

Ideas with

IMPACT

CLASSROOM MANAGEMENT/RESILIENCY

**Chief J.U.S.T.I.C.E
- Peer Mentoring**

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CHIEF J.U.S.T.I.C.E Peer Mentoring



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GOALS AND OBJECTIVES

The goal of this project is to allow upper-class students (juniors / seniors) to mentor underclassmen (freshmen / sophomores) regarding:

- ❖ Effective study habits
- ❖ Stress and anxiety management
- ❖ Thoughtful decision-making
- ❖ Effective communication
- ❖ Conflict resolution

Teachers will learn:

- ❖ How to activate student leaders
- ❖ Strategies for bringing in community partners
- ❖ Creative ways to introduce challenging topics
- ❖ Creative ways to get students to do research and enjoy it 😊
- ❖ How to collaborate with colleagues without adding additional work

Students will:

- ❖ Develop and enhance leadership skills
- ❖ Engage in research and critical thinking
- ❖ Participate in cooperative learning
- ❖ Practice effective communication
- ❖ Learn conflict resolution and problem-solving strategies

FLORIDA STANDARDS

C2.3 - Experience the responsibilities of citizens at the local, state, and federal levels

C2.4 - Evaluate / Defend positions cause gov't to balance interest of individuals / public good

C2.6 - Evaluate / defend positions about Con rights / explain why rights not absolute

ELA.10.C.2.1 - Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective

ELA.10.C.5.1 - Creating digital presentations to improve understanding of findings, reasoning, and evidence

LAFS.910.SL.12, 1.3, 2.4 - Integrate multiple sources from diverse media, evaluate accuracy/credibility of sources, evaluate speakers POV, reasoning, and use of evidence, present info, findings, and supporting evidence clearly

LAFS.910.WHST.1.1, 1.2., 2.4 - 2.6 - Write arguments, develop claims / counterclaims; write informative / explanatory text, establish and maintain formal and objective tone (when necessary), use precise language, relevant examples, specific vocabulary; revise, edit, and proofread; use technology, including the Internet to produce and publish work

PROJECT OVERVIEW

Research shows that peer-to-peer learning can be very effective. Given the challenges that students face today, it can definitely help to have an accountability partner.

Chief J.U.S.T.I.C.E. Peer Mentoring is a transformative, year-long student-led program where juniors and seniors guide underclassmen in mastering study habits, stress and anxiety management, decision-making, effective communication, conflict resolution, and leadership. In this workshop, teachers will learn how to structure and support mentoring partnerships that boost academic confidence, emotional resilience, and school connection for mentees, while developing leadership, empathy, and self-awareness in mentors. Through regular, guided peer sessions, students will engage in research, critical thinking, presentation skills, and collaborative problem-solving.

Teachers will leave equipped with practical strategies, program templates, and facilitation techniques to bridge post-pandemic learning gaps, strengthen critical soft skills, and foster a vibrant, supportive school culture—all within a fun and meaningful peer-driven framework.

RESOURCE LIST

This project can be completed with minimal material resources, including:

- 1 - Large post it notes / markers
- 2 - Computers
- 3 - Notebooks or binders (can be used as mentoring guides)
- 4 - Printer paper / ink (guided activities)
- 5 - SNACKS, SNACKS, SNACKS (students are so much more receptive :)

*Community partners can be a great help. They can serve as guest speakers and add credibility to the mentor-mentee presentations. Additionally, they can support the mentor-mentee partnership. See your activity director, magnet / academy leader, and administration for support in securing relevant community partnerships.

LESSON PLANS

Lesson 1 - Icebreaker / Introduction

Objective: To pair mentors / mentees and allow them to get to know one another

Get to know your Mentor!

Directions for Interview: In an effort to learn more about your mentor, the mentee will ask the following questions and record the answers. At the end of the exercise, you will present your partner to the group.

Ask your partner:

What is your first / last name?

When is your birthday?

Name one talent or special skill you have (sing, dance, cook, sports).

What is your favorite form of social media?

What college do you want to attend and why?

Icebreaker: Would you rather?

1. Would you rather one innocent person executed for a crime they didn't commit OR have ten guilty people go free?
2. Would you rather have more time (as in years added to life) OR money?
3. Would you rather go to an amusement park or go shopping?
4. Would you rather have someone reveal your deepest secret online OR fall in front of everyone during a pep rally?
5. Would you rather have a high paying career that you hate or a low paying career that you love?
6. Would you rather live in a tiny house near the beach OR a mansion in the woods?

List your partner's favorite:

Musical Artist:

School Subject:

Dessert:

Childhood Game:

Animal:

Movie:

Presentation Tips

- ✓ Greet the class - *Good morning! Good afternoon!*
- ✓ Think about how you want to present the information before speaking (don't go in order, try not to be repetitive, be creative)
 - Some people can sing - but my partner can SANG! As a result, her favorite musical artist is HER. While she is the captain of the volleyball and track teams, my partner would never be considered just an athlete. Her favorite subject is math AND she is in all honors classes....
 - Lao Tzu said, "The journey of a thousand miles begins with a single step." As a senior, my partner is ready for the next step and has plans to attend FAMU when he graduates....
- ✓ SMILE and make eye contact w/your audience

Get to know your Mentee!

Directions for Interview: In an effort to learn more about your mentee, the mentor will ask the following questions and record the answers. At the end of the exercise, you will present your partner to the group.

Ask your partner:

What is your first / last name?

Name something fun you did during summer break.

Describe yourself in 3 words.

What are your top 3 choices for a career?

Icebreaker: Would you rather?

1. Would you rather walk barefoot on burning coal OR sleep on a bed of nails?
2. Would you rather spend three months in jail OR spend one year as a vegan (no meat products including cheese)?
3. Would you rather be thrown in a pit full of cobras OR put in a tub of tarantulas?
4. Would you rather ride a motorcycle blindfolded OR swim with crocodiles?

5. Would you rather work alone on a computer remotely OR in an office with people who stir up a lot of drama?
6. Would you rather eat 5 hissing cockroaches or eat a whole cow brain?

List your partner's favorite:

Musical Artist:

Color:

School Subject:

TV Show:

Place to Shop:

Theme Park:

Dessert:

Presentation Tips

- ✓ Greet the class - *Good morning! Good afternoon!*
- ✓ Think about how you want to present the information before speaking (don't go in order, try not to be repetitive, be creative)
 - Some people can sing - but my partner can SANG! As a result, her favorite musical artist is HER. While she is the captain of the volleyball and track teams, my partner would never be considered just an athlete. Her favorite subject is math AND she is in all honors classes....
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- ✓ SMILE and make eye contact w/your audience

Lessons 2-4 - Awareness Campaign (Hot Topics / Class Presentations/ Student Pledge)

Directions: After pairing mentor and mentee, schedule regular meetings to allow the students to work together on projects designed to build leadership and cooperative learning skills.

Awareness Campaign

Objective - To learn about a select topic, research it, and share the information to spread awareness within the school

- ❖ Allow students to select topics which are relevant to them (i.e. effective study habits, teen mental health, effective communication, conflict resolution)
- ❖ Have each pair to formulate a question and research their topic using proper research skills and source documentation
- ❖ Students should gather and organize their facts, statistics, examples, and source information (may use note cards)
- ❖ Each pair should create a way to spread awareness about the information they found in a fun, creative way to help other students learn

Activity # 1 - Hot Topics (could be used as bellringer / whole group /exit activity)

- ❖ Allow each pair to introduce their topic to the class (group) and why they chose it
- ❖ Have students to write 2-3 questions they want to know about the topic and submit
- ❖ Select 1-2 questions each class and allow the pair to lead a guided discussion on the topic sharing their research

Activity #2 - Class Presentations (Collaborate with another teacher - preferably with a different grade level)

- ❖ Have each mentor-mentee pair create a digital presentation using the facts, statistics, and examples from their research
- ❖ Collaborate with another teacher to allow each mentor-mentee to present to the selected class

- ❖ Require students to use Kahoot!, Quizziz, or some interactive game as a way to check for learning and engagement

Activity #3- Student Pledge (Seek prior approval from activities director / administration)

- ❖ Allow mentor-mentee pairs to create a PLEDGE to uphold positive characteristics associated with their topic
- ❖ Allow the pairs to host a lunch campaign to spread awareness
- ❖ Each pair should have a table display (tri-fold board, digital slideshow, poster board) showcasing their research
- ❖ Have each pair create a fun activity to draw students to their table during lunch (Spin the Wheel, Card Draw,)
- ❖ Each student who visits the table and answers a question should sign the pledge poster
- ❖ Ask permission from administration to post the posters in the cafeteria 😊