

# Big Brother Mentor Education Program

## COMPANION GUIDE

**ROOM SETTING: SCHOOLROOM OR ROUNDS (IF IN-PERSON), SPACE THAT ALLOWS FOR PARTICIPANTS TO GET UP AND EASILY MOVE AROUND**

**LOCATION: IN-PERSON OR VIRTUAL | DURATION: APPROXIMATELY 90 MINUTES**

**AUDIENCE: THIS COMPANION GUIDE IS MEANT TO BE FACILITATED FOR THE CHAPTER'S NEWEST BIG BROTHER/LITTLE BROTHER PAIRINGS.**

## SET UP FOR SUCCESS

### OVERVIEW:

The session is meant to be completed after finishing the Big Brother Mentor Education online module. Using the knowledge gained from the online module, complete this session with your chapter's newest Big Brother/Little Brother pairings to clarify roles within the mentorship relationship and participate in some activities that can begin to foster that relationship.

### OBJECTIVES:

As a result of this session, participants will:

- Understand the role of a Big Brother Mentor
- Understand the value of a mentoring relationship
- Identify the signs of healthy and unhealthy Big Brother/Little Brother relationships
- Identify ways in which their Big Brother/Little Brother relationship plays a role in the membership experience
- Plan a healthy Big Brother/Little Brother activity to do together following the session
- Identify ways to find mentorship in other areas of life

### SESSION OVERVIEW

- Introduction & Online Module Overview (15 min)
- Building a Foundation (15 min)
- Growing Together Reflection Activity (20 min)
- Get to Know You Activity (10 min)
- Future Activity Planning (15 min)
- Finding Mentorship Beyond Your Fraternal Experience (10 min)
- Conclusion & Wrap Up (5 min)

### Materials Needed

- Corresponding Slide Deck
- Growing Together Worksheet
- Flip Chart Paper
- Markers

### FACILITATOR OPTIONS

Ideal facilitators for this session would be one or a combination of the following individuals:

- New Member Educator (or related officer)
- Membership Officer (or related officer)
- Alumni Advisor
- Member Organization Staff Member

### TECHNOLOGY NEEDED

- Virtual platform with screen sharing and breakout room capabilities (if facilitated virtually)
- Computer
- Projector

# How to Utilize the Facilitator Guide

## TEXT STYLE

Throughout this facilitator guide you will notice various styles of text. Each style indicates a component of the curriculum and how to present that information with the group.

**Normal text** - Indicates curriculum that facilitators should say aloud. While reading the curriculum word for word is not necessary, an iteration of the content is.

*Italicized text* - Indicates a facilitator note and not to be said aloud. For this reason, it's important to familiarize yourself with the facilitator guide well in advance of the peer group/organization conversation.

**Bold text** - Indicates a question, statement, or important summary that should be said aloud and posed to the group.

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## SECTION DURATION

Estimated duration of each section of the facilitator guide will be included in the top left column.

## Big Brother Mentor Education Program

Big Brother/Little Brother Session

## SLIDE DECK

This companion guide has a corresponding slide deck. Throughout the facilitator guide you will notice a screenshot of the contents corresponding slide in the left hand column. There will also be a facilitator note in italics indicating when to display each slide for the group.

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## INTRODUCTION AND ONLINE MODULE DEBRIEF

### Big Brother Mentor Education Program

Big Brother/Little Brother Session

#### Introduction

For the Big Brothers in attendance today, you should have already completed the Big Brother Mentor Education Program online module. The online module introduced you to:

- The role and expectations of a Big Brother,
- Mentorship and the roles of both the mentor and mentee within a mentorship relationship, and
- Healthy ways to build Big Brother/Little Brother relationships.

The goal of completing the online module was to better prepare you for your role as a Big Brother so that you may begin building a healthy mentorship relationship with your Little Brother.

To further our understanding of the material and to start building a solid foundation for your Big Brother/Little Brother relationships, we are going to engage in discussion about what to expect and participate in a couple activities that will set you both up for success.

#### Online Module Debrief

Before we move forward, let's confirm what we learned in the course and take the time to share with your Little Brother what you learned. It's important that we are all operating with the same understanding of certain terms, roles, and expectations.

**The course identified five roles of a Big Brother. Can anyone share with the group what those roles were?** *Allow participants time to share what they remember. Thank them for sharing, then clarify the five roles of a Big Brother if they were not all identified. Share the corresponding PowerPoint slide.*

#### Online Module Debrief

##### Roles of a Big Brother

- Serve as a positive role model for their Little Brother
- Support their Little Brothers growth and development
- Help their Little Brother learn about important aspects of the chapter and the inter/national organization
- Serve as their Little Brother's guide during their new member experience, preparing for initiation, and debriefing ritual
- Help their Little Brother create and achieve personal goals

A Big Brother should:

- Serve as a positive role model for their Little Brother
- Support their Little Brothers growth and development
- Help their Little Brother learn about important aspects of the chapter and the inter/national organization
- Serve as their Little Brother's guide during their new member experience, preparing for initiation, and debriefing ritual
- Help their Little Brother create and achieve personal goals

The course clarified that a Big Brother should be a mentor to a Little Brother. In your own words, how would you define mentorship? Allow participants time to share. Thank them for sharing, then share the definition of mentorship. Share the corresponding PowerPoint slide.

Mentorship is a mutually beneficial relationship in which an experienced individual (the mentor) impacts knowledge, expertise, and wisdom to a less experienced person (the mentee) while simultaneously honing their mentoring skills.

### Have you had a mentor?

- Who was their mentor?
- Was it a formalized mentoring relationship?
- What did they gain from being mentored?



Ask for a raise of hands from attendees if they have had a mentor. Then ask the following questions:

- **Who was their mentor?**
- **Was it a formalized mentoring relationship? (i.e. through school or work)**
- **What did they gain from being mentored?**

### Have you been a mentor?

- Who did they mentor?
- What was the setting or context in which they mentored someone else?
- What did they help their mentor do/achieve/accomplish?
- What did they learn, gain, or accomplish while mentoring someone else?



Ask for a raise of hands from attendees who have served as a mentor. Then ask the following questions:

- **Who did they mentor?**
- **What was the setting or context in which they mentored someone else?**
- **What did they help their mentor do/achieve/accomplish?**
- **What did they learn, gain, or accomplish while mentoring someone else?**

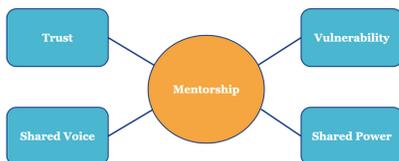
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## BUILDING A FOUNDATION

As a component of the course, Big Brothers watched Jessica Whatley's TedxTalk regarding key components of a mentorship relationship. We won't ask the Little Brothers to watch that video, but let's share what you learned with them.

**Jessica identified four key components of a mentorship relationship. Who can identify at least one of those components for the group?** Allow participants time to share one at a time until all four key components are identified. Thank them for sharing, then share the four key components of a mentorship relationship if they were not all identified by the group. Share the corresponding PowerPoint slide.

### Key Components of Mentorship



The four key components of a mentorship relationship are:

- Trust
- Vulnerability
- Shared Voice and
- Shared Power

These key components of a mentorship relationship should be considered the foundation of a healthy Big Brother/Little Brother relationship. Big Brothers learned some ways that they could build trust, practice vulnerability, and provide a space in the Big Brother/Little Brother relationship that allows for shared voice and power. However, let's take some time collectively to build our own list. Big Brothers feel free to share what you learned in the course, but Little Brothers we would love to hear from you as well.

Post four pieces of flip chart paper in a place that all participants can see. Label each with a key component of mentorship (trust, vulnerability, shared voice, and shared power). Starting with Trust, ask the group to share how they can build trust with their Big Brother/Little Brother. Notate responses on the flip chart paper as participants share. Repeat this activity for all four key components.

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## GROWING TOGETHER REFLECTION ACTIVITY

To practice some of the ideas we just identified regarding key components of a mentorship relationship, we are going to complete an activity with your Big Brother/Little Brother. If you are not already sitting next to your Big Brother/Little Brother find a location to sit together now. Give participants time to move before providing instructions for the Growing Together Reflection Activity.

Growing Together  
Reflection  
Big Brother/Little  
Brother Partner  
Activity

Mentorship relationships, like that between a Big Brother and Little Brother, are mutually beneficial and both members should grow from the experience. Pairs should ideally grow together through their time together and should look to each other for support.

Provide each Big Brother/Little Brother pair with a reflection sheet that they should work through together. Each pair should discuss the following:

To be completed by the Associate Member:	To be completed by the Big Brother/mentor:
During my time as a collegiate member of my organization, I would like to achieve the following:	I can provide the following support to achieve your aspirations as a collegiate member:
An area I would like to learn more about within my organization is...	I can help you learn about this by...
An area in which I would like to grow or develop is...	I can provide accountability and support for your growth by...
Something I hope to contribute to my relationship with my Big Brother/mentor is...	Something I hope to gain by serving as a Big Brother/mentor is...

*Provide pairs 10-15 minutes to complete the reflection together. After 10-15 minutes, have everyone come back together and do a large group debrief using the following questions:*

- **What were some of the things you listed as things you would like to achieve as a collegiate member?**
  - **Big Brothers/mentors: What can you do to help your Little Brother/mentee achieve these things?**
- **What areas did you identify as opportunities for learning about within your organization?**
  - **Big Brothers/mentors: What did you identify as a way you support your Little Brother/mentee to learn in this area?**
- **For Little Brothers/mentees, what did you identify as something you can contribute to your relationship with your Big Brother/mentor?**
  - **Big Brothers/mentors, what did you identify as something you would like to gain through your relationship with your Little Brother/mentee?**

*Thank volunteers for sharing with the group. Conclude this section by summarizing the following:*

- Being a Big Brother is an important role to play in the chapter—You help to welcome new members and help them gain knowledge necessary to be contributing members of the organization.
- Having a Big Brother is not just a person to help you socialize and introduce you to people—A Big Brother is someone who will be a part of your membership experience for the rest of your days as a brother of your organization.
- Big Brother/Little Brother or mentor/mentee relationships are defined by the commitment you make to each other to hold one another accountable and help each other grow.

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## **GET TO KNOW YOU ACTIVITY**

The Growing Together Reflection Activity gave you an opportunity to start building a foundation for your Big Brother/Little Brother relationship that is built on trust, vulnerability, shared voice, and shared power. However, some of those questions were pretty deep and may not have given you an opportunity to get to know each other in less formal ways. Next we are going to do a quick activity that will hopefully give you the opportunity to learn new things about your Big Brother/Little Brother in a fun way.

### **This or That Activity**

*Before beginning the activity, take the time to explain the instructions. Let them know that this activity does require them to respond in a fairly quick manner and to move about the room. Guide them to not over think their answers, to go with their gut, and clarify that they do have to make a decision. Choosing both or neither is not an option.*

We are going to play a quick game of This or That. I'll call off two things and indicate each with a designation of a side of the room. Between the two options, choose your preference by moving to the corresponding side of the room. Once everyone has chosen, take a moment to locate your Big Brother/Little Brother. Are they on the same side of the room or the opposite side of the room as you? Try to remember what preferences you have in common or not. These are great conversation starters, but will also be helpful information as we go into our next activity.

*Below is a list of This or That starters. Feel free to create your own that may be more specific to your organization, campus, location, etc. Be mindful to keep these options appropriate and that they do not venture into categories that perpetuate unhealthy relationships.*

- Early Bird or Night Owl
- Basketball or Football
- Sports or Video Games
- Outdoor Adventures or Indoor Activities
- Coffee or Tea
- Pizza or Burgers
- Marvel or DC Universe
- Physical Books or Audio Books
- Live Music or Custom Playlist
- Beach or Forest

*Thank them for participating. Ask them to find a seat with their Big Brother/Little Brother for the next activity.*

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## FUTURE PLANNING ACTIVITY

For our next activity we are going to take the time to utilize what you've learned so far about your Big Brother/Little Brother and what you know about mentorship relationships to plan an activity for you and your Big Brother/Little Brother to do together within the week of completing this program.

Before we dive into planning an activity, let's briefly review what constitutes a healthy relationship and brainstorm activities that accomplish that. Big Brothers, the course shared signs of a healthy and unhealthy relationship. We want to emulate the signs of a healthy relationship with our Little Brothers. **Can we recall all ten signs of a healthy relationship?**

*Allow participants time to share one at a time until all ten signs of a healthy relationship are identified. Thank them for sharing, then share the ten signs of a healthy relationship if they were not all identified by the group. Share the corresponding PowerPoint slide.*

### Signs of a Healthy Relationship

- A comfortable pace
- Trust
- Honesty
- Independence
- Respect
- Equality
- Kindness
- Take responsibility
- Healthy conflict
- Fun



What are some healthy activities you can do with your Big Brother/Little Brother?

The ten signs of a healthy relationship are:

- A comfortable pace
- Trust
- Honesty
- Independence
- Respect
- Equality
- Kindness
- Take responsibility
- Healthy conflict
- Fun

Now that we all know the ten signs of a healthy relationship let's quickly brainstorm some activities that Big Brother/Little Brother pairs can do together that maintain a healthy relationship.

*Post a piece of flip chart paper in a place that all participants can see. Label it with Healthy Activities. Ask the group to share activities that they can do with their Big Brother/Little Brother that maintain a healthy relationship. Notate responses on the flip chart paper as participants share.*

*If participants struggle initially you can share some of the following ideas to get them started.*

- *Play video games together*
- *Join an intramural sport team together*
- *Binge watch your favorite movies together*
- *Grab a meal together*
- *Attend a sporting event together*
- *Gather the entire fraternal family for golf or laser tag*
- *Attend a campus event together*
- *Volunteer in your community together*

*Spend about 3 or 4 minutes creating a list. Thank them for sharing.*

We've started a solid list of great activities that you can do with your Big Brother/Little Brother. Spend the next 7 or 8 minutes planning an activity with your Big Brother/Little Brother. Keep in mind what you've learned about your Big Brother/Little Brother so far both during the Growing Together Reflection Activity and the This or That game. Planning an activity together is also a great opportunity to practice the key components of mentorship; trust, vulnerability, shared voice and shared power.

### Big Brother/Little Brother Activity Planning



- What do we want to do together this week?
- When are we both available?
- Why are we choosing this activity?
- Does this activity provide us the opportunity to hangout and get to know one another even more?

Be sure to discuss the following as you plan:

- What do we want to do together this week?
- When are we both available?
- Why are we choosing this activity?
- Does this activity provide us the opportunity to hangout and get to know one another even more?

*Give the Big Brother/Little Brother pairs 7-8 minutes to discuss. Bring them back to the larger group and ask a few pairs to share their plans with the larger group. Thank them for sharing.*

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## FINDING MENTORSHIP BEYOND YOUR FRATERNAL EXPERIENCE

Before we wrap up our program today, let's touch on what mentorship outside of your fraternal experience could look like. Earlier we defined mentorship as a mutually beneficial relationship in which an experienced individual (the mentor) impacts knowledge, expertise, and wisdom to a less experienced person (the mentee) while simultaneously honing their mentoring skills.

While of course a Big Brother should serve as a mentor to their Little Brother, there are many more individuals in your life that can serve as a mentor to you for specific needs.

**For example, if you are interested in learning more about a certain subject or career field, who could you connect with in hopes of finding a mentor?** *Give participants time to respond. You are looking for answers like a professor, a teacher's assistant, someone working in that field, etc.*

**What if you were looking for a mentor regarding leadership skills? Who could be a great mentor to connect with?** *Give participants time to respond. You are looking for answers like a brother in a leadership role on campus, your residential advisor, an alumni volunteer, your fraternity & sorority campus advisor, or any other leader on campus or within your community that you admire.*

Keeping in mind what we've learned about mentorship so far - what mentorship is, the key components of mentorship, and who could serve as ideal mentors - take the time to individually reflect. Utilize the following prompts to guide you.

**Non-fraternal Mentorship Reflection**



- What topic, skill, or experience am I interested in developing?
- Who do I know that currently knows this information, practices this skill, or works within that area of interest?
- How would I approach this person to share my interest in finding a mentor?

- What topic, skill, or experience am I interested in developing?
- Who do I know that currently knows this information, practices this skill, or works within that area of interest?
  - If I don't know anyone, who within my current network could connect me with this individual?
- How would I approach this person to share my interest in finding a mentor?

*After a few minutes of personal reflection time, have participants practice their mentorship request with their Big Brother/Little Brother. Remind participants that clear and open communication is a key factor in building a relationship with someone, including a future mentor.*

**How to Request a Mentor**



- What knowledge, skill, or experience am I hoping to gain from the mentorship relationship?
- Why am I interested in them being my mentor?
- What am I looking for in a mentor?

A mentor request should clearly articulate an answer to the following questions:

- **What knowledge, skill, or experience am I hoping to gain from the mentorship relationship?**
- **Why am I interested in them being my mentor?**
- **What am I looking for in a mentor?**

*After a few minutes bring the pairs back to the larger group. Encourage them to reach out to the potential mentor they identified to start building that relationship as well.*

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## CONCLUSION AND WRAP UP



**Thank  
you!**

Questions?  
Comments?  
Key Takeaways?

Thank you for participating in today's discussion and activities. I hope that through your engagement with this program, you and your Big Brother/Little Brother have a clear understanding of your roles in the relationship, that you know a little more about one another, and are ready to continue to foster that relationship in healthy ways for years to come.

**To close our session out, can I hear from a few of you any session takeaways, commitments, or final comments.** *Thank them for sharing.*

As a reminder, you should complete the following within the next week or so:

- Implement your planned activity with your Big Brother/Little Brother
- Reach out to the mentor you identified outside of your fraternal experience

