoring programs aimed at assisting young people in the Central Coast community of NSW.

## Central Coast Mentoring Programs

The mentoring programs piloted on the Central Coast during the past year involved the efforts of students in the Wyong TAFE Outreach Program, local retirees (the ARM group), students of Berkeley Vale Community High School and the Dusseldorp Skills Forum.

The programs have addressed School to Work Transition and Primary to High School Transition. Future mentoring needs have been identified and developed, such as early school leavers, which will further enhance existing relationships between education, business and the broader Central Coast community. Further information is available at the Dusseldorp Skills Forum website [www.dsf.org.au](http://www.dsf.org.au).

## Purpose of Seeking Employer Feedback

As a result of the success of the Central Coast mentoring programs, it was clear that more mentors were needed. As some mentors had gained employment from the skills gained in the program, it was decided to explore the workforce as another potential source of mentors.

Input was sought from employers to gain feedback about the workplace relevance of the skills people gain from being mentors. Employers were asked to rank the skills on a sliding scale from *essential characteristic* through to *not important*.

The feedback from employers would be used to identify the importance of the 'skill set' within the workplace. Within that 'set' the most important employment skills gained from being a mentor would also be identified.

## Survey

The target group of employers were requested to rank a list of 33 key skills derived from a breakdown of core competencies within the Wyong TAFE Mentor Training program and from detailed conversations with people who have been mentors.

The employers were asked to consider the skills in the context of recruiting or developing staff, although it should be noted many looked at the survey in terms of recruiting for customer service staff. The sliding scale provided was;

1 – essential characteristic    2 – highly desired    3 – useful    4 – not important

## About the Employers

Twenty businesses responded to the survey. They comprised a mixture of small local business, medium and large state based and national businesses and covered the following industry areas: utilities, retail, manufacturing, hospitality, service providers, higher education, local councils.

## Results:

The full data set is attached as Attachment A. This shows the percentage of the total employer response to each question given for each point on the scale. Attachment B shows the percentage of the total employer response to each individual skill ranked from the most essential and highly desired to the least essential and highly desired.

Looking at the overall skill set presented to employers, averaged across all skills, just over **80%** of employers regarded the skills as either **essential characteristics** or **highly desired**. In contrast, **16%** of employers, on average, thought the skill set **useful** and only **4%** of employers, on average, responded that the skill set was **not important**. Attachment C displays the employer response to the skill set graphically.

Each of the individual skills were grouped into the following sub groups: communication skills, people management skills, team skills, time management & organisational skills, career development skills and leadership skills. Overwhelmingly most of the sub groups were considered as **either essential characteristics or highly desired**. Attachment D shows this information graphically.

## Conclusion:

The list of skills was derived from participants in the mentoring program. It is encouraging that the employers surveyed resoundingly regarded the skills that were gained by people participating as mentors in mentoring programs as either essential characteristics or highly desired when considering the skills' relevance in a workplace context. However it is important to note that some skills, on an individual level, were considered to be less desirable.

Overall, it is clear that those participating as mentors in the mentoring program will gain skills that will serve them well in a workplace context and employers whose employees participate in mentoring programs will also gain by their employees' participation.



### Sample 3

## Raw data of employer feedback

1 – essential characteristic

2 – highly desired

3 – useful

4 – not important

Skills Surveyed	% Response			
	1	2	3	4
<b>Communication Skills</b>				
1. Ability to show active, accurate and empathetic listening skills	55%	40%	5%	0%
2. Ability to carry out instructions seeking feedback and clarification	40%	60%	0%	0%
3. Ability to write documents to business standards and pass on this knowledge	10%	35%	50%	5%
4. Ability to communicate effectively via telephone and pass on this knowledge	40%	55%	5%	0%
5. Demonstrated negotiation skills	25%	50%	20%	5%
6. Demonstrated confidence and positive self attitude	55%	45%	0%	0%
<b>People Management Skills</b>				
7. Ability to mediate sensitive issues and resolve them effectively	45%	35%	15%	5%
8. Willingness to help others	55%	40%	5%	0%
9. Ability to identify and respond to the needs of other people	50%	45%	5%	0%
10. Demonstrated ability to recognise and develop others	0%	50%	40%	10%
11. Ability to assess strengths and weaknesses of others	5%	40%	45%	10%
12. Demonstrated understanding and tolerance of different types of people	70%	30%	0%	0%
13. Ability to give genuine praise	20%	50%	25%	5%
14. Ability to give and receive feedback	45%	45%	10%	0%
<b>Team Skills</b>				
15. Ability to maintain working relationships	70%	30%	0%	0%
16. Ability to work as part of a team	90%	10%	0%	0%
<b>Time Management &amp; Organisational Skills</b>				
17. Ability to work one to one to achieve specified outcomes	35%	60%	5%	0%
18. Ability to problem solve	35%	65%	0%	0%
19. Ability to be inventive and resourceful	15%	75%	10%	0%
20. Ability to set goals and priorities	40%	50%	10%	0%
21. Ability to organise time to achieve objectives	30%	65%	5%	0%
22. Demonstrated motivation for the task at hand	40%	60%	0%	0%
<b>Career Development Skills</b>				
23. Ability to network to promote self and others	10%	45%	35%	10%
24. Demonstrated awareness of career planning skills	0%	40%	35%	25%
25. Ability to access community resources and services	0%	15%	65%	20%
26. Demonstrated understanding of own strengths and weaknesses	35%	55%	10%	0%
27. Willingness to seek out and learn new skills and knowledge	35%	60%	5%	0%
28. Demonstrated commitment to life long learning	30%	35%	30%	5%
<b>Leadership Skills</b>				
29. Ability to motivate and inspire vision in others	10%	70%	15%	5%
30. Ability and willingness to facilitate and participate in review sessions	15%	50%	30%	5%
31. Ability to identify potential risk situations and undertake appropriate action	25%	50%	25%	0%
32. Ability to lead	5%	65%	25%	5%
33. Willingness to take responsibility	40%	55%	5%	0%

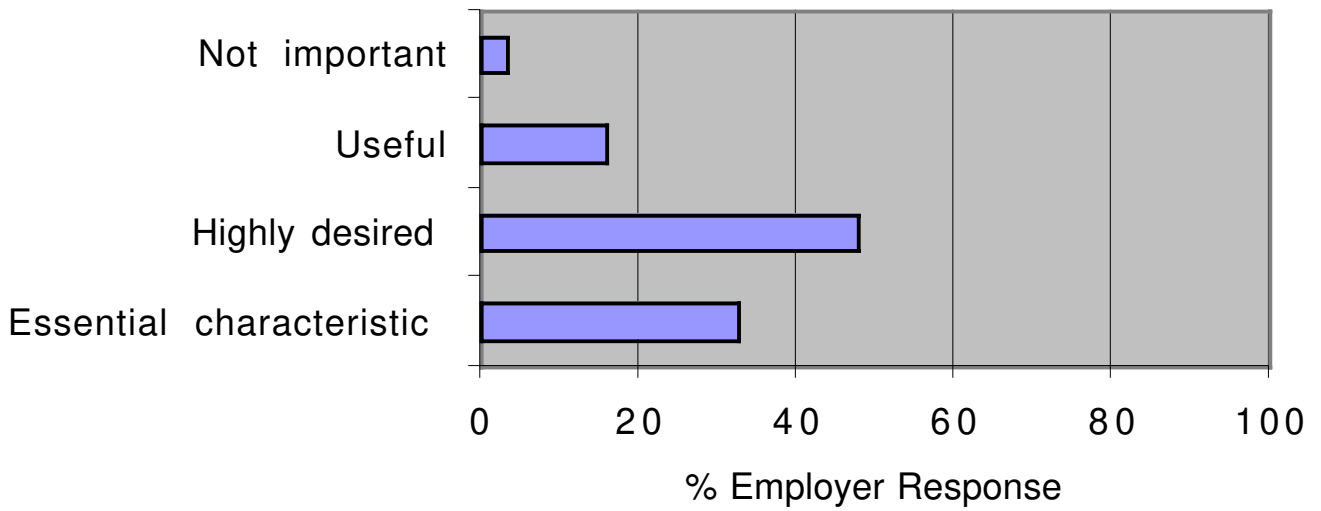


## Sample 4

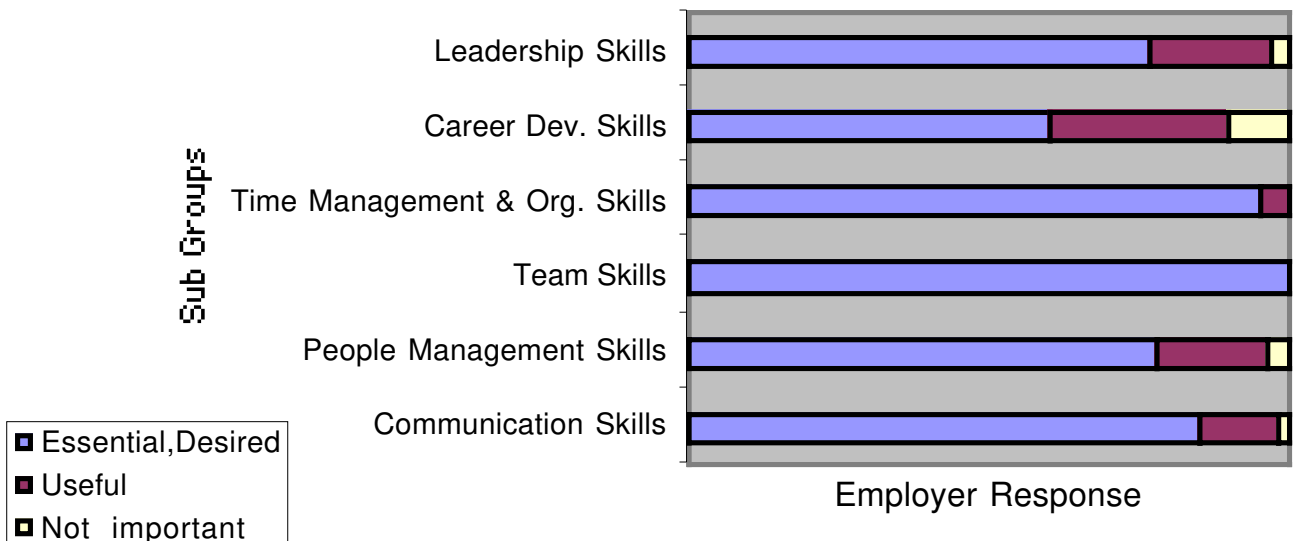
### Individual skills listed in order of endorsement by employers (% essential + % highly desired)

<b>100% of employers endorsed these skills as either essential or highly desired</b>
2. Ability to carry out instructions seeking feedback and clarification
15. Ability to maintain working relationships
16. Ability to work as part of a team
12. Demonstrated understanding and tolerance of different types of people
18. Ability to problem solve
6. Demonstrated confidence and positive self attitude
22. Demonstrated motivation for the task at hand
<b>95% of employers endorsed these skills as either essential or highly desired</b>
1. Ability to show active, accurate and empathetic listening skills
8. Willingness to help others
9. Ability to identify and respond to the needs of other people
17. Ability to work one to one to achieve specified outcomes
4. Ability to communicate effectively via telephone and pass on this knowledge
33. Willingness to take responsibility
21. Ability to organise time to achieve objectives
27. Willingness to seek out and learn new skills and knowledge
<b>90% of employers endorsed these skills as either essential or highly desired</b>
14. Ability to give and receive feedback
19. Ability to be inventive and resourceful
26. Demonstrated understanding of own strengths and weaknesses
20. Ability to set goals and priorities
<b>Between 65% and 80% of employers endorsed these skills as either essential or highly desired</b>
7. Ability to mediate sensitive issues and resolve them effectively
29. Ability to motivate and inspire vision in others
31. Ability to identify potential risk situations and undertake appropriate action
5. Demonstrated negotiation skills
13. Ability to give genuine praise
32. Ability to lead
30. Ability and willingness to facilitate and participate in review sessions
28. Demonstrated commitment to life long learning
<b>Skills which received 55% or less endorsement by employers as either essential or highly desired</b>
23. Ability to network to promote self and others
10. Demonstrated ability to recognise and develop others
3. Ability to write documents to business standards and pass on this knowledge
11. Ability to assess strengths and weaknesses of others
24. Demonstrated awareness of career planning skills
25. Ability to access community resources and services

### Attachment C Employer Response to Skill Set



### Attachment D Average % of Employer Response - Sub Groups





**Sample 5**

Plan-It Youth is currently recruiting employees in local businesses who are prepared to work with a young person for approximately 2 hours per week over a 12 month period. The work involves assisting early school leavers to make a successful transition from school to work or further training. Past experience has shown that this voluntary time should be during normal working hours and should form part of the employee’s normal workload.

**Business Agreement to Support Plan-It Youth**

..... agrees to allow the following members of  
(insert name of business/organisation)  
staff to act as volunteer mentors for Plan-It Youth for 2 hours per week for a period of 12 months.  
List employees’ names here:

.....  
.....  
.....  
.....

I understand this period includes approximately 24 hours of training delivered by TAFE NSW and approximately 12 hours of supported mentoring in a school . I understand the employees will be working with students from local high schools, TAFE Colleges. I agree that this contribution will be part of the employee’s normal workload and employees will be selected on a voluntary basis.

Name of Business/Organisation .....

Address of Business/Organisation:.....

.....P/Code.....

Telephone:.....Fax:.....

Your Name:.....

Mobile:..... Email: .....

Position in the Business/Organisation: .....

Signed:..... Date: .....

# Chapter Twelve

## The Celebration

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## **The Celebration**

One of the highlights of the program is when the students get the opportunity to share their learning. The “Celebration of Learning” or presentation night gives both the students and the mentors something to work towards as well as an opportunity to demonstrate what they have gained through participation in the program. Students can present their work in a variety of ways – these are highlighted in the student handbook.

The evening should include presentations by all students and some or all of the mentors. Certificates of Achievement and Appreciation should be presented to all participants. Some of these are included as samples in this section but each program will want to recognise different participants in different ways.

Invitees to the celebration usually include the student’s parents, the mentors and their partners, participating employers, the School Executive and interested teachers as well as key local personnel.





**Sample 1**

**Invitation**

*Central Coast Active Retirees and Mentors Inc  
invite you to share in the learning of the  
Berkeley Vale Community High School students and mentors  
involved in the Plan-It Youth Project.*

*Date: .....*

*Time: .....*

*Venue : .....*

*Light refreshments will be served at the conclusion of the presentations*

*RSVP: To ..... (Project Co-ordinator )on telephone .....*

*By .... / .... / .....*

## *Sample 2*

### **Agenda for Celebration of Learning**

- 7:00 Principal welcomes students and guests
- 7:10 ARM Chairperson addresses the group
- 7:15 Students present their findings  
Mentors comment on the project
- 8:30 Presentation of Certificates to students  
Presentation of Certificates of Appreciation to mentors  
Presentation of TAFE Certificates to mentors  
Presentation of Certificates of Appreciation to participating employers
- 9:00 The mentors' perspective
- 9:10 Supper and guests free to look at student presentation and ask questions
- 10:00 Close



*Sample 3*

## *Certificate of Achievement*



### ***Student x***

has participated in the Plan-It Youth Mentoring Project at .  
.... School

Students participating in this program have investigated individual career options and have demonstrated the following skills:

- Organisation and co-ordination of research activities including work site visits
- Ability to interview employers
- Working with community mentors
- Working collaboratively with other students
- Collating and presenting relevant career information
- Development of time management skills

A more comprehensive skills list is attached separately.

.....  
ARM Inc Chairperson

.....  
Principal



*Sample 4*

## *Certificate of Appreciation*



### **Mentor X**

**has participated as a mentor in the Plan-It Youth Mentoring Project at ..... High School**

Mentors participating in this program have assisted individual students to investigate career options and have demonstrated the following skills:

- Active listening and guidance
- Ability to support and encourage young people
- Research of career information
- Assistance with student presentation
- Organisation and co-ordination of activities
- Commitment to the development of local youth

Berkeley Vale Community High School greatly appreciates the time and effort you have given to this project.

.....  
Project Co-ordinator

.....  
Principal



Sample 5

*Certificate of Appreciation*



**Teacher X**

has facilitated the Plan-It Youth Project  
at ..... High School.

.....  
greatly appreciates the time and effort you have given  
to this project.

.....  
Project Co-ordinator

.....  
Chairperson

.....  
Date



Sample 6

# *Certificate of Appreciation*

*awarded to*

***Employer X***

*of*

***Company Y***

.....  
gratefully acknowledges the time and effort you have  
given to the Plan-It Youth Mentoring Project.  
Your contribution to the development of young people in  
our community is greatly appreciated.



.....  
*Project Co-ordinator*

.....  
*Chairperson*

# Chapter Thirteen

## Promoting the Program

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## **Promoting the Program**

To promote and market the program and thus encourage the community to support the project, the project needs to:

- Identify the target mentors to be marketed and recruited
- identify the target market reach - where these people can be “found”
- understand the benefits of the program for all participants
- identify materials and actions to promote the program successfully.

## **Some Marketing Principles**

**The basic principles of marketing are:**

- keep the message simple
- make it interesting
- develop a plan to use your resources effectively

## **Marketing Approaches**

- direct marketing - introductory letters with follow up phone calls and appointments to the target group eg Retirement Villages
- brochures, flyers, leaflets, posters
- promotional folder containing information and outcomes on the program ie brochures etc
- advertising using community service announcements
- articles in local media (press releases) and radio and television
- videos
- community liaison presentations - presentations at local business/community associations, clubs, organisations (eg Rotary, Probus, Lions)
- networking - tap into the expertise and network of the organising committee

The following pages contain samples of promotional material prepared for the Central Coast Program. A video which was used for paid television advertising is also available.





*Sample 1*

**Sample Promotional Document**

***Support Young People in  
Your Community***



***..... Mentor a Youth!***

Central Coast ARM Inc is working with local high schools to help kids make a successful transition from school to work or further education. Many young people leave school without preparation and planning for their futures. This often means they fail to gain the right job or place in a training course.....and this sometimes leads to unemployment.

A School-to-Work mentor can work through a structured planning process with the young person while still at school and then offer guidance and support after leaving school.

***Can you help?***

You don't have to be a career counsellor to take on this role. We offer a FREE accredited mentor training course through TAFE and ongoing support throughout the match.

Come along and find out about mentoring - join other mentors for a barbeque at our **Celebration of Mentoring – Wednesday 16<sup>th</sup> February 2000, Wyong TAFE between 12 and 3pm.** We'll be holding information sessions throughout the afternoon.

Bring your friends, bring your neighbours, bring your relatives.....but please come along!

Ph: ..... Fax: ..... Email: .....



## Sample 2

# Mentors Needed



Central Coast Active Retirees & Mentors Inc is recruiting mentors to participate in the Plan-It Youth Mentoring Project involving local secondary schools.

### What is Mentoring?

The concept is simple – two people of different ages and backgrounds, talking together and learning from each other

### What Does A Mentor Do?

As a mentor you will work in a one-on-one relationship with a student from a local high school, assisting them to investigate future training or employment opportunities.

### What's the Commitment?

Approximately two hours per week for a year (including training).

### Who Can Apply?

Anyone who has an interest in young people on the Central Coast.

### What are the Benefits?

- TAFE training - to prepare you for being an effective mentor
- Helping a local young person to set goals and work towards achieving those goals
- Playing an active role in your local community



To Apply or Express Your Interest  
 Contact .....  
 on  
 .....



### **Sample 3**

## **Sample Radio Interview**

Date

RADIO 50 PLUS interview with LESLEY TOBIN, co-ordinator of the PLAN-IT-YOUTH MENTORING PROJECT.

INTRO:

For the past six years, LESLEY TOBIN has been working with the DUSSELDORP SKILLS FORUM, devoting herself to projects that help to improve opportunities for young people throughout Australia.

One example of this work is the PLAN-IT YOUTH mentoring project that is about to run for its second year here on the Central Coast.

I HAVE LESLEY TOBIN IN THE STUDIO WITH ME, TO TELL US ABOUT PLAN-IT-YOUTH AND TO INVITE YOU TO BECOME A MENTOR WITH THE PROJECT!

Good morning LESLEY, welcome to the program.

QUESTIONS:

Now, I understand that the PLAN-IT YOUTH project is designed to assist young people 'at risk'. Who exactly are these young people? And what are they at risk of?

Isn't it their choice to leave school if they want to?

Right, I see. How many young people on the central coast would you estimate to be at risk of leaving school early without any substantial plans for gaining meaningful work or continuing some form of education?

So what exactly does the PLAN-IT-YOUTH project set out to achieve?

What is the mentor's role? Surely parents and careers advisors can help the students make these decisions?

Who can be a Mentor? Is there any sort of training that a Mentor needs to do?

What made you think of involving the RETIREE COMMUNITY on the Central Coast in this program? Does it cost anything?

There's a pretty large age gap between the students and mentors, do retirees really have anything to share with the young students of today?

You've already mentioned TAFE is a partner in this project. What other organisations are involved in PLAN-IT-YOUTH?

Now last year PLAN-IT-YOUTH was pretty successful, I see you estimate a 100% success rate, that's a very optimistic figure – how did you measure this?

*(offer a case study –Aaron & Michael / Robyn & Jessie)*

So this year you're running PLAN-IT YOUTH again, and I see you've set yourself a target of recruiting 70 new mentors! I'm sure a lot of our listeners are interested in finding out more about Plan-it youth, but may have concerns that it'll take up a lot of time?

*(no, only about 2 hours a week!)*

OUTRO:

So for just two hours a week, for the next six to twelve months, you can help a young person to get on the right track, by building their self-confidence.

LESLEY TOBIN, this is a very heartening project – Thank you for coming into RADIO 5-0 PLUS TODAY

After the next music bracket, I'll be giving you a phone number where you can contact Lesley – so go and get your pencil and paper, and we'll be right back.

TO CONTACT PLAN-IT YOUTH AND BECOME A MENTOR, YOU CAN CALL LESLEY TOBIN ON 4388 3392, I REPEAT 4388 3393.

If you missed that number, call the station and we will give it to you.

Once again, thank you LESLEY TOBIN from the PLAN-IT –YOUTH project for joining us today – good luck with your work – I look forward to hearing how the project goes this year and perhaps interviewing a student and mentor later in the year.



## ***Sample 4***

### **Newspaper Article**

A Celebration of Mentoring will be held at Wyong TAFE this Wednesday 16<sup>th</sup> February from 12midday to 3pm, organised by Central Coast ARM (Active Retirees AND Mentors)

The Celebration will be in the form of a free BBQ with Wyong Shire Council Deputy MayorBob Graham and Owen Kenny, Principal of Berkeley Vale Community High School as guest speakers. Many of the students who have been through the mentoring program in 1999 will also be attending.

The program aims to assist young people make a successful transition from school to work or further education by providing them with a volunteer mentor to assist them and support their investigations.

The group is aiming to recruit and train 70 new mentors this year to work with students in local high schools. If you're interested in coming and finding out more, you can just turn up at the TAFE or ring Ben Mohide on 43522929



## *Sample 5*

### TV SCRIPT

1. If you're retired and have **just two hours a week** to spare then Plan-It Youth needs **YOU** as a mentor.
2. Mentoring is a concept that's so simple – two people of different ages and backgrounds, talking together and learning from each other.
3. Plan-It Youth is a Central Coast project that helps students in transition from school-to-work by linking them with a mentor.
4. Mentoring students is an important and rewarding experience so, call Plan-It Youth **now** and find out how. Call 43 22 30 22.



## *Sample 6*

### **Success Stories**

1. Jason was a year 10 student (aged 16) who was performing at below standard level at school. He was often picked on by other kids – he’s a skinny kid with a “nervous” personality – very lacking in confidence. Jason’s mum and dad don’t work and didn’t seem to have much of an idea of how to help him. He volunteered to go into the program because he thought it might help him get a job. He hated school – and was intent on leaving at the end of year 10. He didn’t really know what he wanted to do but he knew he wanted out of school. He’d heard the electronics COS course at TAFE was good.

Jason was matched with Peter – a quiet, gentle man of about 70. Peter had years of experience at managing his own business and employing staff. After completing the Mentor Training course at TAFE, Peter was ready to participate in the program with Jason. They spent 10 weeks (a couple of hours each week) going through the program – trying to work out what Jason was good at and what he liked doing. Peter arranged for Jason to visit a few worksites so that he could actually see what the work involved and talk to the people doing the job – find out what was good or bad about it. He also arranged some work experience at a local retail outlet. Jason completed the program and decided that he did want to go to TAFE – he’s studying Business Management – and really enjoying it – especially the computer work – he thinks that’s the sort of work he’ll go into. Jason believes Peter’s involvement has opened doors for him and opened his eyes to what’s out there. He also feels more confident having the support and attention of someone like Peter. They keep in contact regularly and Peter has agreed to continue to mentor Jason until he gets into the workforce.

2. Megan was a 16-year-old student in year 10. Megan’s mum is divorced and Megan has one younger sister. Her school grades were only average and she was keen to leave school to work in the hospitality industry. She works an average of 20 hours per week at a local coffee shop. Megan joined the program because it sounded like it would be helpful and one of her friends had done it. Megan’s mentor Faye, herself a single mum with teenage daughters, worked through the planning and goal setting activities with her and together they planned excursions to the TAFE and various worksites. After talking to lots of people in the industry, Megan wasn’t sure her

decision to leave school was such a good idea. Faye noticed that Megan seemed really interested in the welfare course at TAFE and suggested that they investigate that as an alternative career. Faye arranged for them to visit a women's refuge and talk to the residents and the social workers there. Megan was really interested and thoroughly enjoyed this new perspective. Megan has now decided to stay at school and complete her HSC – she's studying the Hospitality CEC course but has also kept her options open regarding what she'll do when she finishes school.

3. Christian was an average student in Year 10 who was intent on leaving school and joining the police force. He joined the program so that he could find out more about how to get into the force. Christian's mum is a single mum with three other younger children. Christian's mentor, Bob, is an ex-policeman who has now retired. Bob and Christian worked through the planning and goal setting activities to work out exactly what Christian did and didn't know about getting into the Police Force. Bob arranged for Christian to go with him to the Goulburn Police Academy to look at the training facility and talk to some of the new recruits. Bob also arranged for Christian to visit one of the local police stations to talk to a probationary constable. Christian found out that he needs to complete his HSC and he now knows which subjects he needs to study to help him gain entry into the Police Academy. Christian says if he hadn't had Bob, he would have left school and found out too late that he needed his HSC. He says he thinks doing year 11 and 12 will be easier now he knows what he wants to do when he does leave school.

4. Shirley was a reluctant mentor. The day she was to meet the students in the program she complained that "she didn't know how she'd been talked into doing this mentoring thing – she had nothing to offer to help young people – all she'd ever done was work as a barmaid in a pub". Shirley was wearing an old terry towelling tracksuit, rubber thongs and no make-up.

The students stood up one at a time and talked about what career/job they were interested in investigating. When Sarah said she wanted to be a vet nurse, Shirley's face lit up. She realised her daughter worked in a veterinary clinic and could probably help her with some information. Shirley volunteered to be matched with Sarah. Within a few weeks, Sarah had some part-time work at the vet clinic and had found out details of how to get into the TAFE course (experience/part-time work is essential). The next time we saw Shirley she was immaculately dressed in a suit with make-up, high heels, the lot. She encouraged others to undertake the formal mentor-training course. She volunteered for the next program a few months later, only this time when she introduced herself to the students she told them she'd worked in the hospitality industry all her life!



5. Mathew was a good kid in year 9 (aged 15). His results at school were above average and his behaviour was excellent. He comes from a stable home with a supportive mum and dad. He chose to do the program because he had no idea what he wanted to do when he left school. He thought maybe something to do with aeronautics. Mathew's mentor, Ron, saw Mathew's potential so after working through the goal setting activities with Mathew he took him to a few worksites. Michael seemed really keen on aeronautical engineering but Ron thought he was lacking in motivation so he contacted Dick Smith. He told Dick of Mathew's potential and asked would he call him and just give him a few words of encouragement. Dick Smith agreed to do this and Michael was amazed to get the phone call and also to get some important contacts from the man himself. Ron said he felt empowered in his role as a mentor to do something like that – it wasn't a self-serving gesture –he felt it was his duty as a mentor. Needless to say, Mathew got the motivation he needed and is on a clear path to a career in engineering!

# Chapter Fourteen

## 627 Transition Program

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## What is the 627 Mentoring Project?

The 627 Transition Mentoring Program is a mentoring program where students in Year 9 or 10 mentor 'at risk' students in Year 6. It develops mentoring skills in secondary students by supporting targeted "at risk" Year Six students through their transition from Primary School to High School.

## Background to the Project

Whilst the Peer Support Program has been operating in secondary schools since 1971, for "at risk" students it appears more likely that a one-to-one relationship is a more effective means of support. Student leaders can have difficulty dealing with younger students who demand attention at the expense of the rest of the group and the more reserved group members often don't have the confidence to participate.

Developing a one-to-one relationship helps to build confidence and self-esteem in the younger students and provides an opportunity for the older students to develop their interpersonal and communication skills through mentoring.

The students who have been selected as the mentors have been involved in a mentoring project where they have been at the receiving end of the relationship. In 1998 Berkeley Vale Community High School introduced the "School-to-Work Plans" Project utilising mentors from the community to assist students in Years 9 & 10 with their plans for life after school. These students have seen first hand, the benefits of having a mentor. Research from America<sup>1</sup> identifies "tripartite" mentoring – where a young person has a mentor and then becomes a mentor for a younger person – as the most effective type of mentoring relationship.

## Acknowledgments

The material for this project has been compiled from resources developed from the following organisations:

**The Peer Support Foundation** – an administrative, fundraising and training body established in 1983.

**The Dusseldorp Skills Forum** - a not for profit organisation with the broad charter of stimulating innovation in employment and educational practice

**Central Coast ARM** – an umbrella organisation established in 1999 to build mentoring partnerships in the community

**Berkeley Vale Community High School** – the first school to pilot mentoring as a student welfare strategy.

## A History of Mentoring

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<sup>1</sup> Marc Freedman, *The Kindness of Strangers: Adult Mentors, Urban Youth and the New Volunteerism*, Jossey-Bass, San Francisco, 1993

In Greek mythology, the hero, Odysseus was preparing to leave for the siege of Troy. Odysseus had a young son Telemachus and before leaving for the battle appointed a guardian to care for the boy in his absence.

For the next ten years this guardian acted faithfully as teacher, adviser, friend and surrogate father to Telemachus. The name of this mythical guardian was Mentor.

The Macquarie Dictionary defines a mentor as “a wise and trusted counsellor”. The broad definition is this: an experienced person who goes out of his or her way to help another person reach his/her important life goals.

An *informal mentor* provides coaching, listening, advice; acts as a sounding-board and offers other help in an unstructured, casual manner.

A *formal mentor* agrees to an ongoing, planned partnership that focuses on helping the mentee reach specific goals over a specified period.

## **Aim**

The aim of the 627 Transition Mentoring Program is to develop mentoring skills in secondary students by supporting targeted “at risk” Year Six students through their transition from Primary School to High School.

## **Objectives**

- To develop the skills of effective communication and to see their importance in developing relationships
- To recognise the effects of peer pressure and to present skills for dealing with negative peer pressure
- To help students become aware of their values and to understand that people with different values can still be friends
- To present students with ways that they can build their own self-esteem as well as help others to build theirs
- To give students an opportunity to learn effective mentoring skills
- To provide Year Six students with an opportunity to make a senior friend, to get to know other students and to feel more comfortable in their new school environment.

## **Benefits**

### **For the Whole School**

- A caring environment is established which improves the school’s atmosphere
- Barriers between senior and junior students are broken down

### **For Year Six Students**

- An opportunity to improve communication skills, self-awareness and self-esteem and be better able to cope with peer pressure
- An opportunity to develop more caring friendships amongst peers

- A more comfortable transition from Primary to High School
- An awareness of the similarities and differences in people and an ability to cope with these
- An opportunity to make a senior friend with whom they can share their concerns

#### **For Mentors**

- A more active role in the school community
- An opportunity to improve valuable life skills – self-esteem, communication, leadership
- Demonstration of commitment and responsibility
- Improve relationships among peers

#### **For Teachers**

1. Student Mentors gain a greater understanding of the mentor role leading to an increase in their ability to seek out other mentors for themselves
2. A student welfare strategy is established and can be used for other programs
3. Welfare becomes more student based
4. Teachers have an opportunity to work with other teachers with whom they may not normally work

### **Co-ordination**

Co-ordination of this project should be carried out in consultation with the Incoming Year Seven Co-ordinator. As a pilot project, the Plan-It Youth co-ordinator assisted in developing the links necessary to establish the program.

### **Student Training**

Training of student mentors is critical to the success of the program. It ensures students gain an understanding of their role as mentor, the skills necessary for mentoring and an understanding of their own strengths and weaknesses. It also helps build a commitment to the program and to the concept of mentoring.



## **Sample 1**

### **Parent Permission**

Dear Parent

A program is currently being developed to enable selected Year 6 students to investigate their transition from Primary School to High School. Year 6 students who participate in the program will be matched with a mentor from year 9 or 10 at Berkeley Vale Community High School. The Year six students will work with their mentor on the project over a 10 week period, beginning on 1<sup>st</sup> September and culminating in a Presentation Day at the Primary School on 7<sup>th</sup> December, followed by the High School Orientation Day on 8<sup>th</sup> December.

Benefits for students participating in this program will be:

- increased self-confidence
- increased communication skills
- leadership skills
- encouragement and support from an older student
- experience in goal setting
- a broad understanding of how high school operates
- establishment of a strong link with a senior student who will act as a support person for their first two years in high school.

It is hoped that the Year 9/10 mentors will form an ongoing partnership with their Year Six charges (mentees), through the early years of high school. The project will take place at Berkeley Vale Community High School and Chittaway Bay Public School, depending on the activity. All student mentors from the High School will participate in a mentor training program prior to working with their Year Six mentee. Through past experience, mentors have found it helpful to contact their mentees at home by telephone – mainly to encourage them and check on their progress.

Places in this pilot program will be limited and only selected students will be invited to apply. The invitation will be based on nomination by year six teachers and an offer of placement will be made **ONLY** after all applications from parents have been received. Selection is not automatic as it will be based on the number of mentors available and the suitability of each year 6 student to a mentor. Your son /daughter has been nominated to **APPLY** to participate in this program and you are invited to attend an information session to be held at Chittaway Bay Public School on **Tuesday 3<sup>rd</sup> August from 9am to 10am**, where any questions or concerns will be addressed. Please fill in the attendance slip at the bottom of this page and return it to the school by **Friday 30<sup>th</sup> July**.

Your sincerely

-----  
Student's Name:..... Class:.....

- Yes I will be attending the information session
- No thank you I will not be attending the information session

Your Name:.....

Signature..... Date: .....



## *Sample 2*

### **627 Parent Information Session Agenda**

9:00	Welcome	Principal and Year 6 Co-ordinator
9:05	Background Information	Plan-It Youth Co-ordinator
9:10	What is Mentoring? <ul style="list-style-type: none"><li>• The Benefits of Mentoring</li><li>• Other Mentoring Projects</li></ul>	Plan-It Youth Co-ordinator
9:20	The 627 Project <ul style="list-style-type: none"><li>• Who are the mentors?</li><li>• Content/Topics</li><li>• Important Dates</li><li>• Transport</li><li>• How will the matching be done?</li></ul>	Plan-It Youth Co-ordinator
9:35	The School's Perspective <ul style="list-style-type: none"><li>• How were the students selected?</li></ul>	Year 6 Co-ordinator
9:40	The High School's Perspective <ul style="list-style-type: none"><li>• Role of Yr 7 Co-ordinator</li></ul>	Year 7 Co-ordinator for next year
9:45	Questions	
9:55	Application Forms	Plan-It Youth Co-ordinator and Year 6 Co-ordinator
10:00	Next steps, thanks & close	Principal



**Sample 3**

**Application to Participate in the  
627 Transition Mentor Program**

Please fill in the details below and ✓ tick the appropriate boxes.

I wish to apply for my son/daughter .....  
..... to participate in the Six to Seven Transition Mentor  
Program between Year Six students at Chittaway Bay Public School and Year 9/10  
students at Berkeley Vale Community High School.

- Yes, I agree to my son/daughter participating in the Mentor Program
- Yes, I agree to allow my son/daughter to provide telephone details to his/her  
mentor
- Yes, I can help transport the students to the High School when necessary
- Yes, I agree to allow my son/daughter to be taken to Berkeley Vale  
Community High School by private transport , when necessary
- No, I do not wish my son/daughter to be involved in the program

Your Name:.....

Signature.....

Date: .....





**Sample 4**

**627 Mentor Information for Parents**

Dear Parent

Your son/daughter ..... has been selected as one of 15 students to participate in a new program being piloted at Berkeley Vale Community High School. The program involves selected students in Years 9 and 10 being trained as mentors for students currently in Year 6. The students will be matched with a student from Chittaway Bay Primary School and together they will work through a project that investigates high school. It is hoped that this will make the transition from Primary to High School a little less daunting for those students.

Details:

- The training day will be held at the Old Mingara site (Adelaide St, Tumbi Umbi)
- Date for the Training Day is Thursday 26<sup>th</sup> August from 8:30 am –2:30pm.
- After that date, the students will be working on this project one session per week, for approximately 12 weeks.
- The project involves the students using their lunchtime (once a week) plus 1/2 hour of school time.
- The days will be varied so that particular lessons are not disadvantaged.

Could you please fill out the permission note and return to the school no later than Tuesday 24<sup>th</sup> August.

Yours sincerely

.....

Mentor Co-ordinator  
Berkeley Vale Community High School

**Permission Note**

I give my permission for my son/daughter ..... to participate in the Six-to-Seven Mentoring Program which involves:

- Training to be held at the Old Mingara Site on Thursday 26<sup>th</sup> August. (Students should make their own transport arrangements).
- Walking to Chittaway Bay Primary School (approximately once a fortnight) to work with Year Six students.

Signed:..... Date:.....  
(parent/guardian)



**Sample 5**

**Travel Permission Note For Mentors**

Dear Parent

As you are probably aware, your son/daughter has been selected and trained as a mentor in the new program being piloted at ..... High School. The program involves selected students in Years 9 and 10 being matched with a Year 6 student from ..... School, to work through a project that investigates high school.

The project involves the High School students attending the Primary School or the Primary School students visiting the High School, for approximately one and a half hours each week. On the dates listed below, your son/daughter will be required to walk to ..... School. Students will leave the high school at approximately 12:00pm and will return by approximately 1:50pm. On some occasions eg when it is raining, students may be transported by either a teacher or a parent.

Would you please sign the permission note below and return it to me tomorrow.

Dates students will be required to travel to ..... School

Yours sincerely

Year 7 Co-ordinator 2000

.....

I give permission for my son/daughter ..... to participate in the 627 Transition Mentor Program and travel to ..... School on the following dates:

.....

Signed:..... Date: .....



## **Sample 6**

### **Training Agenda for 627 Mentors**

- 8:30: Introduction**
- Welcome and Run through of day: Why and How of Training
  - What is mentoring / History
  - Link to Peer Support / Differences
- 9:00: Getting to Know You**  
Objectives:  
Getting to know other group members
- 9:30: Effective Communication**  
Objectives:
- To become aware of the skill of effectively listening to another person
  - To experience the difference between listening and not listening
  - To practise the skills of effective listening and become aware of how this promotes friendship
  - To increase awareness of non-verbal messages
- 10:15: Morning tea**
- 10:30: Relationships**  
Objectives:
- To begin to realise the value of personal relationships.
  - To consider the different relationships we are a part of.
- 11:10: Peer Pressure: Saying NO**  
Objectives
- To practise saying no
  - To identify how peer pressure affects us
- 11:45: Feelings**  
Objectives:
- To identify feeling.
  - To understand what we do with feelings and how sharing feelings honestly can build friendships.
- 12:30: Year 6 Students arrive**  
Name game
- 12:45: LUNCH WITH YEAR 6 STUDENTS**
- 1:30: Network Bingo**  
Liar - liar
- 2:00: Summary of Day**  
Dates for program  
Resources to be distributed  
Discussion of disclosure



## **Sample 7**

### **627 Mentoring Training**

#### **1. Getting to Know You**

##### **Objectives:**

***Getting to know other group members***

##### **The Name Game: (10 minutes)**

The purpose of this activity is to learn all members names in a non-threatening way.

- Each student is given a label on which they write their name.
- They form a circle.
- One student is given a soft ball, they say their own name and their favourite food and throw the ball to another student who repeats the name and favourite food then adds their own details and puts on their name tag
- they throw the ball to the next person (they must choose someone who is not already labelled) and the process continues until all students are labelled

##### **Introduction in Pairs (10 minutes)**

Purpose is for the group to get to know each other in a non-threatening way. This is not a memory exercise

- Split group into pairs - they are to choose a student who they do not know well
- Pairs go off (for about five minutes) and find out three things about each other
- On returning to circle, participants sit with their partner and introduce them to the group.

## **2. Effective Communication**

##### **Objectives:**

***To become aware of the skill of effectively listening to another person***

***To experience the difference between listening and not listening***

***To practise the skills of effective listening and become aware of how this promotes friendship***

***To increase awareness of non-verbal messages***

##### **Communication (30 minutes)**

Purpose: to explore the fact that more than talking is involved in successful communication eg.

- eye contact
- body language
- explicit instruction giving
- positive reinforcement
- ensuring a two way process

**(a) Back to Back** pairs talk to each other for one minute in each of the following positions

- Back to back with no head turning
- Side to side, with no head turning
- Face to face

**10 minutes**

After this exercise is completed, all student members of the group discuss which was the best situation for effective communication. The importance of eye contact when giving and receiving messages is discussed.

### **Listening and Not listening in a Group of Three 15 minutes**

This exercise allows one person to listen to the speaker right through the exercise. "A" talks about something that he/she finds particularly important or annoying. "B" is attentive and "C" listens for 60 seconds then stops listening. "A" is not aware of "B" and "C"'s role play. "C" tries to interrupt "B". After about 3-4 minutes the activity is stopped. They discuss the role play.

Then "B" and "C" listen attentively to restore "A's feeling of self-confidence.

### **Large Group discussion:**

The group reforms and discuss the feelings of rejection when not being listened to and the feeling of guilt often experienced by the non-listener.

### **Discussion:**

How successful was communication in each position?  
Discuss which felt best and why.

## **3. Relationships**

### *Objectives*

*To begin to realise the value of personal relationships.  
To consider the different relationships we are a part of.*

### **(A) What is a Friend**

**10 minutes**

Ask each member to relax and shut their eyes.

Then, ask them to think of a time when they asked a friend for assistance with a problem and the friend was very helpful.

Give members three or four minutes to recall this occasion.

Now ask them to answer the following questions, and explain that the personal details of their problem should not be included in their answers.

- What did your friend say?
- How did they look?
- What was their attitude to you?
- In what way was your friend helpful to you?
- What qualities did your friend have?

The trainer or a group member writes all the answers on the board or on butcher's paper under the heading, "Signs of Helpful Listening".

Pause - now refocus on qualities of a friend. Ask for volunteers to add "The Qualities of a Friend" to the List

**These may include**

Supportive	Accepting
Sincere	Gives time
Commitment	Gives practical advice when needed
The ability to emphasise	Generous
Caring	Honest

Discuss "At times friends can and must be confronting"

List situations when this could happen.

Discuss "Friends can also have negative qualities". What are they?

List the negative qualities.

**(B) Crash**

**20 minutes**

The purpose of this exercise is to provide the group with a situation where they have to come to a mutually satisfactory decision and to make them aware of the processes involved in this.

Hand out the Crash sheet:

Instruct the group that they have 20 minutes in which to make their decision. The only information they will be given is what they have on the sheet. No person/object can be included in their final decision without 100 percent consensus from the entire group.

**Scenario:**

A light aircraft has crashed on landing. All ten passengers have been critically injured. On arrival at the hospital, it becomes apparent that there is staff to cope with only five of the victims. Unless treated immediately, all will die.

You have 10 minutes to choose which five are to be treated immediately. No person can be included unless there is 100% consensus

- A pathologist on the verge of a cure for cancer
- The widowed mother of 6 children
- A lobbyist for world peace
- An 18 year old with Downs Syndrome
- A religious leader
- A convicted murderer en route to donating a kidney
- A 60 year old
- An unmarried pregnant girl

**Discussion:** Once a decision has been arrived at discuss how much of each of the following influence everyone's choice

- Values
- Stereotyped ideas
- Compromise
- Peer Pressure

Was the discussion amicable/heated?

#### **4. Peer Pressure - Saying No**

*Objectives*

*To practise saying no*

*To identify how peer pressure affects us*

##### **(a) Peer Pressure - What is it**

**10 minutes**

The purpose of this activity is to explore peer pressure.

Explain that peer pressure is something to which we are all subjected and to which we sometimes succumb. However, not many of us feel all that comfortable with acknowledging how much we are influenced by others. So, once they are clear on what peer pressure is, remove the threat from them and ask them to brainstorm ways in which the junior students are subjected to or maybe even succumb to harmful pressure.

In small groups they then come up with strategies for the junior students to use when they are confronted.

As a group, ask them for five ways in which peer pressure can be used as a positive and to everyone's advantage.

##### **(B) Saying No**

**15 minutes**

Saying "NO" is one of the hardest messages to share honestly.

Purpose: To explore personal rights in relating to saying "No"

##### **Body Voting**

Purpose: To discover how we are affected by peer pressure, and to practise resisting it.

Designate areas in the room for "Yes", "no", "Don't know". Group members move to one of these areas in response to a question the leader calls out. Start with simple questions and move into more complex questions. For example, Is the sky blue, is Saturday the best day of the week: is there life after death.

Discuss:

Were people affected by Peer Pressure?

How did you feel when you were in the minority?

Group Decision - you may choose to use the decision making activity in the previous set of activities.

## **5. Feelings**

*Objectives:*

*To identify feeling.*

*To understand what we do with feelings and how sharing feelings honestly can build friendships.*

### **What Do I do with My Feelings**

**15 minutes**

Purpose: To understand what happens to feelings.

Ask each group member to finish the sentence “When I get angry I ...”. They can either write it down or just say it in the group. The first step is to become aware and acknowledge our feelings. The next step is to look at what we do with them. In order to do this the leader asks the group to think of one particular friendship. Write down what they do and / or say when they feel (a) angry, (b) happy when they are with that person.

Get into groups of 3 or 4 and talk about what they do / say. See if others have similar or different reactions. The discussion usually leads them to understand that everyone experiences these feelings although there are different reactions.

## **6. Self awareness / Self Esteem**

*Objectives*

*To become aware of feelings of self-worth*

*To learn to build self-esteem in self and others*

*To learn more about yourself*

### **Positive Gifts**

Purpose: To give and receive positive feedback.

This exercise explores feelings and changes in self-image created by giving and receiving positive feedback from peers.

During the day students will be asked to write positive comments about others in the group.

Each student

- must make a positive comment about every student
- can only write one comment about each student

These will be given to the students at the end of the session.





## **Sample 8**

### **627 Mentor Statement of Commitment**

I, \_\_\_\_\_, hereby agree that I am prepared to become a mentor in the 627 Program at \_\_\_\_\_ High School and continue my commitment throughout the \_\_\_\_\_ year.

As a Mentor, I will:

- Assist my year six mentee to become oriented within the school.
- Help my mentee with any problems that may arise.
- Display the leadership, by good example, that will help build my mentee's self-esteem and ensure the continuation of the program in future years.
- Be his/her confidant whilst respecting his/her privacy.
- Maintain a comfortable environment which engenders trust and friendliness.
- Catch up any class-work missed because of mentoring sessions.
- Be supportive, understanding, patient and caring.
- Obey school rules and do my best to uphold the good name of the school.
- Persevere and explore all avenues to achieve success.
- Co-operate with other mentors in the program and respect their opinion.
- Inform the school if I will be absent on a Mentoring day.

**Signed:** \_\_\_\_\_  
**Mentor**

**Signed:** \_\_\_\_\_  
**Co-ordinator**



**Sample 9**

**627 CALENDAR**

<b>Topics</b>	<b>Venue</b>	<b>Date &amp; Time</b>
<b>Primary School Parent Information Session</b>		One Hour
<b>Mentor Training</b>		ALL DAY
<b>Unit One Me and My Mentor</b> Student Profile/Mentor Profile Getting to Know each other	BBQ at Primary School	One Hour
<b>Unit Two Physical Aspects High School</b> Where Do We Go? Buildings, library, AV rooms, special teaching rooms, admin, staffrooms, sick bay, canteen, toilets, Year Co-ordinator, hall, computer rooms, Principal's office, bus, detention rooms	High School	One Hour
<b>"Getting to Know You" EXCURSION</b>		
<b>Unit Three Outside the Classroom</b> Out of bounds Rules Questions: if....., what are the consequences? Drinking Water, Bike Racks Lockers, Lost Property		One Hour
<b>Unit Four The Canteen &amp; Sport/PE</b> What's for sale in the Canteen? Book packs, art packs, price list, Things that are different from Primary School Where do we do PE What happens in Sport? Where do we go? Do we join in the rest of the school? What courts are available? What's a Gala Day? Do we still have Athletics Carnivals, Swimming Carnivals, Cross Country? When?		One Hour

<p style="text-align: center;"><b>Unit Five</b></p> <p><b>Subjects &amp; Teachers</b> Principal, Leading Teacher, Deputy Principal, Head Teacher, Teacher's Names What are the subjects for Year 7? What are the new subjects (different to Primary School)? What equipment needed for each subject? What do the rooms look like for Agriculture, Home Economics, D &amp; T, Language, Science?</p>		One Hour
<p style="text-align: center;"><b>Unit Six</b></p> <p><b>Routines</b> Timetables, Bell times, Recess, Early finish Assembly, Scripture, Bus Routes, Bus Stops</p>		One Hour
<p style="text-align: center;"><b>Unit Seven</b></p> <p><b>Week One in High School</b> What Do I need? Where Do I Get It? How much Does it all cost? What are the School Fees?</p>		One Hour
<p style="text-align: center;"><b>Unit Eight</b></p> <p><b>Uniform</b> Winter, Summer, Sports What's allowed? What's not allowed? What about shoes?</p>		One Hour
<p style="text-align: center;"><b>Unit Nine</b></p> <p><b>Awards &amp; Penalties</b> How does the system work? Where can I get help?</p>		One Hour
<p style="text-align: center;"><b>Unit Ten</b></p> <p><b>Presentation</b> Presentation / Display /Talk (2 mins) – choose a topic – negotiate with mentors and rest of group</p>	BBQ	Two Hours



## *Sample 10*

### **627 Transition Mentor Program**

#### **Student Handbook**

The following pages can be used as section headers for the student booklet. This booklet needs to be prepared prior to the Year 6 student being matched with their mentors. Each high school will have maps and other information that can be ‘pasted’ into these sections.

## **Unit 2**

# **Physical Aspects of High School**

---

## **Unit 3**

# **Outside the Classroom**

---

## **Unit 4**

# **The Canteen/ Sport/ P.E**

---

## **Unit 5**

# **Subjects and Teachers**

---

## **Unit 6**

# **Routines**

---

## Unit 7

### Week One in High School

---

## Unit 8

### Uniform

---

## Unit 9

### Awards and Penalties

---

List 5 questions that you might have about your first week at High School.

1. ....
2. ....
3. ....
4. ....
5. ....



## ***Sample 11***

### **Jitter's Day (First Meeting)**

#### **Agenda**

- 11:30 Network Bingo
- 11:45 Introduction of 'pairs'
- 12:00 Pairs complete Mentor/Mentee Profile
- 12:15 Pairs go for a tour of the high school
- 12:30 BBQ
- 1:30 Arrangements for following weeks



Sample 12

## NETWORK BINGO

Your Name: \_\_\_\_\_

Mentor	Mentor	Mentee	Mentee
Name:  _____	Name:  _____	Name:  _____	Name:  _____
Favourite Food:  _____	Favourite Food:  _____	Favourite Food:  _____	Favourite Food:  _____



# ***NETWORK BINGO***

***YourName:*** \_\_\_\_\_

<b>Mentor</b>	<b>Mentor</b>	<b>Student</b>	<b>Mentee</b>
<b>Name:</b>  _____	<b>Name:</b>  _____	<b>Name:</b>  _____	<b>Name:</b>  _____
<b>Pets:</b>  _____ _____ _____ _____ _____ _____	<b>Pets:</b>  _____ _____ _____ _____ _____ _____	<b>Pets:</b>  _____ _____ _____ _____ _____ _____	<b>Pets:</b>  _____ _____ _____ _____ _____ _____



## ***Sample 13***

### **About My Mentor**

Name:.....

Telephone Number:.....

My Mentor's Family:

.....

Favourite Food:

.....

Favourite Colour:

.....

Favourite Music:

.....

Favourite TV Show:

.....

Last Movie Seen:

.....

3 things my mentor likes doing on the weekend:

.....

.....

.....



**Sample 14**

**About My Mentee**

Name:.....Telephone Number:.....

Family Situation ( Brother/Sisters):

.....

Favourite Food:

.....

Favourite Colour:

.....

Favourite Music:

.....

Favourite TV Show:

.....

Last Movie Seen:

.....

Subject liked best at school:

.....

3 things my mentee likes doing on the weekend:

.....

.....

.....



**Sample 15**

**627 Evaluation - Mentors**

1. Why did you become a mentor?

.....  
.....

2. What have you learnt about being a mentor?

.....  
.....

3. Did you like your mentee?  Yes  No  Unsure

4. Did you notice any change in your mentee's attitude to High School throughout the project? (Please describe)

.....  
.....

5. Did you notice any change in your mentee's attitude to you throughout the project? (Please describe)

.....  
.....

6. Would you like to continue the mentoring relationship with your mentee next year?

Yes  No  Unsure

7. Do you have any suggestions for improving the program next time?

.....  
.....



**Sample 16**

**627 Evaluation - Parents**

1. Do you think your son/daughter enjoyed the 627 project?

Yes  No       Unsure

2. Has the 627 Project changed your child's attitude to High School? (Please describe)

.....  
.....

3. How do you feel the 627 project will benefit your child in Year 7?

.....  
.....

4. What benefit did the mentor provide to your son/daughter?

.....  
.....

5. Would you recommend the project to other parents?       Yes  No

6. Why/Why not?.....

.....

7. Do you have any suggestions for improving the program next time?

.....  
.....



**Sample 17**

**627 Evaluation - Year 6 Students**

1. Did you enjoy the 627 Project?     Yes  No     Unsure

2. What did you like most about the 627 project?

.....  
.....

3. How do you think it will help you in Year 7?

.....  
.....

4. Did you like your mentor?     Yes  No     Unsure

5. How did your mentor help you?

.....  
.....

6. Do you think your mentor is a good role model (a person who sets a good example for you to follow)?     Yes     No     Unsure

7. Why or why not?

.....  
.....

8. Do you have any suggestions for improving the program next time?

.....  
.....



## Sample 18

### 627 Evaluation - Teachers

1. Why did you agree to participate in the 627 project?

.....

.....

2. Has the project met your expectations? (Please explain)

.....

.....

3. Did you notice a change in attitude towards high school in the year 6 students throughout the project?  Yes  No  Unsure

4. What benefit do you think the Year 6 students gained from the project?

.....

.....

5. What benefit do you think the mentors gained from the project?

.....

.....

6. Do you think the mentors were effective?

Yes  No  Unsure

7. Would you recommend the project to other schools

Yes  No  Unsure

8. Do you have any suggestions for improving the program next time?

.....

.....



*Sample 19*

# Certificate of Achievement



This is to certify that  
***Student X***  
has successfully completed the 1999 627 Transition Program  
between Berkeley Vale Community High School  
and Chittaway Bay Public School.

Students participating in this program have worked with high school students to investigate their transition into high school and prepare information for other year six students. They have demonstrated:

- A willingness and ability to work with older students
- Enthusiasm for learning
- Research and presentation skills
- An understanding of the differences between high school and primary school

.....  
*Primary School Co-ordinator*

.....  
*High School Co-ordinator*

.....  
*Plan-It Youth Co-ordinator*

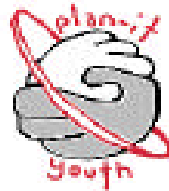
.....  
*Date*





Sample 20

# Certificate of Appreciation



## 627 Mentor Project

***Student Y***

**has participated as a Mentor in the  
1999 Pilot 627 Transition Program between  
Berkeley Vale Community High School  
and Chittaway Bay Public School.**

Mentors participating in this program have assisted year six students to make successful transition into high school and have demonstrated the following:

- An understanding of the needs of primary school children entering hi school
- Active listening skills
- An ability to support and encourage individual mentees
- Assistance with preparation of presentation material
- Organisation and co-ordination of activities with mentees
- Development of time management skills

Plan-It Youth, Berkeley Vale Community High School and Chittaway Bay Public School greatly appreciate the time and effort you have given to this project.

.....  
*Primary School Principal*

.....  
*High School Principal*

.....  
*Plan-It Youth Co-ordinator*

*Date*