

## Week 2-Establishing Ground Rules for time together (May need to be done in 2 sessions, depending on discussion/interaction.)

- Begin by reintroducing yourself and ask any students that were not there last week to introduce them self in the same manner.
- Start by explaining that today is about establishing ground rules for our time together. What is expected of each other in this program? How we can work together to get the most benefit out of our time together. Ask for a show of hands, how many have had the opportunity to work with a Mentor in a one on one or group setting. Then ask how many have every been involved with a group of students getting together to discuss issues, opinions or support each other. For example, at a community center, church organization or a workshop or leadership organization.
- Ask them to silently reflect on those previous experiences, focusing on the facilitator/mentor and what made them a good facilitator/mentor.
- On the board, flip chart or computer overhead write the word **“Mentor.”**
- Ask the students to share aloud what they think are most important qualities of a good mentor.
  - List those qualities as students call them out.
  - Write every quality they list quality/characteristic the students state without censoring (unless of course, they state something inappropriate) until they can think of no more to list.
  - When it appears the list has been exhausted, you can suggest and record some that may not have been mentioned.
- To model a positive behavior and to reinforce their participation, praise the students for coming up with such a good list, creative qualities, unexpected responses, etc. Then say, **“OK, now that you’ve come up with a list of qualities that make a good mentor, let’s do the same for qualities that make a good students/mentees.”**
  - Write a header on another board that states **“Students.”**
  - Follow through as before, having them lists the qualities of a good students/mentees.
  - Once again positively reinforce their participation.
- At this point ask the students to study the two lists. Ask, **“Does anybody notice anything interesting about these two lists?”** Ask the students, **“Which qualities are common to both lists as you circle or check them off.”**
  - Make a statement about the observations such as, **“So it appears you think many of the same qualities you like to see in a good Mentor also apply to being a good student.”**
- Dive a bit deeper by asking students questions such as, **“So if we are going to be working together and being the best that we can be while we are together, what would someone see, hear or feel if they were observing us?”**
- Write their responses down. Next to the heading words- See, Hear, Feel
- Say, **“I’d like to make a deal with you. I promise that I will do my very best to exemplify all the qualities in the ‘good instructor’ list if you will promise to do your best to exemplify all of the qualities in the ‘good student’ list. Do we have a deal?”**

- At this point you may also want to add that either you or the students can point out (kindly and respectfully) at any time if they think the other isn't living up to their end of the agreement. Model what that would look like.
- Seal the deal, if you would like, by writing out and signing the agreement. (This may need to be done when there is more time.)