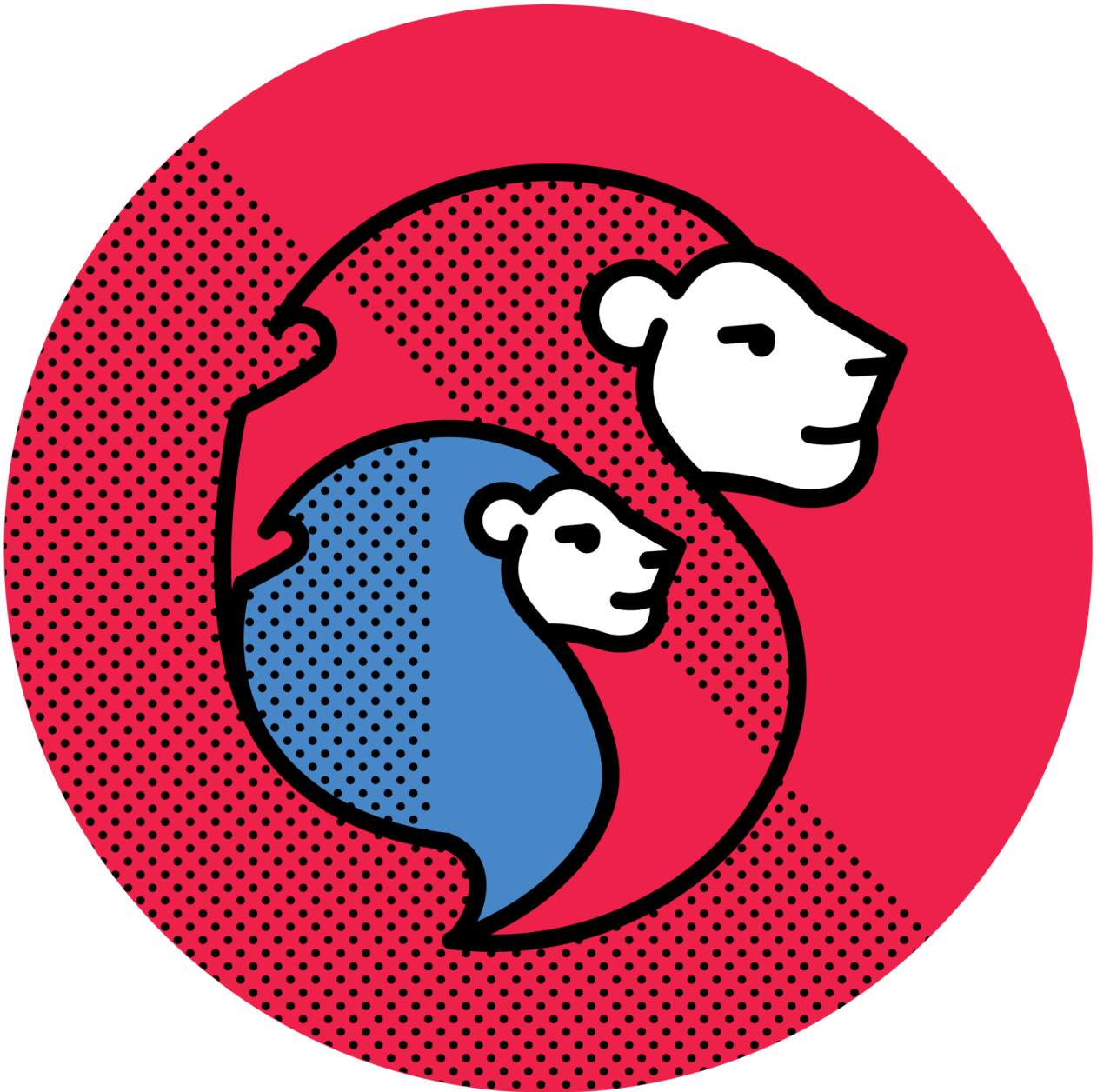


ISD Mentoring Programme Handbook & Training Guide



ISD Counselling Department

ISD MENTORING PROGRAMME HANDBOOK & TRAINING GUIDE

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ISD MENTORING PROGRAMME

*CODE OF ETHICS

*Adapted from [NAPPP Programmatic Standards & Ethics](#)

A CODE OF ETHICS IS AN AGREEMENT AS TO THE NORMS WHICH SHALL GUIDE EACH MENTOR'S BEHAVIOUR DURING THEIR INVOLVEMENT IN THE PROGRAM.

Ethical Considerations

As you perform your duties as a mentor, it is critical to understand and practise ethical behaviours. You were selected for this position because you possess the ability to establish strong rapport with students. However, the interpersonal skills that made you a prime candidate for the position can also place you in challenging situations. As you serve as a mentor, it is important to adhere to some guiding principles.

The ISD Mentoring Programme Code of Ethics shall be evidenced by a commitment to:

1. A philosophy that upholds mentoring as an effective way to address the needs and conditions of people.
2. The individual's right to dignity, self-development, and self-direction.
3. Supervision and support from professional staff while involved in the program.
4. The development of a nurturing personality which:
 - a. Maintains the highest standards of personal integrity.
 - b. Reflects a positive role model and healthy lifestyle (i.e. development and observation of a set of norms, which guide behaviour while in the program).
 - c. Rejects the pursuit of personal power, elitist status, or gain at the expense of others.
 - d. Strives to exemplify the mentoring philosophy in all life situations.
5. Maintenance of confidentiality of information imparted during program-related activities. Certain exceptions shall be referred immediately to the professional staff, including:
 - a. Situations involving real or potential dangers to the safety of well being of the mentor, mentee, or others.
 - b. Child abuse, sexual abuse, and other child safeguarding situations involving legal requirements of disclosures.
 - c. Severe family dysfunction, psychological distress, substance use and/or abuse, and any other problems beyond the experience and expertise of the mentor.
6. Personal Safety
 - a. Mentors must recognize, report, and know techniques to deal with potential threats to their own emotional or physical well being.

As a peer mentor, I acknowledge that (initial each box):

- I will act consistently with the rules and values of ISD, especially showing respect for all and working cooperatively with others.
- I will respect the autonomy and individual dignity of the students I serve.
- I will behave appropriately when working with my mentee(s) and be mindful of my behaviour in other facets of my life where I can be seen or heard by others.
- I will avoid acting beyond the scope of the service for which I was selected and trained and not attempt to offer support requiring more extensive qualifications and training.
- I will consult with the Mentoring Coordinator and/or another counsellor when I face a situation that makes me uncomfortable or when I experience a conflict or dilemma.

STUDENT NAME: _____ **SIGNATURE:** _____

ISD MENTORING PROGRAMME WHAT IS A MENTOR?

*Adapted from [NAPPP Programmatic Standards & Ethics](#)

Research has shown that mentors have the power to have a positive impact on...

- Connectedness to school and peers
- Feelings of competency and self-efficacy
- Grades and academic achievement
- Prosocial behaviour and attitudes

Role	<p>Trained mentors:</p> <ul style="list-style-type: none"> ● are committed to orientation of program ● are caring, accepting, genuine, understanding, & trustworthy ● are self-aware ● model healthy behaviours & lifestyle ● do not impose values ● use positive listening skills ● offer constructive advice and achievable solutions ● develop individual & group trust ● use other trained mentors for support ● coach mentees ● facilitate sharing of personal feelings & concerns ● teach mentees organisational skills ● teach/model leadership skills ● recognize their limitations in mentoring skills
Confidentiality & liability skills	<p>Trained mentors:</p> <ul style="list-style-type: none"> ● adhere to <i>ISD Mentoring Programme Code of Ethics</i> ● recognize potential threats to personal safety & well-being ● are aware of limitations & responsibilities ● have access to professional staff who can make appropriate referrals ● promptly & appropriately report potential threats to personal safety or the well-being of trained mentors, mentees or others
Listening & communication	<p>Trained mentors:</p> <ul style="list-style-type: none"> ● demonstrate active listening skills to include nonverbal/verbal & facilitative responding skills ● effectively manage issues related to cultural diversity
Problem-solving & decision-making	<p>Trained mentors:</p> <ul style="list-style-type: none"> ● are effective at problem solving & decision making ● effectively use various mediation techniques
Additional issues & topics	<p>Trained mentors:</p> <ul style="list-style-type: none"> ● are knowledgeable about motivational & reinforcement principles of behaviour change, individual & group dynamics & facilitation techniques ● are knowledgeable about social cultural influences & differences ● are effective at peer tutoring strategies ● are effective at crisis management ● are effective at conflict resolution ● are knowledgeable about referral resources, services & programs

MENTORING PROCESS

Process (referrals, practical details, logistics...)

- a. Referrals
- b. Practical details
- c. Logistics
- d. Confidentiality
- e. Self-care
- f. Supervision
- g. Self-care
- h. Supervision

Confidentiality

In general, you should not be sharing information about your mentoring relationship with your friends or other students. As an example, if you are leaving your friends to meet your mentee, you would not use the name of your mentee ("I'm going to my session with John Doe.") Instead, you would just say you have a meeting, or "I'm going to see my mentee." You should not be talking about conversations you have with the mentee or things that are happening in his/her personal or school life.

There must be a mutual understanding between the mentor and the mentee that conversations are protected between the two of them. A bond of trust is formed when a student comes to share something with you. It is important that you give them your attention and assure them, if possible, that what they tell you is kept in confidence.

However, information shared between a mentor and mentee cannot always be confidential. In some specific instances, maintaining that bond of trust means that you need to share information with others. **If a mentee discusses with you a situation that could result in them being harmed, self-harm or harm to others, it is your responsibility to report that information immediately to the Mentoring Coordinator. If that person is not immediately available, talk to one of the counsellors, school nurse, Principals, or Deputy Principals.** If the mentee has a situation that is beyond your ability to assist with, it is in the mentee's best interest as well as yours that you share that information.

Self-Care

It takes a lot of emotional energy to be an active listener and support person for someone. It is important that mentors have support for themselves as well. The Mentoring Coordinator and the counsellors are responsible for providing you with support and may also suggest additional self care ideas.

Supervision

Supervision is for you to share your mentoring relationship concerns and accomplishments with the Mentoring Coordinator or a counsellor. It is meant to be a time for you to talk openly about your experience. It is also a time for you to express concerns and receive support in areas you are in need of. It is important to talk and check-in with the Mentoring Coordinator or a counsellor at least once a cycle about what you need so that you can be most successful as a peer mentor. Topics of conversation can include:

Program Goals/Outcome: Is there a specific goal(s) your mentee has for the sessions? What are ways which you can help your mentee reach that goal? What would **you** like to accomplish in your role? What support (time, materials, resources, suggestions) do you need to be effective?

In addition, you should attend **monthly Mentoring Meetings** for continued training and support. At each meeting, you will be asked to fill out a brief Mentor Supervision form to outlining the activities you have done with your mentee(s) and how they went. You will also be asked to list any questions/concerns you have as well as suggestions for training or support.

B.E.S.T. MENTOR/MENTEE RELATIONSHIP MODEL

To understand and problem solve situations that are typical in the various stages of a mentoring relationship. Mentoring is fun and rewarding but difficulties are NORMAL and to be expected at times, just like with any relationship.

STAGE	CHARACTERISTICS
1: Beginning/Building	<ul style="list-style-type: none">• Develop rapport• Establish trust (reliability, confidentiality)• Identify strengths• Agree on guidelines and boundaries
2: Establishing/Enhancing	<ul style="list-style-type: none">• Explore interests & skills in depth• Set goals• Testing the relationship (e.g. skipping meetings)• Difficult feelings/emotions may surface
3: Sustaining/Stretching	<ul style="list-style-type: none">• “Real” relationship - deeper trust is evident• Growth can be observed• New goals may be established• Challenges to live up to expectations
4: Transition	<ul style="list-style-type: none">• Preparing for closure• Differences in agendas/opinions may come up• Mentee/mentor may start pulling away• End on a positive note

MENTORING SKILLS

Mentoring Fact Sheet: Skills for Effective Mentoring

Many skills are vital for mentors to develop in order to perform and serve their mentees effectively. In most cases you will deal with issues related to academics, but as your relationship grows with your mentees, they may come to you with issues of a more personal nature – these issues will often have an impact on their success. The most important thing to remember in any situation is that you’re not a counsellor. **Know your limits – sometimes the best way you can help others is by referring them to someone else with more experience.**

KEYS TO SUCCESS

Ask open-ended questions

Any question that elicits a “yes/no” answer won’t be as helpful as a “what, when, how, who” question. “Why” questions seem like they would get more information, but keep in mind that they can sometimes imply criticism and cause defensiveness (i.e., “Well, why didn’t you ask your teacher?”).

Attend and respond to both content and feeling

Often there are two things going on at once – there is an issue, and the person has some kind of feeling or reaction to that issue. You need to attend and respond to both. Consider this: “I’m so mad about my math test!” What is the content (performance on the math test)? What is the feeling (anger)? It’s important to attend to both.

Remember that issues presented to you could have some underlying themes and might even be symptoms of a larger problem.

Let your mentee solve the problem

It's easy to want to try to solve things for people, but that's not really as helpful as it might seem. Usually, the mentee knows the answer or knows how to solve the problem but just needs someone to ask the right questions and encourage their processing.

Refer to/use your resources

You are not a trained counsellor. Don't expect yourself to be. But know your resources (parents of mentees, school counsellors, teachers, coaches, friends of the mentee, etc.) and help people make use of those individuals and services. It's fine to say, "I don't know", especially if you direct the person to someone who is likely to have the information.

Self-disclosure

Use it as long as it's helpful to the person. "I was in a similar situation and I did this which helped," vs. "I was in that situation, too, and it sucked and no one helped me and blah, blah." How helpful was that? Not at all!

COMMUNICATION SKILLS

Listening

Fully participate in a conversation by being an active listener and utilising some simple counselling skills such as reflecting, encouraging and asking questions. Be aware of how your body language can affect a conversation.

Observing

Be aware of how the student is presenting the message or ideas through body language and unspoken words.

Communicating

Be very clear in your presentation of facts and opinions. Communicate with students in ways they will understand based on their developmental level, language ability and culture.

PERSONAL SKILLS

Availability

Even if a student does not need to seek you out, they see you as being a helpful mentor when you are present and available to them, especially at the time and dates you agree to meet.

Acknowledging your mentees outside of mentoring sessions

Say hi to your mentees and stop for a chat when you see them on campus or in the community.

Being a good example

Your mentees will observe you closely. Your role is one of responsibility; make good decisions in what you say and how you act when you're interacting with them and also when you are just going to classes and interacting with your friends. Remember that you are a role model.

Leadership

Understand the qualities that make a good leader: integrity; honesty; kindness; working as part of a team; representing a team as a leader.

COMMON ISSUES

Many students have similar challenges when they are in school. While everyone responds differently to the environment, there are some situations that are relatively common. When assisting your mentees with the issues below, be sure that you utilise the resources available to you. In some situations, the most important pieces of information you can provide are the names and/or locations of others who are trained to assist students with these concerns.

Personal

- Meeting new people
- Good decision making
- Dealing with peer pressure
- Negative self-image
- Finding interesting hobbies and activities
- Friendship conflicts
- Social/relationship issues
- Weekend activities
- College/career questions

Interpersonal

- Problems getting along with family members
- Connecting with a new friendship group
- Starting and maintaining romantic relationships
- Learning how to show emotions in appropriate ways
- Managing conflict situations

Transitions

- Recently moved to a new country (Germany) or school
- Leaving family and friends behind
- Transitioning to a new grade, or from MYP to IBDP
- Leaving ISD for another school
- Moving to a different country
- Friends are moving to a different school or country

Physical

- Forming positive health habits and breaking problem habits
- Becoming self-reliant in managing health/stress

Academic & study-related

- Speaking up in class
- Communicating with teachers
- Time management and organisation
- Seeking academic assistance when problems arise
- Balancing academics and social life
- Speaking, reading, writing and/or listening skills
- Study skills
- Test taking skills
- Interacting with teachers
- How to deal with missed classes or late assignments

Time management

Steps to make time management simple:

- Set priorities along with major goals that need to be accomplished within the next month, the next few weeks and the very near future.
- Keep a log of how you currently spend your time – this helps you identify time wasted, time that may be better used in other ways, etc. It can be an eye-opening experience.
- Keep a master schedule that lists activities that occur every week.
- Make a list of assignments due for each week and post it somewhere prominent so you'll see it many times during a day – check things off as they are completed.
- Get organised so you can easily find supplies and resources when you need them.

CHALLENGES

There is no “standard” method to address the challenges you may encounter. Be sure to talk with the Mentoring Coordinator or counsellor about challenges that you’re facing in your mentor role. Other mentors may also be helpful to you as you address different issues. There are many resources available to assist you. Be sure to use them!

Motivating/encouraging

- Getting students excited about school/activities
- Students not wanting to participate in planned activities
- Trying to make everyone happy
- Dealing with apathy
- Students not meeting expectations

Time issues

- Getting students to show up for meetings
- Working with multiple schedules when trying to plan events
- Finding time to build relationships
- Balancing activities with mentoring
- Having consistent contact with your mentee

Role perceptions

- Being viewed as a teacher or parent
- Not being viewed as a peer
- Students wanting you to solve their problems
- Not being seen in a leadership role

Personal issues

- Breaking the ice
- Giving advice without personal morals/values getting in the way
- Possible language/cultural barriers
- Not being able to answer certain questions
- Not giving too much advice but empowering the student
- Reaching out to those who need assistance but won’t ask for it

ACTIVITY IDEAS

- Play basketball, table tennis, soccer, or some other activity outside
- Use the weight room at the SCC
- Mindful colouring (colour books/coloured pencils in Dr Reiss’ office)
- Solve ethical dilemmas (see Dr Reiss)
- Play a board game, a card game, or do a puzzle together (lots available - see Dr Reiss)
- [99 Questions for Global Friends](#)
- Do a personality assessment
 - <https://www.16personalities.com/free-personality-test>
- Complete a career assessment
 - <https://www.princetonreview.com/quiz/career-quiz>
- Take one of the ‘Character’ assessments in MaiaLearning
 - <https://www.maialearning.com>
- Share a snack
- Watch an interesting video, podcast, or TEDtalk
- “Would you rather.....”
 - <https://conversationstartersworld.com/would-you-rather-questions/>
- Two Truths and a Lie

DIFFICULT SITUATIONS

A **strength-based approach** recognizes that all individuals have strengths and resources that should be identified, valued, and mobilised. By using a strength-based approach to deal with a difficult situation, mentors shift their perception of their mentees from people who “need help” to individuals who already possess the resources to overcome challenging circumstances. Using a strength-based approach will help mentors build stronger relationships because mentees will recognize their mentors as their advocates. The strength-based approach also empowers people to discover and utilise their own capacities, talents, and visions to solve problems and reach their fullest potential as individuals.

The following situations are examples of some challenges that you may face. We have included suggestions for strength-based approaches to help you and your mentee deal with difficult situations together:

1. Your mentee is feeling stressed about something at home or at school.

Encourage them to make good decisions about how to spend their free time to keep a balanced life. Allow your mentee to propose activities (that both of you can do together) that they enjoy, and suggest activity ideas that enable your mentee to develop and enhance their talents in sports, art, science, community service, etc.

2. Your mentee is exhibiting unhealthy habits (i.e. junk food, not exercising, etc.).

Encourage your mentee to keep a mood and food or exercise journal to help them keep track of emotions and eating/exercise habits. Ask your mentee to share this information with you, and help your mentee to find healthy alternatives to unhealthy eating/sitting around instead of moving. Suggest alternatives such as exercising together, exploring a new hobby, or changing your mentee’s daily routine.

3. Your mentee is facing a conflict with other peers at school.

Acknowledge any of your mentee’s strengths that can be utilised to effectively work through the conflict: honesty, reflective listening skills, caring character, ability to compromise, etc. Ask your mentee open-ended questions about the conflict so that they can begin to perceive the complexity of the situation and work towards a resolution. Help your mentee practice being open-minded and forward-thinking by challenging them to brainstorm three to five different ways to resolve the conflict.

4. Your mentee is misbehaving at school and maybe even during mentoring.

If your mentee is misbehaving for attention, try catch them being good. Give your mentee attention and positive reinforcement for good behaviour, rather than focusing on their bad behaviour. Talk with your Mentoring Coordinator or counsellor for more ideas.

5. Your mentee is not performing well in school. They feel incapable and overwhelmed.

What is going well in school? Celebrate both big and small achievements. Help your mentee to break down big projects into manageable, smaller tasks. Challenge your mentee to ask questions, experiment, and approach situations with a “can-do” attitude – both in their academic and non-academic efforts. Encourage your mentee to cultivate their talents and interests in extracurricular activities. Success in nonacademic activities can often boost confidence and enhance academic performance. Celebrate mistakes and failures as opportunities to learn, improve, and grow.

6. Your mentee is displaying signs of potential abuse or neglect. See “10 Safeguarding Issues” on the next page.

Talk to the mentee about your concern and listen if they want to talk to you. Afterwards, immediately report your concerns to the Mentoring Coordinator, a counsellor, the school nurse, a Deputy Principal or Principal so they can take further action.

CRISIS SITUATIONS

Although you will not be called upon or entrusted with a mentee's crisis situation, it is always good to be prepared and have the knowledge and confidence to know how to respond.

What is a crisis?

In mental health terms, a crisis refers not necessarily to a traumatic situation or event, but to a **person's reaction** to an event. One person might be deeply affected by an event, while another individual suffers little or no ill effects. Examples of a crisis can include:

- A crucial or decisive point or situation, especially a difficult or unstable situation involving an impending change.
- A sudden change in the course of a person's life, toward either improvement or deterioration.
- An emotionally stressful event or traumatic change in a person's life.

10 Tips for Helping Someone in Crisis

1. Sitting at eye level with the mentee.
2. Not acting surprised or shocked or angry when hearing about the crisis, but at the same time being honest and understanding that it is a difficult situation.
3. Remaining calm and compassionate about the person's experience.
4. Don't pressure the person to tell more than he/she is comfortable telling you but instead use "open-ended" questions (questions that won't elicit (only "yes" or "no" responses) to allow the person to continue if he/she is comfortable.
5. Avoid judgmental statements about the situation ("How could they...")
6. Acknowledge that they trusted you enough to tell you.
7. Reflect back to what feelings the person is expressing ("That sounds scary.")
8. Affirm the person for using his/her coping skills.
9. Be honest about what you need to do with the information.
10. Brainstorm his/her options with the person and offer appropriate resources.

10 Safeguarding Issues

1. **UNEXPLAINED INJURIES:** Visible signs may include unexplained burns or bruises in the shape of objects. You may also hear unconvincing explanations of these injuries.
2. **CHANGES IN BEHAVIOUR:** Children may appear scared, anxious, depressed, withdrawn or more aggressive than usual.
3. **RETURNING TO EARLIER BEHAVIOURS:** Children may display behaviours shown at earlier ages, such as thumb-sucking, bed-wetting, fear of the dark or strangers. For some children, even loss of acquired language or memory problems may be an issue.
4. **FEAR OF GOING HOME:** Children may express apprehension or anxiety about leaving school or about going places with the person who is abusing them.
5. **CHANGES IN EATING:** Stress, fear and anxiety can lead to changes in a child's eating behaviours, which may result in weight gain or weight loss.
6. **CHANGES IN SLEEPING:** Children may have frequent nightmares or have difficulty falling asleep, and as a result may appear tired or fatigued.
7. **CHANGES IN SCHOOL PERFORMANCE AND ATTENDANCE:** Children may have difficulty concentrating in school or have excessive absences, sometimes due to adults trying to hide the children's injuries from authorities.
8. **LACK OF PERSONAL CARE OR HYGIENE:** Children may appear uncared for. They may present as consistently dirty and have severe body odour, or they may lack sufficient clothing for the weather.
9. **RISK-TAKING BEHAVIOURS:** Young people may engage in high risk activities such as using drugs or alcohol or carrying a weapon.
10. **INAPPROPRIATE SEXUAL BEHAVIOURS:** Children may exhibit overly sexualized behaviour or use explicit sexual language.

36 QUESTIONS TO HELP KIDS MAKE FRIENDS

This 36 questions activity can help you build closeness with your mentee(s). Knowing how to talk to others in a way that fosters genuine connectivity and paves the way for real friendship - particularly with those who are different from us - is a valuable life skill. This exercise may help your mentee to talk to other kids in that way.

WHY IT WORKS

The 36 questions are a mixture of opportunities for fun and self-disclosure. Mirroring the emotional journey of friendship, they become increasingly intimate, requiring partners to reveal more about themselves as they answer questions. Each series of 36 questions ends with one that plants the suggestion of friendship, such as: "Name one thing you like about me" or "What's one thing we would do together if we became friends?"

Taking turns listening with genuine interest and curiosity, and the experience of feeling seen and heard, allow feelings of closeness to develop. Although there are no guarantees, this exercise creates fertile grounds for true friendship to blossom.

HOW TO DO IT

Find **two 30-minute periods** when you can meet with your mentee. During each meeting, take turns asking and answering the sets of questions below, which become a bit more personal as the practice goes on. Encourage your mentee to spend relatively equivalent amounts of time talking and listening. At the outset, remind your mentee to only disclose information they feel comfortable with and to refrain from sharing information they feel is too personal. Your mentee can also use some of these questions to help them become closer to an existing friend or get to know an acquaintance better.

Meeting 1 (Partner 1)

1. What is your favourite subject in school?
2. What is your favourite dessert or flavour of ice cream?
3. What is/was your favourite pet? (If you've never had a pet, what pet would you choose if you could?)
4. What's your favourite thing to do during summer vacation?
5. What is your favourite TV show or movie?
6. Do you like to get up early or sleep in on the weekends?
7. What foreign country would you most like to visit and why?
8. If you could have one superpower, what would it be?
9. Describe your worst haircut ever.
10. Describe your best friend (without saying his/her name).
11. If you had to move from your school, what would you miss the most?
12. If your house was on fire and you had time to safely grab one thing before running out, what would it be?
13. If you could be famous for something, what would it be?
14. Describe one quality you wish you had.
15. What would a perfect day at school be like?
16. What would you like to change about your life if you could?
17. Name one thing that would make your parents/family proud of you and one thing that would make them disappointed in you.
18. Name one thing you and I appear to have in common.

Meeting 1 (Partner 2)

1. What is your favourite thing to do after school?
2. What is your favourite restaurant and what is your favourite food there?
3. Of all the places you've lived or visited, where was your favourite and why?
4. What is your favourite song?
5. What is your favourite holiday and why?
6. Who was your favourite elementary school teacher and why?
7. What country in the world would you most like to visit and why?
8. If you had a lot of money and could do anything you wanted with it, what is one thing you would do?
9. Describe a time you got hurt (e.g., broke a bone).
10. What is the best gift or present you have ever received and why was it so special?
11. If a crystal ball could tell you the truth about one thing in your future, what would you want to know?
12. If you could have dinner with anyone in the world, who would it be?
13. Think about your greatest dream or wish. What is your biggest obstacle in making it come true?
14. What would your worst day at school be like?
15. How would you describe a true friend?
16. If you could choose one thing about your life that would never change, what would it be?
17. Name one thing you like about your parents/family and one thing you don't like about them.
18. Name one thing you like about me.

Meeting 2 (Partner 1)

1. Do you think boys or girls have it easier?
2. If you had a magic mirror that allowed you to see exactly what was going on anywhere in the world, where would you look?
3. Imagine that the principal told you he wanted to make the school better and would change it in any one way you suggested. What would you tell him to do?
4. Name one thing about this school you think is unfair.
5. If you could be the most attractive, the most athletic, or the smartest student at school, which would you choose?
6. If you could make a TV show or YouTube video about anything you wanted and you knew millions of people would see it, what would it be about?
7. If you had to choose right now what job you would have as an adult, what would it be?
8. What is one thing you wish you were better at?
9. What is the biggest difference between what happens on TV and what happens in your life?
10. Describe a time at school when you were mean to someone else. What would you have changed about the situation if you could?
11. Would you rather your mom or dad give you more presents or spend more time with you? Which would make you feel more loved?
12. If you woke up tomorrow and you were grown up with kids of your own, how would you treat them differently than your parents treat you?
13. What is your biggest regret?
14. When you think about the future, what worries you the most?
15. If you could change one thing about the way you look, what would it be?
16. Describe your biggest failure.
17. What do you think your friends like most about you?
18. If we became friends, what is one thing we might enjoy doing together?

Meeting 2 (Partner 2)

1. Do you think it would be easier to be an only child or have lots of siblings?
2. If you could be invisible for a day, what would you do?
3. Imagine you had the opportunity to give a 10-minute speech to all the students in this school. What would you talk about?
4. What is the hardest part of middle school?
5. Describe one good thing and one bad thing about being popular at school.
6. If you could do one thing that you're not allowed to do now because you're too young, what would it be?
7. What is one job you hope you never have as an adult?
8. If you could be really talented at one thing, what would you choose?
9. Name one thing you think you could do better if you were the principal.
10. Describe a time at school when someone was mean to you. What would you have changed about the situation if you could?
11. If you could give your parents one tip on how to be better parents, what would it be?
12. Name one thing someone in your family does that really gets on your nerves.
13. If you could travel to the past in a time machine and change one thing, what would it be?
14. What is your biggest fear?
15. What do you dislike most about yourself?
16. What is the most embarrassing thing that has happened to you at school?
17. What is your proudest moment?
18. Name one reason we would be lucky to have each other as a friend.