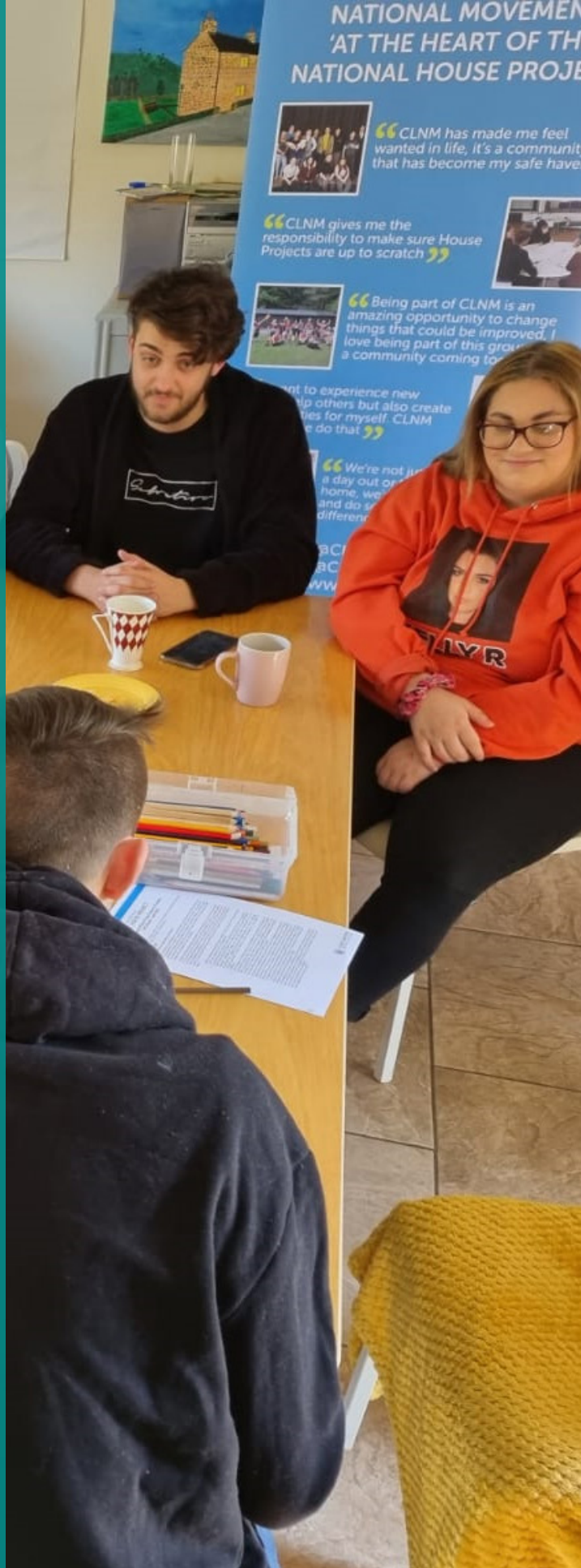


Your mentoring handbook: Growing the House Project community



CARE LEAVERS
NATIONAL MOVEMENT



NHP
Living connected
and fulfilling lives

**Partnership
for Young
London**



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Part 1:

A peer mentor programme designed by young people

Introduction

If you are reading this handbook you are going to be taking on the role as a peer mentor in your Local House Project - congratulations.

The young people who represent you and your Local House Project as part of Care Leavers National Movement (CLNM) have been working on a peer mentoring programme for you, as more peer support was requested by young people in the 2021 peer evaluation recommendations. CLNM and National House Project (NHP) have been working with our friends at Partnership for Young London to make sure this handbook gives you the support you and your facilitator need to be a good peer mentor to young people when they first join the House Project community. You will learn lots of new things, develop professional friendships and receive a qualification through your House Project Programme.

Your experiences of completing the House Project programme are really valuable and you can now use them to support others, your House Project facilitator is there to support you along your 6 week peer mentoring journey as well as this handbook.

Enjoy,

The Care Leavers National Movement

Defining peer mentoring

Before we get into how CLNM designed a peer mentoring programme, here are some key definitions:

Mentoring

Mentoring is "the act or process of helping and giving advice to a younger or less experienced person". Mentoring involves listening with empathy, sharing experience, encouraging, and professional friendship.

Mentor

A mentor is "a person who gives a younger or less experienced person help and advice over a period of time".

Mentee

A mentee is very simply "a person who is guided by a mentor." In this case it will be someone at the start of their House Project journey.

Peer

A peer is "a person who is the same age or has the same social position or the same abilities as other people in a group." In this case, your peers will be other young people in the House Project.

Peer mentoring

Peer mentoring is where two people of similar ages or experience levels work together to help each other grow. It takes place between a person who has lived through a specific experience (the first year of House Project) and a person who is new to that experience (the peer mentee).



Designed by young people

In 2021 the Care Leavers National Movement (CLNM) produced a peer evaluation of the House Project. The peer evaluators were trained members of CLNM who came from different local House Projects from across England and Scotland. During their research, they spoke to 13 Local House Projects across England and Scotland, conducted interviews, focus groups, and a survey with over 100 young people. From this work, CLNM produced a list of recommendations including:

“More peer support between House Projects and cohorts: To build on the sense of community, graduates from previous cohorts should be empowered and supported to support younger members, through informal conversations or mentoring. Many young people support each other with the responsibilities they have, but the NHP should build on this and create a system where young people are empowered to support each other across House Projects.”

Peer mentor support for introducing the House Project

The peer researchers found that the success of the House Project was where a community and friendship was created between House Project members early on. Joining House Project can be overwhelming, with new people to meet, friends to make, and new responsibilities. Projects where cohorts had built a sense of community were more likely to see better participation and turnout to group sessions or meetings.

During Covid-19 and lockdown, the shift to online participation could be alienating for new cohorts who couldn't meet in person. While young people said that they felt that House Project staff were doing a good job of supporting them during this time, online participation served as a reminder of the importance of in-person contact and support.

One way to improve the peer support between cohorts was to develop a mentoring programme in Local House Projects. Young people joining the House Project would have a mentor who had already been part of the House Project to guide them, be a role model, and support them in joining the House Project. This mentoring programme would again be designed by young people in the House Project to make sure it met their needs.

Initial design of peer mentoring

The peer mentoring programme needed to be developed by young people in the House Project, first by CLNM and those involved in the peer evaluation, and second by those who wanted to be mentors in Local House Projects.

Co-producing this mentoring programme meant making sure the design of this mentoring programme was youth led, which meant actively involving young people at every step of the way to make sure that it meets their needs. It was important that this mentoring programme was:

Tailored to the needs of young people in House Project: Young people in House Projects have unique needs and perspectives, which may not be fully understood by others.

Ownership and empowerment: When young people are involved in the design process, they take ownership of the programme and services, leading to a greater sense of empowerment and participation.

Relevant and effective: Young people are more likely to engage with a mentoring programme and services that they feel are relevant to their lives and needs.



Where did House Project peer mentoring come from?

The first peer mentoring design was created by CLNM over a residential weekend in the Peak District in April 2022. There were two key aims for the mentoring programme: one, to formalise the peer-to-peer support that is often happening at House Projects naturally, and two, to support new young people joining the House Project. Partnership for Young London worked with CLNM to look at:

Introduction to mentoring

Exploring the term mentor, and what young people in House Project see as an ideal mentor. There were group activities to establish mentorship principals, responsibilities, and goals.

CLNM overview of the mentoring programme

Representatives from CLNM were provided an outline of different mentoring programmes, and all the different modules and potential options that need to be decided on.

Communicating your House Project journey

CLNM reflected on their first six months of joining the House Project and some of the challenges they faced. Not only was it felt that it was important that mentors be able to communicate their journey, but it also helped them think about what they felt mentors should focus on supporting new members with.

Designing a mentoring programme for your House Project

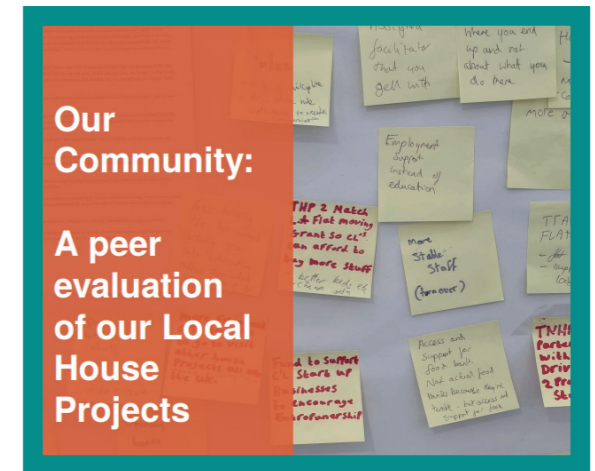
Mentors and facilitators used the available resources and support to begin to tailor the six-week mentoring programme for their local House Project. By the end of this section, a draft of the mentoring programme should be completed, and mentors should feel a sense of ownership over the decisions they have chosen.

Ethics and safeguarding in mentoring

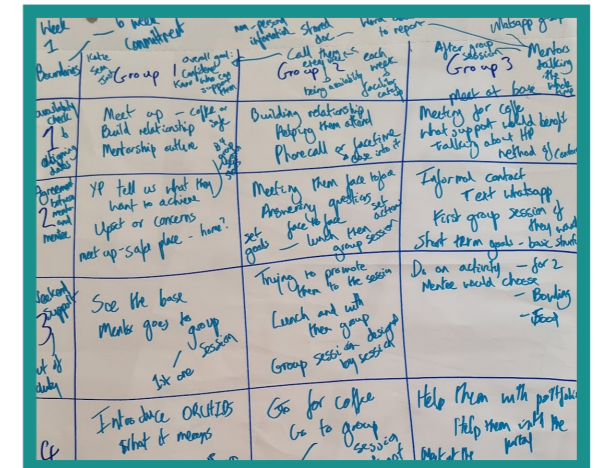
CLNM were trained in ethics in the context of mentorship, and thought about what the boundaries of this mentoring programme was. This was valuable in also setting out what they felt the expectations should be for mentors and mentees.

Designing mentoring in three stages

1. Peer evaluators identify the need for more peer support between cohorts, especially when new members join.



2. CLNM meet to learn about peer mentoring, and to think about what they want to see in a peer mentoring programme. In three three separate groups they designed their own six week programme.



3. Young people and facilitators from Local House Projects are provided the CLNM design, and have the chance to adapt it, and make their own decisions based on what is right for their House Project.

| | Where are you meeting? | What do you need to prepare, or think about? | What will you spend? |
|--|------------------------|--|----------------------|
| Introduction and coffee: The mentor and mentee are introduced by each other at the base by a staff member. The mentor calls the mentee through when it is going to happen in the next three weeks. | BASE | Go over contract - facilitator - mentor + mentee - questions to ask them - plant plan - cook + eat | £0 |
| Meeting contract: The mentor and mentee will agree to sign a meeting contract, which sets out some clear boundaries and expectations during the six weeks and beyond. | BNC | prepare prompts prepare questions background -> what the HIP is etc prep for week 3 | £20 |
| Meet and eat: The mentor and mentee arrange to meet somewhere, either by cooking together in the base or going to a restaurant near the base. | BASE | choose an area to discuss + focus on | £0 |
| Meet and eat: The mentor and mentee arrange to meet somewhere, either by cooking together in the base or going to a restaurant near the base. | BASE | buy food before cooking @ base conversational scenarios - prep | £20 |

Part 2:

Introduction to peer mentoring

What is a peer mentor?

Peer mentoring is a form of mentorship in which individuals who are similar in age, status, or experience provide support, guidance, and advice to one another.

Peer mentoring can take many different forms, from informal one-on-one professional relationships to structured group programs. It often involves the sharing of knowledge, skills, and experiences between peers in order to help each other learn and grow.

Being in House Project is an exciting opportunity, but brings new responsibilities and challenges that some might find difficult to navigate at first. As a mentor with experience of House Project, it is your responsibility to provide a positive example for your mentee, and help introduce them to the House Project community.

| A peer mentor is... | A peer mentor is not... |
|---------------------|-------------------------|
| Supportive | Judgemental |
| Empathetic | Critical |
| Understanding | Disrespectful |
| Knowledgeable | Distant |
| Trustworthy | Unreliable |
| Compassionate | Condescending |
| Patient | Pessimistic |
| Encouraging | Neglectful |
| Respectful | Inflexible |
| Honest | Unsupportive |
| Positive | Unreceptive |
| Non-judgemental | Prejudiced |
| Attentive | Inconsiderate |
| Responsive | Dismissive |
| Open-minded | Closed-minded |

The benefits of peer mentoring

Being a peer mentor or a mentee can be an incredibly rewarding experience with many benefits. As a peer mentor, you have the opportunity to help others and share your knowledge and expertise. This can improve your communication and leadership skills, as you play an important role in building a sense of community within the House Project.

In general, people take their peers' perspectives very seriously. This means that a positive peer mentoring relationship can have a huge impact on a mentee's sense of self-worth. However, as a mentor you can expect positive benefits such as:



- **Communication and leadership skills:** Becoming a peer mentor lets you build your interpersonal and communication skills, and helps you learn how to best set boundaries and expectations for any future relationships you develop. You will also be taking a leadership role in supporting your mentee, and the responsibility that comes with that.
- **Contributing to the House Project community:** Peer mentoring allows you to help build the House Project community, and give back by reflecting on and sharing the knowledge you wish you would have known when you joined.
- **Understanding yourself:** While peer mentoring, you're able to gain a better understanding of yourself as not only a mentor, but a person as well. Becoming more self-aware of your strengths and areas of improvement are great skills whatever you do later in life.
- **An AQA or SQA qualification:** Peer mentors in House Projects will receive an AQA or SQA certificate for peer mentoring through your House Project programme.

Responsibilities of a mentor

Being a mentor comes with new responsibilities, as does a mentee. CLNM and House Project considered what shared responsibilities they felt a mentor and mentee should have:

Be reliable when contacted, responding within 24 hours, and sharing my contact details.

Be committed to the mentorship for six weeks, making sure I travel to meetings on time.

Be respectful at all times and honest, keeping my promises and commitments.

Be a good listener, and be open to any advice or guidance that they have for me.

Be careful to keep what they say to me confidential, unless I am worried about them or me.

Be serious about my role in this mentorship, and ask for support when I need it.

Suggestions written by CLNM at Backdane

The role of the peer mentor

Overall, the role of a peer mentor is to provide guidance, support, and encouragement to their mentee, helping them to achieve their goals and develop their skills and abilities. As a mentor, you will need to be adaptable and support your mentee in a variety of ways depending on their needs. The different roles of a peer mentor can include:

- **Guide:** The peer mentor can act as a guide or role model, helping their mentee to navigate new experiences, challenges, and opportunities. Joining the House Project for the first time can be daunting, it is your job as a mentor to guide them through this.
- **Supporter:** The peer mentor can provide emotional and practical support to their mentee, offering encouragement and reassurance when needed. It is important to remain positive and supportive through any challenges your mentee faces.
- **Teacher:** The peer mentor can share their knowledge and expertise, helping their mentee to learn new skills and gain confidence in their abilities. As a mentor you have a year of experience in House Project, use this to teach your mentee and support them with their work.
- **Listener:** The peer mentor can provide a safe and non-judgmental space for their mentee to express their thoughts and feelings and can offer advice and guidance based on what they hear.
- **Role model:** As a mentor, your job is to be a positive role model for your mentee. You can show them through your own behaviour and attitude, what being a positive member of House Project looks like.
- **Safeguarding:** As a mentor, one of your most important responsibilities is keeping you and your mentee safe. While confidentiality is important, you must report to a facilitator anything that causes you to worry about the safety of your mentee or you.

The role of the facilitator

Young people in CLNM were clear that facilitators should be involved in the peer mentoring programme but only at key points. There is a £100 budget for each mentor to support the mentoring programme that facilitators will hold but decisions on how it is spent are made by the mentor with guidance from the facilitator. The facilitators should:

Introducing mentors to mentees at the start of the programme

Facilitators should be there to support the start of the mentoring programme, being there to introduce the mentor to the mentee. It is important for the facilitators and mentors to set the tone of the six week programme. They should also be present to support with the mentoring agreement that you will see later in the handbook, collecting the signed agreement, and answering any questions they might have.

Monitoring and evaluation

Facilitators are expected to meet with the mentors at the mid-point week 3 of the programme, to check in and report back any issues with the mentor and mentee relationship. They will also sit down with both mentors and mentees at the end to reflect on how they both found the experience. Additionally, it should be expected that mentors might want to speak to facilitators during the programme, and for facilitators to be available to answer questions they have or to support them.

Supporting the co-design and delivery of the final activity

Facilitators are expected to actively take part and support all mentors and mentees in a joint session in week 5, to support them to design a group activity with the remaining budget. Facilitators should facilitate to ensure that the activity, and remaining budget, is spent doing something that will improve the sense of community among new House Project members. Facilitators will also be expected to support mentors and mentees to deliver their activity from week 5 planning in week 6.

Safeguarding and keeping safe

Mentors and mentees must report safeguarding disclosures to facilitators, who are then expected to report it to the designated safeguarding lead. It is the responsibility of the facilitator to listen to any concerns the mentee or mentor has, and clarify any safeguarding query that either may have.

Challenges and how to tackle them

There are a range of challenges you may face as a peer mentor in House Project. As a mentor you are not expected to have all the answers, but you are expected to try your best and seek support for your mentee.

| Challenges | How to tackle them |
|--|---|
| Communication barriers: Mentors and mentees may have difficulty understanding each other if they come from different backgrounds. | Communication barriers: The mentor can take the time to learn about their mentee's background and language, and be patient and understanding. |
| Time constraints: Both the mentor and mentee may have busy schedules that make it difficult to meet regularly, especially with other House Project work and group sessions. | Time constraints: The mentor and mentee can schedule regular meetings when you first meet. Plan out what times work for both of you at the start and keep to them. |
| Mismatched personalities: Mentors and mentees may not get along well or have different communication styles, which can create tension or conflict. | Mismatched personalities: The mentor can try to find common ground. You don't need to be best friends, as long as you're being supportive. |
| Limited resources: Mentors may not have access to the resources or support they need to effectively mentor their mentee. | Limited resources: The mentor can seek out additional resources or support from other mentors, peers, and ask their facilitator for help. |
| Lack of trust: Mentees may not seek guidance or support from their mentor if they don't trust them. | Lack of trust: The mentor can build trust by being honest, reliable, and supportive, and maintaining confidentiality when necessary. |
| Lack of support: Mentors may feel isolated or unsupported if they don't have access to a supportive network or resources. | Lack of support: The mentor can seek out additional support from other mentors or your facilitator. |

Building a trusted relationship

Building a trusted relationship with mentees who have different backgrounds, experiences, and perspectives can be challenging but also essential for a successful mentoring relationship. Here are some ways that peer mentors can build a positive relationship across differences with their mentees:

- **Listen actively:** Peer mentors should actively listen to their mentees to understand their perspectives, needs, and concerns. Mentees are more likely to trust and connect with mentors who actually listen to them, and respond to what they're saying.
- **Show empathy:** Peer mentors should show empathy and understanding towards their mentees, even if they don't share the same experiences or beliefs. By putting themselves in their mentees' shoes, thinking back to their first six months in House Project, mentors can build rapport and trust with their mentees.
- **Be curious and ask questions:** Peer mentors should be curious and ask open-ended questions, as your mentees will appreciate you showing an interest in their lives, who they are, and what they care about.
- **Recognise and value differences:** Peer mentors should recognize and value the differences between themselves and their mentees, rather than trying to ignore or minimize them. By acknowledging and respecting differences, mentors can create a safe and inclusive environment where all mentees feel valued and respected.
- **Find common ground:** Peer mentors should try to find common ground with their mentees, such as shared interests or goals, to create a sense of connection and shared purpose. By focusing on what they have in common rather than any differences you may have, mentors can build trust with their mentees.
- **Share personal experiences:** We don't expect you as a mentor to share anything you don't feel comfortable sharing but sharing your own experiences, especially of House Project, including challenges and how you overcame them can build trust.

Tools for communication

Active listening

Active listening is a communication technique that involves fully engaging with the speaker by listening attentively, asking questions, and reflecting back what you've heard. As a peer mentor, active listening is an essential skill that can help you support and guide your mentees effectively. Here are some ways that peer mentors can use active listening to support their mentees:

- **Pay attention:** When your mentee is speaking, give them your full attention. Avoid multitasking or interrupting them and make eye contact to show that you are fully engaged in the conversation.
- **Clarify and summarize:** After your mentee has spoken, clarify any points that you didn't understand or that you need more information about. Summarize what your mentee has said to ensure that you've understood their perspective correctly.
- **Ask open-ended questions:** Ask your mentee open-ended questions to encourage them to share more information and to help you understand their needs and concerns. For example, you can ask questions like "Can you tell me more about that?" or "How did that make you feel?"
- **Provide nonverbal feedback:** Provide nonverbal feedback to show that you are engaged in the conversation. Nodding, smiling, and making affirmative sounds can help your mentee feel heard and understood.
- **Empathize:** As you listen to your mentee, try to put yourself in their shoes and empathize with their perspective. This can help you better understand their needs and concerns, and show your mentee that you care about their well-being.

By using active listening, you can create a supportive and empathetic environment that allows your mentee to share their thoughts and feelings openly. Active listening can help you build trust and rapport with your mentee, and ultimately support them in achieving their goals.

Active listening



Open and Close-Ended Questions

It can sometimes be difficult getting to know someone for the first time. Making sure that you ask open questions is one easy way to get the conversation started.

1. **Open question:** An open question is a question that can't be answered simply, and tends to make the person responding provide a longer answer. For example, "What parts of House Project are you most worried about?"
2. **Closed questions:** A closed question is a question that can be answered very simply, often with just one word, such as a 'yes' or 'no'. For example, "Do you have the facilitator's number?"

Closed questions have their place, but if you really want to get to know someone try asking them open ended questions to really learn their opinions.

"I" Statements

You can only be sure of your own experiences and feelings – never those of others. Using an "I" statement to clarify where your opinions come from ensures that you don't offend anyone by speaking for them.

Example: Instead of saying "You are shy" try saying something like "I noticed that you seemed a little shy when meeting new people, could you tell me about that?"

Using "I" statements can be particularly useful during a conflict. Instead of sounding accusatory, which could make things worse, it will help you understand your mentee's perspectives.

Example: Instead of saying "You missed group session!" try saying "I was looking forward to hearing about how you found your first group session. Why weren't you able to make it?"

As you can see, "I" statements enable you to learn about your mentee. The first "you" statement in each example only shows the mentor's assumptions about the mentee.

Giving Feedback

Feedback is an observation or opinion communicated from one person to another. Feedback can be positive or negative, and when done appropriately both types can be constructive and useful. When providing feedback to your mentee, try to follow these guidelines:

- **Be honest and respectful.** Keep in mind that it can be difficult to hear negative feedback.
- **Make observations, not evaluations.** Provide examples of what you have observed when you give feedback - don't evaluate or provide personal judgment. Observations will help your mentee replicate good behaviours and recognize behaviours that aren't constructive.
- **Provide empathy.** Try your best to put yourself in their shoes to understand their perspectives.
- **Be timely.** Give feedback privately when you won't be disturbed or distracted and your mentee won't be embarrassed.



Boundaries in a professional friendship

Boundaries are guidelines or limits that set out a peer mentor and mentee relationship. Boundaries are established to maintain a respectful relationship between the mentor and mentee. Make sure you try your best to:

- **Establish clear expectations:** The mentor should establish clear expectations and guidelines for the mentoring relationship, outlining the roles and responsibilities of both the mentor and mentee. Tell them what to expect over the next six weeks from you, in terms of communication, meetings, and support.
- **Respect confidentiality:** The mentor should respect the privacy of the mentee, maintaining confidentiality and not disclosing any personal information shared by the mentee unless you feel you need to disclose it to keep them or someone else safe.
- **Set limits:** The mentor should set limits on the amount of time and energy they are willing to invest in the mentoring relationship, avoiding any behaviour that could lead to burnout or exhaustion. It is better to be honest about where your limits are, than make promises you cannot keep. For example, telling them that you will not respond to texts after 8pm.
- **Avoid crossing professional boundaries:** The mentor should avoid any behaviour that could be perceived as crossing boundaries, such as accepting gifts from the mentee or engaging in any type of romantic or sexual relationship.
- **Seek support:** The mentor should seek support from their facilitators or other mentors if they encounter any challenges in maintaining boundaries in the mentoring relationship.

Expectations of a mentor

CLNM discussed what mentees should and shouldn't expect from a mentor:

Do expect....

A listener

Somebody to help listen and be a sounding board for ideas, feelings, and concerns.

A coach

Somebody to help them set goals and develop strategies to achieve them.

A motivator

Somebody to encourage and motivate by providing support and being positive.

Advocate

Somebody who can speak out for them, and help them express their needs and concerns to others.

Do NOT expect....

A facilitator

Somebody who can handle safeguarding issues or other duties that House Project staff should be responsible for.

A mental health professional

Somebody who can provide counselling, therapy, or support their mental health.

A teacher

Somebody to help with academic or school work, and non-House Project work.

A complete confidant

Somebody whom they can share all personal information without boundaries or consequences.



Confidentiality

Confidentiality means keeping things private that you and your mentee talk about, unless you have to tell someone for safety reasons or by law.

The most important thing in your relationship with your mentee is trust. If you break their trust by telling someone else what they said, it can really damage your relationship. You can't keep everything secret though. If you're worried about their safety or your safety, you might have to tell someone else. That's why it's important to set boundaries with your mentee and let them know where you can keep things confidential, and where you might have to share information to keep everyone safe.

Confidentiality is important for a peer mentor and mentee relationship for several reasons:

- **Builds trust:** By maintaining confidentiality, the mentor shows that they can be trusted with personal and sensitive information, which helps to build a professional friendship between a mentor and mentee.
- **Encourages openness:** The mentee is more likely to be open and honest with the mentor when they know that their personal information is being kept confidential.
- **Promotes a safe space:** Confidentiality promotes a safe space where the mentee can share their thoughts, feelings, and experiences without fear of judgment.
- **Respects privacy:** Confidentiality shows respect for the mentee's privacy, which is an important value in many cultures and societies.
- **Protects from harm:** Confidentiality can protect the mentee from harm or discrimination by keeping their personal information private and preventing it from being used against them.
- **Meets ethical and legal standards:** Confidentiality is required by ethical and legal standards, which helps to ensure that the mentor is practicing in a professional and responsible manner.



Safeguarding

As a peer mentor, your biggest job is to make sure your mentee feels supported. Safeguarding means making sure you and your mentee are protected from harm, abuse, or neglect. It's really important that everyone feels safe and supported. If someone is feeling upset or unsafe, it's important to listen to them and try to help them. But if you're worried about their safety, you should also tell your facilitator. Everyone has a role to play in safeguarding and we need to work together to create a positive and safe environment.

Recognising and reporting safeguarding issues

When you become a peer mentor, you have to keep some things between you, your mentee and facilitator. Sometimes you may need to share this information to keep people safe. You should talk to your facilitator to make sure your mentee is doing okay.

As a peer mentor, you have a responsibility to keep your mentee safe. If you notice anything that could harm or hurt your mentee, you need to tell your facilitator or another professional from your House Project. Here are some things you can do to help keep your mentee safe:

- **Know the signs of safeguarding concerns:** Peer mentors should be familiar with the common signs of abuse or neglect, such as unexplained injuries, or sudden changes in behaviour.
- **Establish open communication:** Peer mentors should create a safe and trusting environment that encourages mentees to share any concerns they may have. This can help mentors spot any issues that may require further attention.
- **Follow safeguarding policies:** Peer mentors should be aware of the safeguarding policies of their local House Projects. Mentors should follow these policies and report any concerns. Your facilitator can show you where this is and can support you to understand it.
- **Report concerns promptly:** If peer mentors suspect that a mentee is at risk of harm or abuse, they should report their concerns straight away to a facilitator.

What are the warning signs to recognise?

It can sometimes be difficult to know when someone is at risk, and when their issues are severe enough to report. Generally, it is always best to play it safe and report to a facilitator if you are worried about anything.

General warning signs

- A lot of time alone
- Severe mood swings
- Sleeping a lot
- Does risky things

Substance abuse

- Secretiveness
- Lying
- Irrational
- Clumsy or spaced out

Abuse or bullying

- Unexplained injuries
- Jumpy or nervous
- Physical defensiveness
- Self-destructive

Mental health issues

- Becoming withdrawn
- Talking about dying
- Prolonged sadness



If you are worried about any of these things, get support, and talk to your facilitator.

Part 3:

Resources for your six week mentoring



Resources to support you

The following resources are to support you and your mentee through this six-week peer mentoring programme. There will be a range of activities and ideas that you can look over, and use when you meet your mentee each week.

Each week there will be a checklist too – please try and go through each of the activities on the checklist with your mentee.

While we hope these resources help you, ultimately the impact of this mentorship will be up to you and the relationship that you build with your mentee.



The mentoring programme

This is the mentoring programme as designed by CLNM and young people in House Project. It has a clear focus on meeting, eating, and mentors sharing their experience of House Project.

Week 1 – Introductions

You will be introduced to your mentee by your facilitator at the base. You will then have to introduce yourself to your mentee, outlining the mentoring programme to them. Get to know them, play some ice breaker games over a tea or coffee and answer any questions they have. The last thing is to outline expectations and for you both to sign a mentoring agreement, supported by your facilitator.

Week 2 – Meet and eat

Week two is an opportunity to go for lunch, coffee, or meet in the base. There are a range of activities to choose from, but we will focus on mentors sharing their House Project journey and looking at the mentee's goals for the future.

Week 3 and 4 – Supporting their House Project Journey

What you do with your mentee in weeks three and four is flexible, and up to you, your mentee and your facilitator.

Week 5 – Designing a group activity together

Week five will be about all the mentors and mentees meeting up, with the facilitators, to help co-design a group session that the mentors and mentees will run. This can feed into the House Project Programme specifically, or more broadly be designed around a Q&A answer session or focused on building relationships within the cohort.

Week 6 – A group activity, and reflection

Week 6 is about the mentors, mentees, and facilitators supporting to deliver a group session for the whole cohort. As this is the last week, facilitators will also meet with mentors and mentees to hear about their experience of the six weeks.



Week 1 - Introductions

Your first week as a mentor is simple: get to know your mentee, and answer any questions that they have.

- You will be introduced to your mentee by your facilitator at the base. You will then have to introduce yourself to your mentees, outlining the mentoring programme to them.
- Get to know them, play some ice breaker games over a tea or coffee, and answer any questions they have.
- The last thing is to outline expectations and for you both to sign a mentoring agreement, supported by your facilitator.

Week 1 checklist

| | |
|--|--|
| Meet your mentee and facilitator | |
| Introduce yourself and find out about your mentee | |
| Explain to your mentee what is going to happen in the next six weeks | |
| Discuss with your mentee and facilitator expectations and boundaries | |
| You and your mentee should sign the mentorship agreement and hand it to the facilitator | |

Our six week mentoring plan

Please use this sheet to plan with your mentee when you are meeting, and your budget. You will have a budget of £100 to spend with your mentee, but try to leave some budget left for the group activity in week 6.

There is a larger version of this on page 63 for you to use with your mentee.

| | When are we meeting? | What is the budget? |
|--|-----------------------------|----------------------------|
| Week 1 – Introductions <ul style="list-style-type: none"> • Introduction between the mentor and mentee • A chance for the mentor and mentee to get to know each other, and ask and answer any questions. • Outline expectations, boundaries, and sign a mentoring agreement for the six weeks. | Today | £0 |
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Three Ice-breaker games

Below are three example ice breakers that you might want to try playing when you first meet.

Two Truths and a Lie

This classic ice breaker game is a fun way for mentees to get to know their mentors and vice versa. Each person takes turns sharing three statements about themselves - two of which are true and one that is a lie. The other person must guess which statement is the lie.

Never Have I Ever

This is another classic game that can be a fun way to learn more about each other. The game is simple - one person says "Never have I ever..." and fills in the blank with something they've never done before. If anyone in the group has done that thing, they have to stand up or do a designated action.

Would You Rather

This game involves asking each other questions that start with "Would you rather..." and presenting two options for the other person to choose from. For example, "Would you rather live in a big city or a small town?" This can be a great way to start a conversation and learn more about each other's preferences.

Why are we here? – Activity

This short activity is to help introduce yourselves to each other and understand why you are here.

First, the mentor:

Please describe to the mentee three of the main reasons you wanted to be a mentor.

Second, the mentee:

Please describe to the mentor what the three main reasons are for you joining the House Project.

Now three questions for both of you to discuss and answer together:

- What do you both think of the reasons you both gave?
- Are there any similarities in why you are here?
- Do you have questions about the reasons they gave?

Playing favourites

This is a quick-fire question game to get to know each other. Please read out each question and answer as quickly as you can!

- What is your favourite musician?
- What is your go to comfort food?
- Do you want a pet, and what would you get?
- What place am I most likely to find you in?
- What was the last TV show you binge-watched?
- Which is your favourite: breakfast, lunch, or tea?
- How do you enjoy spending your alone time?
- What would you would do with £5 million?
- What is your proudest accomplishment?
- What really makes you angry?
- What would you sing at Karaoke night?
- Are you a clean or messy person?
- What three things do you think of the most each day?
- What is one thing you will never do again?
- What is your go-to hot drink?
- What is your biggest fear?
- What do you hope for the most in the future?

Setting up a mentor-mentee agreement

A mentor-mentee agreement is a document that outlines the expectations, goals, and responsibilities of both the mentor and the mentee in a mentoring relationship. The purpose of this agreement is to establish a clear understanding between the two parties about the mentoring friendship.

The agreement is important for the mentoring relationship, ensuring that both the mentor and mentee are on the same page. While a mentoring agreement might vary depending on your House Project and the mentor and mentee, there are a few general points that an agreement would cover:

- 1. Goals and Objectives:** A clear statement of the goals and objectives of the mentoring relationship, including what the mentee hopes to achieve and how the mentor can help them get there.
- 2. Meeting Schedule:** A mutually agreed-upon meeting schedule, including the frequency, duration, and format of the mentoring sessions.
- 3. Communication Expectations:** Communication preferences and expectations, such as preferred methods of communication, response times, and availability.
- 4. Confidentiality and Privacy:** An agreement on confidentiality and privacy, including how information shared during mentoring sessions will be kept confidential and what limitations, if any, exist on the mentor's ability to share information.
- 5. Roles and Responsibilities:** A clear statement of the roles and responsibilities of both the mentor and mentee, including what each party expects of the other and how they will work together to achieve the mentee's goals.
- 6. Signatures:** A section for both the mentor and mentee to sign, indicating their agreement to the terms outlined in the agreement.

Example Mentoring Agreement

This mentoring contract is between _____ and _____ . The purpose of this contract is to establish the expectations and responsibilities of both parties and to ensure that the mentoring relationship is productive and positive.

Please read together the following contract and understand that by signing this agreement you are both making a commitment for six weeks to take part.

1. Purpose of Mentoring:

The purpose of this mentoring relationship is to provide support, guidance, and encouragement to the mentee as they join the House Project. The mentor will assist the mentee in navigating the House Project system and achieving their goals in it.

2. Duration of Mentoring:

The mentoring relationship will begin on _____ and will continue for a period of six weeks, unless either party terminates the relationship earlier.

3. Expectations of Mentor:

The mentor agrees to:

- Provide guidance and support to the mentee as they navigate House Project.
- Listen actively and respectfully to the mentee.
- Be available for regular meetings, either in-person or virtually.
- Provide feedback on the mentee's progress related to House Project.
- Keep all conversations and information shared with the mentee confidential, except to ensure the mentee's safety or the safety of others.

4. Expectations of Mentee:

The mentee agrees to:

- Be open to feedback and guidance from the mentor.
- Be proactive in scheduling meetings and staying in communication.
- Be respectful of the mentor's time and availability.
- Work towards achieving their goals related to the House Project.
- Keep all conversations and information shared with the mentor confidential, except to ensure the mentor's safety or the safety of others.

5. Communication:

The mentor and mentee will communicate regularly via email, phone, or in-person meetings. The mentor will respond to mentee's messages within _____ days. The mentee will be responsible for initiating communication and scheduling meetings. The mentor and mentee agree to keep in contact preferably via _____.

Example Mentoring Agreement

6. Confidentiality:

All information shared between the mentor and mentee related to the National House Project will be kept strictly confidential, except when to ensure the safety of the mentee or others.

7. Termination:

Either party may terminate this mentoring relationship at any time, with or without cause. The party wishing to terminate the relationship will provide written notice to the other party.

8. Acknowledgement:

By signing below, the mentor and mentee acknowledge that they have read and understood this mentoring contract for the National House Project, agree to its terms, and are committed to working together towards achieving the mentee's personal and professional goals related to this program.

This agreement outlines the goals and expectations agreed upon by the mentor and mentee listed below. Although the thoughtful completion of this form is a requirement, it is understood that items will change and adjust naturally to fit the needs of both parties as the mentoring relationship grows.

Name of Mentor: _____

Mentor's Signature: _____

Date: _____

Name of Mentor: _____

Mentor's Signature: _____

Date: _____

(Return completed and signed form to facilitator)

Mentor name: _____

Mentee name: _____

This agreement sets out the expectations and responsibilities of both parties to ensure that the mentoring relationship is productive and positive. Please read together the following contract and understand that by signing this agreement you are both making a commitment for six weeks to take part.

- 1. Purpose of Mentoring:** The mentor will assist the mentee in navigating the House Project system and achieving their goals in it.
- 2. Duration of Mentoring:** Start date: _____
The mentorship will continue for six weeks.
- 3. Contact:** Preferred contact method: _____
The mentor and mentee will communicate regularly via email, phone, or in-person meetings. The mentor will respond to messages within 24 hours.
- 3. The mentor and mentee agree to:**
 - Commit to supporting each other for six weeks, and be open to receiving support or advice from each other.
 - Listen to each other, and be respectful of what each other has to say.
 - Be available to meet regularly, and respect each other's time, informing the other if they can't make a meeting or will be late.
- 6. Confidentiality:** All information shared between the mentor and mentee is strictly confidential, except when to ensure the safety of the mentee or others.
- 7. Termination:** Either party may terminate this mentoring relationship at any time, with or without cause. Just let your facilitator know.
- 8. Acknowledgement:** By signing below, the mentor and mentee agree to its terms, and are committed to working together.

Mentor's Signature: _____

Mentor's Signature: _____

Date: _____

(Return completed and signed form to facilitator)

Reflections at the start

When you meet your mentee for the first time, please spend some time reflecting on how you both feel about the following question, and write your answers below:

"What are the benefits of a House Project mentoring programme?"



Week 2 - Meet and eat

Week two is an opportunity to go for lunch, coffee, or meet in the base. There are a range of activities to choose from, but we will focus on mentors sharing their House Project journey and looking at the mentee's goals for the future.

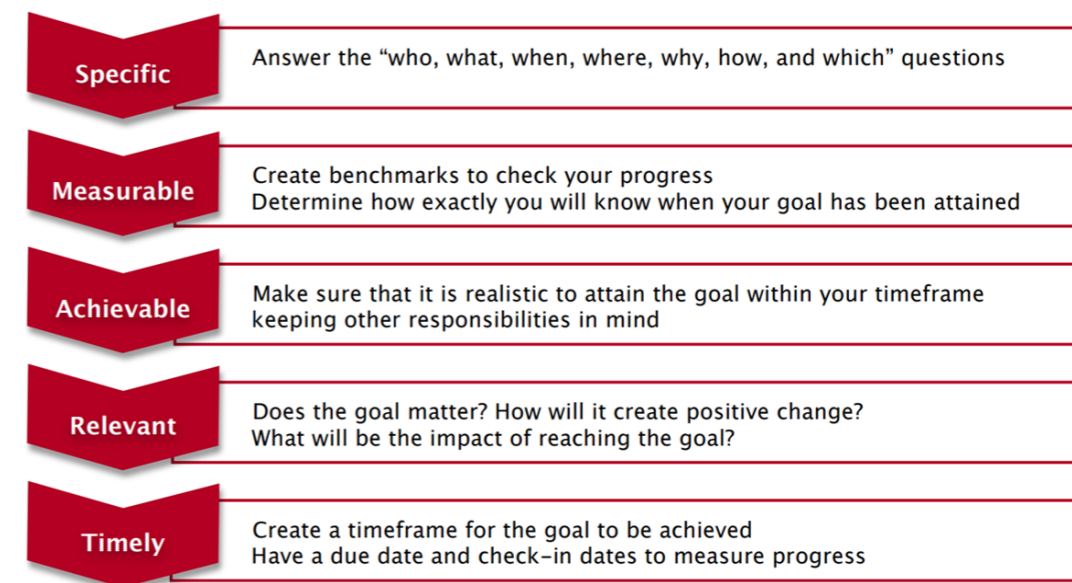
Week 2 checklist

| | |
|--|--|
| Meet your mentee in person | |
| Have something to eat together, or cook together | |
| Share your House Project journey and learn about how they came to join the House Project | |
| Work with your mentee to set some clear goals | |

Setting Goals

As a peer mentor, setting goals with your mentee is crucial for their personal and professional development. Goals provide a sense of direction, and they help to clarify what the mentee wants to achieve. If you want to help discuss goals within House Project for you and your mentee, here are the five steps to take together:

- 1. Assess the Mentee's Current Situation:** Start by having a conversation with your mentee about their current situation, their goals, and what they would like to achieve in the next six weeks.
- 2. Identify SMART Goals:** Together with your mentee, identify specific, measurable, achievable, relevant, and time-bound (SMART) goals for



the six-week program.

- 3. Prioritize Goals:** After identifying SMART goals, prioritise them based on their level of importance and urgency. This will help your mentee to focus on what matters most, especially if they have limited time.
- 4. Develop an Action Plan:** With the prioritized goals in mind, develop a clear action plan with your mentee. The action plan should outline the steps needed to achieve each goal, including any resources.

Goal setting

Goal setting is an important aspect of personal and professional development. As a mentor and mentee, you can help each other develop and achieve your goals for the next year through this activity.

This activity will get you both to think about all the different goals you might want to achieve and focus on just one of them. Goals can be personal, academic, or professional, and can be short-term or long-term. Using the provided sheet:

- 1. Write all the goals you might want to achieve:** Each of you should write down as many goals as you can think of for the next year. Don't worry about whether they are realistic or not, just write down anything that comes to mind.
- 2. Narrow down the list:** Once you have a list of goals, take turns sharing them with each other. Discuss why you want to achieve each goal and how it will help you. Then, narrow down to one clear goal that you want to achieve this year in House Project.
- 3. Develop an action plan:** Once you have decided on one clear goal, discuss together about what steps each of you needs to take to achieve that goal. Help each other out and suggest what the other should be doing to help them.

Remember, as a mentor and mentee, you are there to support each other. Use this activity as an opportunity to learn about each other's aspirations and help each other achieve them. Good luck with your goal setting and have fun!

| | | | | |
|--|-------------|--|-------------------|---|
| | Action plan | | Mentor's top goal | What are some of the goals you both can think of for the year as part of House Project? |
| | Action plan | | Mentee's top goal | |

Week 3 and 4 - Supporting their House Project journey

What you do with your mentee in weeks three and four is flexible, and up to you and the facilitators. We want you to meet your mentee in person at the base, potentially get something to eat, and help them with an aspect of House Project. The exact aspect of the programme they will support will depend on the order of the weeks. This could be helping the mentee understand the ORCHIDS framework, or with their portfolio.

Week 3 and 4 checklist

| | |
|--|--|
| Meet your mentee in person | |
| Have something to eat together, or cook together | |
| Support them with an aspect of their House Project work | |
| Meet with your facilitator to feedback your experience so far being a mentor | |

Activities for a mentor and mentee

Week 3 and 4 is an opportunity to build your relationship with your mentee by playing games and activities together. Give your mentee a voice in this process and avoid planning every activity for them. Let them tell you what they would like to do. If they're having trouble thinking of ideas, here are some examples:

Team building activities: Engaging in activities that require teamwork, such as building a tower out of straws or solving a puzzle together, can help build trust and strengthen the relationship between the mentor and mentee.

Outdoor activities: Going for a walk or hike, playing a sport, or doing an outdoor activity like kayaking or rock climbing can be a fun way to bond while enjoying the outdoors.

Creative activities: Doing a craft or creative project together, such as painting or making jewellery, can be a fun way to bond while engaging in a shared interest.

Trying new things: Encouraging the mentee to try something new, such as a new food or activity, can be a fun way to build a relationship and share experiences together.

Mentoring sessions: Regular one-on-one mentoring sessions can also be a way to build a relationship and provide support to the mentee, through activities like goal setting, skill building, or simply checking in and providing guidance.

Problem-Solving Sessions: When faced with a difficult problem, most people tend to reach out to their mentors for help. Why not do the same with a group of peers? Meet up regularly to brainstorm solutions to workplace challenges.

Skill-Sharing: Are you an expert at public speaking? Excel macros? Share your skills and knowledge with your peer mentor and learn from them in return.

Learning ORCHIDS framework

To understand the House Project, and what it is trying to achieve, you should understand what the ORCHIDS framework is.

The framework is based on young people:

1. Taking **Ownership** for decisions affecting their lives, their property and the development of their project.
2. Taking **Responsibility** for keeping themselves safe, looking after others and the project.
3. Building a **Community** of support for as long as they need it.
4. Having their own **Homes**.
5. Becoming **Interdependent** and developing the skills to cope emotionally and financially through accessing support when needed.
6. Gaining a sense of **Direction** and having a purpose in their lives.
7. Having a positive **Sense of wellbeing**.



For each of these points, can you and your mentee:

1. Define each of the terms? For example, what does it mean to be interdependent?
2. Can you both think of an example where you took ownership and responsibility?
3. Can either of you name different examples of community?

| ORCHIDS | What does this mean? |
|---------------------|---|
| Ownership | I make decisions and have control over my life. |
| | As part of a team, I make decisions and have control over the project. |
| Responsibility | I take responsibility for getting things done. |
| | I take responsibility for sorting things out when they go wrong. |
| Community | I feel I am part of a community that supports and cares about me. |
| | I support and care about other people in the project. |
| Home | I feel safe. |
| | I feel I have a place I can call my home. |
| Interdependence | I can sort out practical stuff (cooking, money, travel) on my own. |
| | I know how to get help and support when I need it. |
| Direction | I am confident in my plan and goals for my future. |
| | I feel I have the skills and confidence I need to make progress towards my goals. |
| Sense of well-being | I feel good. |

Feedback with your mentee

By this point you will have spent a few weeks with your mentee, and got to know them a little better. Ahead of feeding back to a facilitator, it would be good to reflect with your mentee in week 3 on how they have found the experience so far of mentoring but also of House Project.

When you meet them in person, you might want to try to reflect on the following questions with them:

- **How are they finding being part of the House Project so far?**
- **How are they finding meeting everyone else in the rest of their House Project cohort?**
- **How are they finding the peer mentoring support?**
- **Are they facing any challenges in this first month of being part of House Project, and how can you help them?**
- **Is there anything you can do as a mentor to improve your meetings together and make it better for them?**



Feedback with a facilitator

After you have seen your mentee in week 3 and 4, you need to seek out your facilitator to get a time with them to update them with how the mentoring is going so far.

It doesn't have to be in person, you can just get a time to talk on the phone if that is easier. However, it is important that you get a good amount of time (20 minutes) to speak properly about your experience.

In particular, you might want to feedback the following:

- **How you are generally finding the process of being a mentor. So far, has it been hard, has it been easy?**
- **How you feel the mentee is finding the mentorship?**
- **How has the relationship between you and mentee been developing so far? What has worked, and what has not worked?**
- **What support do you need, and what questions about mentoring do you have that you want answers to?**
- **Is there anything about your safety, or the safety of your mentee that you're worried about or anxious about? Is there anything developing that you think should be kept an eye on?**
- **How have you spent the budget so far? What remaining budget are you likely to have by the end of the six weeks at this rate?**

Week 5 - Designing a group activity together

Week five will be about all the mentors and mentees meeting up, with the facilitators, to help co-design a group session that the mentors and mentees will run. This can feed into the House Project Programme specifically, or more broadly be designed around a Q&A answer session or focused on building relationships

Week 5 checklist

| | |
|--|--|
| Meet up in the base with any other mentors and mentees, and a facilitator | |
| Discuss and plan a group session for you to deliver in Week 6 together | |

Designing a group session activity

Meeting as a group with other young people in your cohort is an important part of being in a House Project community. As a mentor and mentee pairing, we want you to help support your facilitator in delivering a session for the whole cohort.

This can be taking part of the session to teach the group a skill that you have, or organising a meal that you want the group to cook together. This is an opportunity to use the budget you have and collaborate on making a session that everyone will enjoy.

The mentor and mentee will do the following:

Get a time to speak to your facilitator and any other mentors and mentees in your House Project

Before you start planning a group session, please find your facilitator and get them involved in the conversation. You want to be considerate about what work needs to be done in that week's group session, and what they might need support with.

Brainstorm ideas with your facilitator

After you get a time to speak to your facilitator and other mentors and mentees, start brainstorming ideas with them about what sort of group session you would like to have.

Get a clear plan for Week 6's Group Session

After you brainstorm ideas, please use the sheet provided on the next page to start planning what you want to do for the wider group session. Think about the basics, what you want to do, why you think they will enjoy it, what they will get out of it, and how much it will cost.

Deliver that plan in Week 6 or after

Depending on when the best time is to deliver that group session, you will then put your plan into action! Work together to deliver a great group session that people will enjoy.

Group activity ideas

Ask the mentees and facilitator what sort of activity they think the group would enjoy taking part in. What you decide to do will also be about how much money you have left in your mentoring budget. Here are a few ideas ranging from less budget, to more budget:

Bowling, ice skating, or an outside activity

Taking the group out to take part in a fun activity outside the base might be a great way to start building a community inside the House Project. Mentors can use their budget to either fully pay for it, or part-fund it.

Movie or TV night

Organise a film or TV showing for the group, on a particular theme or genre (horror, comedy) and invite everyone. Use the budget to hire a projector for the night, and make sure you get the popcorn and drinks in.

Picnic in the park

Depending on the weather, organise to take everyone to the local park. Make sure you get some real picnic food in, and have some activities for when you're there.

Teaching the group a new skill

Whether it be cooking a special dish, or learning how to draw, mentors might have a skill that they would want to teach everyone. Use the remaining budget to buy ingredients, or art supplies, and take the group step by step through the process you want to teach them.

Question and answer session

When joining the House Project new members might have a lot of different questions about how it works, or their new responsibilities. Organising a group question and answer session, with some food and drink, might be a good opportunity for the group to ask mentors questions they might not ask facilitators.

Bigger budget

Lower budget

| What are you going to spend? | Who is doing what? | What are you going to do? | Ok, so what is your plan for the group session? | | Please brainstorm here any ideas for what you might want to do | What is your combined remaining budget? |
|------------------------------|--------------------|---------------------------|---|--|--|---|
| | | | | | | |

Week 6 - A group activity, and reflection

Week 6 is about the mentors, mentees, and facilitators supporting to deliver a group session for the whole cohort. As this is the last week, facilitators will also meet with mentors and mentees to hear about their experience of the six weeks.

Week 6 checklist

| | |
|---|--|
| Meet up in the base with any other mentors and mentees, and a facilitator | |
| Deliver the group session you planned in week 5 for the whole cohort with your remaining budget | |

We want to know how you found the mentoring process and want to ask you a couple of questions about your time as a mentor or mentee. Your facilitator should provide you with a copy of this to fill in and send back to them.

Were you a mentor, or a mentee?

Mentor

Mentee

How would you describe your experience overall with mentoring?

Very bad

Bad

Not sure

Good

Very Good

Please tell us what you would change about your experience

Please tell us what you have learned from your experience

Do you agree or disagree with the statement: "The work I did with my mentor/mentee helped me develop my skills and knowledge".

Strongly disagree

Disagree

Not sure

Agree

Strongly agree

Do you agree or disagree with the statement: "The mentoring programme helped me develop a supportive relationship with my mentor/mentee".

Strongly disagree

Disagree

Not sure

Agree

Strongly agree

Do you agree or disagree with the statement: "The experience of the mentoring programme is something I would recommend to others".

Strongly disagree

Disagree

Not sure

Agree

Strongly agree

Reflections at the end

When you meet your mentee for the last time, please spend some time reflecting on how you both feel about the following question, and write your answers below:

"What are the benefits of a House Project mentoring programme?"



Additional links to games

Games and activities are a great way to get to know your mentee and build your relationship with them. Here are some useful links to activities and games you can do together:

10 Fun and Easy Icebreaker Games to Get to Know Each Other

www.wikihow.com/What-Are-Some-Good-Games-to-Get-to-Know-Each-Other

60 Best Icebreaker Games To Get To Know Each Other

<https://parade.com/living/icebreaker-games>

Ask each other a This or That questions from this list

<https://conversationstartersworld.com/this-or-that-questions/>

Top Improvisational Games for Two People

<https://improvisationalcomedy.com/best-improv-games-for-two-people/>

Play a quiz, or both take a personality test at BuzzFeed together

<https://www.buzzfeed.com/uk/quizzes>

Play a two player game on the same computer together

<https://2player.co/>

Play a game of GeoGuesser together

<https://www.geoguessr.com/>

Cook a simple meal together, with these easy recipes

<https://www.bbcgoodfood.com/recipes/collection/easy-recipes>

| | When are we meeting? | What is the budget? |
|--|----------------------|---------------------|
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