

BLACK, ASIAN' AND MINORITY ETHNIC PEER TO PEER

MENTORING PROGRAMME

TOOLKIT



INTRODUCTION

Welcome to the Peer to Peer Black, Asian and Minority Ethnic Mentoring Programme Toolkit.

You will be familiar with the Black, Asian and Minority Ethnic Uni:School mentoring programme that has been delivered in your school. This programme is the next chapter of mentoring and supports you to deliver a sustainable Black, Asian and Minority Ethnic peer to peer mentoring programme in your school. The programme has been devised to allow more Black, Asian and Minority Ethnic students to benefit from mentoring.

The mentoring takes place in the school with the mentors being Black, Asian and Minority Ethnic students in years 9 or 10 and the mentees are Black, Asian and Minority Ethnic students in years 7 or 8. The programme lasts for 6 weeks with 5 weeks of one to one mentoring and the final week being a celebration of what the young people have achieved. The programme works because all students agree to take part. No student should be expected to be part of the programme.

The toolkit comprises of all the materials to run the programme yourselves within the school. There is a training deck for the mentors to learn about the role of mentor and what is expected of them on this programme. There is an equivalent training deck for the mentees. Each week there is a session plan with corresponding resources and a feedback form.

We will deliver the initial training to mentors and mentees with staff who are taking the programme forward. This allows staff to observe, ask questions and then be confident to lead the programme. At the end of the training we will provide 'top tips' on matching mentors and mentees.

We have been delighted with the feedback we have had from mentees, mentors and school staff, and want to share some of that with you here;

Mentees

"It has been great to be able to speak openly. [It's] given me the opportunity to talk about sports, cars and Ramadan."

[It's] "given me confidence and helped with my behaviour and attitude. The mentor programme will help the school because it's given me the opportunity to change"

"I've learnt how to revise, which has really made a difference"

"It's really helped me a lot and I feel confident to be more expressive"

Mentors

"I've enjoyed being a role model for someone else"

"It has made me more confident. I have become more confident about where I am from"

[This programme] "has helped the school understand about Black, Asian and Minority Ethnic students"

"This has helped me to speak to different people which has given me confidence that I can use in interviews"

Staff

"The mentees have designed and delivered an anti-racism assembly. It has raised the profile of black, Asian and minority ethnic within the student and staff body. The certificates are being given out at our annual Celebration of Achievement evening which will help further raise the profile of the programme. There has been a reduction in incidents of casual racism in term 5 and 6. I lead a diversity and equality group and students from the mentoring programme are some of the reps. They are planning to create a video to raise awareness next academic year."

We hope you have a great time delivering this programme in your school, and there are tangible benefits for the mentors, mentees and the school itself.

With very best wishes

John and Beth

Jk33lynch@btinternet.com
beththomashancock@gmail.com

INTRODUCTION

FOR MY MENTOR

Name:

Year:

What I would like my mentor to know about me...

My Hobbies/Interests and how I like to spend my time:

Who is in my family / who I live with:

My Heritage - where my parents are from and where I am from:

Further info e.g. religion, where I was born, my favourite subject:

Signed:

Date:

INTRODUCTION

FOR MY MENTEE

Name:

Year:

What I would like my mentor to know about me...

My Hobbies/Interests and how I like to spend my time:

Who is in my family / who I live with:

My Heritage - where my parents are from and where I am from:

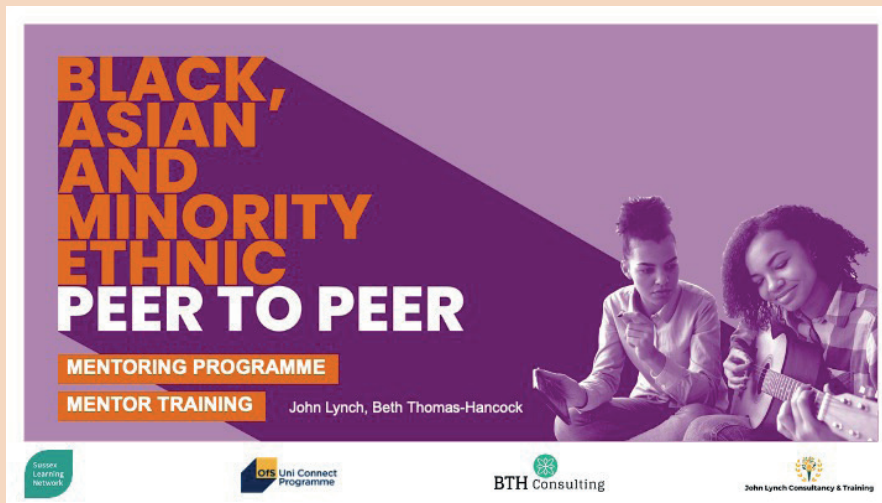
Further info e.g. religion, where I was born, my favourite subject:

Signed:

Date:

INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 1-3



WHICH ONE?

- ★ Think of 3 'facts' about yourself
2 of them are true and ONE is a lie
- ★ Tell the members of the group your 3 'facts'
- ★ Without asking any questions the other group members have to say which one they think is the lie

AIMS OF THIS SESSION

- ★ To explain what mentoring is and why the programme is valuable
- ★ To brief and prepare you for the mentoring programme so you understand your role

INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 4-6

OBJECTIVES

- ★ To support Black, Asian and Minority Ethnic pupils in Year 7/8 and provide positive role models to help them work towards their goals.
- ★ To give Black, Asian and Minority Ethnic pupils in Year 9/10 the opportunity to develop their communication, coaching and mentoring skills.

WHAT IS MENTORING?

“Mentoring is a **one-to-one, non-judgemental** relationship in which an individual **voluntarily** gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee's life and lasts for a period of time”

MENTORING IS ABOUT...

- ★ Having conversations
- ★ Being a good listener
- ★ Sharing ideas
- ★ Solving problems together



INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 7-9

WHY DO PEOPLE HAVE A MENTOR?

- ★ You can talk to someone who shares a particular characteristic with you
- ★ Mentors have a life/school experience which may be helpful to you
- ★ Mentors are unbiased – they are not your parents/teacher

WHAT MENTEES VALUED MOST ABOUT HAVING A MENTOR

- ★ Being able to bond with someone and have a connection
- ★ Talking to someone who has been through similar life/school experiences
- ★ Being able to talk to someone about things and not being labelled a 'snake'
- ★ Knowing that conversations are confidential*

WHO HAS A MENTOR?



INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 10-12

WHO HAS A MENTOR?

- ★ I do
- ★ Common in big businesses
- ★ Doctors
- ★ Teachers
- ★ People who want to do well!

A GOOD MENTOR

- What characteristics make a good mentor?
What should a good mentor be like?
What should a good mentor do?
- You have 6 minutes to think about as many different words as you can to describe a good mentor.
- You can write your answers down individually or you can work together in a couple of groups
- Be prepared to share and discuss your thoughts with the wider group

HOW DOES IT WORK?

- ★ The programme lasts for 6 weeks
- ★ There will be 5 weeks of mentoring with a celebration in week 6
- ★ Mentor and Mentee meet together each week for up to an hour
- ★ Every week you have a session plan to go through together
- ★ Mentoring is helpful and enjoyable

INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 13-15

STAKEHOLDERS

What are the benefits of being part of the Peer to Peer Black, Asian and Minority Ethnic Mentoring Programme?

- ★ Mentees – how will they benefit?
- ★ Mentors – what will you gain from the programme?
- ★ The School – how could the school benefit?

MATCHING

- ★ You will be matched with a student in year 7 or 8 and you will be their mentor for the programme.
- ★ We will try and match you with a student that you have something in common with.
- ★ To help us find out more about you so we can match you with your mentee, please complete the 'what I want my mentee to know about me' form, providing as much information as possible.

SESSION 1

Getting to know each other

- ★ Its totally normal if you feel a bit nervous at your first meeting. Your mentee may also be feeling nervous!
- ★ You and your mentee will both share the sheets you have completed
- ★ 'What I want my Mentee/Mentor to know about me'
- ★ You will have some worksheets to go through together which will help you to get to know each other a bit better

INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 16–18

SESSIONS 2-5

Topics to cover:

- ★ How things change from Year 7/8 to Year 9/10
- ★ What are the role model opportunities in school and how you can get there?
- ★ What would you like teachers to know about being a Black, Asian or Minority Ethnic student in this school?
- ★ The importance of being happy to learn and that knowledge is powerful – what could/does make you happy to learn?
- ★ Revision techniques
- ★ The celebration event

SESSION 6

Celebration

Mentors and mentees will discuss with your teacher during week 2 how you would like to celebrate the end of the programme

BUILDING SELF ESTEEM

Mentoring can help self esteem by:

- ★ Building a trusting relationship
- ★ Modelling and reinforcing positive behaviour
- ★ Encouraging positive self-talk - Turning "I can't" into "I could"
- ★ Making it okay to make mistakes and not judging people
- ★ Not telling people what to do but instead providing information and suggestions

INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 19–21

ROLE PLAY

YOU are the observers

- ★ How do you think the mentee felt at the end of the session?
- ★ What should mentors always do?

COMMUNICATING

- ★ **Listen** and avoid interrupting
- ★ Use **open questions** where you can; How? Why? What?
- ★ Help your mentee to make their **own decisions** on what they want to do and avoid telling them what you think they should do
- ★ You are not expected to know everything so if your mentee asks you a question you are unsure of, just say you don't know
- ★ **End every session on a positive note – write on the sheet what has been the highlight of the session for both of you?**

BOUNDARIES

In the role of mentor you are someone your mentee can talk to

Your conversations are private and between the 2 of you. You will record the 'topics' you discuss, but not the detail

For trust to develop and the mentoring to work well you have to agree with each other that you do NOT talk to your friends or other people about the things you have discussed

HOWEVER, you are not a qualified counsellor so it is **IMPORTANT** that if something is discussed and you feel a bit worried or you don't know what to do, or it feels like it is **BIG**, or concerns you then you **MUST** talk to your teacher

INTRODUCTION

PEER TO PEER MENTOR TRAINING SLIDES 22-24

CONFIDENTIALITY

The detail of the conversations you and your mentee have are not to be discussed with anyone else **unless**;

You are worried or concerned about something you have been told

Your mentee lets you know about a recent racist incident at school

You think your mentee could cause harm to themselves or other people

You have knowledge that a crime has been committed or is likely to be committed

Your **HAVE** to tell your teacher. You are **not allowed** to keep these things secret

SOME HELPFUL RESPONSES IF YOUR MENTEE CONFIDES IN YOU...

- ★ Never agree to keep a secret
- ★ Listen carefully without interrupting or asking questions
- ★ Let them know that you are going to talk to your teacher and they will know what to do

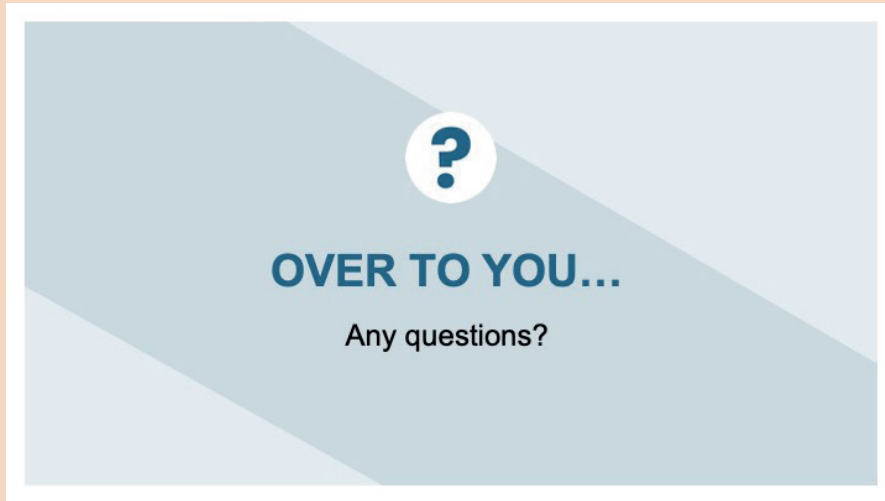


THANK YOU!

Have a GREAT time as a MENTOR!

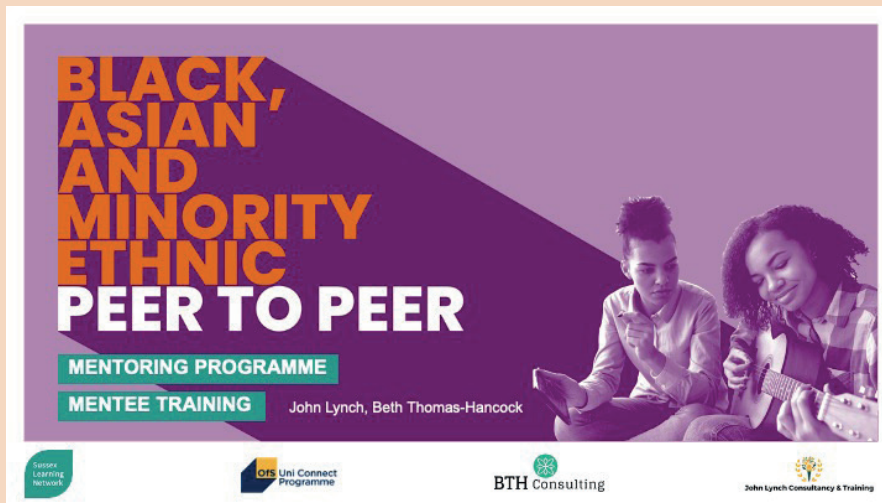
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PEER TO PEER MENTOR TRAINING SLIDE 25



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BOUNDARIES

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For trust to develop and the mentoring to work well you have to agree with each other that you do **NOT** talk to your friends or other people about the things you have discussed

HOWEVER, your mentor is not a qualified counsellor. It is **IMPORTANT** that if they are a bit worried about something that is discussed, or they don't know what to do then they **MUST** talk to your teacher

CONFIDENTIALITY

The detail of the conversations you and your mentor have are not to be discussed with anyone else **unless**;

Either of you are worried or concerned about something you have been told

You let your mentor know about a recent racist incident at school

Your mentor thinks that you could cause harm to yourself or other people

Your mentor has knowledge that a crime has been committed or is likely to be committed

Your Mentor **HAS** to tell your teacher. They are not allowed to keep these things secret

INTRODUCTION

PEER TO PEER MENTEE TRAINING SLIDES 22-23



THANK YOU!

Have a GREAT time as a MENTEE!



OVER TO YOU...

Any questions?

SESSION 1

OUTLINE PLAN

Today is about you and your mentee getting to know each other and building the mentoring relationship.



At the start of the session let the mentee know:

- This is a respectful, non-judgemental space where you talk 1:1
- The detail of what you discuss is confidential, unless there is a potential risk to harm to someone or an issue is disclosed, such as a recent racist incident, which the school need to know about.

To start the session and get the conversation flowing, share your **'What I would like my Mentor/Mentee to know about me'** forms with each other.

Ask questions about what you have learnt from each other and try and find at least **2 things you have in common**. Find out about each other and get to know who you are working with for the next 6 weeks.

Once you have got the conversation going and you are both a bit more relaxed, ask some more focused questions;

- **Where would like to be in one year's time?**
- **Where would you like to be in three year's time?**
- **Where would you like to be in five year's time?**

Once your conversation has come to a natural end, or after 20 minutes, go through the worksheets together (see worksheet handout):

1. All About Me
2. Hot Air Balloon
3. The Ladder

If you finish these, you can go to the **Topics Wheel**. Ask your mentee to rate each topic – 10 is fantastic, 0 is terrible.

Pick a topic that your mentee has given a high score and ask them the reason for this. Have a conversation about this.

Pick a topic that your mentee has given a low score and ask them the reason for this.

Ask your mentee what they or others could do to help move the score upwards.



There is a **Feedback Form** to complete at the end of the session, this is where you record:

- The topics discussed – you will agree these together before writing them down
- The highlight of the session for you
- The highlight of the session for your mentee
- If there is anything you need to feedback to your teacher

SESSION 2

OUTLINE PLAN



At the start of the session let the mentee know:

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Go to the Topics Wheel.

(If you started this last week, carry on with other topics on the wheel that you haven't covered yet).

Ask your mentee to rate each topic – 10 is fantastic, 0 is terrible.

Pick a topic that your mentee has scored highly and ask them why it has a high score. Have a conversation about this.

Pick a topic that your mentee has scored low and ask them why it has a low score.

Ask your mentee what they or others could do to help move the score upwards.

Spend time exploring how things can move forward and the steps that need to be taken to get a higher score on low scoring topics.

Use **The Ladder** worksheet to write the goal at the top and all the steps that need to be taken to get there.

Celebration Event

Discuss with each other 3 things that you would like to do on week 6 to celebrate the end of the programme and your time working together.

Your teacher will ask you to feedback your ideas at the end of the session and you will all discuss as a group what you would like to do and what is realistic!



There is a Feedback Form to complete at the end of the session, this is where you record:

- The topics discussed – you will agree these together before writing them down
- The highlight of the session for you
- The highlight of the session for your mentee
- If there is anything you need to feedback to your teacher

Year 7/8 and Year 9/10

For next week, Year 7/8s think of 5 questions that you would like to ask your mentor about being in Year 9/10.

Year 9/10s, think about 5 things you wish you had known about Year 9/10 when you were in Year 7/8.

SESSION 3

OUTLINE PLAN



At the start of the session remind your mentee that:

- This is a respectful, non-judgemental space where you talk 1:1
- The detail of what you discuss is confidential, unless there is a potential risk to harm to someone or an issue is disclosed, such as a recent racist incident, which the school need to know about.

Check in

Ask each other:

- **“What has been the best thing that has happened since last session and why?”**

Ask each other:

- **“What has been the most challenging thing that has happened since last session and why?”**

Is there any helpful problem solving that you can do together about a current issue?

Year 7/8 and Year 9/10

Year 7/8s ask your mentor 5 questions that you would like to know about being in Year 9/10.

Year 9/10s, tell your mentee the 5 things you wish you had known about Year 9/10 when you were in Year 7/8.

Chat in detail about the answers and identify the good things about being in Year 9/10 at your school.

Mentors talk about the ‘role model’ opportunities for Year 9/10/11 students and discuss together what you think you need to do to be able to take on a role model opportunity. For example, become a Sports Captain.

- Is there anything you would start doing?
- Is there anything you would stop doing?
- Is there anything you would carry on doing?
- Is there anyone who can help you with this?



There is a Feedback Form to complete at the end of the session, this is where you record:

- The topics discussed – you will agree these together before writing them down
- The highlight of the session for you
- The highlight of the session for your mentee
- If there is anything you need to feedback to your teacher

SESSION 4

OUTLINE PLAN



At the start of the session remind your mentee that:

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- The detail of what you discuss is confidential, unless there is a potential risk to harm to someone or an issue is disclosed, such as a recent racist incident, which the school need to know about.

Check in

Ask each other:

- **“What has been the best thing that has happened since last session and why?”**

Ask each other:

- **“What has been the most challenging thing that has happened since last session and why?”**

Is there any helpful problem solving that you can do together about a current issue?

Revision Techniques

Spend time identifying, sharing and demonstrating different revision techniques that you have used or heard about. Think about why they worked well.

Towards the end of the session, your teacher will ask you to share your revision techniques with the wider group – you can then benefit from all the revision wisdom in the mentoring programme!

Being happy to learn

When we are happy to learn, we learn better. When we learn better we achieve more and we feel good.

- At your school, what makes you ‘happy to learn’?
- At your school what are the barriers to making you ‘happy to learn’?
- What could you do differently to make you happier to learn?
- What could be done differently at school to make you even ‘happier to learn’?



There is a Feedback Form to complete at the end of the session, this is where you record:

- The topics discussed – you will agree these together before writing them down
- The highlight of the session for you
- The highlight of the session for your mentee
- If there is anything you need to feedback to your teacher

SESSION 5

OUTLINE PLAN



At the start of the session remind your mentee that:

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- The detail of what you discuss is confidential, unless there is a potential risk to harm to someone or an issue is disclosed, such as a recent racist incident, which the school need to know about.

Check in

Ask each other:

- **“What has been the best thing that has happened since last session and why?”**

Ask each other:

- **“What has been the most challenging thing that has happened since last session and why?”**

Is there any helpful problem solving about a current issue that you can do together?

Being happy to learn

What do you want your teachers and other staff or students at your school to know about creating the best learning environment for Black, Asian and Minority Ethnic students? Record your answers to the following questions:

- What do you want to **start** happening?
- What do you want to **stop** happening?
- What do you want to **keep** happening?

Interview time!

You will be given an interview sheet with questions to ask your mentor/mentee.

Record their answers on the sheet.

Tell each other what has been the best thing about working together on this mentoring programme.



There is a Feedback Form to complete at the end of the session, this is where you record:

- The topics discussed – you will agree these together before writing them down
- The highlight of the session for you
- The highlight of the session for your mentee
- If there is anything you need to feedback to your teacher

SESSION 5

Name of Mentee:

Class:

Date:

What have you enjoyed most?

What have you got out of the mentoring programme over the last five weeks?

Do you think the mentoring programme has helped you in any way?

Do you think this mentoring programme will help you in any way in the future?

How do you think this mentoring programme will help your school?

SESSION 5

Name of Mentor:

Class:

Date:

What have you enjoyed most?

What have you got out of the mentoring programme over the last five weeks?

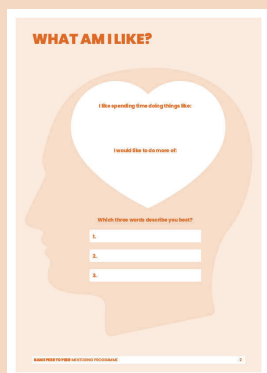
Do you think the mentoring programme has helped you in any way?

Do you think this mentoring programme will help you in any way in the future?

How do you think this mentoring programme will help your school?

WORKSHEET BRIEFING

WHAT AM I LIKE?



Aim:

To identify positive attributes about yourself, to understand what you like doing and what you would like to do more.

Materials required:

What am I like (pdf, 455kb) sheet

Method:

- The rules with this worksheet are, 'you have to be positive!'
- If you can't think of 3 words to describe yourself then think of someone who knows you really well. What would they say?
- Think about the things you are good at and proudly write them down.
- Think about something you would like to do more. It could be an activity, a behaviour or an attitude.
- Once you have identified what you want to do more hey presto – you have a goal! You will need this for Worksheet 3 – The Ladder

LIFE LUGGAGE



Aim:

To understand the things in life that give you energy, lift you up and help you move forwards and to identify those things that hold you back or weigh you down.

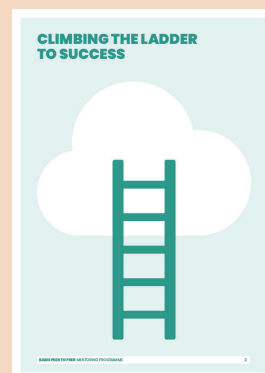
Materials required:

Life luggage (pdf, 406kb) sheet

Method:

- Everyone has things in their life that help propel them forward. Write down the things that lift you up and give you energy, the things that make you feel good.
- Everyone also has things in their life that can feel a drag and can weigh them down. Write down the things that are a drag for you.
- Discuss with each other how you can either get rid of the things that weigh you down or make them a bit lighter.

THE LADDER



Aim:

To help you work out the steps to take to achieve your goal.

Materials required:

Climbing the ladder to success (pdf, 406kb) sheet

Method:

- At the top of the ladder, write down what your goal is (what you want to do more of).
- Starting at the bottom of the ladder (the beginning) and working your way up the rungs, write down the steps you need to take to achieve the goal.

WHAT AM I LIKE?

I like spending time doing things like:

I would like to do more of:

Which three words describe you best?

1.

2.

3.

LIFE LUGGAGE



What makes you soar?

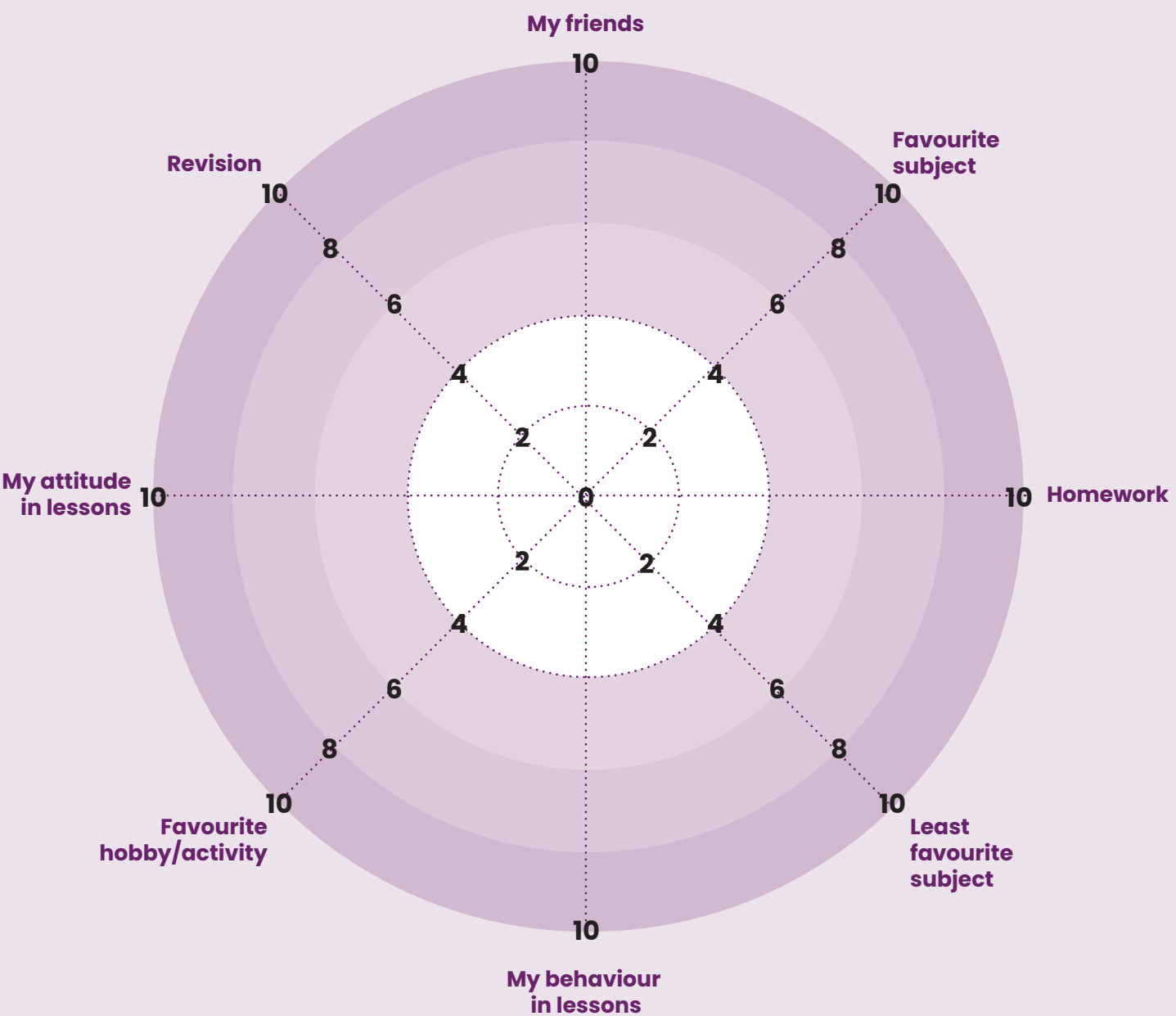


What's weighing you down?

CLIMBING THE LADDER TO SUCCESS



TOPIC WHEEL



FEEDBACK FORM

Names:

Year:

Session: 1 2 3 4 5

Topics discussed

Anything to feedback to the teacher?

Highlight of the mentoring session – mentor

Highlight of the mentoring session – mentee

BLACK, ASIAN, AND MINORITY ETHNIC PEER TO PEER

MENTORING PROGRAMME

TOOLKIT

The Black, Asian and Minority Ethnic Peer to Peer Mentoring Programme is funded by the Sussex Learning Network as part of Uni Connect developed by the Office for Students (OfS). The Uni Connect programme aims to reduce the gap in higher education participation between the most and least represented groups and support young people to make well-informed decisions about their future education.