

Being a College Pair – 12.10.3

Grade 12 – Preparing to Transition

This lesson engages mentees in a conversation about their pair experience and explores a variety of methods to stay in contact with their mentor during college and what topics they can and should reach out to them for. The lesson will focus on the behaviors that will best set them up to succeed.

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Lesson Overview

Objectives: Mentees will: <ul style="list-style-type: none">• Review and recap role of mentor in college.• Review and recap college program.• Identify skills and behaviors that will set pairs up to be successful in college.	Guiding Questions: <ul style="list-style-type: none">• As a pair, what will need to stay the same for us to be successful in college?• As a pair, what will need to be different for us to be successful in college?• What skills and behaviors do we need to set us up for success?	Lesson Resources: <ul style="list-style-type: none">• Slide presentation (https://docs.google.com/presentation/d/1lqu4gUmwZwy7loCnwVc5eVcMDal3VWE8A3mYzT5ZloEusp=sharing)
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Non-cognitive Connections: For a full list of non-cognitive skills covered in the iMentor curriculum, click [here](https://partners.imentor.org/help/what-non-cognitive-skills-does-the-imentor-program-develop) (partners.imentor.org/help/what-non-cognitive-skills-does-the-imentor-program-develop).

1. **Social Capital**
2. **Growth Mindset**

Entry Point

- [Tech Distribution Ritual](http://partners.imentor.org/help/foundational-imentor-classroom-rituals) (<http://partners.imentor.org/help/foundational-imentor-classroom-rituals>)
- [Reconnect with Mentor](#)

Keystone 1

Purpose:

In this activity, mentees will review the role and value of having a mentor in college, the purpose of the college program, and review a set of skills and behaviors that will set them up to be successful pairs.

Steps:

Chunk One: Recap

- Staff will facilitate brief recap of last two lessons on role of mentor in college and matriculation steps.
 - What role can your mentor play as you enroll in, attend college and beyond?
 - Based on what you know about your mentor now, identify one area where your mentor could be a great support.
- Staff will briefly recap college program.
- In groups or pairs, mentees will create a list to answer each of the following questions:
 - What are the primary differences between the high school and college programs?
 - How will your relationship be different in high school than it will be in college?
- Staff will facilitate share out.

Chunk Two: Being a College Pair

- In same groups or pairs, mentees will:
 - Review their lists and circle the 2–3 differences they believe to be the most important and discuss why.
 - For each circled item, identify a skill or behavior that will set pairs up to succeed through that difference
 - *Example 1: No weekly messages --> Finding other ways to communicate and collaborate*
 - *Example 2: We've never missed an event --> Committing to meeting each other 1:1*
 - *Example 3: No curriculum prompts --> Self-advocacy and self-direction*
 - Staff will facilitate share out and write down all the skills and behaviors that mentees listed in their groups.
 - Staff/mentees will create a single list based on what all groups/pairs share.

Chunk Three: Skills and Behaviors

- Mentees will review the master list created by the class and select 2–3 skills and behaviors that they think will be the most important for them and their mentor to be a successful pair after high school.
- Staff will facilitate share out.

Facilitation Strategies: For a complete list of facilitation strategies and descriptions, click [here](https://partners.imentor.org/help/classroom-learning-strategies) (partners.imentor.org/help/classroom-learning-strategies).

Keystone 2

Purpose:

Mentees will share the skills and behaviors they think are the most important to their success and provide their mentors with a college process update as needed.

Steps:

Chunk One: Share with Mentor

- Mentees will share the following with their mentor:
 - Response to their mentor's message about the role they'd like to play as their mentor in college.
 - The 2–3 skills and behaviors they selected as most important to them and why they think these skills and behaviors will help them be a successful pair.
 - An update on where they are in the college enrollment process.

Facilitation Strategies: For a complete list of facilitation strategies and descriptions, click [here](https://partners.imentor.org/help/classroom-learning-strategies) (partners.imentor.org/help/classroom-learning-strategies).

Exit Ramp

- Transition
 - Next week, class will be covering matriculation steps.
 - Mentees share brief update with where they are in the college process.
- [Planning and Reminder Ritual](#)
- [Tech Collection Ritual](#)
- Closing

Participant Responsibilities

Mentee Deliverable	Mentor Deliverable
<ul style="list-style-type: none">• Reconnect and share with mentor.	<ul style="list-style-type: none">• Based on what you know about your mentee and your relationship as a pair, what skills and behaviors will help you be successful after high school? What are your reactions to the list of skills and behaviors that your mentee shared?