



Primary School Mentoring Teacher and Mentor Resource Pack



Prince's Trust

Mosaic

The Power of Positive Thinking

Acknowledgements

Headline partners

Mosaic would like to thank Human Appeal for their headline support of this programme



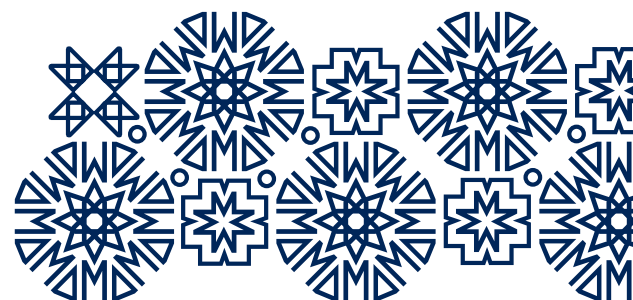
Mosaic's Primary School Mentoring

This resource pack outlines all of the topics covered during the programme. We have provided outline lesson plans which should act as a guide for the delivery of the programme, and have described the suggested division of responsibilities between teacher and mentors for each lesson. Please do consider the pack a guide only. The lessons have been designed for flexibility and Mosaic is happy for you to introduce material which would work for your particular combination of children and parents. Similarly, when undertaking activities, please do not feel the need to cut the activity short if the children and parents are fully engaged and having fun. Mosaic and The Prince's Trust are happy for you to use discretion around the lesson schedule.



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Welcome

Dear teachers and mentors

Thank you for your participation in this year's Mosaic Primary School Programme. If you have previously mentored with us, thank you and welcome back! If you are new to working with us, a very big welcome to Mosaic and The Prince's Trust and we trust that your experience will be a rewarding one.

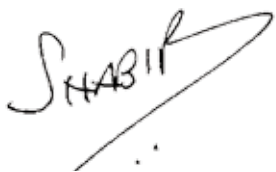
Introduced in 2008, the programme was borne out of a desire to promote the importance of post-16 education and career aspirations to young girls and their mothers, as well as to inform them of the variety of positions in society available to them. Since its inception, we are delighted that the programme has supported thousands of girls and mothers. It has proven to be so successful that we have had to broaden the scope of the programme to include boys and their fathers.

Crucially, Mosaic and The Prince's Trust continually seek to increase the quality of our programmes. Our success in this area has been formally recognised by the Mentoring and Befriending Foundation which has awarded the Mosaic mentoring programmes Approved Provider Status for mentoring services – the industry standard for quality assurance. The programme is unique amongst the Mosaic programmes in that it allows parents to gain a Prince's Trust Mosaic Discovery Award upon completion of the course, enabling them to set an example to their child by demonstrating the importance of completing education.

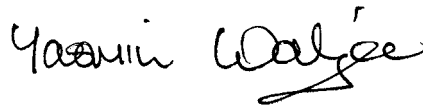
The pioneering nature of the programme has previously been acknowledged and profiled in the national media: BBC Radio 4's Woman's Hour, The Times Educational Supplement and in the National Association of Head Teachers member's magazine "Leadership Focus". With the support of our funders, and in our new home at The Prince's Trust, we will continue to review how best to serve our targeted disadvantaged communities.

This is an exciting period of development for the programme and, as ever, we are very grateful for your support. Without our dedicated mentors and diligent teachers, Mosaic and The Prince's Trust would not be able to have the reach or impact we do. Thank you so very much for all that you do to help our young people.

Best wishes



Shabir Randeree CBE
Chairman, Mosaic Advisory Board
Trustee, The Prince's Trust



Yasmin Waljee OBE
Vice-Chairman, Mosaic Advisory Board

Mosaic, an initiative of The Prince's Trust

Founded in 2007 by HRH The Prince of Wales, Mosaic focuses on connecting young people from hard-to-reach disadvantaged communities to relatable role models, to help increase their confidence and improve their chances of fulfilling their potential. In a context of promoting social integration and cohesion, Mosaic seeks to improve young people's resilience and facilitate the creation of a new generation of role models.



Mosaic's work to date has taken the form of a range of mentoring programmes, where, with the help of volunteer mentors acting as role models and delivering structured mentoring programmes, Mosaic sought to bridge a well-documented aspirations-attainment gap. By linking young people with inspirational role models in this way, it has been proven to boost their confidence, self-efficacy and long-term employability.

The mentoring programmes have received independent accreditation through the Approved Provider Standard of the Mentoring & Befriending Foundation, the national quality standard designed for all mentoring projects, providing important external recognition. In addition, Mosaic mentoring programmes have been included in the Department of Education's statutory guidance on careers advice

as an exemplar for building strong connections with employers.

In the academic year 2016/17, Mosaic mentoring programmes directly supported 7,994 young people in 253 schools and prisons, supported by 1,409 volunteer mentors. 80% of UK beneficiaries were drawn from the 20% most deprived areas of the country. The programmes were delivered in the following regions: London, South East, West Midlands, North West, Yorkshire and Scotland.

Mosaic has previously received the Prime Minister's Big Society Award, and in January 2016, announcing the UK Government's renewed efforts in tackling poverty, the Prime Minister took inspiration from the impressive results achieved by Mosaic and other organisations in using mentors from the business community to inspire and support young people in areas of deprivation.



UNLOCKING THE TALENT AND REALISING THE FULL POTENTIAL OF EVERY YOUNG PERSON, WHATEVER THEIR BACKGROUND OR CIRCUMSTANCES, IS A CAUSE CLOSE TO MY HEART. IT GIVES ME GREAT JOY TO SEE THE SENSE OF SELF-WORTH AND BELONGING MOSAIC PROVIDES BY EXTENDING THAT MUCH-NEEDED HELPING HAND TO THOSE OF OUR DIVERSE COMMUNITIES WHO NEED IT MOST.

HRH THE PRINCE OF WALES, FOUNDER OF MOSAIC

How to use this pack

This pack provides teachers and mentors with lesson plans which should be used to help deliver each lesson during the ten week programme. Mosaic appreciates that sometimes lessons are delivered by teaching assistants, learning mentors, members of senior management or parent co-ordinators; the word ‘teacher’ is used as naming convention in this context. Lesson plans are:

joint lessons with children,
parents and mentors

children and mentor only
lessons

parent and mentor only
lessons

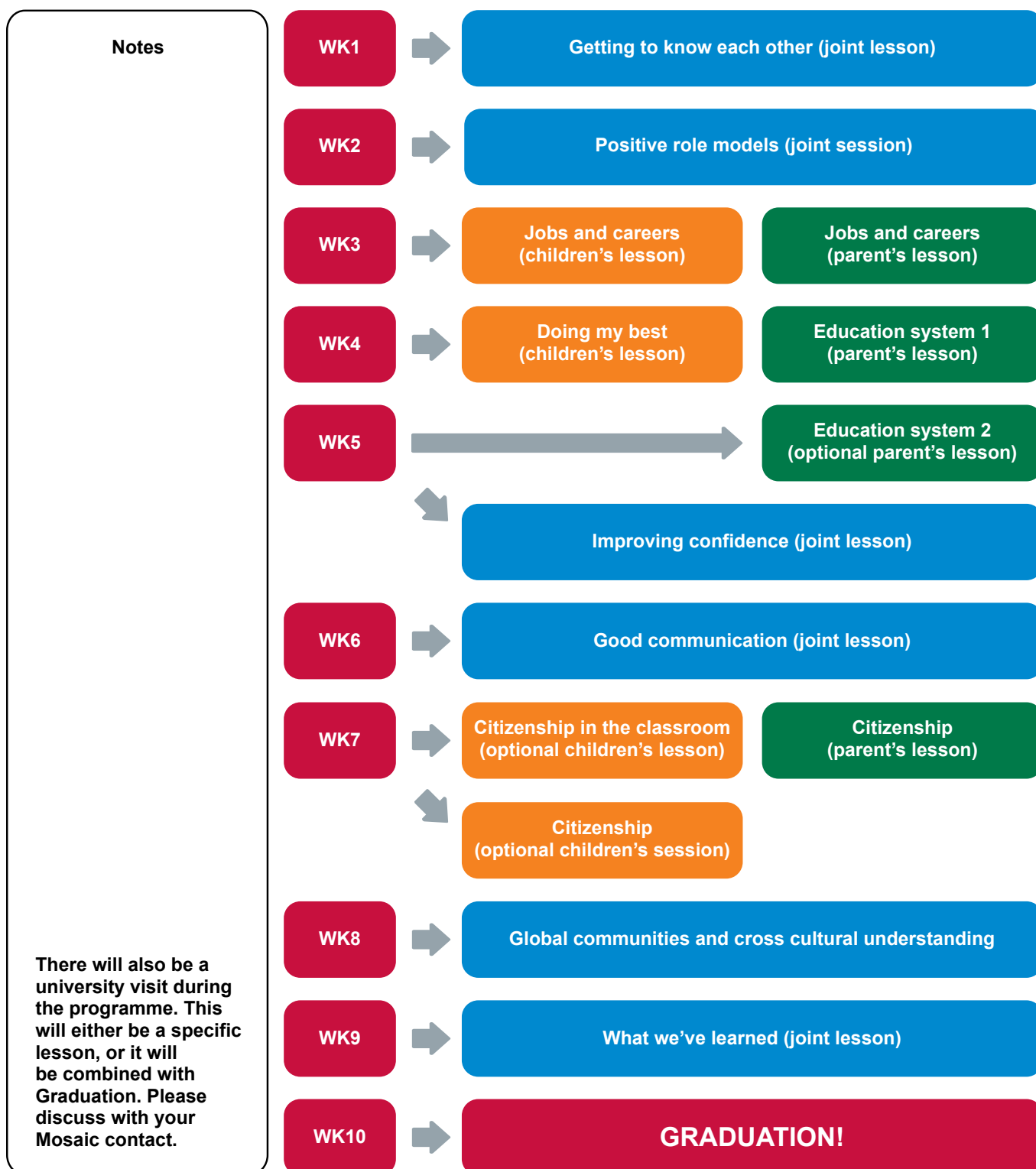
Whilst some lessons are parent only lessons, it may be that the number of parents in attendance necessitate having to mix children and parents together. Where this is the case, follow the children’s lesson plan and be sure to appropriately include parents in discussions. Key things to note for each lesson include:

- Aims and objectives of each lesson
- Key learning objectives of each lesson
- Resources needed for each lesson
- Points to note
- Specific teacher and mentor notes (contained within each lesson plan)

Best practice notes

- Teachers and mentors should have a planning meeting with their Mosaic contact before the programme commences. This meeting should discuss all practicalities and logistics of delivering the programme e.g. visitor sign in process, where lessons will take place, equipment available in each room, DBS and safeguarding process and how many children and parents will be participating, along with any information relating to the parents and their children
- Before each lesson, teachers and mentors should meet for 10mins to discuss the lesson ahead and the division of responsibilities
- After each lesson, teachers and mentors should hold a 10-15 minute debrief to discuss what went well and what might be done differently the following week. Mentors should use this time to notify teachers of any issues relating to children’s or parental engagement not reported during the lesson
- Where students need to be split into smaller groups for the lesson activities, teachers should do this prior to the lesson
- Where particular resources are needed for an activity the following week, teachers and mentors should discuss who will bring what
- Mentors should always try to link conversations back to the workplace and career goals
- Parents and children will have books where they can record their thoughts. However, these are not activities in themselves. For the most part (children in particular), will be filling these in at the end of each lesson. Please take a moment to look at the books to see how they fit with the content of this pack
- Teachers should note that for parents to gain accreditation they must take part in the parent specific lessons, complete their resource packs and the accreditation questionnaire at the back of their book. Teachers also need to ensure that the name of the parent on their book matches the name detailed on the accreditation registration form

The following is a visual representation of the topics that make up the course and the weeks in which they are generally undertaken. Please be aware that some lessons have been included as optional lessons. Also, some lessons will depend on the number of parents available and/or the specific needs of your school. Please use the content below flexibly and use the lessons that work best for your school. For example, some schools will wish to run both education system lessons for parents, while some schools will only need one.



Mosaic Lesson One

Getting to know each other (Joint lesson)

A lesson for children, parents and mentors

Aims and objectives: For children, parents and mentors to meet each other and generate rapport

Key learning outcomes: Learn about the group and aims of the programme

Resources needed: None

Points to note:

- All lesson plans should act as a guide only. Please feel free to use the content flexibly to best fit your group. Remember that timings for the activities are flexible and can be cut short or extended at the discretion of the teacher
- Unless otherwise stated all lessons will last for 60mins (inclusive of 10mins at the end for updating handbooks)
- In this lesson all students and parents will initially be sat together before being split into smaller groups (teachers should arrange the smaller groups prior to the lesson if possible)
- Teacher/Mosaic contact will begin the lesson by speaking about Mosaic and what the programme is about

Schedule	Resources	Teacher facilitation notes	Mentor notes
15mins	None	<p>Introduce the topic: Getting to know each other</p> <p>Welcome our mentors and remind children and parents that they will be working with some volunteer mentors who will be doing fun activities with them to help them to think about the future. Hand over to your Mosaic contact (where possible) to discuss the programme in more detail.</p>	
35mins		<p>Introduce and explain the ice-breaker exercise (unless it has been decided that mentors will do this):</p> <p>Be a statue: parents, mentors and children take it in turns to sit or stand and act out something in front of the group so the others have to guess what they are. For instance if the person is feeling energetic they could mime a tennis player or a marathon runner, if they are feeling relaxed they could mime reading a book or sleeping. The aim is for each member of the group to mime an action or feeling and for the rest of the group to guess what the mime is.</p>	<p>Mentors should: come prepared to speak and answer questions about themselves. Favourite things, hobbies, family, your work etc will all be topics the children and their parents will be interested in.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students and parent's time to record their thoughts in their books.</p>	

Mosaic Lesson Two

The role of men and women (Joint lesson)

A lesson for children, parents and mentors

Aims and objectives: *To raise participants' awareness of role models in society and closer to home; to identify the qualities of those role models and aspire to emulate them*

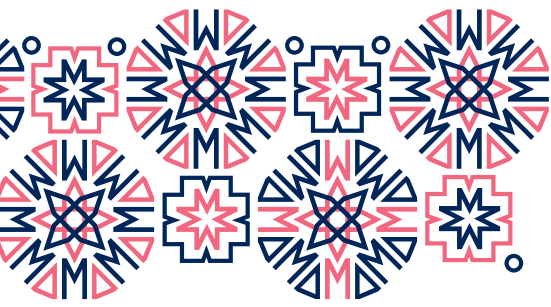
Key learning outcomes: *We can help shape society by being good role models for others*

Resources needed: *Pictures of role models*

Points to note:

- Teacher will give a brief overview of what will happen during the lesson
- Mentors need to bring age-appropriate pictures of generally considered 'role models' to the lesson
- Think in advance about how you can best present your own role model to the group
- If there are parents in the lesson, include them in discussions and have them speak about their role models

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins	None	<p>Introduce the topic: Role models</p> <p>Outline some of the aims for this lesson: i.e. to explore what a role model is and discuss the qualities of role models.</p> <p>You may want to ask children and/or parents to shout out some initial ideas.</p>	<p>Mentors should: bring along pictures of role models to be divided between the groups.</p>
20mins	<i>Pictures of Role Models (provided by mentors)</i>	<p>Activity One: Are these people role models?</p> <p>Divide the class into small groups of mentors, parents and children and ask them to discuss the individuals in the pictures.</p> <p>Once the lesson is underway, oversee the groups, ensuring that all are engaged and contributing. Once 20mins is up, reconvene the class and ask each group to share what they have discussed (5mins).</p>	<p>Mentors should: review the photos with your group. Who are they? Why are they considered role models? What attributes do they possess? What do the children know about them?</p> <p>Mentors should: ask children and parents who their role models are and what qualities they possess. Can they demonstrate that quality - maybe by acting it for you?</p> <p>Mentors should: come prepared to discuss your own role model example with any pictures or props you wish to use. Encourage your group to ask questions of you. A fun way to do this (if your role model is well-known) might be to not tell who your role model is but instead to use the 20 questions formula to receive guesses (in total, children and parents will have 20 questions to guess your role model but may only ask you questions you can answer yes or no). Alternatively, you may wish to tell a story of an exchange with your role model and the impact that had on you.</p>



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Schedule	Resources	Teacher facilitation notes	Mentor notes
20mins		<p>Activity Two: Role models in school and at home</p> <p>Ask the groups to discuss how children can be good role models to students who are younger than them? How do the children feel about students who are older than them? Do they think those students are good role models? Why/why not?</p>	<p>Mentors should: when your group is feeding back to the class, offer prompts, if necessary, about what was discussed.</p>
10mins		<p>Groups should also discuss what good role modelling looks like in the home (parent to child or between siblings).</p> <p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students and parent's time to record their thoughts in their books.</p>	<p>Mentors should: discuss why it is important to set a good example. Explain what is meant by the term 'Be the change you wish for'.</p> <p>Mentors should: listen closely to children's examples of observed behaviour in school. If any negative behaviours such as bullying or name-calling are revealed, please discuss with the school during your post lesson debrief.</p> <p>Mentors should: encourage children and parents to think about how behaviours at home influence behaviours in school, and why it's important to constantly role model positive behaviours.</p>

Mosaic Lesson Three

Jobs and careers (Children's lesson)

A lesson for children and mentors

Aims and objectives: *To increase students' awareness of the jobs and careers that both men and women have in our communities*

Key learning outcomes: *Men and women should be valued equally in society*

Resources needed: *Speaking object/baton; photographs of different jobs; whiteboard/flipchart*

Points to note:

- The teacher will give a brief overview of what will happen during the lesson
- Everyone will be sat together before being divided into groups of children and mentors
- Ensure that throughout the lesson students appreciate the idea of equality between men and women
- Where possible, mentors should link discussion back to their own careers

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins	<i>Speaking object (provided by school)</i>	<p>Introduce the topic: Jobs and careers</p> <p>Remind everyone what the programme is about and that they will be working with mentors who will be doing fun activities with them to help them to think about the future.</p> <p>Explain that today's lesson is about jobs and careers that both men and women have in our communities. Children and parents will both be doing this topic, but separately. Divide the group into mentors and children.</p>	<p>Mentors should: The following activities are for children to understand that the vast majority of jobs and activities can be undertaken by a man or woman and that both are of equal value to society.</p>
20mins		<p>Activity One: People around me</p> <p>In small groups, ask everyone to sit in a circle. Everyone is required to complete the following sentence: My name is...and I like to... (ensure the 'like' is an activity or hobby such as running, cooking, reading etc)</p> <p>Children should go first, saying their sentence. The next person must repeat the sentence before adding their own, e.g. Her name is Mary and she likes to dance. My name is Justin and I like to cook... In turn, each person must repeat all previous statements before contributing their own. The last person must say everyone's statement plus their own.</p>	<p>Mentors should: occasionally and briefly comment on the statements to strengthen the chances of recollection.</p> <p>Mentors should: at the end of the activity, discuss briefly how everyone found the task. Remark on the fact that there are lots of things they liked which can be done by both boys and girls.</p>

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Schedule	Resources	Teacher facilitation notes	Mentor notes
20mins	<i>Photographs of different jobs (provided by mentors)</i>	<p>Activity Two: Jobs, activities and community roles</p> <p>Set up small groups of, children and mentors mixed together (these can be the same groups or new ones but try to have a good gender mix). These small groups should use the photos brought in by mentors to have a discussion about different jobs and activities and who does them.</p>	<p>Mentors should: lead this activity, asking children to identify each job and say what they think it involves. Ask the students whether a man or woman could do the job. Why/ why not? Do they know anyone who does the job? Introduce the idea of wider community roles, e.g. volunteering or being a councillor, and the importance of these roles within society.</p> <p>After fifteen minutes, have a discussion for the remainder of the time about jobs/tasks in the home. Who does these tasks? Could a man or woman do them? Could the children help with them? Feel free to gently challenge any stereotypes about male and female roles.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students time to record their thoughts in their books.</p>	

Mosaic Lesson Three

Jobs and careers (Parent's lesson)

A lesson for parents and mentors

Aims and objectives: *To increase parent's appreciation of the different jobs and roles in society which can be undertaken by both men and women*

Key learning outcomes: *Very few roles should ever be considered gender dependent*

Resources needed: *None*

Points to note:

- *The lesson will begin with mentors and parents all sat together before being divided into their relevant groups*
- *Some parents may have quite traditional views about the roles of men and women. Feel free to gently challenge these, particularly through the use of specific examples from your personal experiences*
- *Share examples of some of your experiences and achievements in your career to date and what you had to do in order to fulfil your career aspirations*

Schedule	Resources	Teacher facilitation notes	Mentor notes
25mins	None	Having split the class, teachers should oversee the group, ensuring that parents are engaged. Activity One: Ideal job Briefly introduce this activity before handing over to mentors.	Mentors should: lead this activity by asking parents what they think about male and female roles in society. Are there jobs that only one gender can do? Use this discussion to think about what parents' ideal jobs are, both for themselves and their children. Why have they chosen these jobs?
25mins	None	Activity Two: Planning your career Briefly introduce this activity before handing over to mentors.	Mentors should: explain to parents that it's great to think about our ideal jobs but it's also important to have a plan for accessing those careers. Highlight that different careers require different qualifications and experience. Do parents know what's required to access the careers they mentioned? Help them to think about some of the life experiences above academic qualifications that they or their children may need and that employers now expect candidates to possess i.e. experience of voluntary work, hobbies and examples of leadership/team work etc.
10mins		Wrap up Reconvene the class and re-cap what they have done, with class contributions. Give parent's time to record their thoughts in their books.	

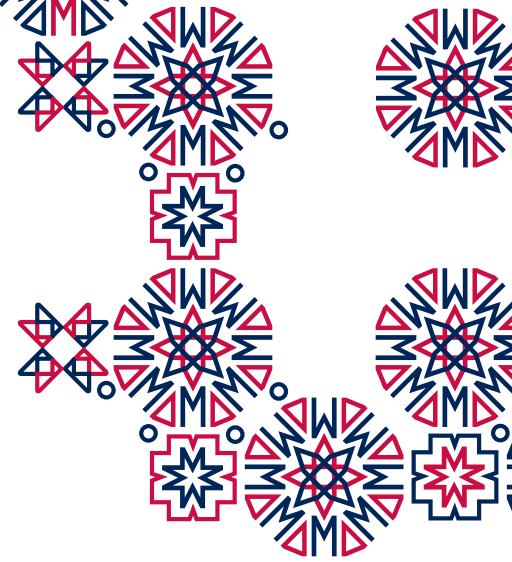
Mosaic Lesson Four

Doing my best (Children's lesson)

A lesson for children and mentors

Aims and objectives:	<i>To increase children's awareness of why it is always important to try your best</i>
Key learning outcomes:	<i>I will be more successful if I always try my best</i>
Resources needed:	<i>Teacher to decide based on chosen challenging activity; whiteboard/flipchart</i>
Points to note:	<i>- The challenging activity should be something fun which all the children can get involved in. While challenging, it should not be something that might make children worried about participating. Do encourage mentors to get involved</i>

Schedule	Resources	Teacher facilitation notes	Mentor notes
20mins	None	<p>Introduce the topic: Doing your best</p> <p>Outline some of the aims for this lesson: i.e. to think about why we need to always try hard in life.</p> <p>In small groups, ask the students to sit in a circle with mentors. In turn, complete the following sentence:</p> <p>Recently, I tried my best at... and it made me feel good because...</p> <p>Using their reasons, summarise why it is important to always do your best, e.g. because you achieved good marks, because your work was recognised by others etc.</p>	<p>Mentors should: participate in the discussion, providing reasons why it is important to do your best. Try to give examples from childhood and from your careers.</p>



Schedule	Resources	Teacher facilitation notes	Mentor notes
15mins	Whiteboard/ Flipchart	<p>Activity Two: Motivation</p> <p>Introduce the concept of motivation. Explain that in order for us to do our best at something we need to feel that there is some kind of reward for it; that 'reward' can be anything – a prize, recognition etc. This encourages us to try hard.</p> <p>Ask for 2 volunteers – a student and a mentor – and engage them in a challenging activity in front of the rest of the group (this could be something physical or something related to some aspect of their curriculum, please decide what this is prior to the lesson). Once they have taken part in the challenge the first time, ask them to repeat it once more. Ask the pair to discuss with the rest of the group how they felt before and after the activity: How did they feel the first time they did it? Were they more/less motivated to try it again? How was it the second time they tried it? Would they feel confident trying it again?</p> <p>Highlight that when we feel good about something and have been successful, we are more confident and likely to try it again.</p>	<p>Mentors should: participate in the performance activity (if necessary) and provide feedback in the discussion relevant to the key questions.</p> <p>Mentors should: be prepared to explain how they approach a task to motivate themselves. Give an example from your career and explain how it helped you to achieve.</p> <p>Mentors should: explain to children about different types of learning style (visual, auditory, kinaesthetic - the How to be a Mosaic Mentor Resource Pack gives some guidance on this). Explain that doing activities that suit our learning style can impact on our motivation. Ask students to give examples of activities where they find it easy or difficult to motivate themselves. Discuss how you motivate yourself to do your best.</p>
15mins		<p>Activity Three: Learning a skill</p> <p>Ask students to think back to when they were younger and think of a task or skill that they may not have been able to do well e.g. swimming, times tables, writing neatly etc. Following student examples, ask mentors to give examples of a personal experience they found difficult and ask them to explain what motivated them to improve.</p> <p>Identify that often it is a variety of factors that can motivate or inspire us to do something e.g. personal satisfaction or being rewarded.</p>	<p>Mentors should: try to relate any examples given back to your desire to succeed in some aspect of school or work.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students time to record their thoughts in their books.</p>	

Mosaic Lesson Four

Understanding the education system (Parent's lesson)

A lesson for parents and mentors

Aims and objectives:	To increase parents' understanding of the British education system
Key learning outcomes:	To have a clear understanding about what is next in their child's educational journey
Resources needed:	Parents handbook
Points to note:	<ul style="list-style-type: none"> - There may be different levels of understanding about the education system within the same group of parents. If this is the case, use the parents with good knowledge to help with explanations - If knowledge is poor among the group, go slowly and suggest that they also take part in next week's lesson (Understanding the education system II) to improve their knowledge - Teachers should be aware that some mentors may have limited knowledge of the current education system. Please keep a close eye on the lesson and offer support accordingly

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins	None	<p>Introduce the topic: Understanding the education system 1</p> <p>Outline some of the aims for this lesson: i.e. to explore what the British education system looks like and to better understand the journey children will undertake. Also explain that next week parents will have a chance to continue with this topic or to do a joint lesson with their child on improving confidence.</p>	
40mins	None	<p>Activity 1: Qualifications</p> <p>Briefly introduce this activity before handing over to mentors.</p>	<p>Mentors should: begin the activity by assessing the groups existing knowledge of the education system. Do they have children at different stages of the system? Have they themselves been through the system?</p> <p>Mentors should: explain to parents that we'll turn our attention to their handbooks to look at the exams that are taken at different ages. Talk parents through these and encourage them to ask questions and make notes.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give parent's time to record their thoughts in their books.</p>	

Mosaic Lesson Five

Understanding the education system II (Parent's lesson)

An optional lesson for parents and mentors

Aims and objectives:	To increase overall understanding of the British education system
Key learning outcomes:	For parents to have a clear understanding of what is next on their children's educational journey
Resources needed:	Parents handbook
Points to note:	
<ul style="list-style-type: none"> - As this is an optional lesson, there is potential for the group size to be small. Where this is the case, be flexible and adopt a more conversational style to the lesson, rather than following the lesson plan too closely. Teachers and Mosaic contact should discuss this scenario at their planning meeting and decide how best to approach the lesson, if at all - Starting in 2017 with English and maths, new GCSEs in England will be graded from 9 to 1, with 9 being the top grade. 	
More information can be found at https://www.ov.uk/government/news/new-gcse-9-to-1-grades-coming-soon	

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins	None	<p>Introduce the topic: Understanding the education system 2</p> <p>Explain that this is a continuation of the topic from last week.</p>	
40mins	None	<p>Activity 1: Qualifications (cont)</p> <p>Briefly introduce this activity before handing over to mentors.</p>	<p>Mentors should: begin the activity by recapping some of the main content from last week. See if the group have any questions about things they are unsure about.</p> <p>Mentors should: explain that the content covered last week looked at the main, formal educational routes but that there are also equivalent routes like BTEC's and apprenticeships. Use the parents' handbook to navigate through some of these.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give parent's time to record their thoughts in their books.</p>	

Mosaic Lesson Five

Improving confidence (Joint lesson)

A lesson for children, parents and mentors

Aims and objectives: *For children and parents to understand the importance of confidence and to receive tips on how they can improve their confidence*

Key learning outcomes: *To raise confidence levels amongst parents and children*

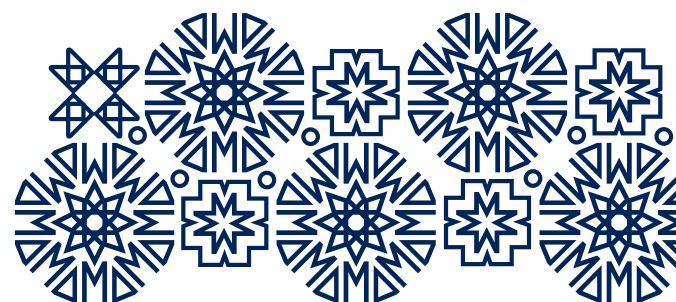
Resources needed: *Ball of string; weighing scales; weights*

Points to note:

- Teachers should point out that this is an optional lesson for parents who choose not to do Education System II
- Teacher should give a brief overview of what will happen during the lesson
- Teacher will explain both activities to the whole group and demonstrate them before handing over to mentors to continue the lesson
- If possible, try to use multiple weighing scales. Otherwise, organise groups so that they have equal time with the scales
- Mentors should try to link conversations back to achieving within a career. For example, displaying confidence at work is good because others have faith in your abilities

Schedule	Resources	Teacher facilitation notes	Mentor notes
5mins	None	<p>Introduce the topic: Improving confidence</p> <p>Outline some of the aims for this lesson: i.e. to understand the importance of confidence and to learn to be more confident.</p>	
25mins	Ball of string (provided by school)	<p>Activity 1: The string game</p> <p>Ask your group to stand in a circle</p> <p>Ask one person to begin the activity by giving a compliment to another person in the circle, while passing them a ball of string (you may wish to go first in order to demonstrate). The person giving the compliment should hold one end of the string when they pass the ball on, before returning to their place in the circle. Each person takes a turn to compliment another person (who isn't holding any string) while passing the ball on and holding on to some string themselves, so that a web begins to emerge.</p> <p>Once everybody has had a chance to offer a compliment and a good string web has been established, divide the class into smaller groups. They should discuss how they felt when receiving compliments from the group.</p>	<p>Mentors should: participate fully in the exercise and facilitate the smaller group discussions that follow.</p> <p><u>Key messages to communicate are:</u></p> <p>We draw confidence from receiving praise and encouragement, but it is important to remember to give praise and encouragement to others.</p> <p>Being confident can positively impact all areas of our lives.</p>

Schedule	Resources	Teacher facilitation notes	Mentor notes
20mins	<i>Weighing scale and things that can be used as weights (provided by school)</i>	<p>Activity 2: Weighing emotions</p> <p>As a whole group, use a weighing scale to demonstrate both a positive and negative emotion. Wrap up weights in paper writing an emotion on each e.g. tired & happy. Demonstrate to children and parents that emotions can balance each other out - 'balancing' their words with a positive emotion can make them feel better about themselves and when we feel good about ourselves, we feel more confident.</p>	<p>Mentors should: Model by saying; "I'm feeling TIRED today but I'm still HAPPY to be working here in this group with all of you. Look, now the scales balance. You try it!" Depending on the size of your group, encourage pairings or individuals to try the balancing exercise using different words and emotions each time.</p> <p>Mentors should: discuss with the group how the exercise made them feel. Will they practice this balancing exercise when they're stressed or upset? Describe how you maintain your confidence when you're tired or stressed and how this helps you in life, particularly in work.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students and parents time to record their thoughts in their books.</p>	



Mosaic Lesson Six

Good communication (Joint lesson)

A lesson for children, parents and mentors

Aims and objectives:	For children and parents to understand the importance of good communication
Key learning outcomes:	For children and parents to be more confident communicators
Resources needed:	Whiteboard/Flip Chart; Post-it notes; passage of text
Points to note:	<ul style="list-style-type: none"> - Teacher should give a brief overview of what will happen during the lesson - Parents may be inhibited when it comes to role-playing particular emotions. Encourage them to get involved by being fully involved yourself (mentors and teachers) - Mentors should try to give tangible examples of how demonstrating good confidence has helped you in the workplace

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins	None	<p>Introduce the topic: Good communication</p> <p>Outline some of the aims for this lesson: i.e. to understand the importance of good communication.</p>	
20mins	<p>Whiteboard/ Flip Chart; Post-it notes; a selected passage of text</p> <p>(all provided by school)</p>	<p>Activity 1: Feelings and communication</p> <p>On the whiteboard/flip-chart list some feelings such as happy, sad, angry; ask the class to offer some additional feelings. Ask the children, mentors and parents about the body language and facial expressions associated with each emotion. How can they tell when someone is happy/sad?</p> <p>In smaller groups, ask children and mentors to write some of these feelings, and others, on a 'post-it' note. Each child should then choose a feeling and read/act out a passage of text in that style. The rest of the group must try to guess the feeling. Repeat until everyone has had a turn.</p>	<p>Mentors should: encourage students to use their body, face and voice to act out the feeling. Prompt discussion about how the group is coming to their conclusions. What did they see or hear that gave them a clue? What else could students do to act that feeling differently?</p>

Schedule	Resources	Teacher facilitation notes	Mentor notes
20mins	<i>Flipchart/ Whiteboard</i>	<p>Activity Two: Speaking and Listening Role Play</p> <p>As a whole group, lead a brief discussion on some top speaking and listening skills (such as speaking clearly, maintaining eye contact etc) and write some key words up on the Whiteboard/Flip Chart (ask mentors to contribute if students and parents struggle with suggestions).</p> <p>With students and parents back in their small groups, ask mentors to divide them into pairs. Each pair should have a three minute conversation, where they pretend to be each other (try to have adult/child pairings). Each should try to remember some key points in order to report back to the group.</p> <p>Pairings should talk about some aspect of their lives at home e.g. chores, homework, looking after siblings etc. If two children form a pair, give them a subject to speak on e.g. what they did at playtime, what their hobbies are and why, what their favourite lessons are and why.</p>	<p>Mentors should: remind their group of the key skills that were just spoken about and why they are important. Introduce any that were not mentioned. When speaking about their importance, give examples from your own life so that children can see real connections. Try to use examples from your careers.</p> <p>Mentors should: ensure parents and students are split into pairs. Facilitate and observe each role play, ensuring the rest of group listen to each pair in turn. Stress the importance of listening in good communication and give tips about how they might demonstrate this.</p> <p>Mentors should: discuss what pairs found easy or difficult about the role plays. Encourage parents and children to ask questions.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students and parent's time to record their thoughts in their books.</p>	

Mosaic Lesson Seven

Citizenship (Children's lesson) option one

A lesson for children and mentors

- Aims and objectives:** *To increase students' awareness of what a good citizen is*
- Key learning outcomes:** *Good citizens demonstrate responsibility and care for others*
- Resources needed:** *To be decided by teacher's on the basis of whatever activities they choose*
- Points to note:**
- *This lesson is for schools that have a citizenship class in their curriculum. These schools should create their own lesson plan based upon lessons to date and desired student learning outcomes*
 - *Teachers should advise mentors on what they would like them to do, giving clear instructions on both activities and timings*



Mosaic Lesson Seven

Citizenship in the classroom (Children’s lesson) option two

A lesson for children and mentors

Aims and objectives: *To improve class dynamics and relationships between children*

Key learning outcomes: *Children can play a positive role in their class and can positively influence their peers*

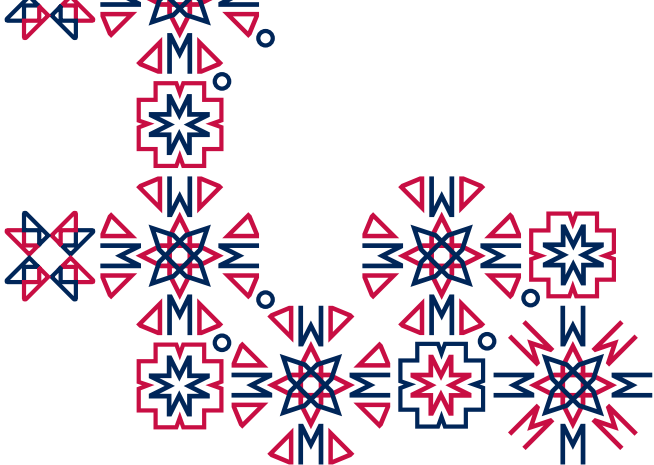
Resources needed: *Paper, card; pens; glue; scissors; anything that could be used to create a landscape – straws, fabric, etc*

Points to note:

- Please choose either Activity 2 OR Activity 3 to do with children
- This lesson should be undertaken if teachers choose not to do Citizenship option one

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins		<p>Introduce the topic: Building your ideal class</p> <p>Outline some of the aims for this lesson: i.e. for children to appreciate that they can positively contribute towards their ideal class.</p>	
25mins	<p><i>Paper, card, pens, glue, scissors and anything that could be used to create a landscape – straws, fabric, etc</i></p>	<p>Activity 1: The school building</p> <p>Introduce the lesson topic and identify what everyone understands to be their school community – what does it mean? Who is in it? What is in it?</p> <p>After initial discussion: in small groups have the students draw a map of the school thinking about what is in the school, where things are located etc.</p> <p>Ask mentors to lead student discussions around what else could be included to improve their school. Students should draw these onto their map or use other materials (paper, card etc) to ‘build’ key icons.</p>	<p>Mentors should: help students to think about the key areas of their school and where these are located (playground, reception area, halls, classrooms, toilets, staff room etc). If students are struggling to draw these things on their maps you can help them or suggest symbols which represent the area. This session should be undertaken if teachers choose not to do option one.</p>

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Schedule	Resources	Teacher facilitation notes	Mentor notes
15mins	<i>Paper, card, pens, glue, scissors and anything that could be used to create a landscape – straws, fabric, etc</i>	Activity Two: People In the same groups, ask everyone to identify the people in their class. Who are the people and what do they do? Add them to the picture/map. What do they like about the people? What/who is missing? Ask the groups to think of the kind of people that would exist in their ideal class– and add them to all the places they have built. What qualities would they have and how would they act? Why is that important? OR	Mentors should: facilitate discussion. When students are identifying other students and saying what they do, have them think about what they like about those people. When thinking about who else they would add to the class, they should think beyond their friends. What are the specific qualities of people and how they would improve the class: are they funny? Are they caring? Are they clever? How does this help the class?
15mins		Activity Three: You and your class Ask the groups to think about how they contribute to their class. Do they always? Why/why not? Do students think they are the kind of people they want in their ideal class? How do they demonstrate the qualities previously discussed? Ask groups to think about how they would like to contribute to their class in the future. Students should set themselves 2 targets for how they will positively contribute to the class over the next week.	Mentors should: help students to think about why it's important to contribute positively to the class. Encourage them to explore why it is they may not always contribute positively. If students identify that they are the type of person they want in their class, discuss why this is. Discuss how they can help others harness those qualities. If they think they are not the type of person they want in their class, explain that they can be and explore some of things they can do to become one of those people. Refer back to previous lessons when we looked at doing your best and improving confidence and communication.
10mins		Wrap up Reconvene the class and re-cap what they have done, with class contributions. Give students time to record their thoughts in their books.	

Mosaic Lesson Seven

Citizenship (Parent's lesson)

A lesson for parents and mentors

Aims and objectives: *To increase parents' awareness of what a good citizen is*

Key learning outcomes: *Good citizens demonstrate responsibility and care for others*

Resources needed: *None*

Points to note:

- The teacher will give a brief overview of what will happen during the lesson
- Teachers should support mentor delivery of the topic by offering any relevant materials they have

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins	None	Introduce the topic: Citizenship Outline some of the aims for this lesson and explain what is meant by a citizen e.g. a citizen is a resident of a country. Hand over to mentors.	
10mins	None	Activity 1: Rights and responsibilities Briefly introduce this activity before handing over to mentors.	Mentors should: begin by explaining to parents that all citizens have rights but in order to receive rights we must also act responsibly. Focusing as much discussion as possible on England, ask parents to think of some rights and responsibilities they have and why these are important.
15mins	None	Activity 2: Being a good citizen Briefly introduce this activity before handing over to mentors.	Mentors should: ask the group to think about a time when they acted as a good citizen. What did they do? Why did they do it? Was it easy or difficult to do? Ask them whether they would make similar choices in future.
15mins	None	Activity 3: Human Rights Briefly introduce this activity before handing over to mentors.	Mentors should: ask the group what they understand by the term 'Human Rights'. Give them a definition and examples (www.equalityhumanrights.com/human-rights/ is a good website to look at prior to the lesson)
10mins		Wrap up Reconvene the class and re-cap what they have done, with class contributions. Give parent's time to record their thoughts in their books.	

Mosaic Lesson Eight

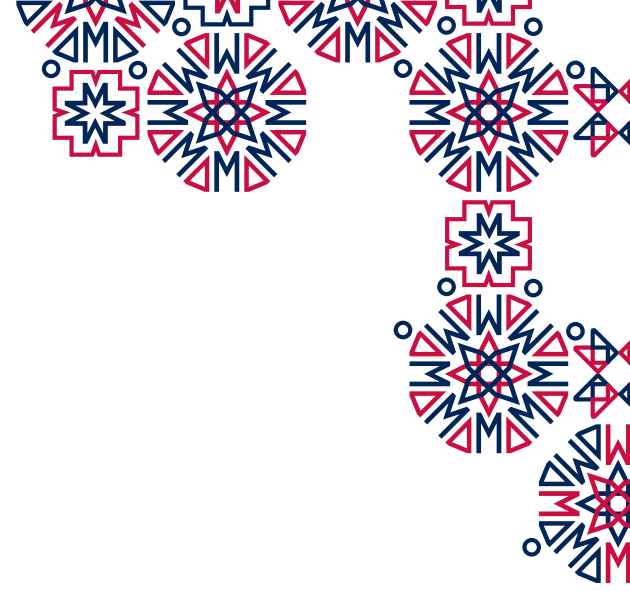
Global communities and cross cultural understanding (Joint lesson)

A lesson for children, parents and mentors

Aims and objectives:	To improve class dynamics and encourage empathy towards others
Key learning outcomes:	For each student and parent to identify that they have a role as a responsible citizen of the world
Resources needed:	Paper, pens, last week's (work if kept), newspaper/magazine clippings representing actions in one country affecting another country (mentors and school to provide)
Points to note:	
<ul style="list-style-type: none"> - Teacher should give a brief overview of what will happen during the lesson - Ensure that chosen clippings are appropriate for discussion in the classroom; mentors should think creatively about the examples chosen. For example, you could talk about the impact that the Nepali earthquake has had on the country or the World Cup will have on the host country. 	

Schedule	Resources	Teacher facilitation notes	Mentor notes
25mins	<i>Paper, pens, last week's work if they've been kept.</i>	<p>Introduce the topic: Global communities and cross cultural understanding</p> <p>Recap last week's lesson (for children on Citizenship in the classroom, for parents on Citizenship) and outline some of the aims for this lesson: i.e. to your role as a citizen of the world.</p> <p>Remind students that last week they set some targets for their behaviour over the next week. Explore with the group who has met their targets.</p> <p>After initial discussion: in small groups ask mentors to lead discussions around how the students felt to have/have not met their targets. Did it change their approach to class? Did they notice a change in other people's approach to them? Encourage students to set new goals for the following week.</p>	<p>Mentors should: encourage students to be positive whether or not they met their targets. Remind them of the lesson where we looked at the importance of always trying your best and encourage them to set new targets. Emphasise the importance of always setting ourselves new targets and challenging ourselves.</p>

Schedule	Resources	Teacher facilitation notes	Mentor notes
25mins	<i>Paper, pens, newspaper/ magazine clippings (mentors to bring clippings to supplement any the school can provide)</i>	<p>Activity 1: The global community</p> <p>Following group discussions, address the whole group and introduce the idea that because the world is smaller than we first imagine, actions in one country can affect other countries (explain why we say that the world is a small place, i.e. communications and travel). Some of these effects may be positive (like wages in one country being good so that its inhabitants can travel, aiding the economy of other countries), while some effects can be negative (climate change, for example).</p> <p>In their small groups, students and mentors should consider the clippings (pictures and articles) and how they might affect the countries involved, as well as any other countries.</p> <p>At the end of the exercise, ask the groups about what they discussed. Summarise the lesson and re-emphasise the key learning outcomes.</p>	<p>Mentors should: ensure that the clippings are appropriate for class discussion (pictures and stories related to environmental issues, food, industry, film, sport, music, might all provide interesting talking points).</p> <p>Encourage the students to think about what we can do, as part of a global community, to minimize harmful effects on other countries – why is this important to do?</p> <p>Have the students write their thoughts down in a way that allows them to present their ideas at the end – a spider diagram might be good.</p>
10mins		<p>Wrap up</p> <p>Reconvene the class and re-cap what they have done, with class contributions. Give students and parent’s time to record their thoughts in their books.</p>	



Mosaic Lesson Nine

What we've learned (Joint lesson)

A lesson for children, parents and mentors

Aims and objectives: *To review the previous weeks and think about the work undertaken*

Key learning outcomes: *For each student and parent to identify that they have a role as a responsible citizen of the world*

Resources needed: *Paper, pens, handbooks*

Points to note:

- *This lesson is about looking back and remembering all the work undertaken with mentors*
- *Ask parents and children to look through their handbooks to remind them of what they've covered*
- *Mentors should try and draw out any learning's the parents and children have around careers and the workplace*
- *Let the group know that they may present the work they do today at their graduation ceremony (if your school is having a separate university visit and graduation ceremony)*

Schedule	Resources	Teacher facilitation notes	Mentor notes
10mins		<p>Introduce the topic: What we've learned</p> <p>Outline some of the aims for this lesson and explain that students may be able to present their work at their graduation ceremony.</p>	
35mins	<i>Paper, pens, handbooks</i>	<p>Activity 1: Our Mosaic lessons</p> <p>Ask children to produce something that reviews and summarises their Mosaic lessons. They may produce whatever they like: stories, poems, drawings, diagrams... They should use their handbooks to help them remember.</p> <p>Those parents wanting to receive accreditation for the course should use this time to complete their questionnaires. Those parents not wishing to gain accreditation should support and contribute to the children's task.</p> <p>Parents and children to complete the End of Programme Evaluation forms as provided by their Mosaic contact. Teacher to collect all completed forms and hand to the Mosaic contact at the university visit/graduation ceremony.</p>	<p>Mentors should: encourage and support your group. Get involved with making suggestions and helping to complete the task. Encourage the asking of questions if parents/ children need reminders of things covered.</p> <p>Have the children look through their books at what they wrote in the very first lesson about what they wanted to do when they were older. Has anything changed? Do they feel confident that they can do this? Do they have a better understanding about some of the steps they need to take to get to where they want to be?</p>
15mins		<p>Wrap-up</p> <p>Ask the groups to present their work to the rest of the class. Children, parents and mentors should all participate.</p>	



Icebreakers

Icebreakers are an excellent way to start a session with a group. They are activities which are intended to be dynamic and fun, and enable everyone to get to know each other. The ice breakers detailed below and on page 6 Mosaic Lesson One are taken from the book *100 Ideas for Dads who love their kids...* by Willem Van Eekelen and reproduced with kind permission of Bloomsbury Publishing Plc. www.bloomsbury.com

Animal game

Make the sound of an animal, in turn, and the other has to guess what it is; or describe the animal if you get stuck.

Lip reading

Sit at some distance from one another. In turn, say things without sound and guess what the other is saying. It could be an instruction like 'touch your nose'. You can use non-verbal signs or facial/body expressions to act out situations.

Yes/no game

With a real thing/person or say an invented word to which you have given a new meaning and see if they can ask questions to get to the right response.

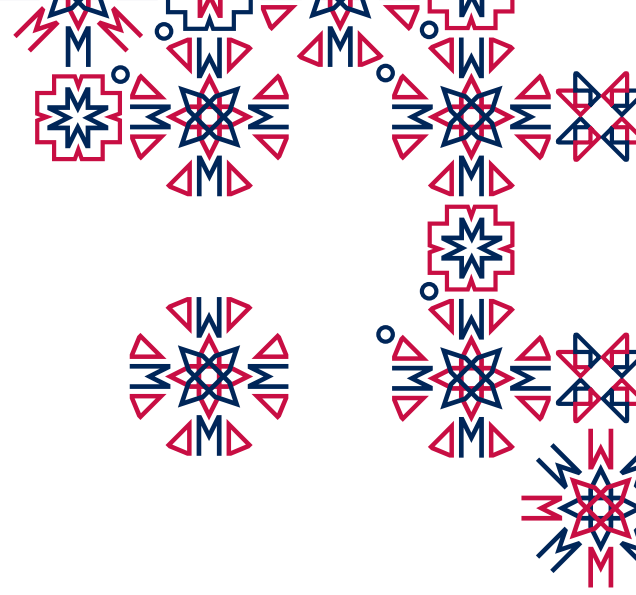
Drawing game

Blindfold one of the pair while the other one directs them to draw an object of their choosing. Reveal the picture and see if they can guess what it is.



Mosaic University visit and Graduation!





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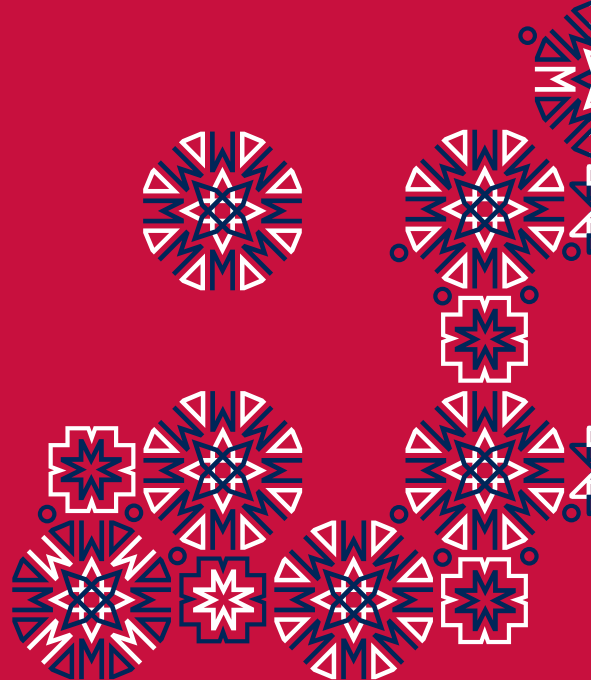
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Contact: Karen Tidsall, Director, karen@interchangepeopledevelopment.com

The Prince's Trust
Prince's Trust House
9 Eldon Street
London EC2M 7LS

Tel: 0800 842 842
E: mosaic@princes-trust.org.uk
www.mosaicnetwork.co.uk

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