

## Becoming a Community Mentor

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## Slide 1: Introduction



### Becoming a Community Mentor

**Course duration: 23:03**

Hello. My name is Daire Hennessy. Welcome to this module on becoming a community mentor. The Community Mentoring Programme aims to support communities to raise educational aspirations by connecting prospective students with role models from further and higher education, inspiring the next generation of learners. You have already taken the first step to playing your part by registering for this training.

In this module, we'll give you an overview of the Community Mentoring Programme and the importance of being a mentor within your community. We'll then look at some of the skills and knowledge required to develop successful mentoring sessions and provide you with the resources you'll need to help you plan, deliver and evaluate your sessions.

We hope that you enjoy this training module.

Slide 2: **Section 1: Introduction to Mentoring and the Community Mentoring Programme**



In this section, we'll look at community mentoring, your role as a mentor and explain why the community mentoring programme came about.

Slide 3: **What is a Community Mentor?**

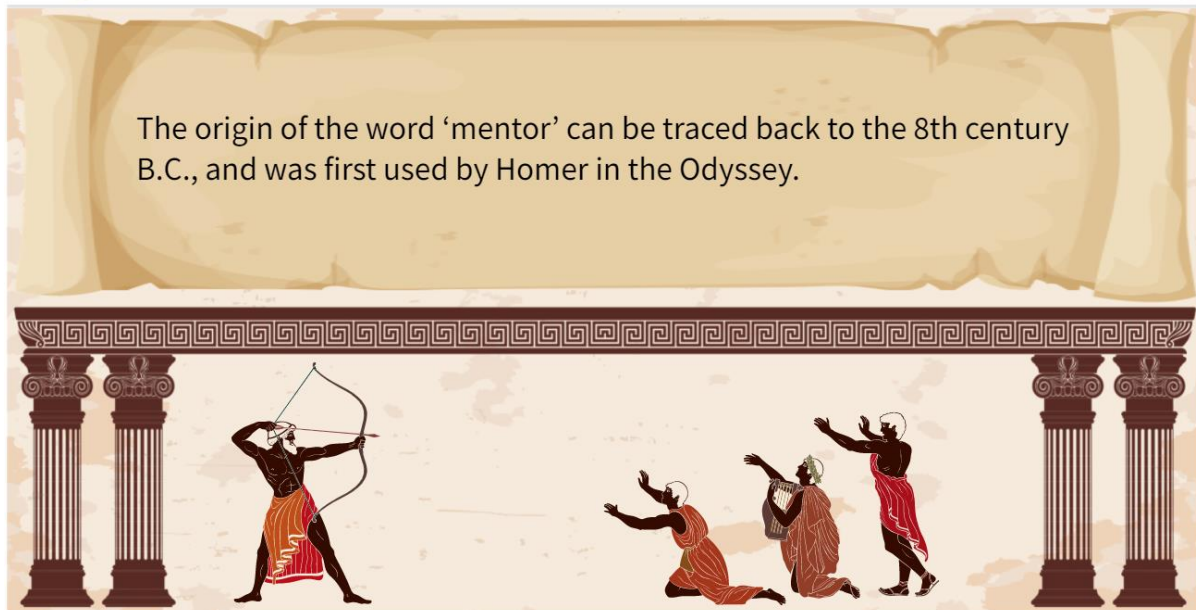


Community mentors are a valuable community resource, who can help to share information and advice about their college experience, to help prospective students better understand the benefits of a college education, the range of college courses, the supports available to students while in college, and how to apply.

## Slide 4: Origins of “Mentor”

### Origins of “Mentor”

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Did you know that the origin of the word mentor can be traced all the way back to the 8th century B.C?

The word was first used by the Greek author Homer in the Odyssey. Within the story, Odysseus, left his wife Penelope and his son Telemachus to lead his army. He placed Telemachus under the care of a guardian called Mentor, whose job it was to protect and guide him.

So, as a community mentor, you are carrying on a very long tradition! Let’s take a look at our Community Mentoring Programme.

## Slide 5: Overview of the Community Mentoring Programme

### Overview of the Community Mentoring Programme

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**Programme Aim** To support communities to **raise educational aspirations** by **connecting communities with role models** from further and higher education, **inspiring the next generation of learners**

#### What Higher Level Institutions are Involved?

  
Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

  
University College Dublin  
An Coláiste Ollscoile, Baile Átha Cliath

  
The Institute of Art, Design and  
Technology

  
MARINO | An Associated College of  
Trinity College Dublin, the University of Dublin  
INSTITUTE OF EDUCATION

  
National College of Art  
and Design

  
RCSI  
UNIVERSITY OF MEDICINE  
AND HEALTH  
SCIENCES  
Royal College of Surgeons

#### How is it Funded?



**PATH**  
Programme for Access  
to Higher Education

Funded as part of the PATH initiative of  
the Higher Education Authority



The Community Mentoring programme aims to support communities to raise educational aspirations by connecting communities with role models from further and higher education, inspiring the next generation of learners.

Six higher education institutions, Trinity College, UCD, the Institute of Art, Design and Technology, Marino Institute of Education, NCAD and RCSI have developed this community mentoring programme. We have already seen over 1,000 people act as mentors to 10,000 mentees in places of learning such as schools, Further Education and Training centres and community organisations.

The Community Mentoring Programme is funded as part of the PATH initiative of the Higher Education Authority.

## Slide 6: The Mentors on the Programme

### The Mentors on the Programme

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#### Who are the Mentors?

The mentors are usually students enrolled in further and higher education courses.



#### What do Programme Participants Achieve?

Participants:

- Become trained community mentors
- Receive a certificate



#### What do the Mentors do?

They volunteer their time (six hours per academic year) in host organisations such as:

- Second level schools
- Further Education and Training (FET) centres
- Adult and community education organisations



#### What are the Programme Goals?

The goals are to:

- Develop participant mentoring skills
- Support mentors in their host organisation
- Connect mentors with possible host organisations



Community mentors are typically, but not always, current students enrolled in further and higher education courses. Mentors volunteer their time - usually around six hours per academic year - in a host organisation such as a second level school, Further Education and Training venue or adult and community education organisation.

By undergoing this training programme, you will become a trained community mentor and receive a certificate.

The goal of this mentor resource is to:

- Develop your mentoring skills
- Support you to act as a mentor in a school, further education and training centre or community group of your choosing
- Connect you with possible host organisations

## Slide 7: Time to Reflect

### Time to Reflect


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**? How are you feeling about being involved in the programme?**

Download the reflection document from the Resources folder and use it to record your thoughts as you progress through the module.

When you are ready, click Next to continue.

Note that there is no audio for this slide.



How are you feeling about being involved in the programme?


Download the reflection document from the Resources folder and use it to record your thoughts as you progress through the module.

When you are ready, click Next to continue.

## Slide 8: The National Access Plan

### The National Access Plan

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#### What is the National Access Plan?

This is the government's strategic plan to create a more inclusive and diverse student population in higher education.

#### What is its goal?

Its goal is to ensure that the higher education student body reflects the diversity and social mix of Ireland's population and our institutions are inclusive of this diversity.

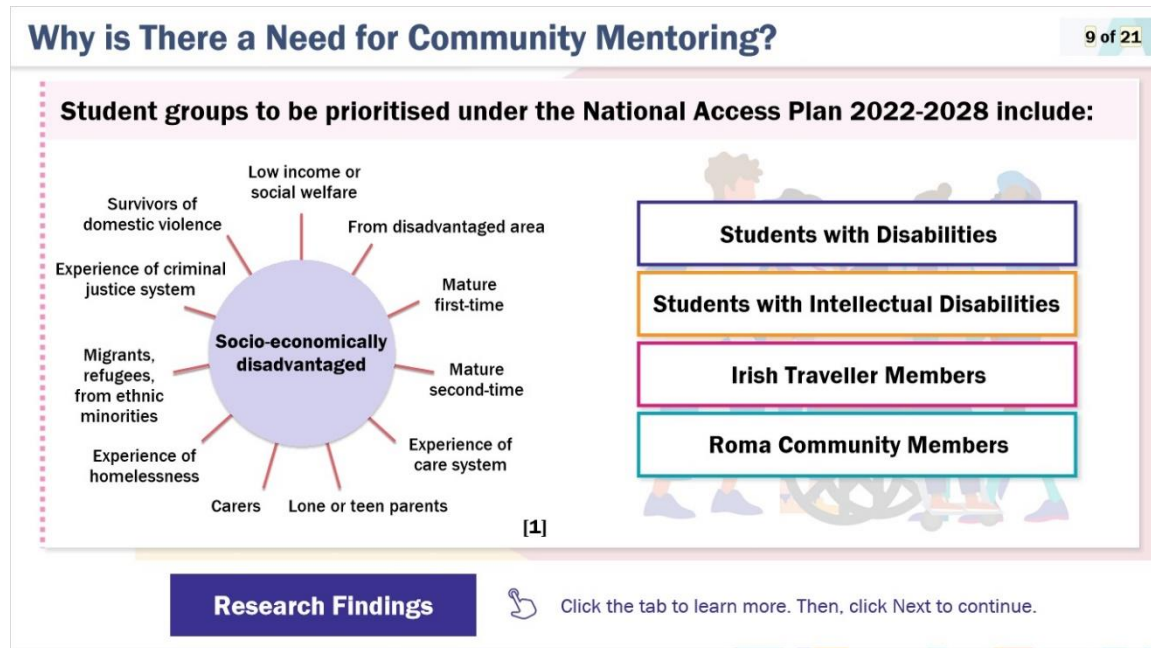
For many years, the education system has aimed to increase the number of students progressing to and successfully participating in further and higher education. The National Access Plan is the government's strategic plan to create a more inclusive and diverse student population in higher education. Its goal is that the higher education

student body reflects the diversity and social mix of Ireland's population and that our institutions are inclusive of this diversity.

Image(s):

1. Higher Education Authority. (2022). *National Access Plan* [Logo]. National Access Plan 2022-2028. <https://hea.ie/policy/access-policy/national-access-plan-2022-2028/>

## Slide 9: Why is There a Need for Community Mentoring?



According to the most recent National Access Plan, students from the following groups should be prioritised: socio-economic groups with low participation rates in higher education as detailed here, students with disabilities including intellectual disabilities, and members of the Irish Traveller and Roma communities.

Click the tab to learn more. When you are ready, click Next to continue.

**Note:** The socioeconomic groups listed in the diagram are:

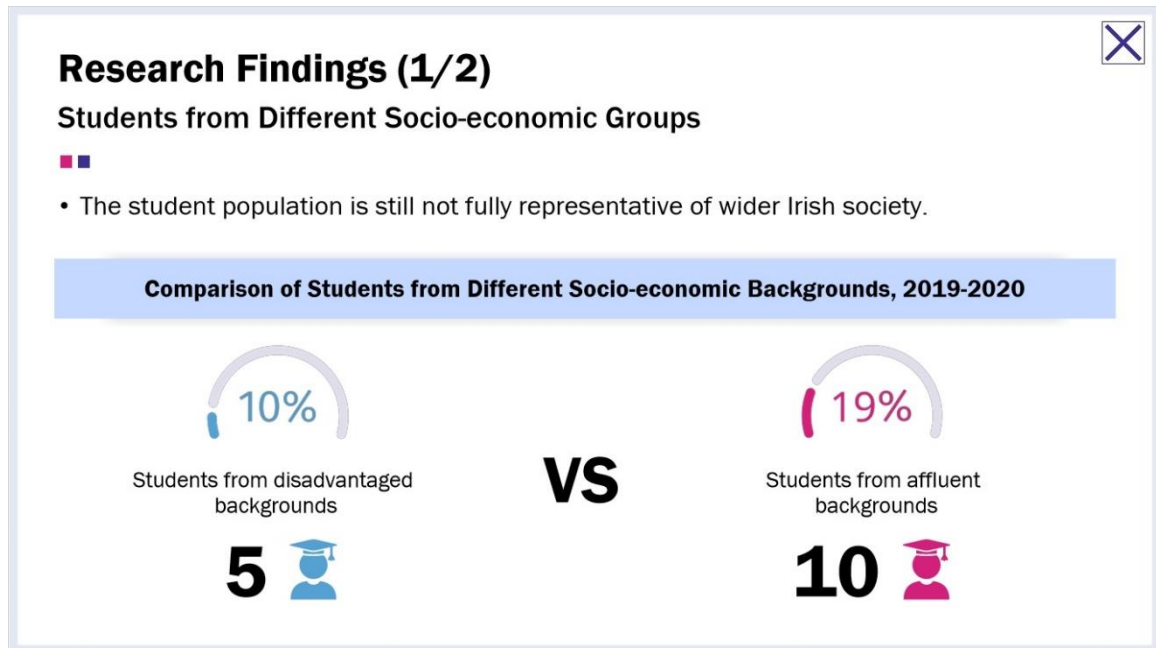
- People on low income or social welfare
- Those from disadvantaged areas
- Mature first-time students
- Mature second-time students
- Those with experience of the care system
- Lone or teen parents
- Carers
- Those with experience of homelessness
- Migrants and/or refugees from ethnic minorities
- Those with experience of the criminal justice system

- Survivors of domestic violence

## Image(s):

1. Higher Education Authority. (2022). *Socioeconomically disadvantaged groups* [Graph]. National Access Plan 2022-2028. <https://hea.ie/policy/access-policy/national-access-plan-2022-2028/>

**Tab 1: Research Findings**



While progress has been made in a number of areas, the National Access Plan states that the student population is still not fully representative of wider Irish society. For example, analysis shows that in 2019/2020, 10% of all full-time new entrants (aged 18-20) to higher education came from disadvantaged areas compared to 19% from affluent areas. This means that for every 5 students from disadvantaged backgrounds attending college, there are 10 students from affluent background.

**Tab 1.1: Barriers to Access and Successful Course Completion**

## Research Findings (2/2)

### Barriers to Access and Successful Course Completion

- Barriers to access and successful participation in higher education can be complex such as:

**Financial**  


**Cultural**  


**Social**  
  
**Lack of information**

  
**No role models**

In explaining why these gaps exist between students from different socioeconomic backgrounds, we can point to research which tells us that barriers to access and successful participation in higher education can be complex, including financial, cultural, and social barriers like a lack of information or role models. Unfortunately, some students simply do not see themselves as belonging in further or higher education.

This is where community mentoring can be a powerful tool.

## Slide 10: The Importance of Mentoring Prospective Students

### The Importance of Mentoring Prospective Students

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#### Goal 3: Clarity

“The clarity goal is how we get our message across. It aims to provide clear information to prospective students on how to access higher education. Major objectives include providing clear consistent information on financial and other supports; ensuring greater coordination of pre-entry and mentoring work across Higher Education Institutions.”<sup>1</sup>

(National Access Plan, 2022-2028)

#### What Prospective Students Gain

- A supportive relationship with an experienced role model
- Increased confidence
- An understanding of how to apply to a college
- Increased aspirations in relation to further and higher education<sup>2</sup>

Take time to view the information on this slide.

Mentoring specifically contributes towards goal three of the National Access Plan, as

explained here.

“The clarity goal is how we get our message across. It aims to provide clear information to prospective students on how to access higher education. Major objectives include providing clear consistent information on financial and other supports; ensuring greater coordination of pre-entry and mentoring work across Higher Education Institutions.”

Mentoring provides learners with a supportive relationship with a more experienced individual who can serve as a role model. Research shows that mentoring programmes are linked to positive outcomes in terms of increasing confidence, increasing a student's understanding of how to apply to college, and increasing aspirations in relation to further and higher education.

Take some time to review the information on this slide and when you are ready, click Next to continue.

## Reference(s):

1. Higher Education Authority. (2022). *National Access Plan 2022-2028*. <https://hea.ie/policy/access-policy/national-access-plan-2022-2028/>
2. O'Sullivan, K., Mulligan, R., Kuster, M., Smith, R., & Hannon, C. (2017). A college focused mentoring programme for students in socio-economically disadvantaged schools: The impact of mentoring relationship and frequency on college-going confidence, application efficacy and aspirations. *Widening Participation and Lifelong Learning*, 19(2), 113-141.)

## Slide 11: Feedback from Participants on the Community Mentoring Programme



**Feedback from Participants on the Community Mentoring Programme** 11 of 21

**Impact on Mentors**

I felt so confident sharing my story and was overwhelmed at the eagerness with which the students were listening.

I learned more from the students than I taught them.

**Impact on Mentees**

I learned that my mentor is like me too. I thought college was big, scary and hard to get into. My mentor said she felt like that in school but realised there is something for everyone. There is always a path to your dream.

I liked talking to my mentor about college and want to study science like them.

Take time to view the information on this slide.

Here are some insights from some of the mentors and mentees on our Community Mentoring Programme.

Take some time to read through them. When you are ready, click Next to continue.

The feedback reads:

Impact on Mentors:

- I felt so confident sharing my story and was overwhelmed at the eagerness with which the students were listening.
- I learned more from the student than I taught them.

Impact on the Mentees:

- I learned that my mentor is like me too. I thought college was big, scary and hard to get into. My mentor said she felt like that in school but realised there is something for everyone. There is always a path to your dream.
- I liked talking to my mentor about college and want to study science like them.

## Knowledge Check

### Knowledge Check (Question 1 of 4)

The community mentoring programme was developed by:

- The Higher Education Authority
- The PATH Initiative
- Trinity College Dublin, University College Dublin, The Institute of Art, Design and Technology, Marino Institute of Education, National College of Art and Design and the Royal College of Surgeons

### Knowledge Check (Question 2 of 4)

The role of the community mentor is to provide prospective students with... (Select all that apply)

- Information and advice about their college experience
- Help in understanding the benefits of a college education
- Information on the range of courses available
- Advice on the supports available
- Help with making college course applications

### Knowledge Check (Question 3 of 4)

What is the time commitment for mentors to the programme within the academic year?

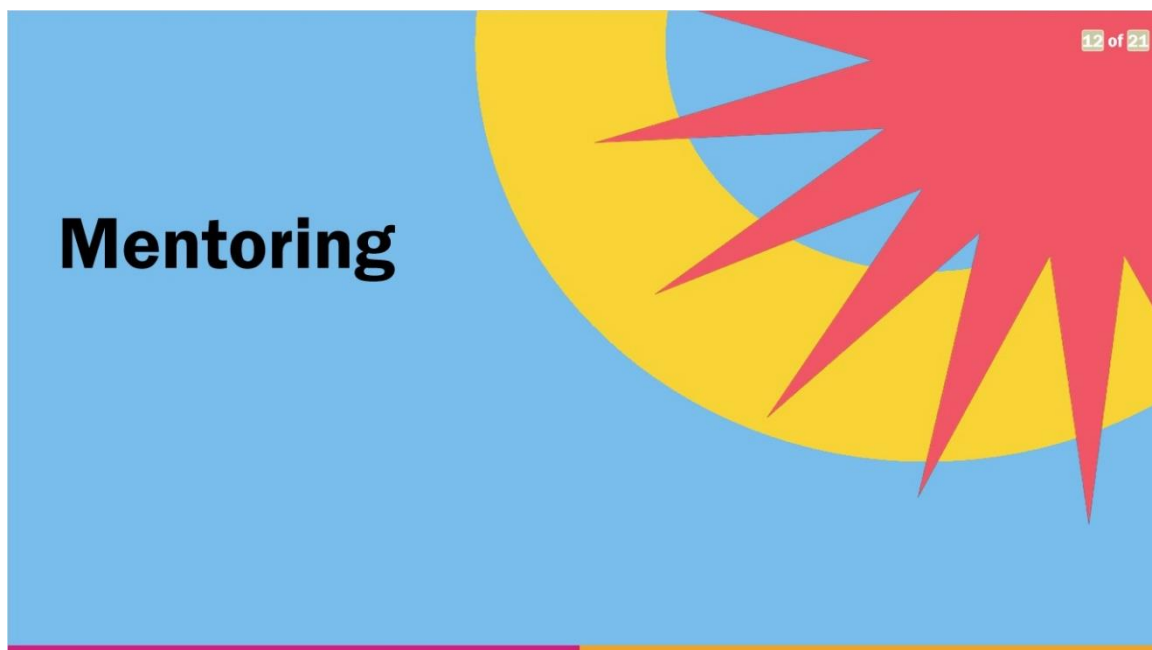
- 12 hours
- 6 hours
- 9 hours

## Knowledge Check (Question 4 of 4)

Which of the following statements regarding the National Access Plan are true? Select all that apply.

- It has been devised by the government to create a more inclusive and diverse student population in higher education.
- It has identified student groups that should be prioritised with regards to higher education.
- It is focused on increasing the number of Irish nationals in higher education.
- It aims to provide clear information to prospective students on how to access higher education.

## Slide 12: Section 2: Mentoring




In this section, we'll look at what is involved in being a mentor.

## Slide 13: Before You Begin


### Before You Begin

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- Before you can begin mentoring a group, you must consider the following:




**Finding a Host**



**Programme Logistics**



**Resources Available**

 Click each tab to learn more. Then, click Next to continue.

Before you can begin, you need to find your host, agree on how and when the programme will be delivered and familiarise yourself with the tools available to help you as a mentor.

Click the tabs to learn more. When you are ready, click Next to continue.

### Tab 1: Finding Your Host

## Finding Your Host

✕

- Host organisations include:
  - Secondary schools
  - Further Education and Training (FET) centres
  - Youthreach
  - Youth clubs
  - Adult and community education groups
  - Sports clubs

 **The resources folder contains:**

- A list of existing community mentoring organisations
- An email template for contacting a new organisation
- A link to College Awareness Week web page



- This campaign takes place toward the end of November.
  - Use the run-up to this week to reach out to prospective host organisations.

Mentoring normally takes place in a host organisation such as a:

- Secondary school
- Further Education and Training (FET) centre
- Youthreach

- Youth clubs
- Adult and community education groups, or
- Sports clubs

In some cases, you may already know your host organisation as they will have asked you to take part in this training. For others, you might be taking part in your own time but have an organisation in mind, for example a group in your local area or returning to your former school or place of learning.

However, you can also find a list of existing community mentoring organisations in the resources folder. You might also have another organisation in mind which is not currently on this list. You can contact them using the email template which again you'll find in the resources folder.

College Awareness Week, a national campaign, is a great time to get started. In the lead up to the campaign, which takes place each year during the last week in November, reach out to prospective host organisations to offer your mentoring skills. There is a link to the college awareness week webpage in the resources folder.

Image(s):




1. College Awareness Week [Logo]. Downloaded from <https://www.collegeaware.ie/>

**Tab 2: Resources Available**



As the community mentoring programme was designed to especially support people from underrepresented backgrounds, we have developed several resources for mentors. The material is suitable for mentors working with both young people and adult learners, covering topics such as storytelling and building relationships. It also provides mentors with sample lesson plans which guide you through the steps involved in creating a session. We're going to explore this in more detail in the next slide.

**Tab 3: Programme Logistics**

Programme Logistics		
 <b>Audience</b> <b>Profile:</b> <ul style="list-style-type: none"><li>• Why has the host engaged with the programme?</li><li>• How do the learners feel about third level education?</li><li>• What do they want to achieve from the programme?</li></ul> <b>Size:</b> <ul style="list-style-type: none"><li>• Will you be working with a mentoring partner?</li><li>• Will you be delivering sessions on a one-to-one basis?</li></ul>	 <b>Mode of Delivery</b> <b>Face-to-face:</b> <ul style="list-style-type: none"><li>• What facilities does the room have?</li><li>• What equipment will you have access to?</li></ul> <b>Online:</b> <ul style="list-style-type: none"><li>• What application will be used?</li></ul>	 <b>Time</b> <ul style="list-style-type: none"><li>• Meet your mentees at least three times a year.</li><li>• Will the sessions be:<ul style="list-style-type: none"><li>• During normal class times</li><li>• Before or after normal classes</li></ul></li></ul>

Once you have found a host, you will liaise with them regarding:

### The profile and size of your audience

The host will tell you why they've engaged in the Community Mentoring Programme. You'll be given a briefing on the group of learners you'll be mentoring - how they feel about third level education and what they hope to achieve from the programme.

They'll also let you know the size of the group. Bear in mind that groups of learners may vary in size across host organisations. Depending on the organisation, mentors can be paired up to work with a partner. You may be asked to deliver a one-on-one session.

### The mode of delivery

You'll be told whether the sessions will be face-to-face or if they'll be online. For face-to-face sessions you may want rooms to be set up in a certain way, have opportunities for group work, need access to a white board or flip chart so ask about these things so you know what you have to work with. If they don't have what you were initially planning to use, think of what you can bring or how you can change your plan to suit the learning environment you'll be working in.

For online delivery, you'll need to agree on the application you're going to use during the sessions. Will it be Zoom, Teams, Skype or something else?

### Time

We recommend that you meet your mentees at least three times over the academic year. The host will decide when the mentoring should be held. They'll consider what works best for their educational setting which could be:

During normal class or programme times


Before or after the normal class times


## Slide 14: Planning a Session

### Planning a Session


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- Planning your sessions is key to a successful mentoring programme.
- There are lesson plans and resources available to help you mentor both young and adult mentees.


 There is a link to all the resources mentioned in the Resources folder.



#### Understanding a Lesson Plan



#### Community Mentoring Resources

 Click each tab to learn more. Then, click Next to continue.

Planning your sessions is key to a successful mentoring programme. As mentioned, to help with this, we have developed lesson plans and resources for both young and adult mentees. There are copies available in the resources folder.

Click the tabs to learn more. When you are ready, click Next to continue.

### Tab 1: Understanding a Lesson Plan - Contents


### Understanding a Lesson Plan (1/2)

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#### Contents

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- Lesson plans provide structure for your sessions such as:



#### Session goals




#### Content



#### Timing



#### Activities



#### Resources

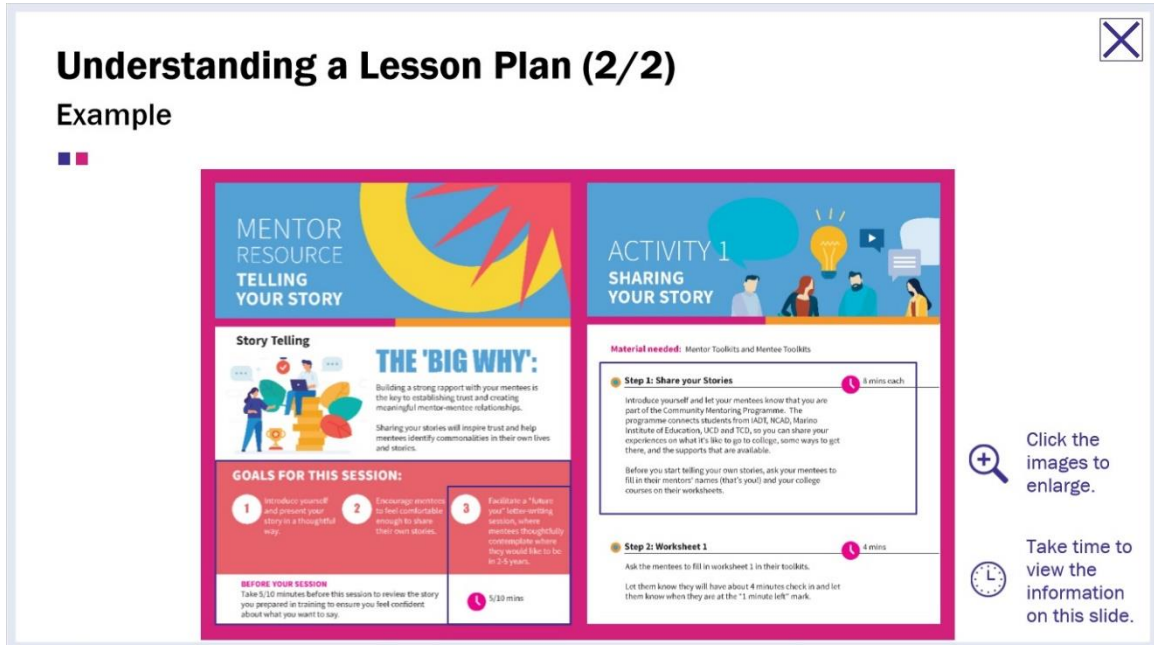
We've mentioned lesson plans a couple of times but do you know what these are?

A lesson plan provides a structure for your session. It details:

- Your session goals - what you want your students to achieve.

- The content to be covered to achieve those goals
- The amount of time you are going to allocate to each item
- The activities the mentees will complete during the session and details of any resources they will need

**Tab 1.1:** Example



**Understanding a Lesson Plan (2/2)**

**Example**

**MENTOR RESOURCE TELLING YOUR STORY**

**Story Telling**

**THE 'BIG WHY':**

Building a strong rapport with your mentees is the key to establishing trust and creating meaningful mentor-mentee relationships.

Sharing your stories will inspire trust and help mentees identify commonalities in their own lives and stories.

**GOALS FOR THIS SESSION:**

- 1 Introduce yourself and present your story in a thoughtful way.
- 2 Encourage mentees to feel comfortable enough to share their own stories.
- 3 Facilitate a "future you" letter-writing session, where mentees thoughtfully contemplate where they would like to be in 5-6 years.

**BEFORE YOUR SESSION**

Take 5-10 minutes before this session to review the story you prepared in training to ensure you feel confident about what you want to say.

**5/10 mins**

**ACTIVITY 1 SHARING YOUR STORY**

**Material needed:** Mentor Toolkits and Mentee Toolkits

**Step 1: Share your Stories** 8 mins each

Introduce yourself and let your mentees know that you are part of the Community Mentoring Programme. The programme connects students from ADL, NCAD, Marino Institute of Education, UCD and TCD, so you can share your experiences on what it's like to go to college, some ways to get there, and the supports that are available.

Before you start telling your own stories, ask your mentees to fill in their mentors' names (that's you!) and your college courses on their worksheets.

**Step 2: Worksheet 1** 4 mins

Ask the mentees to fill in worksheet 1 in their toolkits.

Let them know they will have about 4 minutes check in and let them know when they are at the "1 minute left" mark.

Click the images to enlarge.

Take time to view the information on this slide.

Let's look at an example of a lesson plan. This is the 'Telling your Story' resource we've developed for mentors working with young people.

As you can see, it lays out the goal for the session and allocates times for each activity. During this session, mentors tell their story, ask the mentees to share some of their own experience of education and mentees also write a letter to themselves in the future. Take some time to review the sample. When you are ready, click Next to continue.

**Tab 1.2: Page 1 of a Lesson Plan:**



## Mentor Resource – Telling your Story

### Story Telling – “The Big Why”

Building a strong rapport with your mentees is the key to establishing trust and creating meaningful mentor-mentee relationships. Sharing your stories will inspire trust and help mentees identify commonalities in their own lives and stories.

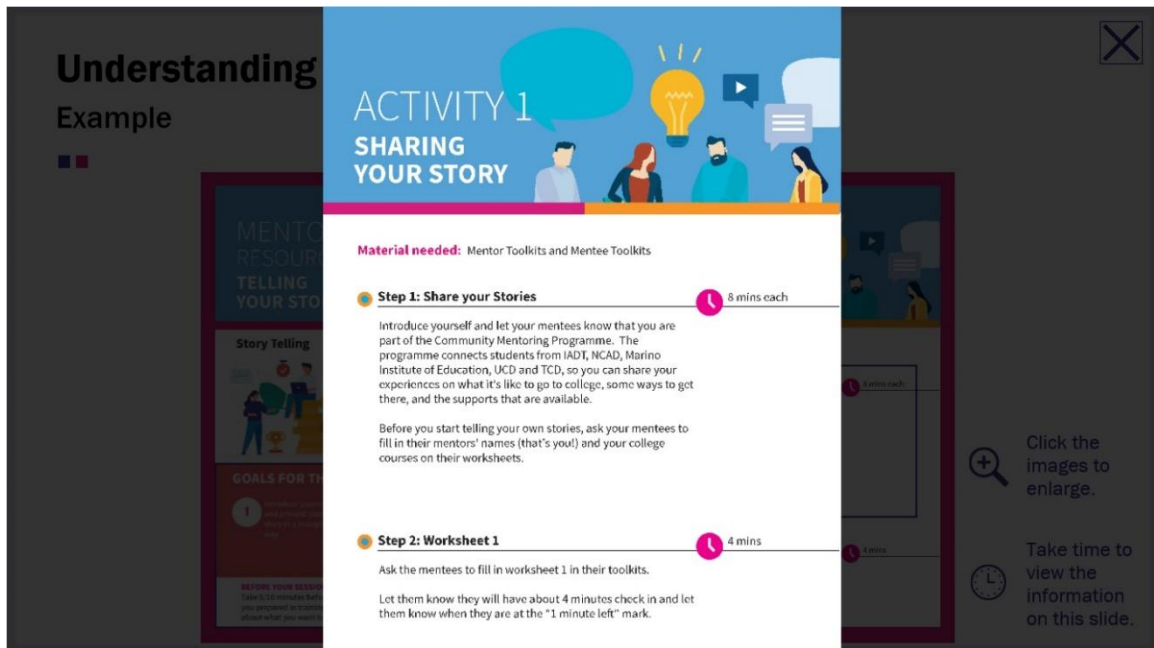
Goals for this session:

1. Introduce yourself and present your story in a thoughtful way
2. Encourage mentees to feel comfortable enough to share their own stories.
3. Facilitate a ‘future you’ letter-writing session, where mentees thoughtfully contemplate where they would like to be in 2-5 years.

Before your session

Take 5/10 minutes before this session to review the story you prepared in training to ensure you feel confident about what you want to say.

**Tab 1.3: Page 2 of a Lesson Plan:**



## Activity 1: Sharing your story

Material needed: Mentor Toolkits and Mentee Toolkits

### Step 1: Share your Stories (8 minutes each)

Introduce yourself and let your mentees know that you are part of the Community Mentoring Programme. The programme connects students from IADT, NCAD, Marino Institute of Education, UCD and TCD, so you can share your experiences on what it's like to go to college, some ways to get there, and the supports that are available.

Before you start telling your own stories, ask your mentees to fill in their mentors' names (that's you) and your college courses on their worksheets.

### Step 2: Worksheet 1 (4 minutes)

Ask the mentees to fill in worksheet 1 in their toolkits.

Let them know they will have about 4 minutes. Check in and let them know when they are at the '1 minute left' mark.

Tab 2: Community Mentoring Resources

## Community Mentoring Resources (1/4)

### Topics for Mentoring Young Mentees

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- The mentor handbook acts as a guide for you in your work.

**Mentors choose three of the following five topics:**

<p><b>Telling Your Story</b></p> <ul style="list-style-type: none"> <li>Building a strong rapport between mentors and mentees to establish trust and a meaningful relationship</li> </ul>	<p><b>SMART Goals and Time Management</b></p> <ul style="list-style-type: none"> <li>Using SMART goals to achieve a higher success rate</li> </ul>	<p><b>Growth Mindsets</b></p> <ul style="list-style-type: none"> <li>Understanding how our mindset affects our decisions and whether or not we reach our potential</li> </ul>	<p><b>Your College Campus</b></p> <ul style="list-style-type: none"> <li>Discussing how to plan and organise life in college</li> </ul>	<p><b>Extracurricular Activities</b></p> <ul style="list-style-type: none"> <li>Identifying extracurricular activities for the mentees to consider</li> </ul>
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Our mentor handbook acts as a guide for you in your work with learners. However, there is no need to follow the resources word for word. Feel free to go off-script and add your own personal touch.

For mentors working with young people, there are five prepared sessions to choose from. We recommend that you choose your three favourite topics - the resources that best suit your own experience and that you would feel most comfortable delivering. The handbook contains the lesson plans for all of these. Here's an overview of each of the sessions:

The first is “Telling your story”: This session focuses on building a strong rapport with your mentees which is the key to establishing trust and creating meaningful mentor-mentee relationships.

Or maybe you might like to look at “SMART goals and time management”: This session focuses on using SMART goals to ensure that goals are concrete, specific, and well-structured, leading to higher completion and success rates. In this mentoring session, you will work with your mentees to set at least one academic SMART goal for themselves to achieve by the end of the academic year.

“Growth mindsets” is another one of our sessions and this focuses on understanding how our mindset affects our decisions and how being open to learn can help us reach our full potential.

The idea of college can be both exciting and daunting to our mentees. Some plan ahead while others might be afraid or stressed of the college options open to them. In the “Your college campus” mentoring session, you will work with your mentees to discuss the planning and organising of going to college while considering what type of college might be right for them.

Our final option is “Extracurricular activities”: In this session, you will identify types of extracurricular activities, as well as any barriers, benefits, and stereotypes that go along with them. You will also help to encourage and inspire your mentees to continue or pick up new extracurricular activities.

So, you have five great topics to choose from, each of them covering an important area.

**Tab 2.1: Time to Reflect**

## Community Mentoring Resources (2/4)

### Time to Reflect


■ ■ ■ ■ ■

**?** If you were going to mentor a group of young learners, what three topics would you choose and why?

Record your thoughts in Section 2 of the reflection document you downloaded earlier.

When you are ready, click Next to continue.

Note that there is no audio for this slide.

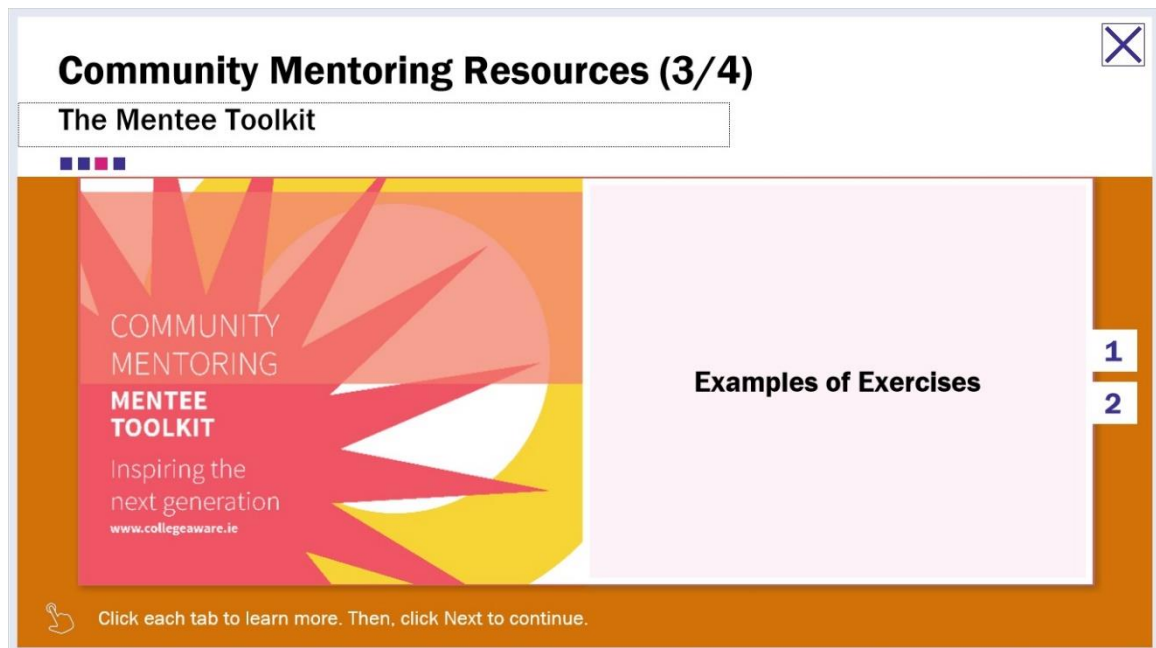


If you were going to mentor a group of young learners, what three topics would you choose and why?

Record your thoughts in Section 2 of the reflection document you downloaded earlier.

When you are ready, click Next to continue.

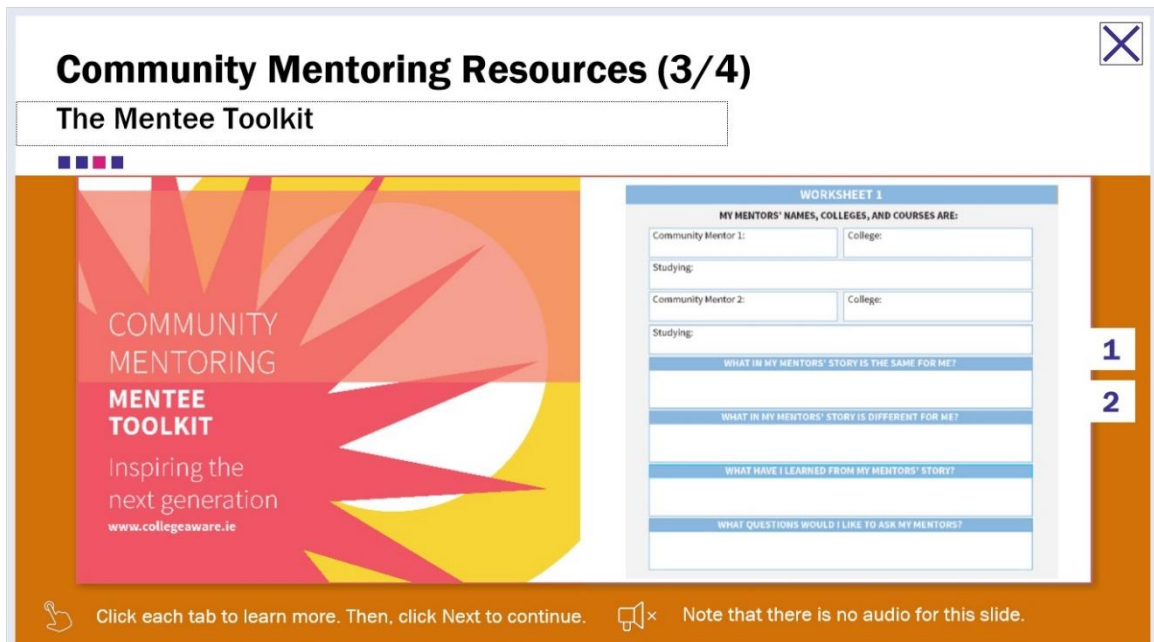
**Tab 2.2: The Mentee Toolkit (3/4)**



We've also developed a Mentee Toolkit for your young learners. This is an online and printable workbook where the students can complete exercises that have been designed to accompany the tasks in the lesson plan.

Take some time to scroll through a few examples. When you are ready, click Next to continue.

**Tab 2.3: Example 1: Worksheet 1**



My mentors' names, colleges and courses are:

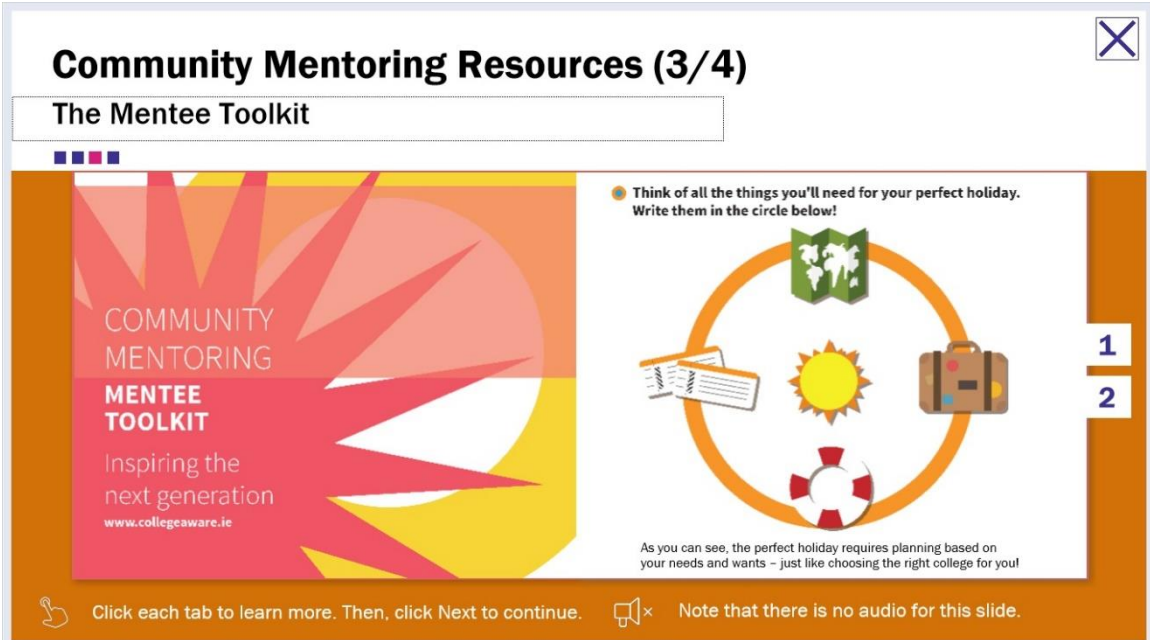
Community Mentor 1:

- College:
- Studying:

Community Mentor 2:

- College:
- Studying:
- What in my mentors' story is the same for me?
- What in my mentors' story is different for me?
- What have I learned from my mentors' story?
- What questions would I like to ask my mentors?

**Tab 2.4: Example 2: Exercise**



The screenshot shows a presentation slide titled "Community Mentoring Resources (3/4)". Below the title is a tab labeled "The Mentee Toolkit". The slide content is divided into two main sections. On the left is a graphic for the "COMMUNITY MENTORING MENTEE TOOLKIT" with the tagline "Inspiring the next generation" and the website "www.collegeaware.ie". On the right is an exercise prompt: "Think of all the things you'll need for your perfect holiday. Write them in the circle below!". Below the prompt is a circular diagram with four icons: a green map, a yellow sun, a brown suitcase, and a red and white lifebuoy. To the right of the diagram are two numbered tabs, "1" and "2". At the bottom of the slide, there is a footer with a hand icon and the text "Click each tab to learn more. Then, click Next to continue." and a speaker icon with a red 'X' and the text "Note that there is no audio for this slide."

Think of all the things you'll need for your perfect holiday. Write them in the circle below.

As you can see, the perfect holiday requires planning based on your needs and wants – just like choosing the right college for you!

**Tab 2.5: Resources for Adult Mentees**

## Community Mentoring Resources (4/4)

### Resources for Adult Mentees

■■■

**Mentors will prepare the following three sessions:**



**Dream Quest: Exploring the Path to your Dream Life**

- Encouraging mentees to think about their own ambitions and the steps they can take to help them to achieve their goals



**Take the Risk or Lose the Chance**

- Exploring talents and skills to identify courses of interest
- How to leverage attitudes to risk and resilience when pursuing new opportunities



**Finding our Boundaries**

- How altering boundaries can help mentees succeed achieve their higher education goals

 There is a copy of the *Adult Community Mentor Handbook* in the Resources folder.

For those of you working with adult mentees, we've developed three sessions for you. We all have our own story to tell, the experiences that have shaped us and brought us to where we are now.

In the first session, "Dream Quest: Exploring the Path to your Dream Life", you will share your story with your mentees and encourage them to think about their own ambitions and the steps they can take to help them to achieve their goals.

In the second session, "Take the Risk or Lose the Chance", you'll help your mentees explore where their talents and skills lie to help them identify higher education courses that would interest them. They'll look at their resilience and attitude to risk and see how this can be leveraged when they pursue new opportunities.

The final session for our adult mentees, "Finding our Boundaries", focuses on how they might change their boundaries to help them succeed on their path to higher education.

You'll find exercises to accompany these sessions in the *Adult Community Mentor Handbook*. There's a copy available in the Resources folder.


## Slide 15: Storytelling

### Storytelling

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- Storytelling is an important aspect of building a relationship with your mentees.

Story Structure	
Element	Content
Once upon a time...	<ul style="list-style-type: none"><li>• The opening to your story.</li><li>• How are you going to grab your audience's attention?</li></ul>
Everyday...	<ul style="list-style-type: none"><li>• Describe your background and normal life before the journey that led you to where you are now.</li></ul>
But one day...	<ul style="list-style-type: none"><li>• Describe the problem or challenge that you faced.</li></ul>
Because of that...	<ul style="list-style-type: none"><li>• Describe how that problem or challenge made you feel.</li><li>• How did it impact your life?</li></ul>
Until finally...	<ul style="list-style-type: none"><li>• How did you overcome that obstacle?</li><li>• What changed in yourself or your circumstances that helped you get to where you are today?</li></ul>
Ever since then...	<ul style="list-style-type: none"><li>• What is your life like after overcoming the challenge?</li></ul>
And the moral of the story is...	<ul style="list-style-type: none"><li>• What did you learn along the way?</li></ul>



**Telling Your Story**

Click tab to learn more.  
Then, click Next to continue.

Whatever sessions you decide to deliver and whether you work with young people or adults, telling your story will be an important aspect of building a relationship with your mentees. Our stories have the power to provide information based on our own experiences, but also to encourage and inspire. Stories can obviously be very different, but many follow a similar pattern. Here's a structure you can follow to help you develop your own story.

- Once upon a time - this is the opening to your story. You want to get everyone's attention so think about how you can do this.
- Next is everyday - here you're going to talk about your background, your life before your journey led you to where you are now.
- But one day - This is when you introduce a problem or challenge that you faced. Describe it briefly.
- Because of that - Tell them how this challenge made you feel? What impact did it make on your life?
- Until finally - Here you'll show how you overcame the obstacle. What changed within you or your circumstances that helped to get to where you are today?
- Ever since then focuses on what life is like now that you've overcome that challenge.
- You'll finish up with the moral of the story which tells them what you've learnt along the way.

There's an example of how you can outline your story in the Resources folder, but click the tab to see how it all comes together in our example of a mentor telling their story.

Tab 1: Telling Your Story



- **Once upon a time...** My name is Sarah. I am a Community Mentor and my son was born two weeks after my Leaving Certificate.
- **Everyday...** Because of my responsibilities, I didn't feel third level college was an option. I decided to apply for a Level 5 course in Computer Applications and Office Skills, which lasted nine months and gave me the I.T skills I needed in such an ever-changing society. A year later, I got a part-time job while studying childcare in All Hallows College through the Daughters of Charity, where I received my Level 5 Certificate in Childcare. I had a good mentor who encouraged me to apply for third level college and the following year I started my Bachelor of Science (BSC) degree in Education and Training in Dublin City University (DCU). I absolutely loved college life in DCU and I worked so hard to achieve my 1:1.
- **But one day...** However, after graduating I applied to do primary school teaching but was unsuccessful due to my results in the Irish language.
- **Because of that...** I continued to work in Montessori and childcare for seven years and trained in Special Needs Assistant (SNA) gaining a Level 6 qualification with the Fingal Adult Education Centre in Balbriggan. Although it was difficult, I never gave up and I started Irish grinds while I began working in secondary schools as an SNA in Autism Spectrum Disorder unit.
- **Until finally...** With these grinds, I re-sat my Irish Leaving certificate exam and completed a Masters in Primary Education with Hibernia College.
- **Ever since then...** I am now teaching four years and have become an Assistant Principal and it is has been the best decision of my life.
- **And the moral of the story is...** I really think my story goes to show that it is never too late to reach your goals.

**Tab 1.1: Tips From Our Trainers**



Our trainers have the following top tips for you:

- Create an outline of your story in advance using the earlier structure. It's good to know the main points of what you want to say but there's no need to learn a script.
- Use a bold opening to capture your audience's attention
- Use rhetorical questions to get people thinking
- Practice with family or friends or in the mirror - you may have a good idea of what you're saying in your head, but when you say it out loud it's a very different experience. This is why practicing in front of people or in the mirror is a very important tip.

## Slide 16: Building Relationships

### Building Relationships

16 of 21

- One of the most important aspects of a successful mentoring programme is the quality of the relationship between mentor and mentee.<sup>1</sup>

#### Communicating Effectively

- An open and honest story**
  - Your journey has led you to where you are today.
  - Honesty is important in building trust.
- Open questions**
  - Use **how, where, why, what, when** questions to encourage thinking and engagement.
- Reflect and clarify**
  - Show them you are listening.
- Signpost**
  - Encourage the mentees to research answers to questions themselves.
- Show enthusiasm**
  - Keep the overall message positive and encouraging.
- Feedback to the host**
  - Schedule time after each session.
  - Be open and honest.
  - Explain how you dealt with issues.



As we already mentioned, mentoring supports learners to build a supportive relationship with a person that can serve as a role model. Existing research suggests that one of the most important aspects of a successful mentoring programme is the quality of the relationship between mentor and mentee (O'Sullivan et al., 2017). Therefore, building this relationship should be an important goal of any mentoring session and how you communicate with your mentee is key. Here are some key points to help you communicate effectively and build that relationship:

- Be open and honest about your story. Many of us may feel self-conscious about some parts of our story, for example, a failed subject in the leaving certificate, maybe we didn't get into the course we wanted, or dropped out the first time around. However, all of these steps were important in making us the people we are today. It is important to provide mentees with an honest picture of the barriers they might face along the way but this honesty is also very important in building trust.
- Ask open ended questions, use how, where, why, what and when questions to get your mentees thinking and engaged
- Reflect and clarify with them to show that you are listening and understand them. Use phrases such as 'So you're saying you enjoyed your work experience in the garage, and you are keen on doing an apprenticeship - have I got that right?'
- Signpost. Don't worry about not knowing the answer to a question. There is no need to be an expert. Encourage mentees to go online or talk to a teacher, guidance counsellor or other professional to find the answer to specific questions.
- Be enthusiastic. Try to keep the overall message positive and encouraging.

You'll also need to be mindful of the relationship you have with the host organisation. If you run a successful programme, they'll be keen to offer it to their next cohort the following year. Ensure you always build in time for feedback with them after each session either in person or online at an agreed time. Be open and honest during this time. If you experienced any issues during the session, tell them how you overcame them and what

you'll do differently the next time.

## Reference(s):

1. O'Sullivan, K., Mulligan, R., Kuster, M., Smith, R., & Hannon, C. (2017). A college focused mentoring programme for students in socio-economically disadvantaged schools: The impact of mentoring relationship and frequency on college-going confidence, application efficacy and aspirations. *Widening Participation and Lifelong Learning*, 19(2), 113-141.).

## Slide 17: Child Protection

### Child Protection


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- Mentors are required to:
  - Familiarise themselves with their host organisation's Child Protection and Safeguarding Policy
  - Undergo Garda vetting when requested
- A host staff member will supervise your mentoring session.

#### Online Training


##### Introduction to Children First

- Access this training programme before commencing your mentoring programme.



An Ghníomhaireacht um Leanaí agus an Teaghlach  
Child and Family Agency

[1]



There is a link to Tusla's online training programme in the Resources folder.

Each host organisation should have their own Child Protection and Safeguarding Policy. Mentors should be given a copy of these guidelines and you should familiarise yourself with the content. You will also undergo Garda vetting at the request of host organisations, where necessary. A member of staff will be present with you in the room during the mentoring sessions to supervise.

Additionally, Túsla provides an online training programme called 'Introduction to Children First'. Mentors can access this training programme before commencing their duties. This training can be accessed in the resources folder.

## Image(s):

1. Tusla. (n.d.). Tusla logo. <https://www.tusla.ie/>


## Slide 18: Programme Evaluation


### Programme Evaluation


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- Your participation in programme evaluation helps us to improve our Community Mentoring Programme.

#### Feedback Required

<b>From you, as a mentor on:</b> <ul style="list-style-type: none"><li>This online module</li><li>The mentoring sessions you deliver</li></ul>	<b>From your mentees on:</b> <ul style="list-style-type: none"><li>The mentoring sessions you deliver</li></ul>
<div> <b>Tell us what works well and what needs improvement.</b></div>	
<b>Evaluation resources:</b> <ul style="list-style-type: none"><li>Complete the Mentor Survey after each session.</li></ul>	<b>Evaluation resources:</b> <ul style="list-style-type: none"><li>Mentees must complete the Mentee Survey after each session.</li></ul>



 There is a link to the Mentor and Mentee Surveys in the Resources folder.

You will be asked at various points to support the evaluation of the programme. Evaluation plays a vital role in helping us improve Community Mentoring. We want to gather information on this training and the mentoring sessions you deliver from both your perspective and that of your mentees. We've developed online surveys for both groups. Please encourage your mentees to reply openly and honestly - and we ask the same of you as mentors when you give us your own feedback. We want to know what works well and if there are areas that need improvement. We need to know those too so that we can ensure the programme is engaging for all the participants. After each session, please complete the Mentor Survey and also circulate the Mentee Survey to your group. You'll find links to both of these in the resources folder and there is a QR code in the handbooks and workbooks that link directly to these also.

## Slide 19: Conclusion

### Conclusion

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- You will have a direct impact on others.



**Did you consider that you could be seen as a role model?**



So, as you can see, your participation as a mentor in this Community Mentoring Programme will have a direct impact on a number of young people and adult learners who may not have considered higher and further education as being a viable option for them. Through sharing your stories, following our lesson plans and providing encouragement, you will plant seeds for the future and get more people thinking and talking about their post-secondary opportunities.

The Programme also gives you an opportunity to look back on all that you have achieved in your life so far. At the start of your journey into third level education, did you consider that you'd be seen as a role model for others in your community? It's quite an achievement when you think about it. There are many more exciting journeys and opportunities ahead of you.

So, what's next for you on the community mentoring programme? It's time to get to work!

- 1) Complete your preparation exercises
- 2) Contact your host organisation
- 3) Organise the logistics
- 4) Get mentoring!

### Knowledge Check

#### Knowledge Check (Question 1/5)

What is a host organisation?

- One of the six higher level institutions who have developed the Community Mentoring Programme
- A place of learning or local club that wishes to engage a mentor to encourage their

participants to explore further and higher level education

- A place where mentors can stay whilst participating in the mentoring programme

### Knowledge Check (Question 2/5)

True or false.

Mentors will only be tasked with working with young people between 14-17 years old.

### Knowledge Check (Question 3/5)

Who decides when the mentoring sessions will take place?

- The mentor
- The mentee
- The host organisation

### Knowledge Check (Question 4/5)

What is the purpose of a lesson plan? Select all that apply.

- To set out the goals for your session
- To provide you with the content you are going to cover
- To help you allocate the time and resources you will need for a session

### Knowledge Check (Question 5/5)

Who is responsible for choosing the mentoring topics for sessions with a group of young learners?

- The host
- The mentor
- The mentee
- The programme coordinator

## Slide 20: Time to Reflect

### Time to Reflect


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**? What are the next steps you are going to take on your journey to become a mentor?**

Write your answer in the area provided in the reflection document you downloaded earlier.

When you are ready, click Next to continue.

Note that there is no audio for this slide.



What the next steps you are going to take on your journey to become a mentor?

Write your answer in the area provided in the reflections document you downloaded earlier.

When you are ready, click Next to continue.


## Slide 21: Summary

### Summary

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- Having completed this module, you should be able to:
  - Explain the role the Community Mentoring Programme plays in encouraging young people and adults to apply for a place in higher and further education
  - Describe the role of a mentor and the impact they can have on the lives of their mentees
  - Plan a session for your mentees using the resources provided as a guide
  - Explain the importance of honest feedback when evaluating a programme such as this

**Click here to generate your course completion certificate.**



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Having completed this module, you should be able to:

- Explain the role the Community Mentoring Programme plays in encouraging young people and adults to apply for a place in higher and further education



- Describe the role of a mentor and the impact they can have on the lives of their mentees
- Plan a session for your mentees using the resources provided as a guide
- Explain the importance of honest feedback when evaluating a programme such as this

Good luck in your sessions!