

Mentoring objectives—Spring Term 2

<p>Session 1 22.02.24</p>	<p>Positive self talk Prep work = mentors will need a mirror for this session Discuss what self-esteem means and why it is important. What does someone with low self-esteem look like? How would they behave? Pass around a mirror and encourage the group to say something positive about themselves—if they are struggling, encourage others to share positive messages about their peers. Mentors to note key messages/ideas in their handbook - see page 2</p>
<p>Session 2 29.02.24</p>	<p><i>What's on the inside? template on page 3</i> Explain that we are all unique and we may have thoughts/feelings/emotions on the inside which we don't openly share—provide the children with a template to draw/write down what's on their inside—if children are comfortable, share these and discuss.</p>
<p>Session 3 07.03.24</p> <p>Y5 not in school</p>	<p>World Book Day Explore the following questions:</p> <ul style="list-style-type: none"> ● If you could have tea with a famous author who would it be? Why? ● If you got visit a story setting, where would you go? ● Which book character do you think would make a good friend? Why?
<p>Session 4 14.03.24</p>	<p>Exploring my emotions - template page 4 Provide the children with an emotions thermometer and discuss how everyone's is different—begin to fill in what we feel/experience at each stage and identify strategies to calm down/regulate. Refer back to the emotions mountain (see page 5) and how we need strategies to support our emotions to prevent us from reaching crisis.</p>
<p>Session 4 21.03.24</p>	<p>Embodying our curriculum drivers—template on page 6 Provide the children with a copy of page 6 and ask them to annotate the drivers with examples of how they have embodied them in school. Discuss</p>
<p>Session 5 28.03.24</p>	<p>Framing our term - template on page 7 Following the success of this activity at the beginning of mentoring, provide the children with a frame and ask them to draw/annotate the frame showing the highlights of their term at John Blow. Share with the rest of the group upon completion.</p>

Notes and ideas

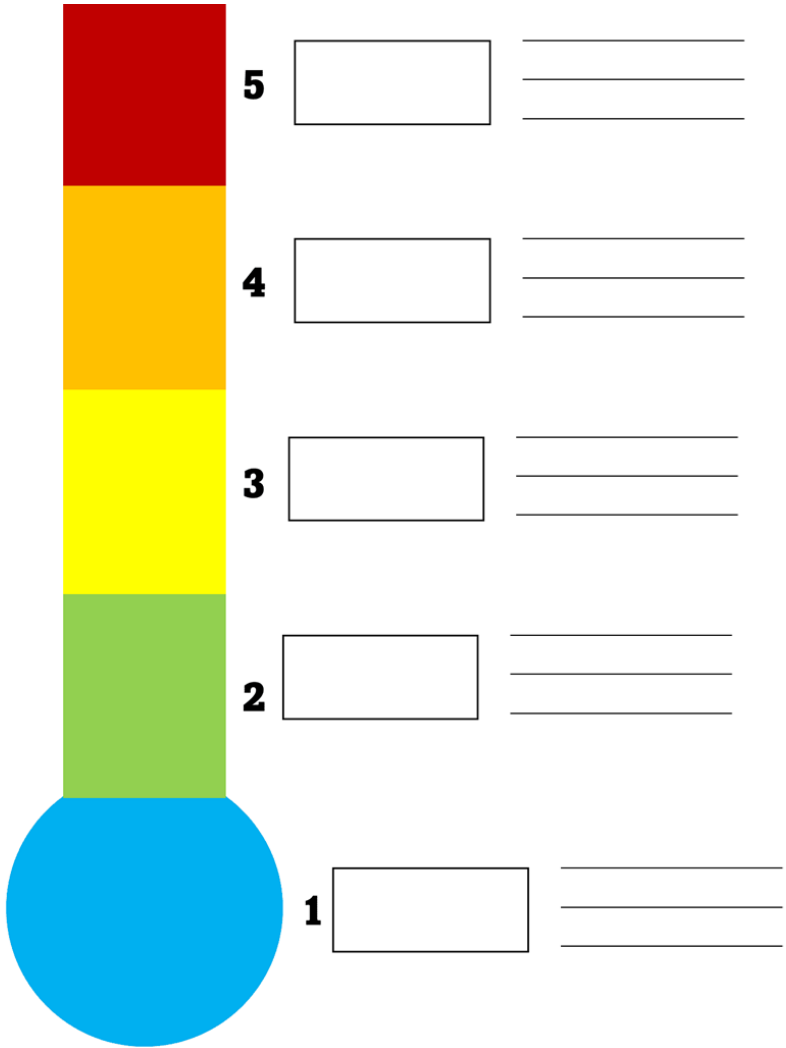


What's on the inside?

What don't people see?



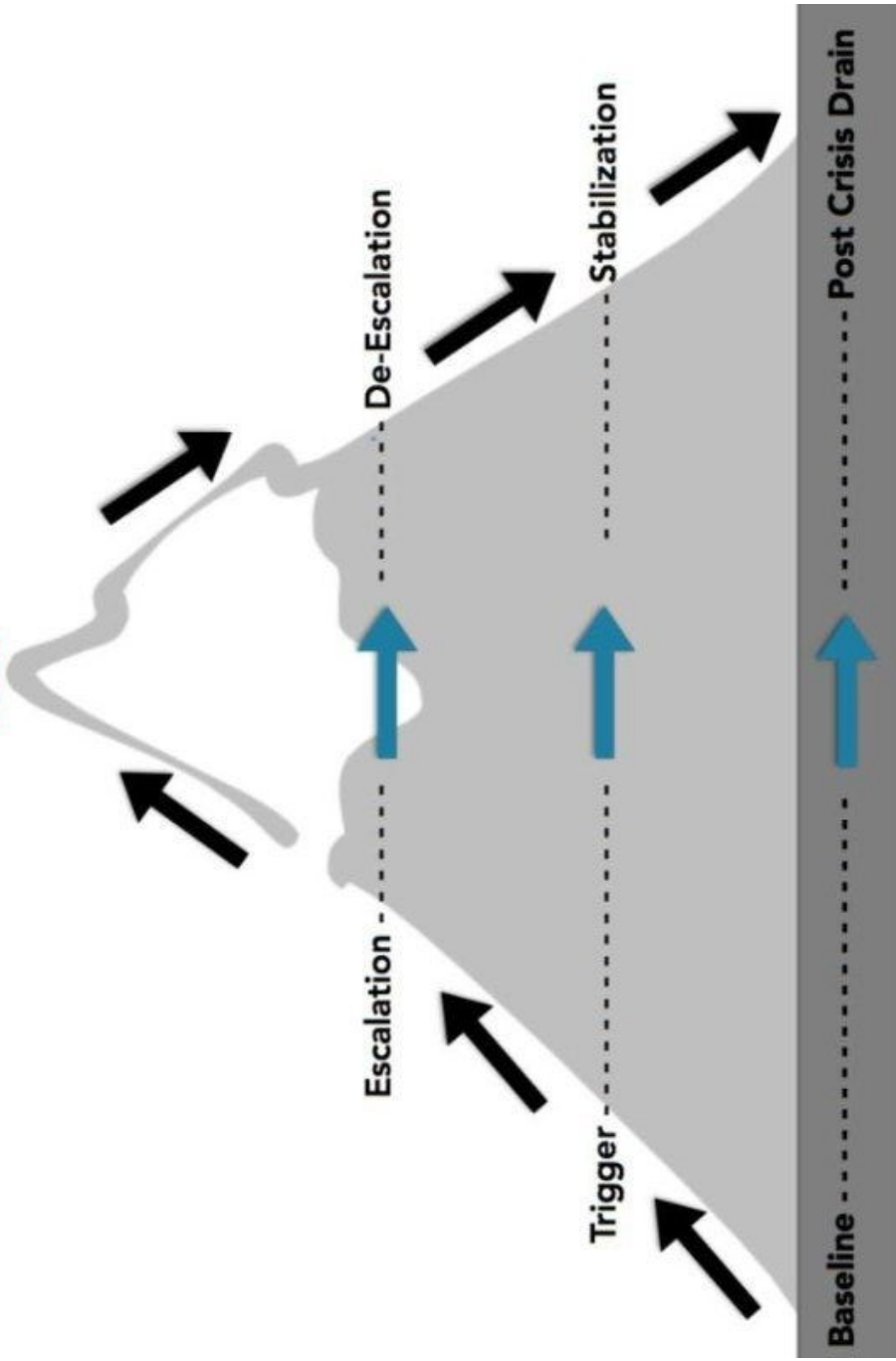
Emotions thermometer



The image shows a vertical thermometer-like graphic with five colored segments. From bottom to top, the segments are: a blue circle (level 1), a green square (level 2), a yellow square (level 3), an orange square (level 4), and a red square (level 5). To the right of each segment is a bold number (1-5), a rectangular box, and three horizontal lines for writing.

5	<input type="text"/>	_____ _____ _____
4	<input type="text"/>	_____ _____ _____
3	<input type="text"/>	_____ _____ _____
2	<input type="text"/>	_____ _____ _____
1	<input type="text"/>	_____ _____ _____

Crisis



Our Curriculum Drivers

Resilience

Collaboration

Curiosity

Empathy

Purpose

Being Prepared



