

# MENTORING PROGRAMME



## *Session* **PLANS**



# To Change Everything, We Need Everyone

In order to positively change the way we affect the Earth, we can...

IN THIS SHOW REMIND  
AUTIFUL OUR  
IF WE ARE TO  
AINABLE FUTURE  
HAVE TO CHANGE  
VE. ARE YOU READY  
P, SAATAP GALLERY

Life on a planet comes of age when it first works out the recipe for its own existence

## BE KINDER ♡

USE LESS-OF EVERYTHING!

# BE KIND AND LOVE

Believe that we can change it for better  
@engistudio

The duty of every thinking being is to live and to serve not only our own... generation but also generations yet born, by helping to restore and maintain the green glory of the forests of the earth.

DO ONE SMALL THING TO MAKE AN OVERALL BIGGER CHANGE.

WHAT WE SAVE SAVES US!!!  
- Izzy

BE THE CHANGE

Richard & Bette Baker  
FOUNDER OF THE INTERNATIONAL TREE FOUNDATION, 1982  
(Stephen Barber)

NATURE is something humankind cannot control so we MUST protect

Move away from building with us so see glass curtain

Give land Water the SAME rights

Amazing Shik  
Catarin  
Snap: Shik-gator

SMILE THERE IS NO PLANET B

Feci, quod potui,  
faciant me liora  
potentes

mindful  
our  
sumption

PIK11

THANK YOU!

Let's do something  
FOR OUR CHILDREN FOR SUCCESS  
Innovate

Consume less, Conserve more, Commit completely!  
TARE Your Hand, BELIEVE FOR A Journey, M.S. BUTON

SANSTA planète on various mounts...

We are the makers of our own extinction

SMILE THERE IS NO PLANET B



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Supporting documents can be found on our mentoring resource portal:

[www.citylions.org/city-lions-mentoring-programme](http://www.citylions.org/city-lions-mentoring-programme)





## Session outline: Creative skills and creativity for life

### What:

- + In this session you will help your mentee explore what creativity is, why being involved with creativity can benefit their future, how they can develop their own creativity and utilise this for their wellbeing.
- + Key message: Did you know that creativity is one of the top skills employers are looking for? Developing your own creativity can not only help you with employment but also help boost your grades at school and help your mental wellbeing!
- + Utilise your own knowledge of being creative in your job/life to help your mentee gain an understanding of why creativity is a valuable asset for life and help them identify and articulate their own creativity. We have developed a 'What is creativity' worksheet to help support the discussion.

### Aims/Objectives:

- + Young person develops their own creativity and creative thinking.
- + Young person gains an understanding of how culture and creativity is an asset for a successful working life.
- + Young person gains an understanding of how creativity can benefit their wellbeing.
- + Young person gains confidence.

### Creative Task: Clay modelling

- + Antony Gormley inspired clay modelling – visit the mentor portal to watch the video.
- + Guide your mentee through the task as described in the video (clay will be provided).
- + Whilst making the clay person – discuss what is creativity? Where do we find it? Why is it good?
- + Discuss what your sculptures represent, what thoughts or feelings inspired both of your creations? Why did you choose to do it that way? What do your creative choices say about you? What does this tell you about each other? How did using the clay and being creative make you feel?
- + What are other potential uses for your clay person? For example, design thinking (finding creative solutions and uses for items). Try and think of the most interesting or different way of using the clay – e.g. not making a pot/ pen holder etc.
- + How do you feel after making the clay person? More relaxed? Has it helped you feel less stressed or anxious?

### Suggested worksheets:

**What is creativity?** – an overview of creativity and why it is important.

## Session outline: Who am I?

### What:

- + In this session you will help your mentee explore their interests and skills, helping them to identify what they are good at and their innate preferences. You will then help them use this to think about where their skills/interests might lead them in the future.
- + Key message: Identifying your natural skill sets and interests can be a key step in helping explore what you might want to do in the future – from which type of education or training would be best for you to finding future career aspirations and ideas.

### Aims/Objectives:

- + Young person develops their own creativity and creative thinking.
- + Young person gains transferable skills they need to succeed.
- + Young person gains employability skills they need to succeed.
- + Young person gains confidence.
- + Young person is inspired to think about their future career choices.

### Creative Task: Story swap

- + We are all different and our unique experiences and interests make us who we are!
- + What are the things you love about your culture? It could be anything about the food you eat, to the stories you grew up with, to the music you listen to.
- + Write, draw, tell or create a mood board of a short story that teaches others something about you, what do you want the world to know about who you are?
- + Think about how these elements might play a part in your future, could you see your life without them? Why are they important to you and how can you share this with others?

### Suggested worksheets:

**Building self-esteem** - worksheet to help build confidence and identify positive attributes and achievements.

**What am I like** - worksheet to identify areas of strength or enjoyment.

**Life luggage** - worksheet to help identify what is energising and what is tiresome.

**Finding joy** - worksheet to help identify joys and drains.

**SWOT analysis** - worksheet to help identify strengths, weaknesses, threats and opportunities.

## Session outline: Building resilience and personal motivation

### What:

- + In this session you will equip your mentee with information and methods to help them develop their resilience and motivation skills by using our worksheets and your own knowledge of being resilient and finding motivation during challenging situations.
- + Key messages: Emotional resilience is the ability to adapt to difficult, stressful, or unexpected situations. It is not a skill we are born with but is a really important one for us to develop in order to manage difficult times and bounce back from setbacks.
- + Personal motivation is also essential in helping you to keep going when times are challenging. Developing your motivation can help you become self-starting and pro-active in achieving your goals or ambitions.
- + Having these skills allows you to face challenges, learn from them and apply your experiences towards living a healthy life.

### Aims/Objectives:

- + Young person develops their own creativity and creative thinking.
- + Young person gains essential skills they need to succeed.
- + Young person gains employability skills they need to succeed.
- + Young person gains confidence.
- + Young person develops their self-awareness.

### Creative Task: Musical motivation

- + Sound and music are powerful things – they have the power to calm us, make us feel happy, make us feel like we are not alone. Music was created to make listeners feel a particular way.
- + Harnessing how music makes us feel can be a way to boost your own wellbeing.
- + Think of at least 5 songs that make you feel on top of the world. Share these with each other and discuss what it is about that song that makes you feel motivated or like you can take on any challenge.
- + Is it a particular memory or moment, maybe it's the lyrics or the way the instruments sound?
- + What other things make you feel like you can tackle anything? How can you use these to build you up when you are feeling low? Share with each other and commit to exploring each other's methods.
- + Discuss how you can utilise culture and creativity to support you with your resilience and motivation.

- + Why not create your own motivational playlist together on a streaming platform or on YouTube so you can listen to it whenever you need a bit of a boost!

**Suggested worksheets:**

**Building self-esteem** worksheet – worksheet to help build confidence and identify positive attributes and achievements.

**Big things, little things** worksheet – worksheet to help identify things that can sabotage goals.

**Life luggage** worksheet – worksheet to help identify what is energising and what is tiresome.

**Plan B** worksheet – worksheet to help generate alternative solutions to challenges.

**Self-Talk** worksheet – worksheet to help develop a positive internal monologue.

**Three Things** worksheet – worksheet to enable self-reflection to build resilience.

Notes/thoughts/ideas/doodles/scribbles...

## Session outline: Planning for the future

### What:

- + In this session you will help your mentee to think about their future and next steps. They are likely to be starting to think about their post-16 options (sixth form/college/apprenticeship etc). You will help them identify what they would like to do, how to research and explore their options and set realistic goals around their ambitions. This may also include looking at finding part time work or work experience.
- + Key messages: You might be thinking about your next steps after GSCE's and about what you might like to do next – college, sixth form or an apprenticeship. You might even be thinking about getting a part-time job!
- + You'll also explore how your creative skills can help you in your applications and for your future – creativity is one of the top skills employers are looking for. Find out how to use this to your advantage!

### Aims/Objectives:

- + Young person develops their own creativity and creative thinking.
- + Young person gains employability skills they need to succeed.
- + Young person gains confidence.
- + Young person is inspired to think about their future career choices.
- + Young person is provided with access to careers information.

### Creative Task: Past, present and future

- + Imagine a day in the life of a version of you in the future. How are they like you and how might they differ?
- + What might you be wearing, eating or doing? What job might you have, where might you live?
- + Create a mood board online or with old magazines/newspapers that tells the story of a day in your future life. You could even draw or write a story instead.
- + Think about what your life might be like in 50 to 100 years in the future. There are no limits to what your future-self might be doing, only your imagination, how creative can you be?
- + How can you use your mood board to help you set goals and make plans that help you reach to your imaged future self?



**Suggested worksheets:**

**Writing a letter to your future-self** – worksheet to help identify future goals and aspirations.

**Getting a job** – worksheet to help set goals for gaining employment.

**Exploring an industry** – worksheet to help explore/research important information about industries.

**Goal setting** – a grid to support goal setting.

**Climb a ladder to success** – worksheet to help understand steps for reaching a bigger goal.

**How to eat an elephant** – worksheet to help breakdown bigger goals into smaller goals.

Notes/thoughts/ideas/doodles/scribbles...

## Session outline: Communication and organisation skills

### What:

- + In this session you will support your mentee to think about their communication and organisation skills, helping them to better manage their time/commitments and communicate effectively with the different individuals in their life.
- + Using our worksheets, you will help them to think about how to adapt their communication style and tone depending on who they are communicating with as well as how often they might need to communicate with them. If you are finding your mentee difficult to get reach, this session is a good opportunity to discuss with them why it's important to plan your time effectively and manage relationships and communications with key players in their lives.
- + Key messages: From arranging a visit to the park with your friends to getting to a part-time job on time, being able to effectively organise your time and communicate with others are essential life skills. They're also required to help build a positive mentoring relationship!
- + Identifying different methods of communication and who you might utilise these when interacting with different people and in different situations can really help you in all areas of life, from home to school and in the workplace.
- + So, from carving out time to get your homework done to texting your friends your new favourite song - nailing both these skills will support you in many ways!

### Aims/Objectives:

- + Young person develops their own creativity and creative thinking.
- + Young person gains transferable skills they need to succeed (organisation and communication skills).
- + Young person gains employability skills they need to succeed.
- + Young person gains confidence.

### Creative Task: Fizz Buzz coding task

- + Using Python coding language, write a programme that will print the numbers 1-100. However, if the number is divisible by 3 you want the programme to print "fizz", and if its divisible by 5 you want the programme to print "buzz". If it is divisible by both then print "fizzbuzz".
- + Try a Python tutorial and give the task a go via the mentor portal.
- + You may have heard of different coding languages – Python is just one of them. Coders use a variety of languages to programme different types of software. Small changes in code can throw off a whole programme and have different rules, so what works for one language may not work for another. And in some cases, you'll get a different outcome all together!

- + Whilst doing the task, think about how these coding languages are similar to how we communicate with other people. We all have different styles and preferences for how we communicate and how we like to be communicated with.
- + Understanding other people's styles and preferences is an important tool for being a good communicator as you'll be able to adapt your own methods in order to get your message across to them in the right way.
- + Discuss together how you might adapt your communication style or methods depending on who you are communicating with and what you are trying to communicate. Discuss how you can utilise culture and creativity to support you with your resilience and motivation.

#### Suggested worksheets:

**Daily routine** – worksheet to help create a daily routine and improve time management.

**Guide to managing your time** - our top tips for time management.

**People map** – worksheet to help map who needs to be communicated with and how.

**Communication styles and City Lions communication top tips!** – information on styles of communication and the four T's of communication.

**How to ace emails** - our top tips for writing emails.



## Session outline: Professional skills

### What:

- + In this session you will support your mentee to develop their employability skills and support them to think about work experience and part time work.
- + Help your mentee: Write CV and cover letters.
- + Learn tips for interviews.
- + Explore options for finding work experience.
- + Guidance on professional skills like networking.

### Aims/Objectives:

- + Young person develops their own creativity and creative thinking.
- + Young person gains employability skills they need to succeed.
- + Young person gains confidence.
- + Young person is provided with access to careers information.

### Creative Task: A mundane conversation

- + Write or dictate a short two-person dialogue and aim to make it as boring or mundane as possible. Don't look at the second part of this challenge until you have written something!
- + Now, read/listen to it back – but imagine what is not being said. What are these characters avoiding talking about? Or what are they waiting for an opportunity to talk about? Did you have an idea of their gender, race, age?
- + What happens if you drastically change this? If your characters were in their 70s, what happens if you imagine they are very young children?
- + We all have defaults in our work, coming from our own perceptions and experiences. Try imagining these characters as people from outside of what is usual or familiar to you.
- + How can you use what you have noticed in this task to help you with your own conversations or connections with new people? Did it make you think about other things like body language or not being confident to say certain things? How can acknowledging these things help you?

Suggested worksheets:

**Prepping for an interview** – our top tips for preparing for interviews.

**CV / Personal statement tips** - our top tips for writing a CV or personal statement.

**Networking guidance** – our top tips for networking.

**Professional skills tips** – our top tips for developing professional skills.

Notes/thoughts/ideas/doodles/scribbles...



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