

# What is STRIVE Mentoring?



STRIVE Mentoring is a program connecting Stillwater Area High School students with adults from the community who will **engage, encourage & challenge** them during these key years of their young life. Research shows that students having solid relationships with multiple trustworthy adults who are not their parents are beneficial in many ways: increases their self-worth, gains perspective of the world around them, and gives them a sense of opportunities for their future. Our experience is that through mentorship, students are inspired to excel.

STRIVE is an acronym: *Students Taking a Renewed Interest in the Value of Education*. At Stillwater Area High School we partner with AVID, a program at the high school that is designed to have mentors for the students. AVID is also an acronym, standing for *Advancement Via Individual Determination* and is an elective class led by educators who have been specially trained to prepare students for college, career and life.

**This partnership between STRIVE Mentoring and AVID at SAHS has produced a wonderful program for mentors, students, teachers and organizers alike.**

STRIVE Mentoring is a program of Rotary International—one of the leading service organizations for local business people. We have three Rotary Clubs that serve in the Stillwater School District boundaries. See me if you'd like to learn more about membership!

<b>Vision</b>	To engage with, encourage and challenge high school students in our community
<b>Values</b>	Trust. Authenticity. Perspective.
<b>Strategy</b>	Partner Rotarians and adults from the community to SAHS students.
<b>Method</b>	Be present. Be engaged. Care.
<b>Results</b>	Students who are Inspired, Motivated & Connected

To see a video of STRIVE Mentoring in action, visit the [STRIVE Mentoring webpage](#).

## HOW does Stillwater STRIVE Mentoring work?



Logistics will change each year depending on the class schedule for the AVID classes. In the 2021-22 school year, STRIVE Mentoring meets monthly at Stillwater Area High School.

- 1<sup>st</sup> Period for 11<sup>th</sup> & 12<sup>th</sup> graders in AVID this period 7:40-8:32
- 2<sup>nd</sup> Period for 12<sup>th</sup> graders in AVID this period 8:39-9:31

Mentors can volunteer for one or both of these periods.

Students and mentors are matched into a small group for the year. All meetings will be led by the STRIVE Mentoring Coordinator, and students and mentors are provided resources and direction to help mentors and students engage in a way productive for the students.

Mentors are not tutors, but instead partners, supporting the student by listening, sharing ideas, experiences, and offering encouragement. Students and mentors are matched into small groups with a target ratio of 2:5. This ratio allows mentors flexibility with work and other demands on their time; ensures there will be students from their group in school that day, and allows for the best student comfort.

STRIVE Mentoring students are provided opportunities to volunteer with their mentor at various Rotary community service projects throughout the year. These events are fun for Rotarians, their families, and STRIVE students with their mentors.



# STRIVE Mentoring Student Role

## Description



Students, even if you have the greatest family, or the greatest teachers, even if you have played for the best coach or have the greatest boss, the person who will have the greatest impact on your life is YOU.

Your mentors, are here for YOU. When you graduate in May of your senior year, it is our hope that you will look back at your time with STRIVE Mentoring and believe these four things about yourself:

1. *I matter*
2. *I am not alone*
3. *I am responsible for myself*
4. *I can grow into the person I was meant to be*

This is our dream for you! We're here for you.

### **Expectations of students participating in STRIVE Mentoring:**

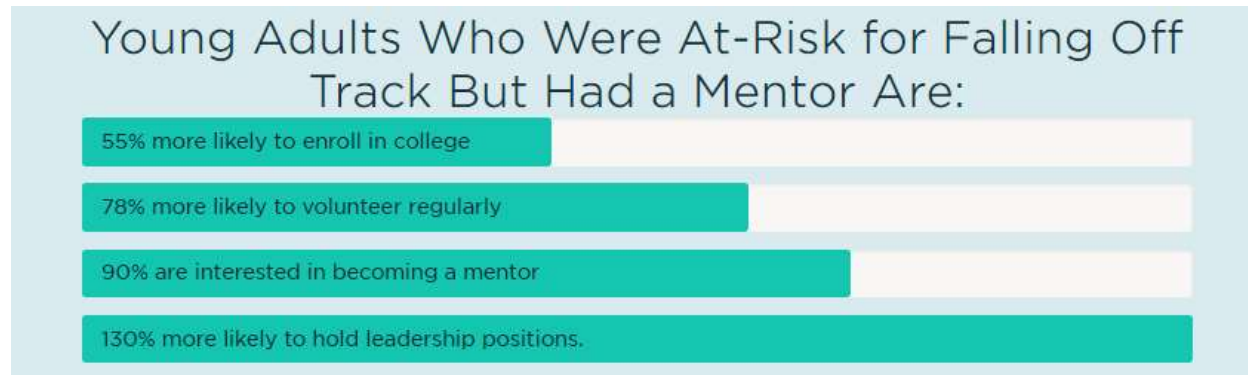
- Respect the rules and expectations of their classroom teacher(s)
- Be actively and successfully working towards graduation from SAHS
- Engage with my mentor in conversation during small group times
- Sit with my mentor during large and small group activities including speakers
- Participate in small group activities which could include speaking up during discussion time and active listening while others are speaking

### **What are the benefits of STRIVE Mentoring to the student:**

- a) Significant connection with an adult from the community which could result in networking, references, encouragement
- b) Access to teaching and learning that no other SAHS student receives
- c) Connection to Rotary which could help in your future as a student or in your career
- d) STRIVE Mentoring students are eligible to receive free entry to Rotary's Camp Enterprise and CAMP RYLA (see next page for more information)
- e) STRIVE Mentoring students are eligible for scholarships in the spring of their senior year
- f) STRIVE Mentoring students are provided opportunities to volunteer at various Rotary community service projects throughout the year. Many of these events are fun for Rotarians, their families, and STRIVE students with their mentors.

## Why mentoring?

*“Students today are more isolated, have fewer close friends and are drifting away from activities with personal interaction...Add this to the growing levels of stress and pain teenagers already face as part of adolescence, and it is no wonder we are seeing an increase in teenage anxiety, depression, violence and self-injury...Is there anything a caring adult can do? Is it possible the solution might be somewhere beyond technology’s reach? Could the answer be found in something as simple as a face-to-face meeting and good, old-fashioned, one-on-one interaction?” Jonathan McKee, **Connect: Real Relationships in a World of Isolation.***



*\*from Mentoring.org*

### What does a mentor do?

STRIVE Mentoring mentors are present. They engage. They care.

From Joe Ehrmann in InSideOut Coach: “...young people have three basic needs. One, they need someone to believe in them and to affirm and validate their inherent value and potential. Two, they need a belief system...our youth are seeking some kind of spirituality to help them find meaning and purpose in life. Third, they need a place to belong—a community built on well-defined principles with expectations and boundaries that provide structure and safeguards in the treacherous journey to adulthood.”

You may remember from history class the Battle at Bunker Hill during the Revolutionary War. Debate surrounds who said it or if it was said at all, but lore tells us Israel Putnam or William Prescott instructed their line of troops garrisoned atop the hill to not fire until they could “see the whites of their eyes.” The notion was that by waiting until the target was close, the troops were more likely to achieve efficient success in accomplishing their mission.

STRIVE Mentoring is a “whites of their eyes” program. We are more likely to achieve efficient success in our mission of positively impacting individual students from our community to a lifetime of significance.

*“Developing a sense of purpose is one of the most important but overlooked aspects of adolescent development.” Dr. William Damon, director of the Center on Adolescence at Stanford University*

## Mentor role description

### Qualifications:

- Attend 75% of scheduled STRIVE Mentoring meetings
- While at mentoring meetings, engage students by facilitating discussion in small groups, actively listening and encouraging the students.
- Care. Mentors genuinely care for their students and want well for them, and they show it by how they interact, ask questions, make eye contact, nod as a sign of listening and seeking to understand.
- Up-to-date background check at the Stillwater School District--\$15 (STRIVE Mentoring Coordinator will start the process for you if you don't already have one. Stillwater Sunrise Rotary will the \$15 if it is a hardship or a point of contention for you).
- Up-to-date Rotary Youth Protection online training certificate—free. (STRIVE Mentoring Coordinator will begin that process for you).

Hello Brent,

I did not get a chance to talk to you after the meeting today, but I wanted to thank you for all the effort you put into the strive program. As a student in the program I wanted to just comment on the fact that your commitment and enthusiasm for teaching young students like us really came through at every meeting. Your lessons and guest speakers taught me things I do not think I would be aware of had I not been in strive over the past two years. I have learned so much, from not only you but from the mentors who took time out of their day to come learn with us and teach us too. I am sad that this was the last meeting, but I can leave high school with the comfort that I have knowledge that most people my age do not have. Thank you again for every opportunity, life lesson, and motivational speech that you have given us. I will take it all with me as I go on to college, Sincerely [redacted] Class 2018

The mentor's role is to care for and build into the students. It is my expectation that every student who comes to STRIVE Mentoring will have 2-3 adults who know his or her name and calls him or her by name when their paths cross inside and outside of STRIVE Mentoring meetings. Names are an important part of any person—but especially a teenager—feeling significant. As much as they would like to, the STRIVE Mentoring Coordinator will have a difficult time knowing all 50+ students' names, let alone match them with faces—even when nametags are worn consistently!

### What are the benefits of STRIVE Mentoring to the student:

- Better understanding of young people today.
- Interpersonal relationships that build true community
- Good volunteer opportunity for both working professionals and retired community members alike
- Opportunity to influence the next generations
- Offset the situations where a student has very few adult supports in their life
- Part of a program that addresses the injustices of radical economic disparities

Brent,  
Hi Brent! I just wanted to thank you for putting the spring in my step every Friday we have STRIVE. I wouldn't have the pep that (I think...) I have at STRIVE without your infectious positive attitude. Anyways, Thank you for helping me build up a positive outlook on my future. I greatly appreciate the impact you made on me [redacted]



## Meeting Plan

Each meeting will consist of a four-part structure: welcome, warm up, work out, wrap up.

The STRIVE Mentoring Coordinator will do the best he/she can to greet each mentor and student, but at minimum, each student should receive a greeting or welcome from at least their mentors, if not others, when they arrive. The welcome is a critical part of providing the student a sense of belonging every time we have a STRIVE Mentoring gathering.

The warm up—consists of two parts: announcements/introduction to the day & activity for students and mentors.

The work out is the majority of the meeting time. Each meeting will have a learning target that is meant to engage the students in a way that could leave a lasting impact. These learning targets are intentionally applicable to anything a person does, and are not more appropriate for students going into a specific line of work or educational path following high school.

The learning targets will be spaced across two years so as not to repeat learning targets during a students' time with STRIVE Mentoring. Should the program extend into the 9<sup>th</sup> and 10<sup>th</sup> grade AVID classes, we will consider a four-year rotation of learning targets.

Learning targets currently include: *understanding, choices, attentive, vantage point/perspective, grit/perseverance, growth*, belonging, influence, purpose, *go, give, grow, enthusiasm, positioning, excellence, stickiness*, value (not values), *effort, attitude, presence, energy*, transformation, *differentiation, relationships*, innovate, *adaptation*, movement, mindset, *positivity*, culture, ingredients (last meeting).

A typical workout will include an introduction of the learning target, a story from the presenter on the meaning of the learning target, and a single, open-ended question. Each student will contemplate their own answers to the single question for one minute, then find a partner to share with them for one minute each their thoughts on the question. Then those pairs will match up with another pair and each partner will share what their partner said to the other pair (4 minutes). The students will then get back into their assigned groups to debrief for 8-10 minutes.

Additional workout models include “speed meeting” where students spend three minutes with most of the mentors during the class period so they get to hear and learn from mentors that aren't the ones assigned to them; team builder meeting to help mentors and students in each group get to know each other; special guest speaker including college students returning to the SAHS campus to share their college experience.

As the transition between the workout and the wrap up (or if needed, during the debrief above), the students will be asked to think about and write down answers to four questions:

1. What did I learn about the world during our time today?
2. What did I learn about myself during our time today?
3. What change might I make in response to what I learned today?
4. Who am I going to tell about my answers to 1-3?

You will notice there is not a lot of lecture time. A vast majority of the time is spent discussing in groups with a variety of people. People generally do not learn by lecture, they learn by engaging. This structure allows them to engage over a significant learning target and learn from each other.

The wrap up is the close of the meeting. We will give two students or mentors a chance to share out loud with the group what they learned. Last, any closing announcements and a send-off.