

Program Goals and Values

Guided Mentoring is a two-tiered approach to cross-age mentoring that fosters mentoring relationships between high school and elementary-aged youth throughout Vermont, as well as in New Hampshire in our Upper Valley region.

The program kicks off with a focused mentor-in-training curriculum which prepares our high school youth to be effective mentors and provides a space for them to begin to build cohesion as a team, celebrate their group and self-identities, to develop a robust sense of place, and to explore their role within their homes places—which we think is a testament to all that is possible when relationships are done well.

We envision the program as an exciting leadership and learning opportunity for students, allowing them to celebrate, be empowered, and give back. They'll have fun, be silly, and step outside of their comfort zones. Along the way, each student will be mentored by Guided Mentoring program staff so they'll have people to lean on and learn from.

Themes

A themed approach helps participants to connect with the purpose of the curriculum and to strengthen their capacity as mentors. When they understand this, they tend to become excited about having these open explorations.

The Guided Mentoring program focuses on 4 major themes to support the journey to developing meaningful relationships between high school and elementary youth. Our 4 major themes are an overarching theme of mentorship which guides exploration of identity, sense of place, and meaning & purpose.

- Mentoring
 - 'I am a mentor'
 - Outcomes:
 - Recognize the impact of others on our lives
 - Give mentors valuable tools to have successful and meaningful relationships

- [Developmental Relationships Framework](#).
 - Create value in the mentor as an individual who has impact
 - Give mentors a sense of identity, place, and purpose in their mentoring.
- Identity
 - The concept of identity(ies) is both broadened and deepened in ways that are generally not offered. This allows high school mentors the time to explore 'self'.
 - Provide support to mentors and create a sense of belonging in DREAM where their thoughts, ideas, ideals, and identities are heard, valued, and respected.
 - Outcomes:
 - Mentors have a broader, deeper understanding of their identities.
 - Mentors feel valued, seen, and heard for all of who they are.
- Sense of Place:
 - 'I am a community member' (of various communities)
 - Outcomes:
 - Show students how their communities are important to their identities, and their identities are valuable to their communities.
 - Create a sense of belonging in communities
 - Emphasize team and teamwork
- Meaning & Purpose:
 - 'I have impact'
 - Outcomes:
 - Show specifics of how identity and community interact
 - Help students find their place in their communities

High school mentor training and development

Preparation of high school youth to enter a mentoring relationship is a vital aspect of the DREAM mentoring program. Adequate time to create a sense of community between high school youth and DREAM staff allows for a foundation of trust to be built that assists students in the development of

meaningful relationships with mentees. The development of a high school mentor will be an ongoing process throughout the year.

Village Mentoring

During our time of Village Mentoring high school mentors will have the opportunity to engage in activities with elementary mentees as a whole group. This provides the opportunity to gain experience purposefully implementing developmental relationships framework elements and actions, build an understanding of how they interact with younger students, become more engaged in recognizing the value of building a relationship with younger students, and begin to practice skills that they have learned in teamwork and communication.

One to One Relationship Development

Following engagement in village mentoring, organic relationships begin to develop between high school mentors and elementary mentees. These relationships and bonds are recognized by DREAM adults, and in partnership with the mentors determinations are made on creating one to one matches that are potentially beneficial to both the mentor and mentee. Matches are celebrated in a matching ceremony.

High School Mentor support

High school mentors are supported in further exploration of their identities and communities with an understanding of their impact on others by developing a formal mentoring relationship. Mentors will be guided through this deeper exploration while also having more dedicated support in their mentoring relationships.

Guided Mentoring Year 1 Journey

Establishing and Building Team and Cohesion

(*approximately 2-3 weeks*, depending on the number and length of meetings)

**Baseline Mentor Survey completed as early as possible

- Curriculum:
 - Epic First Day
 - Getting To Know You
 - Community Commitments
 - Mapping Your Way Here
 - Intro to Restorative Circles Practices
 - This or That?
 - What's On Your Plate
 - Compass Points
 - Comfort Zones
- Dedicated, intentional trust/team building activities; ideally one day outside of school at Camp DREAM or other regional site.
- ***LOTS* of Games/openers for connection that can/should be debriefed and discussed for how to use with elementary mentees!**
 - See “Icebreakers/Community Building/Transitions” in google classroom for ideas.

Mentor Training

(*approximately 6-8 weeks*, depending on the number and length of meetings)

- Curriculum: Focus on Mentoring/Mentorship development
 - Boundaries and roles as mentors
 - Developmental Relationships Framework Elements & Actions introduction.
 - (In supplemental materials: Selections from Becoming a Better Mentor: Strategies to Be There for Young People)
 - Beginning parts of Identity theme woven into becoming a strong and impactful mentor
 - Beginning Sense of Place work
- ***MORE* Games/openers for connection that can/should be debriefed and discussed for how to use with elementary mentees!**

- See “Icebreakers/Community Building/Transitions” in google classroom for ideas.

***If possible meet twice with the mentee group, once halfway into this period and again a couple of weeks before the end.

(These meetings are organized and facilitated by DREAM staff and demonstrate how and what time with mentees should be structured like.)

**Fall adventure trip for high school mentors.

*Take the opportunity to plan a project and/or fundraiser.

*Take the opportunity to bring in a guest speaker(s) connected to Sense of Place, Mentorship, and Identity work.

Village Mentoring Begins

(Goal of 4-6 meeting before holiday/new year break)

- Initial focus on establishing group relationships and connections.
 - Focus on fun and games w/subtle connections and getting to know one another
- Curriculum:
 - More mentoring/mentorship training for mentors using current, ongoing experiences with mentees
 - Developmental Relationships Framework in practice
 - Trauma informed mentoring introduction/training
- Mentors and DREAM staff co-planning and preparation and facilitation for time with mentees

(After holiday/new year break, continuing above and...)

- Regular weekly meetings with mentees
- Curriculum:
 - Move toward deeper Sense of Place work with mentors and transferring this to work with mentees and nurturing their Sense of Place

***By the end of this period (before February school break) should be feeling close to or ready for 1:1 matching.*

Village Mentoring with 1:1 Mentoring

(Winter into early Spring, before April school break)

- Mixing Village Mentoring with increasing amounts of 1:1 mentoring time. *NOTE: Does NOT need to be linear!*

- High school mentors are leading planning, preparation, and reflection for time with mentees.
 - Curriculum:
 - Sense of Place work continues with greater emphasis on transference to mentees
 - Deeper high school mentors work with identity
 - Mentoring/mentorship training continues
 - Continued practice of Mentoring Skills
 - Reflections
 - Role Playing
 - Deeper understanding of relationships
 - Spring and end of year adventure trip(s) planned
- **Strength of Relationship and Program Experience Surveys for mentors and mentees.
- *Take the opportunity to plan a project and/or fundraiser.
- *Take the opportunity to bring in a guest speaker(s) connected to Sense of Place, Mentorship, and Identity work.

Finishing the Year

(After April school break through the end of the school year)

- Continued mix of village and 1:1 mentoring time.
 - Strengthening of 1:1 mentorship relationships
 - Curriculum:
 - Finding a good place to pause Sense of Place and Identity work.
 - Focusing on Meaning & Purpose
 - End of year culminations and adventures planned, prepared, and executed.
- *Mentor end of year survey

DREAM Guided Mentoring | Year 1 Journey

SYLLABUS Outcomes & Expectations

2023-2024

DREAM Guided Mentoring Facilitators

Advisor Name: School Advisor
YSM Name (“Name”), DREAM Staff
MG Name: DREAM Staff

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Course Details

DREAM Guided Mentoring is a full-year course that meets daily [in Room #], earning a participant [1.0 HS] credit for successful completion.

Course Description

As a DREAM Mentor, you will learn about mentorship, your communities, and yourself. You will establish yourself as a member of a high school group forming mentorship relationships with a group of elementary-age mentees, and a 1:1 relationship with an individual mentee. By participating fully in the mentor training curriculum, within the DREAM mentor cohort, you will prepare yourself to hold a special place in the life of a mentee through influence and example.

Prerequisite

A willingness to make a commitment to the program and your mentee for the full year, including completion of the DREAM enrollment form by a caregiver (parent/guardian), with the opportunity for a two-year experience being the ideal for DREAM mentors.

Objectives

Activities and experiences throughout Guided Mentoring offer multiple opportunities for mentors to develop and demonstrate proficiency in several areas of the Transferable Skills:

- Clear and Effective Communication
- Self-Direction
- Creative and Practical Problem Solving
- Responsible and Involved Citizenship
- Informed and Integrative Thinking

Attendance Policy

Regular attendance and active participation are critical to building the trusting relationships and personal skills necessary to be an effective and impactful mentor. Daily attendance is expected as for any course earning credit at [School Name].

Communication Protocols

Mentors are expected to communicate with their DREAM advisor in advance of any planned absence to minimize its negative impact on learning and mentoring. Communication preferences will be discussed during the opening session.

Course Requirements

Your work with DREAM will be assessed through your active participation in training and mentoring experiences, entries in your DREAM Journal (a portfolio that will include completed handouts and activity artifacts), and a final presentation.* Progress will be monitored at regular intervals using the following rubric reflection and conferencing tool:

GLOW Strong aspects of your work that are helping you succeed.	DREAM Guided Mentoring OUTCOME	GROW What you can do to strengthen your work, to improve.
	PREPAREDNESS I consistently complete activities and assignments in a thoughtful and timely manner. I am consistently engaged, arrive on time and with materials ready to learn.	
	SELF-AWARENESS I identify and reflect upon personal strengths and challenges and can independently take steps to self manage. I know how to respond to stressors and I seek help when needed.	
	COLLABORATION I contribute respectfully and share resources and ideas. I accept and fulfill roles in the group with flexibility and willingness to compromise.	
	REFLECTION I analyze my own growth by making connections between personal ideas and learning experiences. I identify short and long term goals and determine tasks and next steps in achieving those goals.	
	MENTORING I utilize best mentoring practices, in particular the developmental relationships framework, to build and sustain a safe and positive relationship with my mentee. I maintain appropriate boundaries, listen actively, and model behaviors that support my mentee's growth.	

**The final presentation may be a visual or media display, an oral presentation to an audience of students, staff, and/or caregiver/s, or other co-created demonstration of learning.*

Course Calendar (Overview)

First 2-3 Weeks: Establishing and Building a Strong DREAM Team

- Trust/team building activities, community commitments, Circle practice, games and openers for future use with mentees, field trip (UV mentors)

Next 6-8 Weeks: Mentor Training

- Developmental Relationships Framework, boundaries and roles as mentors, MENTOR National's "Becoming a Better Mentor: Strategies to Be There for Young

People,” identity and personal development explorations, more games and openers, meet mentees as a group

Next 4-6 Weeks: Village Mentoring Begins

- Fun & games, building connections, getting to know mentees as a group, planning activities and reflecting on success, community identity (sense of place) exploration

Winter into Early Spring: Village Mentoring with 1:1 Mentoring

- Transition to 1:1 mentor-mentee time (weekly), mentors plan, prepare, and reflect; continue personal development and sense of place exploration

Finishing the Year (after April break)

- Continue mentoring, personal development work, field trip, celebrations & culminations.