

TAKE STOCK PALM BEACH

7 Lessons for Better Sessions

2022-2023

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Discussion Schedule

Oct: Relationship Building & Communication

Nov: Boundaries

Dec: Growth Mindset

Feb: Goal Setting

Mar: Problem Solving & Self-Advocacy

Apr: Diversity

May: Mental Health

How do you build a relationship with your mentee?

Think about how you've gotten to know your mentee over time. What activities helped your relationship grow?

What have you tried that works when it comes to encouraging your mentee to open up?

Think about your meetings with your mentee - what gets them to open up and share? How can you encourage them to open up and share more often?

How has your relationship changed over time?

What are the 3 phases of the mentoring relationship?

3 Phases of the Mentoring Relationship

1. Beginning Phase

- Get to know one another, share interests, discuss expectations
- Start to form norms & bonds that will shape the relationship

2. Challenging & Testing Phase

- Your mentee may stay testing boundaries to see how far your commitment really goes.
- Be sure to separate behaviors from who the mentee really is.

3. "Real Mentoring"

- The relationship has reached maturity- trust & closeness have been established
- Reflection, processing, and growth occur in this phase.
- The real impact of mentoring happens here.

Relationship Building

Reflect on your relationship with your mentee.

- Which phase(s) have you experienced?
- What phase are you currently in?

Communication

How do you communicate with your mentee?

Which communication platforms work best for you?

What have you noticed about your communication over time?

Boundaries

What are boundaries and how are they established?

Physical Boundaries

- Personal Space & Touch
- Violated when someone touches you or invades your personal space

Intellectual & Emotional Boundaries

- Thoughts & Ideas; Feelings
- Violated when someone belittles thoughts, ideas, or invalidates feelings

Time Boundaries

- How a person uses their time
- Violated when someone demands too much of another's time

Types of Boundaries

How have you established boundaries with your mentee?

How have you and your mentee created boundaries? Were they easy to create?

Think about your personal boundaries- were they easy to set? How did you communicate them?

Think about the boundaries your mentee has set- did you help them establish these boundaries?

Barriers to Setting Boundaries

- Fear of rejection and/or abandonment
- Fear of confrontation
- Guilt
- We were never taught healthy boundaries
- Safety Concerns

Tips for Setting Boundaries

- Be clear, concise, and calm
- Use few words, but be respectful and firm
- Know that if you upset someone, that is their problem, not yours.
 - Remain firm- don't send mixed signals by apologizing.
- Learning to set healthy boundaries takes time
- Develop a support system of people who support your boundaries

Have you experienced any barriers with your mentee?

Growth Mindset

December

What does "Growth Mindset" mean?

What is Growth Mindset?

In a Growth Mindset, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point.

This view creates a love of learning and a resilience that is essential for great accomplishment.

Think About It

Can you remember a time when your mentee was thinking negatively about a situation?

- 1. What was the negative thought?*
- 2. How did you assist them with changing their mindset and working through the negativity?*
- 3. What can you do moving forward?*

How do you develop Growth Mindset?

Tip 1: Reflect on the Positives

Shift focus from "what's going wrong" to "what's going well."

Tip 2: Ask for Support

Self-advocacy is about creating solutions instead of struggling with challenges.

Tip 3: Embrace the Process

Emphasize the steps that lead to a result, not the result itself.

The point of Growth Mindset is to LEARN & IMPROVE, not to achieve.

How can you
support your
student in
developing a
Growth Mindset?

The Power of Yet
Carol Dweck

<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

The Power of a Growth Mindset
Surbhi Sachdev

https://www.youtube.com/watch?v=FpN1yQap_is

The Mindset of a Champion
Carson Byblow

<https://www.youtube.com/watch?v=px9CzSZsa0Y>

Growth Mindset TED Talks

Dec: Growth Mindset

Growth Mindset

Toolkit & Implementation Guide

<https://www.mentoring.org/resource/growth-mindset-toolkit-and-implementation-guide/>

<https://www.mindsetkit.org/growth-mindset-mentors>

Goal Setting

February

Mentor Toolkit

Activity 6
SMART Goals

Activity 7
I Have SMART Goals

Activity 8
My Vision Board

Activity 9
Looking Through the
Crystal Ball

Feb: Goal Setting

What is goal setting?

- *Goal setting directs the decisions we make, the actions we take, and ultimately influence the direction of our lives.*
- *Goals are an object or "aim of action".*
- *Goal setting helps plan for the future.*
- *Goal setting allows us to identify something we want to accomplish and the steps we need to take to accomplish the goal.*

Why does mentor support matter?

Engagement

Goal setting is one of the most important activities you could engage in with your mentee.

Relationship Strengthening

Helping mentees set and pursue their goals strengthens your relationship with them.

Wellness

Goals give meaning & direction to life and are linked to well-being, health, and success.

Performance

The ability to set & pursue goals is linked to higher grades, career achievement, motivation, empowerment, and contribution.

Tips for Goal Setting

Tip 1: Select & prioritize a set of meaningful, realistic, and specific goals.

Tip 2: Make & stick to a detailed, step-by-step plan; keep track of goal progress.

Tip 3: Stay focused & show persistence with using strategies; substitute strategies when first-choice strategies are not working well.

The mentor's aim is to assist mentees in uncovering what they like and then help them achieve those things.

Activities for Goal Setting

1. *Vision Board*

- *Collection of images/words to illustrate goals.*

2. *Three Wishes*

- *Write down 3 things you want for yourself & your future.*

3. *The Tree that is Me*

- *Ground: Foundation*
- *Roots: What nourishes you & gives meaning to life?*
- *Trunk: What is your biggest strength?*
- *Branches: What are the directions you're thinking of going?*
- *Leaves: What do you do for fun/to relieve stress?*

SMART Goals

Specific

Measurable

Achievable

Realistic

Timely

This model is most widely used for choosing goals, but not achieving them.

CHAMP Goals

Challenge or Goal

Hurdles; what's stopping you?

Achievement; what will you get/feel?

Mentor; who might help you?

Plan; what are the steps?

■ ***How do we curb low enthusiasm to goal setting?***

- By developing a student's motivational intelligence.

■ ***What is motivational intelligence?***

- A person's ability to identify and manage negative thoughts and self-limiting beliefs in order to overcome obstacles and accomplish goals.

■ ***How can I develop my student's motivational intelligence?***

- Implement activities that allow youth opportunities to recognize, reflect, and manage emotions- activities that challenge youth to think critically.

Developing Motivational Intelligence

Problem Solving & Self-Advocacy

March

6 Steps to Problem Solving

- 1 Identify the Problem
- 2 Think: Why is it a problem?
- 3 Brainstorm Possible Solutions
- 4 Evaluate the Solutions
- 5 Action: Implement the Solution
- 6 Evaluate the Outcome

Tips to Support your Mentee

01

Listen
without
arguing or
debating.

02

Offer
suggestions
or insight.

03

Avoid telling
your mentee
what to do.

04

Allow your
mentee to
work
through the
process.

How can you offer support or advice without solving the problem for your student?

What can you say?

Mentor Toolkit Activity

Activity 22: How do I decide?

- Connected to Decision Making
- Activity Outlines Problem Solving Process
 - Describe the Problem
 - Possible Solutions (List 4)
 - Possible Outcomes- Short & Long Term (List 4)

Great resource to guide conversation!

What is Self-Advocacy?

Learning to Speak Up for Yourself

Making your own Life Decisions

Knowing your Rights & Responsibilities

Reaching out to others when you need Help & Friendship

Learning about Self Determination

6 Tips for Teen Self- Advocacy

- 1 Get to know yourself.
- 2 Learn your rights.
- 3 Get Involved
- 4 Smart Small
- 5 Get a job or volunteer.
- 6 Team up with others.

Tips to Support your Mentee

01

Encourage them to speak up.

02

Give opportunities for them to practice.

03

Help them explore the things they want.

04

Help them practice asking for what they want.

Has your student needed assistance with learning self-advocacy skills?

What did you do to help them learn & support them?

Diversity

April

■ *Diversity refers to the many factors that make people different - race, religion, culture, ethnicity, gender, etc.*

■ *Diversity involves respecting people's differences to maintain individuality.*

■ *Diversity supports not changing how a person lives, speaks, looks, or thinks so as to be more like the majority.*

What is Diversity?

Types of Diversity

Cultural Heritage

Determines what beliefs, learned behaviors, and language pass through the generations to each individual.

Language

The native language that an individual speaks. Be aware of native language differences to avoid miscommunication.

Religion

The religious beliefs that an individual or family practice. Be aware of specific religious events and/or celebrations.

Tips to Promote Diversity

01

Explore
Differences

02

Show patience in
communicating &
understanding.

03

Show
Respect

04

Ask
Questions &
Be Open to
Learning

What's their background?

Directions: With your group, answer the following questions based on the photo.

- 1. What is the individual's highest level of education?*
- 2. What do you think this individual's hobbies are?*
- 3. Do you think this individual works full time or part time?*
- 4. What career field do you think this individual works in?*

Group 1



Group 2



- What is the individual's highest level of education?
- What do you think this individual's hobbies are?
- Do you think this individual works full time or part time?
- What career field do you think this individual works in?

Group 1



Group 2



Let's talk about your assumptions!

Questions?

Thank you! See you in May!

Mental Health

May

What is student mental health?

- *Student Mental Health refers to the overall well-being and psychological state of students.*
- *Mental Health issues can affect students of all ages and backgrounds.*
 - *It is essential to address the unique challenges that each individual faces.*

Common Mental Health Issues

01

Anxiety

02

Depression

03

Eating
Disorders

04

Substance
Abuse

Mental Health Statistics

16.39% of youth (age 12-17) reported suffering from at least one major depressive episode in the past year.

11.5% of youth (or over 2.7 million youth) are experiencing severe major depression.

59.8% of youth with major depression did not receive any mental health treatment over the past year.

Warning Signs

- 1 Sudden changes in behavior.
- 2 Social withdrawal.
- 3 Declining academic performance.
- 4 Increased irritability.

Risk Factors

Academic Pressure

Social Isolation

Family Problems

Trauma

Genetic Predisposition

Open & Non-judgmental Communication:

- *Create a safe space for the teen to talk.*
- *Be an active listener and offer empathy.*
- *Encourage open and honest conversations, but respect boundaries.*

Validate their Feelings:

- *Let them know their feelings are valid and understandable.*
- *Avoid dismissing or downplaying their emotions.*

Encourage Professional Help:

- *Suggest and encourage the teen to seek help from a mental health practitioner, therapist, or counselor.*
- *Offer assistance with finding resources.*

Supporting Students

V: Validate

Validate their feelings; let them know that what they're feeling is okay and that you believe them.

"That makes sense."

"That sounds difficult."

"I hear you."

A: Appreciate

Appreciate their courage; speaking up can be challenging- let them know you care.

"Thank you for sharing."

"I'm here for you."

"You are not alone."

R: Refer

Refer them to skills and support; let them know that help is available and refer them to appropriate resources.

"What makes you feel truly cared for?"

"Do you think it might be helpful to talk to someone?"

V-A-R Tips from Active Minds

Questions?

Thank You!