**Guidelines & Suggestions for Mentor Meetings– First Year**

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| **Session No.** | **Activity** | **Suggested Assignments** | **Suggested Points of Discussion** |
| 1 | Get to know your students : Aspirations and Family Expectations | 1.1 Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher /  neighbour. (It may be encouraged to write about two persons – one from family and the other from  the extended circle. Students can write in Hindi, English or their mother tongue)  1.2 Observe people around you – observe their behaviour. Whose behaviour influences you a lot? – for your self-development, self-understanding to emulate (i.e. to try to do like this or even better than  this) in your life. | You can begin by introducing yourself (in brief)  Get students to introduce themselves one-by-one  Family & schooling background, Hobbies & interests,  What I wish to be, What I wish to do in my life.  Understanding my own goals, desires, feelings  Reflecting on my own actions/behaviour |
| 2 | Importance of Gratitude | 2.1 Try to know at least one person whom we do not know well who is in the long chain of people helping to get our meal, or in maintaining living condition or in educating us, etc.  Get to know the person, his or her family, background, current state of thinking and well-being.  Submit a write-up in one week. Can we ever repay? | You may ask students to list people who have done things in the past or are doing things for them.  How many people have we helped? - ask the students to think from their past experience.  How many people are we helping now? Most students might realize that they are doing very little for others. |
| 3 | Competition, Cooperation & Excellence | 3.1 Differentiate between Competitions, Cooperation & Excellence. What is competition & excellence? | Discussion about Team work– Everyone gives their best, based on their strength/talent, to surpass their individual performances.  Work for the goal, not for self-glory. Your ultimate glory lies in it. To cover excellence properly, the following points may be noted:  • One must be excellent in a chosen area/task.  • Must also be able to do the associated tasks/areas.  \* Being excellent in one area is not enough. One must learn basics of other areas as well. |
| 4 | Aspirations / Goals | Make a list of your desires/aspirations.  For each desire, ask “why”. When you come up with an answer, ask “why” again! Keep doing it to get to underlying thought. Write the underlying need that you get (need for feeling or physical need for body). | Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out their list and ask them to write it on the board in the form of bullet points with one or two keywords each. Avoid duplication. Make sure that you are not judgemental. Do not deride or make fun of any desire. Nor should you allow the other students to do so. Classify each desire into two categories based on what  it is fulfilling:  (a) Mental need  (b) Physical need  At the end, you can conclude the following:  (1) The list is not infinite, but finite. It is only some tens in number.  (2) Most desires relate to mental rather than physical need. |
| 5 | Peer Pressure & Self Confidence | Narrate a situation where you had felt the Peer Pressure. What action did you take? – succumbed under the situation or tried to judge the situation in the perspective of Right Understanding and could overcome it? In either case, what was your mental feeling? | ‘Peer Pressure’ is a psychological pressure one experiences when one holding some “Pre-Conditions”  (like Belief, Thought, Feeling, Behaviour, Action) which is different from the pre-conditions of people around.  ‘Peer Pressure’ forces one to Change / Alter one’s ‘Own Values’ and adopt the ‘Values of the Others’ though the latter are actually NOT of substance.  What insecurities come to your mind? What is the reason for being under ‘Peer Pressure’?  Lack of ‘Self Confidence’ on our pre-conditions (belief, thought, feeling, behaviour, action) on various issues make us vulnerable to ‘Peer Pressure’.  There are TWO kinds of ‘Self Confidence’:  • Relative Self Confidence  • Absolute Self Confidence  Relative Self Confidence is the cause of Peer Pressure. Thus the ‘Solution’ to get over ‘Peer Pressure’  is to ‘Acquire Absolute Self-Confidence”.  Absolute Self-Confidence comes from Verification and Understanding of things on one’s Own Right  (by one’s Natural Acceptance). |
| 6 | Time and Stress management | 6.1 Identify the issues that make you feel stressed.  6.2 List out your days activities. Are you utilizing your time effectively? | Offer your students tips on managing time wisely and help them understand that large tasks can be broken down into more time manageable components.  Learn something about the demands your students face beyond the department. If you sense that a student is encountering difficulties, listen first and offer ideas for solutions. Or, guide the student to appropriate campus resources.  Types of stress among students: Social, Academic, Daily life issues  Proper time *management* is one of the most effective *stress*-relieving *techniques.* Discuss the ways to relieve stress. |
| 7 | Academic and Other Activities Review | 7.1 Are you satisfied with your academic performance? If yes why, If No why not? | Review every students academic performance like attendance, test marks etc. Ask every student about his/her participation in any curricular/ extracurricular activities.  Guide and encourage each student to improve their participation in academic & extracurricular activities. |
| 8 | Review of Semesters achievements / Goals | 8.1 Do you any significant achievements this semester? | Take the review of students’ achievements and all your mentor meetings. |

**Other points or questions to be discussed with students**

Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?

Discuss: What keeps you up at night/ What are your dreams?

Discuss a situation of interpersonal conflict that the students has experienced or successfully avoided.

Discuss students’ personal vision: What would he/she like to be remembered for over the next few years?

Exchange and discuss potentially useful articles.

Discuss the positive changes that occurred for both the mentor and mentee. For example, how are you going to apply and integrate what you have learned as a result of the mentoring relationship?

**Suggestions for Mentors to conduct meetings**

* Spend time learning more about each student in building a personal relationship before formally tackling mentoring program objectives.
* Exchange jokes, funny stories to touch base with this side of you.
* Identify/refine 1-3 objectives to work on together preferably skills pertaining to growth areas and leveraging strengths.
* Talk a lot about family, occupation, recreation, and motivation (FORM).