



# The Mentoring Handbook

Lite Version

**OPPIDAN**  
**EDUCATION**





# Welcome to Oppidan Education

We founded Oppidan in 2016 on a single, simple idea: children benefit from the direction of empathetic, supportive adults who help nurture their aims and aspirations in and outside of school. Adults have mentors; children should do too.

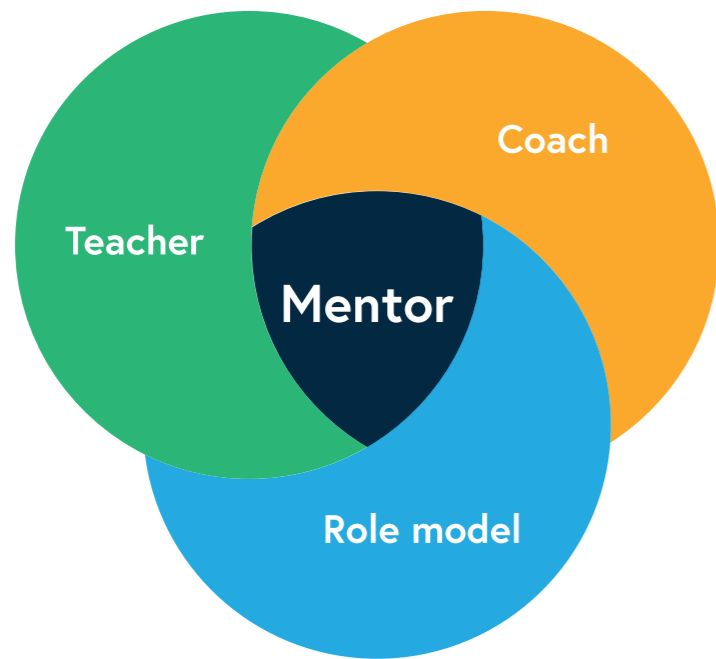
We now support thousands of children around the world through mentorship programmes, privately in homes, at school, online and on camp. Oppidan places confidence, student ownership and personal development at the centre of its delivery for children.

The inspiration behind our journey focuses on one clear message: **we all need a mentor**. So thank you for being part of the journey and we hope you enjoy the ride.

**WALTER & HENRY**

Email us anytime at [enquiries@oppidaneducation.com](mailto:enquiries@oppidaneducation.com) or call us on 020 3409 3359





## So how does it really work?

It starts with a basic principle. Children often lack access to identifiable role models to help develop the skills and values they need for a changing future. That's where we come in.

From the Civil Service to Netflix, the world of journalism to the West End, mentors join the team from a varied background of industries and professions, and then complete Oppidan's rigorous training programme, learning a set of skills to enable them to bring out the best in their students. They then get to work doing what they do best.

The beauty of mentoring is the focus it puts on specific pupil voice, offering freedom to tailor to a child's specific needs and wants: a renewed interest in a subject, a shot of confidence ahead of an interview or game plan before a school transition. And though we say ourselves, it can be life changing. It's the mentors; they're the secret sauce of what we do.



# Oppidan helps children develop essential strengths of character – what could be more timely or important?

Dr Edward Brooks  
The Oxford Character Project







## How to use the handbook

This resource has been designed with the help of world-leading experts on character education, The Oxford Character Project, and is supported and used by schools around the world. We have also been helped by sports psychology coach Richard de Souza to build out the framework around game plan and mental capability.

The sessions combine exercises on **personal development, wellbeing, coaching and communication**. You and your mentor can use this at home, online or in school together. Appropriate for **students of all ages**, with the exercises tailored accordingly, **sessions are approximately 30 minutes**.

Feel free to dip in and out of it – you don't need to follow the sessions in order but take what feels important that day and combine it with your own work, academic or otherwise. This is a child-centric resource that should be used as an accompanying tool to your time together. The **main principal is based on giving children ownership with their studies**.

Each session includes



An exercise to do together



Challenges and tasks



Spaces for notes and targets

Confidence

Labels relating to character tenet



A takeaway resource or video



# The science behind our approach

The methodology we use for developing skills, virtues and character has been tested on and developed through research with over 10,000 children. The basis of our delivery centres on three frameworks.

Each session is labelled according to the aspect of each framework that it hits. You can see these tags at the top of each session page.

## 01 The Oxford Character Project

The Oxford Character Project focuses on the human dynamics of leadership and the qualities of character that enable leaders to build trust, think with clarity, embrace diversity, empower others, and persevere through difficult times. At the centre of their delivery is a framework of seven tenets of character development.



The Oxford Character Project

## 02 The D7

The D7 defines the system we use for our mentoring programmes. These seven elements combine the key attributes by which high performers excel; they provide a clear game plan to structure the programme of work between the mentor and student.



## 03 ISI & SMSC

The ISI and SMSC frameworks provide further structure, rather than accreditation, to the sessions. Our sessions take the central tenets of both frameworks to focus on the personal growth of children and encourage the development of soft skills like communication, resilience, self-knowledge and awareness, decision making, working collaboratively and wellbeing.



# Mentors, listen up.

This resource will help guide your work with your mentee. Each session has exercises, challenges and follow up tasks. This resource should provide a clear pedagogy from which to base your sessions while encouraging you both to bring your own individuality to the table. Your feedback is welcome. We'll continue to develop this together through experience-led research.

## TAKEAWAY



Every kid needs a champion

## Oppidan's ten tips for effective mentoring



### 01 Role, routine, rapport

Give your new mentee clarity by **defining your role**. Next, **establish a routine**: how often will you meet and for how long? Finally, **build a rapport**.

### 02 Talk less, listen more

The best mentors listen. And we mean *really* listen. This is where **Active Listening** comes in.

### 03 Embrace mistakes

Frame activities as learning problems, not execution problems where everything must be perfect. There are no mistakes, only opportunities to learn.

### 04 Acknowledge your own fallibility

If you set the tone by **admitting your weaknesses**, your mentee will feel much more comfortable admitting theirs.

### 05 Give your mentee autonomy

What a mentee will really respond to is being given **autonomy** of the relationship. If they're given **ownership** and can set the terms and the agenda for each session then you'll get more buy-in.

### 06 Ask, don't answer

Your job is to help develop your mentee's character. To do this, help them learn to '**self-discover**' - to work their problems out for themselves.

### 07 Be a positive role model

Never underestimate the influence you have. If you conduct yourself properly, the virtues you enact will be **taught** and **caught** by your mentee.

### 08 Set the right goals

Alongside work-related goals, make sure you encourage your mentee to set plenty of **well-being goals** - essential to avoiding burnout and helping to reduce stress.

### 09 Communicate regularly

If an excellent session happens and a parent doesn't hear about it, did it actually happen? Give **regular feedback** after each session.

### 10 Have fun, for goodness' sake!

The single most important thing in mentoring is to **have fun!** If you conduct your sessions with a lightness of touch and make them engaging and entertaining, you'll both look forward to them.

# Sessions

01	Profile Builder	16	12	Being a Team Player	50
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# Values Exercise



## O2

30 mins

Role models

Self-belief

Self-understanding

The point of this exercise is to gain a deeper understanding of yourself. Go through the list of values below and circle the ones that feel most appropriate to you - choose three or four and discuss these together.

Accomplishment  
Accuracy  
Acknowledgement  
Adventure  
Authenticity  
Balance  
Beauty  
Boldness  
Calm  
Challenge  
Collaboration  
Community  
Compassion  
Comradeship  
Confidence  
Connectedness  
Contentment  
Contribution  
Cooperation  
Courage  
Creativity  
Curiosity  
Determination  
Directness  
Discovery  
Ease  
Effortlessness  
Empowerment  
Enthusiasm  
Environment

Excellence  
Fairness  
Flexibility  
Focus  
Forgiveness  
Freedom  
Friendship  
Fun  
Generosity  
Gentleness  
Grounded  
Growth  
Happiness  
Harmony  
Health  
Helpfulness  
Honesty  
Honour  
Humour  
Idealism  
Independence  
Innovation  
Integrity  
Intuition  
Joy  
Kindness  
Learning  
Listening  
Love  
Loyalty

Optimism  
Orderliness  
Participation  
Partnership  
Passion  
Patience  
Peace  
Presence  
Productivity  
Recognition  
Respect  
Resourcefulness  
Romance  
Safety  
Self-Esteem  
Service  
Simplicity  
Spirituality  
Spontaneity  
Strength  
Tact  
Thankfulness  
Tolerance  
Tradition  
Trust  
Understanding  
Unity  
Vitality  
Wisdom  
Willingness

## Values inform skills

What is the difference between values and skills? How does one inform the other?

## 21st century skills

These are skills intended to help students keep up with the lightning pace of today's development.

What can you infer from the below?





## The challenge

This challenge is all about self-reflection. Rank yourself on the skills below from 1 to 12 (1 being your best). How do you compare to your mentor?

	Mentee	Mentor
Critical thinking	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input type="checkbox"/>
Media literacy	<input type="checkbox"/>	<input type="checkbox"/>
Technology literacy	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>
Productivity	<input type="checkbox"/>	<input type="checkbox"/>
Social skills	<input type="checkbox"/>	<input type="checkbox"/>



## Discussion points

### Targets

### Next time

Supports learners' 'acceptance and engagement with the fundamental British values' (SMSC handbook)

TAKEAWAY

Be your own hero

Date completed:





O3



# Understanding Our Goals

30 mins

Reflection

Desire

Self-understanding

This session explores the importance of **idiosyncrasy**. Any idea what this means?

We all have different goals. That's because we are all different. What are four things that make you different? Synchronised swimming, apple bobbing, for example...


This next exercise helps you to discover the 'why' behind your goals. It makes you more able to understand them, more motivated to achieve them and, most importantly of all, more likely to action them.



Goal 01

Goal 02

Goal 03

Why do you want this goal?  
What does it give you?

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Why do you want this goal?  
What does it give you?



And why do you want that?  
What does that give you?

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What will this goal help you feel?

What will this goal help you feel?

What will this goal help you feel?



# Discussion points

# Targets

# Next time

Supports learners' 'future success in their next steps'  
(Ofsted Framework)

**TAKEAWAY**




My philosophy for a happy life

Date completed:



# Art imitates life

Andrew Biraj, Bangladesh, 2012. What does this photograph say to you?



# The D7



- 30 mins
- Reminders
- Game plan
- Self-understanding

This session explores the concept of **high performance**. The D7 was created by tennis psychology coach Richard de Souza to help tennis players feel confident on court. It's helped create Wimbledon Grand Slam winners as well as hundreds of more motivated, positive young people. The D7 helps us better understand ourselves and the steps we can take to develop personally and academically at school.

The first challenge is to look at the seven elements below. Are there any you don't understand? If not, you're ready to go onto the next challenge.

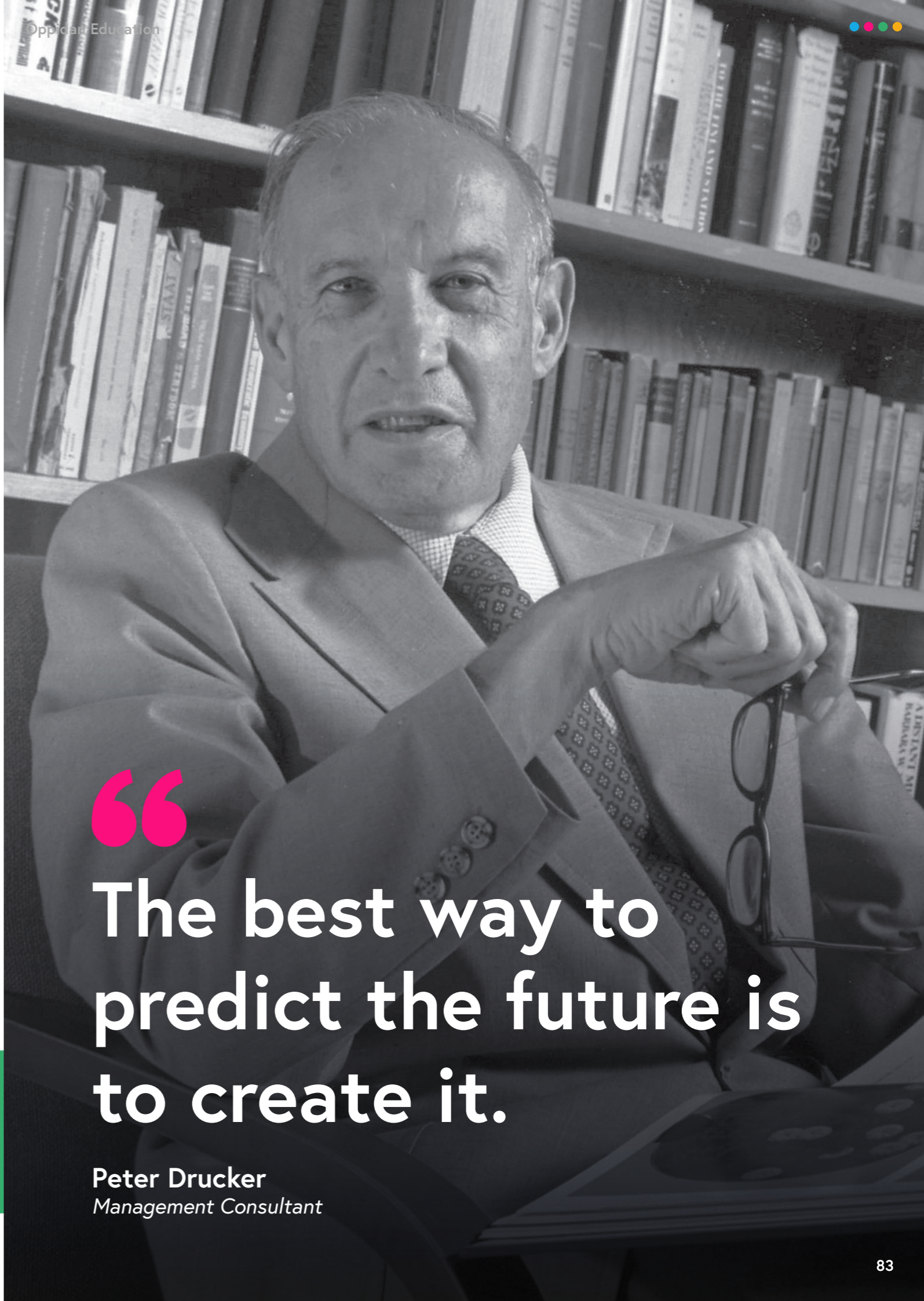
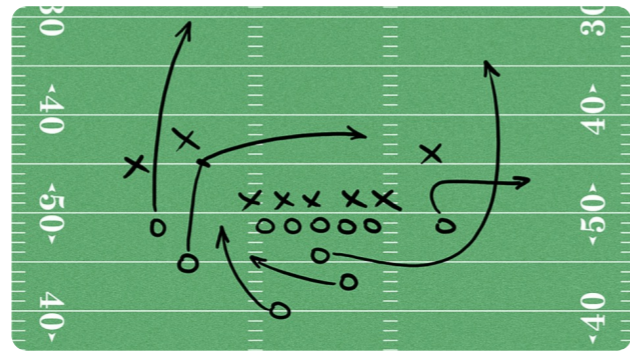
The next challenge makes the D7 personal to you. In the table below, rate yourself out of 10 for each of them. How do you both compare?

	Mentee	Mentor
Game plan		
Desire		
Commitment		
Teamwork		
Self-belief		
Resilience		
Focus		

Which of the D7 elements can you identify in each image?







### Discussion Points

### Targets

### Next time

Supports learners to 'develop their character including their resilience, confidence and independence' (Ofsted Framework)

**TAKEAWAY**



What does resilience mean to young people?

“  
**The best way to predict the future is to create it.**

**Peter Drucker**  
*Management Consultant*





06



# Situational Empathy

30 mins

Teamwork

Friendships

Community

Ever wondered what the difference between sympathy and empathy is? Well, this session looks at just that. At the most basic level, **sympathy** is feeling sorry for someone, while **empathy** is understanding their pain.

**Sympathy** involves feelings of compassion, sorrow, sadness, or pity for another person. It is an emotion experienced in reaction to something that happens to other people. When you feel sorry for someone, you have sympathy for that person.

**Empathy** is stronger than sympathy. It goes beyond feeling compassion for their loss. It is the ability to put yourself in the place of another and understand someone else's feelings by identifying with them.

## Situational empathy

**Situational empathy** is all about acknowledging how someone is feeling in a certain situation. It involves **recognising** someone's emotions and, without judgement, communicating an **understanding** of those emotions.

For example, *"I'm sorry to hear about your pet. I know you're upset and I'm here for you."*



The next challenge is to rank how comfortable you think you are from 1 to 5 (1 being the most comfortable) in the following situations.

Being able to read a situation and respond effectively

Being able to understand different people's feelings

Being able to settle quickly to new surroundings

Being able to put yourself into the shoes of somebody else

Being able to show emotion and mean it

Where do you think you sit on the situational empathy scale?



Eh?

Good at thinking of others

Totally attuned to what other people are thinking

# Think

## What would you think in these situations?

- What do you think a teacher is thinking when he or she is delivering a lesson?

- What do you think a fellow student is thinking when they get dropped off at school for the first time?

- What do you think a person feels like in football when they don't get passed the ball?

- What do you think a person feels like when they don't pass a test?

# React

## How would you react in these situations?

- The class ends and nobody has been listening to the teacher.

- A new pupil sits alone at lunch on their first day.

- You find them frustrated in the changing room after the match.

- Another student brags about their top marks in front of everyone.

## Discussion points

## Targets

## Next time

Supports learners 'working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds' (SMSC handbook)

### TAKEAWAY



Brené Brown on empathy

Date completed:



# Active Listening

30 mins

Language

Teamwork

Communication

11



This session explores how we listen to people. And we mean *really* listen (we have two ears and one mouth). Here are six active listening tips that will help you better converse with people.

## 01 Ask open questions

Ask questions that don't have a yes/no answer. Open questions get more honest and expansive answers.

*"How long have you been feeling like this?"*

## 02 Summarise

Summarise what they've said and feed it back. It helps the speaker feel supported and get to the heart of the problem.

*"It sounds like you're angry at the way he spoke to you today."*

## 03 Reflect

Repeat back a word or phrase to make them feel heard and encourage further dialogue.

*"It's been really difficult..."*  
*..."Difficult..."*

## 04 Clarify

Invite them to be more specific where necessary. Get them to investigate the problem further to uncover the important details.

*"Tell me more about that"*

## 05 Encourage

Prompt them to expand on what they're saying. It sounds obvious, but some support or encouragement makes all the difference.

*"Go on" or "I see"*

## 06 React

Respond empathetically and naturally. You don't have to be a robot to be an effective active listener! Be natural, not neutral.

*"I can feel that you've had a really rough time"*



## The challenge

Now consider how you might apply some of these listening techniques if someone came to you with one of the following issues.

*"I'm feeling overwhelmed because my teacher gave me too much homework."*

*"I feel I humiliated myself when I answered the question wrong in front of class."*

*"I feel excluded in the group project."*

*"I am being left out of games in the playground."*

## Discussion points

## Targets

## Next time

Supports learners' 'ability to understand and appreciate the viewpoints of others' (SMSC handbook)

## TAKEAWAY



Active listening



16



# The Outriders

30 mins

Role models

Resilience

Respecting diversity

This session focuses on five social movements that have shaped, and continue to shape, the changing nature of our society. The aim of the session is to discuss **equality, diversity and inclusion** through the lens of these five social movements.

To start, consider together what makes an equal, diverse and inclusive society? What examples can you think of that highlight the inequalities within our society? In what ways do you think we can make our society more inclusive?

Choose one of the below and scan QR to discover more.



## The Feminist Movement

From Women's Suffrage to Me Too, a look through the most influential feminist movements and how they continue to be felt today.



## LGBTQ+ Rights Movement

The birth, launch, development and future of sexual orientation and gender identity in the 20th and 21st Century.



## The Environmental Movement

Conservation and the Green Movement; what led to the rise of Extinction Rebellion and what's the future for our ecologists?



## Criminal Justice Reform

A sweep through justice reform and the injustices of the prison system.



Social movements bring change by shifting our perceptions and behaviours. Each of these social movements were led by **outriders**: people who spoke up, protested and fought for their beliefs. Take one of these social movements and discover who their outriders are/were. Then fill in the below.

What did they overcome?

What were they fighting for?

How were they successful?

## Discussion points

## Targets

## Next time

Supports learners 'understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others' (SMSC handbook)

## TAKEAWAY



Speaking up for your beliefs

Date completed:



# Get in touch

For further mentoring resources or if you have any questions relating to The Mentoring Handbook, please don't hesitate to get in touch.

**T.** +44(0)203 409 3359

**E.** [mentors@oppidaneducation.com](mailto:mentors@oppidaneducation.com)

**A.** 20 St. James Street, Hammersmith, London W6 9RW

**W.** [www.oppidaneducation.com](http://www.oppidaneducation.com)

