

# CHOOSE MATHS = MENTORING

AN AMM SCHOOL PROJECT



## MENTORING THEMES 2019

These themes are intended to be a scaffold, or guide, for the mentoring program. Each mentoring circle will find their own path and conversations. The themes here do not need to be followed in this particular order, or even at all if there are different conversations you wish to have!

Mentors and mentees will receive short questionnaires in Weeks 1 and 5 to monitor the progress of the program, and a longer feedback form at the end of Week 10.

### 1. Introductions

Mentors and mentees introduce themselves. Mentors to give an overview of their stories – what are they doing now, what was the path to getting there, why are they choosing to mentor? Mentees talk about why they have joined the program, where they're at in their lives, favourite subjects, hobbies, sports. Mentions the personal development form.

[Allow time for a quick primer on Doers at the beginning and discussion of the code of conduct and expectations.]

**Weekly task:** Mentors (and mentees?) to fill out the personal development form (find it at <https://www.choosemaths.org.uk/mentoring-documents/>). In particular, think of some goals they want to achieve this year and how mentoring can help them.

### 2. Goal setting

Review the personal development forms: what things do students think they are good at, what do they want to improve at, and what specific goals have they set for this year? Mentors share their own stories of their goals, and how these may have changed over time: success stories, and “near-miss” stories. What might hold people back from achieving their goals? How can mentors and mentees work together to best support each other?

**Weekly task:** Write down something you feel might hold you back from achieving your goals, and respond to each other to help think of ways around those worries.

### 3. Attitudes towards maths

What feelings do the mentors and mentees have towards maths? Is it interesting, boring, challenging, scary, beautiful, weird...? Stories from mentors about how their own attitudes to maths may have changed since school, and why. Discuss stereotypes around maths, and the role models we have. What are qualities that help famous mathematicians succeed? Do you need to be a genius to do maths? Bring up the power of “yet”. Can't do