



Mentoring Lesson Plans

A selection of mentoring lesson plans, compiled fall 2015



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Getting to Know Your Mentee



Autobiographical Poem

Objective: Get to know your mentee.

Materials:

- Paper
- Writing Utensil

Directions: Have your mentee create an autobiographical poem, following the structure outlined below.

Poem Structure:

- Line 1: Your first name
- Line 2: Three words that describe yourself
- Line 3: Three things you like
- Line 4: Three things you don't like
- Line 5: Three movies you have seen or books you have read
- Line 6: Three fears you have
- Line 7: Three things you like about school
- Line 8: Two goals you have
- Line 9: A place they would like to visit
- Line 10: Your last name



Card Game Icebreaker

Objective: Get to know your mentee.

Materials:

- Deck of cards

Directions: The mentor and mentees take turn pulling cards from a single deck and answering a question that corresponds with the card's face (see below).

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- 1- What is one of your hobbies?
- 2- What is one of your favorite colors?
- 3- What is one of your favorite foods?
- 4- What is one of your favorite music groups?
- 5- What is one of your dream jobs?
- 6- What is one of your favorite school subjects?
- 7- What is one of your favorite memories with your family?
- 8- What is one of your favorite animals?
- 9- What is one of place you would love to travel someday?
- 10- What is one of your favorite books?
- Jack- What is one thing you would like to improve on as a student?
- Queen- What is one of your favorite TV shows?
- King- What is one of your favorite movies?
- Ace- What is one subject that you struggle with?
- Joker- What is one random fact about you?



Coat of Arms Activity

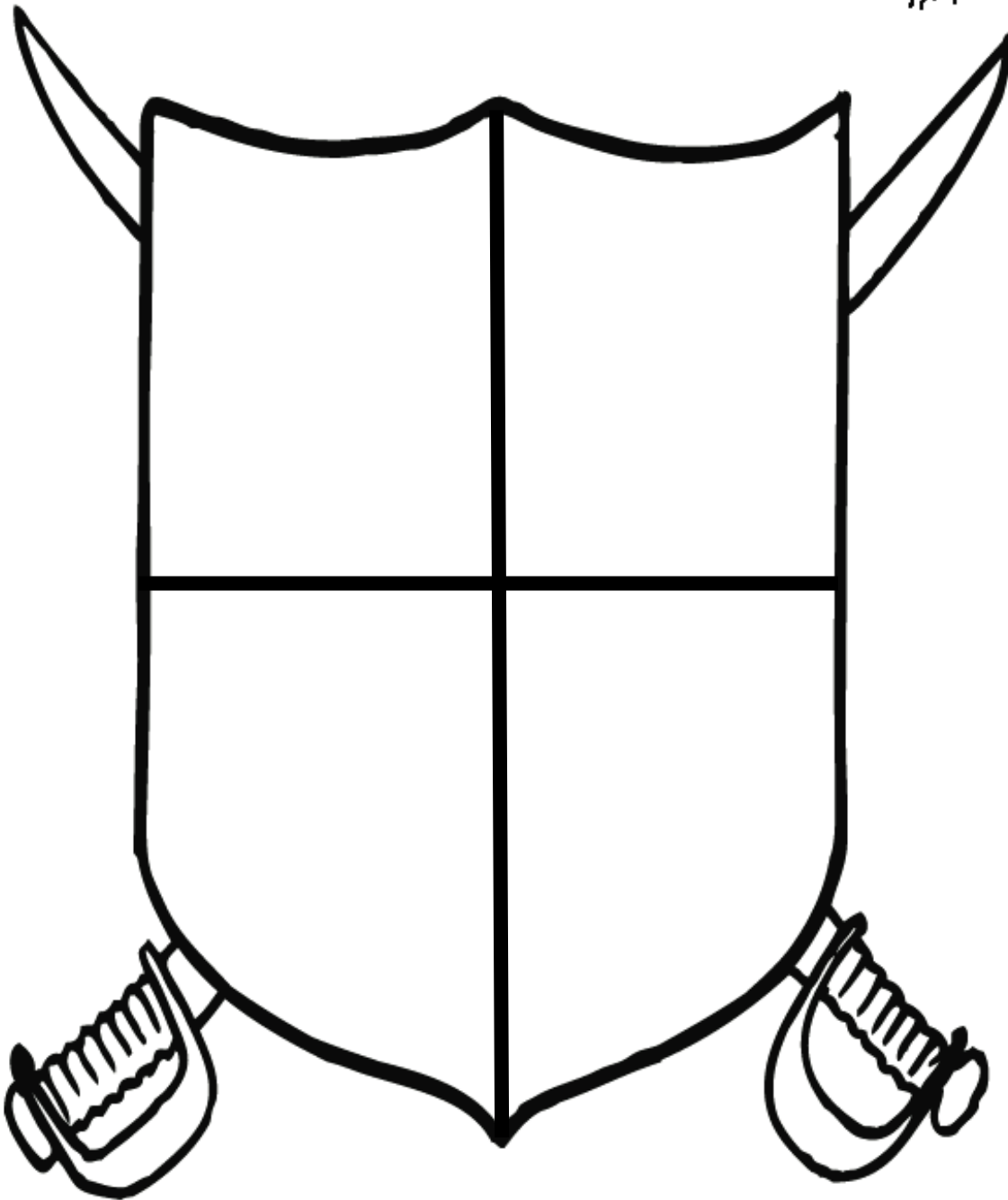
Objective: Get to know your mentee.

Materials:

- Copies of the Coat of Arms handout (attached)
- Markers/crayons/colored pencils

Directions: Give your mentee a copy of the Coat of Arms. The quadrants represent 4 areas: Family (Upper Left), Friends (Upper Right), Hobbies (Bottom Left), and a life goal (Bottom Right). With your mentee(s), create drawings (no text) to depict each of the areas of your lives. At the end (give yourself at least 10-15 min to draw) present the coat of arms to one another

TIM





Collage Icebreaker Activity

Objective: Get to know your mentee.

Materials:

- Paper
- Magazines
- Scissors
- Glue

Directions: Students will create a collage which conveys important aspects of their personalities. Hand out materials to students. Allow them to cut out images from the magazines and paste them on to the paper. These images should reflect their personalities, character, likes/dislikes, etc. Students can use images that represent their lives in the present, past, or future. After all the students have finished their collages, have them present to the group, explaining the significance of each part of the collage.



Dice Game Icebreaker

Objective: Get to know your mentee.

Materials:

- Dice

Directions: The mentor and mentees take turn rolling dice and responding to the prompts that correspond with the number rolled (see below).

- 1- tell something about yourself
- 2- tell something about your family
- 3- tell something about your school
- 4- tell something about college
- 5- tell something about the job you want
- 6- if you could have any super power what would it be?



Fun Icebreaker Questions

Objective: Get to know your mentee.

Directions: Mentors and mentees can take turns asking each other these fun icebreaker questions.

- What type of animal would like as a pet and what would its name be?
- What type of car would you like to own?
- Who is your favorite relative and why?
- What is your favorite subject and why?
- What is the funniest movie you have seen and what made it so funny?
- What is the worst/boring movie you have seen and why?
- What is your dream job and why?
- If you had \$100 what would you go buy?
- What song do you listen to the most and why?
- What type of music do you not like and why?
- What is one thing you ate that was gross? What do you eat every week and why?
- What hidden talent do you have? –EVERYONE HAS ONE!
- What is one characteristic you like about yourself?
- Who is your favorite famous person and why?



Getting to Know You Basketball Game

Objective: Getting to know your mentee. This game is similar to HORSE, but with a fun twist: instead of getting a letter for a missed shot, you must answer a question about yourself.

Materials:

- Basketball
- Access to court/hoop
- Athletic shoes are ideal

Directions:

1. Decide on an order of play. You can play with two or more players. Just agree on an order for who plays first, then second, and so on.
2. Let the first player invent a challenge shot. The first player takes a shot from anywhere on the court — or even outside the bounds! He can add "extra rules" to this shot too, but he has to announce them before shooting. For example, he can say "I'm shooting with my eyes closed" or "I'm shooting behind my back." He gets one try to make the basket.
3. Give the next player the ball. The second player gets to take the next shot. This part depends on whether the last shot was successful:
 - a. If the first player made a basket: the second player has to copy whatever the first player, including where he was standing.
 - b. If the first player missed the basket: the second player can shoot from anywhere, using any rules she wants to invent.
4. Keep playing with the same rules. Whenever it's your turn, if the person before you made a basket, you have to copy them. If the person before you missed, it's your turn to invent a new challenge. After the last player shoots, it's the first player's turn again.
5. If you are trying to copy the person before you and you miss the basket, the person whom you were copying gets to ask you a question to get to know you better. Each time you make miss a basket, you have to answer a question (What's your favorite food? What's your favorite subject in school? How many siblings do you have?). Note: You can't get a letter while you are inventing a challenge. If you miss the basket, play just passes to the next player with no penalty.
6. If you invent a challenge, and every other player successfully makes the basket, you get to invent a new challenge.
7. The length of the game can be adapted to fit your needs. You could set a time limit or play until one person has answered a given number of questions.

Rules adapted from: [http://www.wikihow.com/Play-Horse-\(the-Basketball-Game\)](http://www.wikihow.com/Play-Horse-(the-Basketball-Game))



Get-to-Know-You Checkers

Objective: Get to know your mentee.

Materials:

- Checkerboard

Directions:

Begin playing checkers as normal (see below for the rules of the game). In this icebreaker game, however, there is one special rule: if you capture the piece of another player, you get to ask that player a question to get to know him/her better. Possible questions may include: “What is your favorite subject in school?” “What is your dream job?” “What’s your favorite food?” “What do you like to do in your free time?”

Checkers Rules:

1. Checkers is played by two players. Each player begins the game with 12 colored discs. (Typically, one set of pieces is black and the other red.)
2. Each player places his or her pieces on the 12 dark squares closest to him or her.
3. Black moves first. Players then alternate moves. Moves are allowed only on the dark squares, so pieces always move diagonally.
4. Single pieces are always limited to forward moves (toward the opponent).
5. A piece making a non-capturing move (not involving a jump) may move only one square.
6. A piece making a capturing move (a jump) leaps over one of the opponent's pieces, landing in a straight diagonal line on the other side. Only one piece may be captured in a single jump; however, multiple jumps are allowed on a single turn.
7. When a piece is captured, it is removed from the board.
8. If a player is able to make a capture, there is no option -- the jump must be made. If more than one capture is available, the player is free to choose whichever he or she prefers.
9. When a piece reaches the furthest row from the player who controls that piece, it is crowned and becomes a king. One of the pieces which had been captured is placed on top of the king so that it is twice as high as a single piece.
10. Kings are limited to moving diagonally, but may move both forward and backward.
11. Kings may combine jumps in several directions -- forward and backward -- on the same turn. Single pieces may shift direction diagonally during a multiple capture turn, but must always jump forward (toward the opponent).
12. A player wins the game when the opponent cannot make a move. In most cases, this is because all of the opponent's pieces have been captured, but it could also be because all of his pieces are blocked in.



M&Ms Candy Icebreaker

Objective: Get to know your mentee.

Materials:

- M&Ms (can also be adapted for Skittles)

Directions: Grab a small handful of M&Ms. Before you can eat them, you must share a fact about yourself based on the color of the M&M.

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green: share a favorite hobby



brown: share a favorite food



Orange: share a favorite movie



yellow: share a favorite place you've been



blue: share a memorable or embarrassing moment



red: share a goal you hope to meet this year



Mentee Interview of Mentor

Objective: Get to know your mentee.

Materials:

- Paper
- Writing Utensil

Directions: Allow your mentee to find out more about you through an interview where he asks all the questions. Your mentee may use the sample questions or make up his own questions.

Sample Questions:

- What person has had the greatest impact on your life?
- What is the thing that you like to do that gives you the most joy?
- If you could do anything that you wished in the world, what would that one thing be and why?
- What qualities do you like about yourself?
- Who are your best friends and what qualities do you like about them?
- What is your favorite subject in school? (Was it the same in high school?)
- What were you like when you were my age?
- What are you studying to become?
- Do you like being in college?
- Why are you a mentor?



Academic Strengths & Learning Styles



10 Ways to Help Your Mentee Get Organized

- 1. Use checklists.** Help your mentee get into the habit of keeping a "to-do" list. Use checklists to post assignments and reminders about what materials to bring to class. Your mentee may find it helpful to keep a small pad or notebook dedicated to listing homework assignments. Crossing completed items off the list can give him a sense of accomplishment.
- 2. Organize homework assignments.** Before beginning a homework session, encourage your mentee to number assignments in the order in which they should be done. She may want to start with one that's not too long or difficult, but avoid saving the longest or hardest assignments for last.
- 3. Designate a study space.** Your mentee may find it helpful to study in the same place every night. This doesn't have to be a bedroom, but it should be a quiet place with few distractions.
- 4. Set a designated study time.** Your mentee may find it helpful to reserve a certain time every day for studying and doing homework. The best time may not be right after school — many middle schoolers benefit from time to unwind first. Even if your mentee doesn't have homework, the reserved time should be used to review the day's lessons, read for pleasure, or work on an upcoming project.
- 5. Keep organized notebooks.** Help your mentee keep track of papers by organizing them in a binder or notebook. This will help him review the material for each day's classes and to organize the material later to prepare for tests and quizzes. Use dividers to separate class notes, or color-code notebooks. Separate "to do" and "done" folders help organize worksheets, notices, and items to be signed by parents, as well as provide a central place to store completed assignments.
- 6. Conduct a weekly cleanup.** Encourage your mentee to sort through book bags and notebooks on a weekly basis. Old tests and papers should be organized and kept in a separate file at home.
- 7. Keep a master calendar.** Keep a master calendar schedules for extracurricular activities, days off from school, and major events at home and at school. Note dates when your mentee has big exams or due dates for projects.
- 8. Get enough sleep.** Getting enough sleep is important to school performance. Talk with your mentee about his bedtime routine. If your mentee is always tired, are there changes he could make to ensure that he is better rested?
- 9. Prepare for the day ahead.** If your mentee struggles with getting up in the morning, she may want to try packing her backpack the night before. She could even lay out the next day's clothes with shoes, socks, and accessories. This will cut down on morning confusion and allow your mentee to prepare quickly for the day ahead.
- 10. Provide needed support while your mentee is learning to become more organized.** Help your mentee develop organizational skills by checking in each week. These are skills that are developed with practice.

Adapted from FamilyEducation:

<http://life.familyeducation.com/parenting/organization/36373.html#ixzz3ZDI3L89K>



Mentoring Activities to Develop Listening Skills

Tips for Listening

1. **Get Rid of Distractions.** Put down whatever you have in your hands. Turn off the CD player or television. Find a quiet place where you can talk without interruptions.
2. **Stop Talking.** You cannot listen if you are talking. A good listener waits patiently until the other person is finished speaking and does not interrupt with questions or comments.
3. **Act Like You're Interested.** Be alert. Let your face and body language reflect your interest in what the speaker is saying.
4. **Look at the Other Person.** The speaker's body language is usually more important than the actual words. You cannot observe facial expressions, hand movements, and body posture if you are not looking at the speaker.
5. **Get the Main Idea.** Try to listen for the important points the speaker is trying to make.
6. **Ask Questions:** When you don't understand, need further clarification, or want to demonstrate that you are listening, ask appropriate questions.
7. **Check for Understanding:** To be sure you understand what is being said, rephrase what you think the speaker is saying, and ask, "Is this what you mean? Am I understanding you correctly?"
8. **React to Ideas, Not to the Person.** Don't let your feelings about the speaker influence how you interpret his words. Good ideas can come from people whose looks or personality you don't like.
9. **Avoid Hasty Judgments. Don't Argue Mentally.** Wait until all the facts are in before making any judgments about what the speaker is saying.
10. **Don't Antagonize the Speaker.** The speaker may shut down and quit talking if you do things that are annoying and disrespectful while they are speaking; i.e., yawning, staring at the clock, turning your back.

Get the Entire Message

Just listening to the words will not give you the entire message. Research tells us that most of what the speaker is trying to say is contained in his non-verbal behavior. Ask your mentee to imagine the following teenagers:

- Person A: His arms are crossed; his foot is tapping, he is frowning.
- Person B: She has a big smile; she looks relaxed.
- Person C: His head is down; his shoulders are bent forward; he does not make eye contact.

Ask your mentee what messages are being sent by the young people's body language.



Now picture each of these youth saying the words, “I’m fine.” How does this verbal message change when you consider their body language? How will their words sound? When you and your mentee are out in public, make a game of watching people’s body language and guessing how they might be feeling.

Activities to Practice Listening Skills

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The Gossip Chain: With a group of other mentors and mentees, play the Gossip Chain. Sit in a circle. In a whisper, have one person make up a story or read a juicy letter for *Dear Abby* to the person next to him. The person repeats the story to the person next to her until the story is passed around the entire circle. The last person in the chain will say what she heard out loud for everyone to hear. This game demonstrates how a person only hears certain parts of the story and sometimes makes up information to fill-in what they missed.

For added fun, find two people who speak a different language. Ask the first bilingual person to translate the story from English into the second language. Then the second bilingual person translates the story back into English. This exercise shows you how much information can be lost or distorted during translation.

Simon Says: This game is not just for little kids. Teens and adults can have a lot of fun and sharpen their listening skills by playing Simon Says. Someone has to be Simon and give directions to the others. “Simon says to hop on your left foot.” “Simon Says to turn around three times.” If the person playing the role of Simon does not begin with “Simon Says,” you just stand still and do nothing. If the direction is “Hop on your left foot,” and you hop on your left foot, then you become Simon because the directions did not begin with “Simon Says.”

Pass It On: You can play Pass It On with a group or with just you and your mentee. Someone starts telling a story, gets to a critical point in the plot and then passes on the next person who will continue the story. This game helps you practice listening and speaking skills. Tape record or videotape each storyteller to play back later—maybe at a holiday celebration when family members are present. Some story starters you can use are:

- A. Tomorrow, I leave on the first manned shuttle to Mars.
- B. My best friend, Jen, didn’t make it home after the party.
- C. The 5:00 news reported that a lion had escaped from the zoo.
- D. My 16th birthday party was a disaster.

Movies, TV Shows, Books on Tape: Try some of the following activities to sharpen your mentee’s listening skills.



- Turn the sound off when you watch television. Watch the actors' body language. See if you can tell what is going on without hearing words.
- Play a DVD movie in another language. Can you tell what the plot is?
- Listen to books on cassettes or CDs while you're riding in the car, working on projects, or doing volunteer work together. See if you laugh in the same places or have the same reactions to what is happening. You can check audio books out for free from the library.
- Discuss movies that you watch together. Share what you each thought about the storyline and characters. How would you rate the movie on a scale of 1 to 10? Were there any stereotypes or other offensive portrayals in the movie? What would you tell other people about the movie?

Listening to Directions: Find a recipe you both want to try. You read the direction while your mentee listens and follow them. Be sure to watch closely in case she puts in baking soda instead of baking powder.

Tape-recorded Tours: Art Galleries, zoos, national parks and museums now have tape-recorded tours that explain what you are seeing. Take one of these tours. See what you both learn.

Trust Walks: You do this activity with a partner. One person is blindfolded, and the other person gives oral directions. The goal is to go from Point A to Point B through an obstacle course. The course could be a playground, nature hike, or someone's backyard, using chairs, ladders, balls and other household items. The person has to listen closely. To make it a competition when other play with you, time how long it takes people to complete the course. The team with the faster time is the winner.



Multiple Intelligences Mentoring Activity

This activity works really well as an ice-breaker with your mentee or in a large group.

Materials

- Colored paper
- Scissors
- Glue
- Magazines
- Other Scrapbooking supplies
- Multiple Intelligences Profile Sheet (attached)
- Descriptions of the 8 Multiple Intelligences (attached)
- Study Strategies for Different Learning Styles (attached)

Directions

1. Have student(s) spend approximately 30 minutes making a collage (using the give materials) to describe himself/herself. Give the student the liberty to be as creative as possible, with the only rule of putting things on this collage that accurately describe his/her interests, likes, dislikes, goals, hobbies, etc. Participate in this activity as well by making a collage.
2. Have a student present his/her collage to you and any other students, describing why he/she chose to include each item on the collage.
3. Have students take ten minutes to fill out the Multiple Intelligence Profile sheet. Be sure to explain the directions (stated on the sheet) clearly.
4. Once the student is done, help him/her add up the score at the bottom of the sheet.
5. With remaining time, lead a discussion on the different types of multiple intelligences and those that apply specifically to your mentor- incorporate the results of the profile sheet and what you see on his/her collage. The goal is to expand the student's view of the definition.
6. OPTIONAL: Use the "Study Strategies for Different Learning Styles" to discuss how your mentee can use his/her Multiple Intelligences Profile to develop more efficient study habits.



Name: _____

Date: _____

Multiple Intelligences Profile

Rank each set of activities with a number from 1 to 7 where 1 is the lowest in total time/preference, or talent and 7 is the highest.

I spend the most time:

- _____ Playing an instrument (f)
- _____ Drawing or painting (b)
- _____ Being with others (d)
- _____ Writing poems, stories, or entries for my journal (a)
- _____ Doing things myself (e)
- _____ Exercising or playing sports (g)

I prefer to:

- _____ Take objects apart and figure out how they work (c)
- _____ Exercise, ride a bike, or be active with my body (g)
- _____ Look at comics, art, or movies (b)
- _____ Join clubs and social activities (d)
- _____ Listen to music (f)
- _____ Read a book (a)
- _____ Think about myself, my life, and how I handle situations (e)

I am good at:

- _____ Recognizing, remembering, humming or singing tunes (f)
- _____ Understanding people, knowing and appreciating people (d)
- _____ Talking, writing or playing with language words (a)
- _____ Looking at things, drawing using maps (b)
- _____ Using my hands or body to make or do things (g)
- _____ Constricting things, pulling them apart, or asking “why?” (c)
- _____ Being by myself, doing things at my own initiative and pace (e)

I learn best by:

- _____ Talking to others (d)
- _____ Turning into rhythm, turning things into a song (f)
- _____ Seeing or making a picture, map, or diagram of an idea (b)
- _____ Practicing, moving around a lot, and doing things (g)
- _____ Taking time to understand things by myself (e)
- _____ Listening, reading and writing or speaking to myself (a)
- _____ Analyzing, explaining and understanding why (c)



Profile

To score, add up the totals for each letter and place them next to the intelligence it represents. The highest number indicates the intelligence in which you have the greatest the intelligence in which you have the least interest, time, energy or skill.

- a. Verbal-Linguistic _____
- b. Visual-Spatial _____
- c. Logical-Mathematical _____
- d. Interpersonal _____
- e. Intrapersonal _____
- f. Musical _____
- g. Bodily-Kinesthetic _____

Descriptions of the Multiple Intelligences

A. Verbal-Linguistic

Verbal-Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can learn best by saying and seeing words, like reading books aloud.

B. Visual-Spatial

Visual-Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas. These learners are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, and verbal and physical imagery.

C. Logical-Mathematical

People with Logical-Mathematical strengths learn best with reasoning and calculating. When thinking conceptually or abstractly they are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask questions. They can best learn through logic games, investigations, mysteries. They need to learn and form concepts before they can deal with details.

D. Interpersonal

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence. They can best learn through group activities, seminars, dialogues.

E. Intrapersonal

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. These learners are in tune with their inner feelings; they have



wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can learn best through independent study and introspection.

F. Musical

People with musical intelligence show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can learn by turning lessons into lyrics, speaking rhythmically, tapping out time.

G. Bodily-Kinesthetic

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. They like movement, making things, and hands on activities. They communicate well through body language and learn through physical activity, hands-on learning, acting out, or role playing.



Study Strategies for Different Learning Styles

We can all learn in a variety of ways, but finding strategies that fit your strongest learning styles can help make studying easier.

Strategies for Musical Learners

Musical learners put situations into perspectives with pitch, rhythm, tone, and musical patterns. Music is a big part of their learning experience. When learning is linked to their sense of rhythm and music they become more successful with academics.

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In Class:

- Listen to the rhythm of the language

To Study:

- Study with a friend so you can talk about the information and HEAR it, too.
- Recite out loud the information you want to remember several times.
- Try listening to music while studying
- Create songs, raps or rhymes about course materials
- When reading, skim through and look at the pictures, chapter titles, and other clues and say out loud what you think this book could be about.

During Tests:

- Think of the songs or rhymes you've created to remember details
- Say the answers out loud if possible or sound them out in your head

Strategies for Logical Learners

These learners can relate to numbers that are not only associated with math, but also a part of science, social studies and language arts. Problem solving and reasoning things out comes easy to them. These individuals learn best by categorizing, classifying, and working with abstract concepts.

In Class:

- Take detailed notes
- Review and organize notes after class

To Study:

- Create study guides or note cards to organize thoughts
- Practice solving problems
- Create outlines of assigned readings

During Tests:

- Focus on one problem at a time
 - Use reasoning skills to solve problems or questions that you don't know the answer to
-



Strategies for Interpersonal and Verbal Learners

Students with Interpersonal strengths learn well with others and are adept at understanding social situations. Students with Verbal strengths also enjoy working with spoken and written language.

In Class:

- Find ways to make class more interactive by asking questions during or after class
- Take advantage of office hours

To Study

- Find a group of students to study with
- Discuss course material with each other and problem solve together
- Teach the material to another student who is struggling in the class
- Create a timeline for what to study when, so you stay on track during group study sessions
- When studying alone, think of how you would describe this concept to someone else
- Create anagrams or rhymes to remember terms
- Read your notes aloud to yourself

During Tests:

- Remember conversations about the topic
- Think of how you can apply the topic to other situations

Strategies for Kinesthetic Learners

Kinesthetic learners do well in the classroom when they work with hands on activities. Students tend to increase their learning potential when they are given the opportunity to do something for themselves. These learners like to move around, touch and talk, and use body language.

In Class:

- Keep moving, move during lecture as much as the situation allows
- Raise your hand and volunteer to answer questions frequently
- Take copious notes
- Participate in class discussions

To Study:

- Recopy notes
- Try sitting in different positions instead of just at a desk
- Take frequent, short breaks to move around
- Move in ways that are not distracting to studying
- Try to write a summary after reading a difficult paragraph or section
- Participate in lab, discussions, field work, etc.
- Use the equipment, tools, and models as frequently as possible
- Seek on-the-job training, work study, field work, or lab work that allows you to become



physically involved in your area of study

During Tests:

- Position yourself so that you have plenty of room to move
- To aid recall in an exam, try moving in your chair and/or feel yourself doing a procedure

Strategies for Intrapersonal Learners

Intrapersonal learners are thoughtful and reflective students. These individuals have the ability to reflect upon many different ideas, issues and perspectives. They understand themselves and their own feelings about things. Independence enhances this learner's personality and allows them to set goals to work towards. These students work best when they are working on their own, or are allowed to reflect or share personal opinions.

In Class:

- Listen to concepts from class and think of other applications
- Take time after class to reflect on what was said and review notes

To Study:

- Study in a quiet environment
- Allow time to think about broader concepts, not just the details
- Take notes about your thoughts

During Tests:

- Allow yourself enough time to think about each question
- On essay questions, create an outline to keep your answers focused

Strategies for Visual Learners

Visual learners learn best by understanding the big picture first and then adding in the details. Work with you instructor and tutors to grasp the overall theme of the subject and then apply concepts from class to that bigger picture.

In Class:

- Watch the body language of the professor
- Avoid visual distractions by sitting in the front of the room
- Illustrate notes with pictures or by underlining and highlighting

To Study:

- Organize study materials visually by creating graphs, flow charts, or diagrams. Try using programs like Inspiration to organize your notes visually
- On note cards, illustrate concepts and processes instead of listing out details
- Visually outline papers before you begin writing



During Tests:

- Draw or write out answers on a scrap piece of paper
- Remember the larger concepts from class and apply problems to that to figure out the answer
- Visualize your notes and diagrams

Use this checklist as a guide to help your mentee develop positive study habits. Not all of the items on this checklist will apply to your mentee, so work together to develop a personalized checklist just for your mentee!

Study Skills Checklist

- I study in a place that is free from distractions and interruptions.
- Before I begin studying, I organize all the materials I need to complete my work.
- I have a system to help me keep track of my school assignments.
- I manage my time so that I can complete and turn in my assignments when they are due.
- I am able to pick out and understand the important learning points from the teacher's lecture.
- I am able to pick out and understand the important learning points from textbook assignments.
- My class and textbook notes are well organized and easy to read.
- I use my class and textbook notes to help me study for test.
- I review my class notes regularly throughout the semester so that I do not have to cram all my studying into the evening before the test.
- I use test-taking strategies that help me do well on tests.
- I know how to access information from resources at the library.
- I know how to access information from the Internet.
- I know how to write a five-paragraph essay.
- I know how to document my sources for footnotes and bibliographies.
- I have a checklist I use to proofread my work.
- I evaluate my work to learn how to make improvements.
- I reward myself for studying hard and doing my best work.



Self-Esteem Building



Inside-Out (for Groups)

Objective: Group self-esteem building. In a group of people it may be easy to put up a front or an act that you want people to perceive you as. During this activity, students will be able to share what they perceive themselves on the outside but their real feelings on the inside. It's a unique way to get to know the different sides of people that one might otherwise not know.

Materials:

- 1 reversible patterned bag

Directions:

1. With a group of 4 people or more, have everyone sit in a circle facing each other.
2. To set the example, the mentor can participate first but the order does not matter. The first person to go will hold the bag and explain to the group what they perceive themselves as on the outside. After they have expressed themselves they turn the bag inside out and discuss what they're really feeling on the inside. This creates a great foundation for bonding and being able to better understand one another.
3. After the first person has finished, he/she passes the bag to the next person until everyone has a chance to share.
4. If anyone would like to continue sharing, then the bag can be given to him/her so he/she can speak.
5. At the end of the activity the group can discuss the importance of getting to know one another and how people and things may not really be as they seem.



My Best Traits

Objective: Self-esteem building.

Materials:

- Paper
- Writing utensils

Directions:

1. Can be done in groups or individually.
2. Give mentees a sheet of paper and have them rip the piece of paper into ten strips.
3. On each of the strips, have them write a word or phrase that describes themselves— assuring them that no one will see what they have written, so be extremely honest.
4. Have them arrange the traits in order from what they like most about themselves to what they like least.
5. When done, ask them:
 - a. Do you like what you see?
 - b. Do you want to give it up?—Now they must give up one trait.
 - c. How does the lack of that trait affect you?—Now give up another one.
 - d. How does this feel?—Now give up three more.
 - e. Now what kind of person are you?
 - f. After giving up six qualities have the students regain the traits one by one.
6. How does this (or these) activities help develop a student’s self confidence?
7. How has self-confidence helped you? Any additional comments?



My Self-Esteem Brochure

Objective: Self-esteem building.

Materials:

- Paper
- Writing utensils
- Paperclips or tape

Directions:

1. Have students fold a sheet of paper into a tri-fold brochure. Have the students decorate the front flap with their name in any manner they want
2. Have them answer each question about themselves (these answers will not be shared, so they can feel free to write anything, as long as it is positive):
 - a. My best feature
 - b. My proudest moment
 - c. My favorite activity
 - d. Something I am good at
 - e. The school subject I am best at
 - f. What is your top achievement
 - g. Something that makes you laugh
 - h. Something you like to do that makes you feel good
 - i. Name one strength you have
 - j. Name what you want to be known for
3. When everyone is done, mentees will fold up the brochure and paperclip (or tape) it shut.
4. Have everyone pass their brochure to the person on their right. When you receive a brochure from your neighbor, you are to notice who it belongs to, turn it over (never opening it) and write a comment about them on the back.
5. Let people know that if they don't know the person well, it can be a simple thing like "I like your haircut" or it could be a very personal not to someone you know well. These can be anonymous, or people can sign their names. The brochures should be passed all around the circle until everyone has signed each of them and participants receive theirs back (depending on how much time you have). At this point, have people spend 5 minutes quietly and silently reading what people said about them. Then we have a discussion about what it was like to read things others had written about them, if anyone was surprised about what was written, if anyone needs clarification about something they can't read or don't understand.



Coach John Wooden's Pyramid of Success Activity

Objective: Self-esteem building. To help students identify their character strengths.

Materials:

- Wooden Pyramid of Success overview (attached)
- Characteristic cards (attached)
- Pyramid sheet (attached)
- Scissors (if cards not cut out ahead of time)
- Glue
- Writing utensils

Directions:

8. Introduce your mentees to John Wooden and his Pyramid of Success (see attachment).
9. Hand out the characteristic cards to mentees. Give the mentees time to read the cards. When done, ask each mentee to share a characteristic he/she identified with.
10. Next, ask mentees if there was a characteristic they did not understand. Help your mentee understand the definition.
11. Now, hand out the pyramid sheet. Each mentee should identify the characteristics she/he values in his-/herself and wants to improve on by placing the characteristic cards on the pyramid. Top strengths should go at the top of the pyramid. Mentees should not glue anything yet.
12. Once the mentees have chosen all their cards and are happy with the order, then they can glue the cards to the pyramid.
13. The mentees will then, with your help, answer the 4 prompts surrounding the pyramid.
14. Have each mentee share their top three cards. Are there any shared answers in the group?
15. After sharing, have your mentees reflect:
 - a. Did you learn something new about yourself?
 - b. Did you learn a new word to describe yourself?
 - c. Were you surprised to learn that you had a characteristic in common with someone else?

John R. Wooden's Pyramid of Success Overview

For John Robert Wooden, 'being at your best when your best was needed' was just as important in the game of life as it was in the game of basketball.

Coach Wooden's 'Pyramid of Success' is his 15 building block initiative in the form of a pyramid. The cornerstones were Industriousness and Enthusiasm, climbing to such strived-for human traits as Intentness, Team Spirit, Poise and Confidence, all leading to the top of the pyramid to reach the ultimate goal of Competitive Greatness.

Just as Coach Wooden will forever be in the sports history books for leading UCLA's men's basketball teams to 10 NCAA Championships in 12 years (1964-75), his 'Pyramid of Success' has set the standard for corporate leaders in the business world and for many of us in the world of life.



Learn more at: <http://www.uclabruins.com/ViewArticle.dbml?ATCLID=208274583>



<p>Patience Staying calm in frustrating situations.</p>	<p>Confidence Feeling that you are capable of being successful no matter what.</p>	<p>Cooperation Working with others in a positive way toward a common goal.</p>
<p>Self-Control Having control over your actions and words.</p>	<p>Friendship Maintaining positive/ happy relationships with other people.</p>	<p>Initiative Taking the lead in a situation; Being a leader; Being the first to do something.</p>
<p>Ambition Having high hopes for yourself.</p>	<p>Industriousness Being creative and using different resources to get the job done.</p>	<p>Intentness Being focused toward a goal; Working on one thing until you are satisfied.</p>
<p>Personal Excellence Working as hard as can to achieve your goals and be the best you can be.</p>	<p>Resourcefulness Solving problems in a creative way.</p>	<p>Loyalty Staying true to your friends/ family and supporting them no matter what.</p>
<p>Sincerity Really meaning what you say to others.</p>	<p>Honesty Telling the truth to others no matter what.</p>	<p>Enthusiasm Being excited in a positive way.</p>

NAME: _____

Why do you value this personal characteristic the most?

Give 3 examples of how you exhibit this quality:

1.

2.

3.

Give 3 examples of how you exhibit this quality:

1.

2.

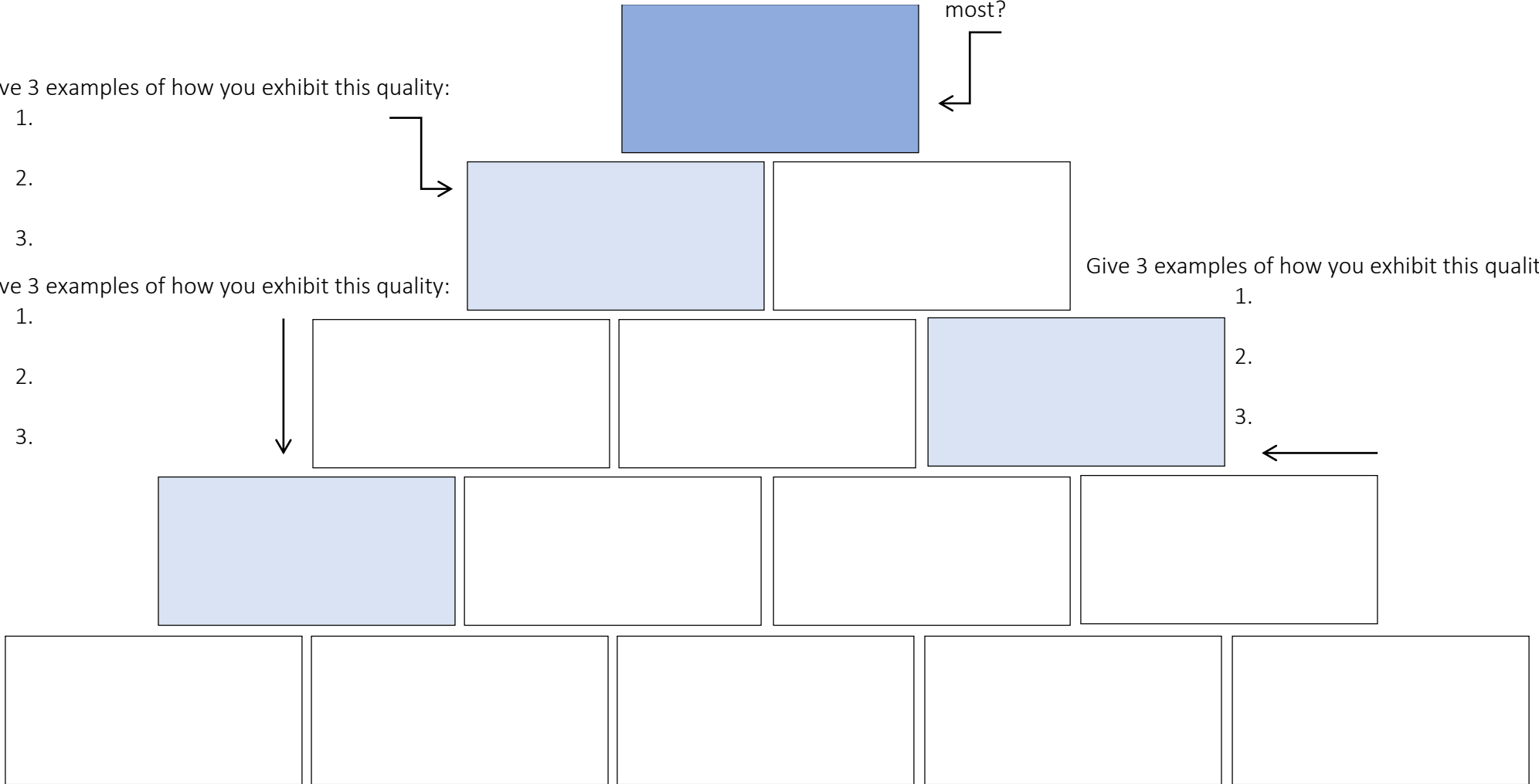
3.

Give 3 examples of how you exhibit this quality:

1.

2.

3.



MY PYRAMID OF SUCCESS

Goal Setting



Career Goals Cube

Objective: Goal setting, academic strengths, career exploration. Mentees will be able to identify their academic strengths and struggles, so that they have a clearer idea of areas that they should continue to strengthen and those for which they need to seek additional support.

Materials:

- Career Goals Cube handout (attached)
- Writing utensils

Directions:

1. Give each mentee a copy of the handout.
2. Mentors will work with mentees to help them fill out one section at a time.
3. Start with the center rectangle, where the mentees will write their career goals.
4. Next fill out the quadrants around the goals box, mentees will list their:
 - a. Academic strengths
 - b. Academic challenges
 - c. Extracurricular interests
 - d. Obstacles that make it difficult to reach their goals (i.e. financial resources, study skills, study environment, grades, access to academic support/tutoring, family/school balance, social/peer influences, time management, other family issues)

Note: The mentor should help them and give them ideas by pulling out of them what they like/dislike about school, and what they like/dislike to do when they're not in school. Brainstorming the obstacles might be a challenge—if they're stuck, you might want to discuss a few obstacles you faced as an example.
5. When done with these blocks, have them move to the outer layer of blocks, to answer these questions. Consider using the cheat sheet provided to help with ideas for this section.



What classes could I pursue in high school that showcase my strengths?

What can I do to get help in areas I find challenging?

Academic Strengths

Academic Challenges

Career Goals

Extracurricular Interests

Obstacles to meeting my goals

How can I use my talents to help me in school?

What commitments can I make in order to reach my goals?

Early Goal Setting Worksheet

Name: _____

QUESTION 1: In the space provided, brainstorm some life goals for each of the categories listed.

CATEGORY	LIFE GOAL
EDUCATION	
CAREER/JOB	
TRAVEL	
LIVE WHERE?	
OTHER ADVENTURES	

QUESTION 2: Say more about your career/job goals. Why did you choose this career/job? What meaning does it have for you?



QUESTION 3: What personal COMMITMENTS must you make throughout your middle school and high school years in order to REACH your goals?

QUESTIONS 4: What OBSTACLES do you see in your present life that might make it more difficult to REACH your goals?

QUESTION 5: If you had the opportunity to work with a mentor, what would be your objectives for that relationship? Circle all that apply.

- Career advice & development
- Improve Reading
- Improve Writing
- Learn Leadership Skills
- Learn About College
- Work on Math Skills
- Help with Science
- Help with Social Studies
- Help with Health
- Have someone to talk to

QUESTION 6: Please circle all applicable options that describe you.

- Considerate
- Outgoing
- Serious
- Efficient
- Friendly
- Convincing
- Organized
- Independent
- Agreeable
- Enthusiastic
- Precise
- Authoritative
- Responsible
- Helpful



Setting SMART Goals

Objective: The mentee will use the SMART goal setting technique to develop one academic goal and one life goal. The mentor and mentee will use the Strengths Discovery handout as a means to identify the mentee's strengths and funds of knowledge.

Materials:

- SMART handout (attached)
- Strengths Discovery handout (attached)
- Writing utensils
- Colored pencils
- Crayons

Directions:

1. Use the SMART handout to read about and learn the characteristics of a SMART goal. You can use a pen, pencil, crayons, or colored pencil to make notes, highlight, and write goals. Encourage mentee to draw what accomplishing the goal will look like or make them feel.
2. The mentor and mentee will then answer the questions in the Strengths Discovery handout about themselves. The mentor can help the mentee identify the mentee's strengths and funds of knowledge to use in developing and accomplishing the mentee's SMART goals.



SMART Goals

Goal Characteristic	What does it mean?
S – specific	Goals should be stated in <i>specific</i> rather than vague terms Ex: “Earning a B” rather than “Getting a good grade”
M – measurable	Whenever possible, goals should be <i>measurable</i> , or quantifiable Ex: “In 5 out of 7 classes” instead of “In school”
A – attainable	Goals should be challenging, but above all they should be realistic Ex: “Obtain 3.5 GPA” not “Get 100% on all my tests in all my classes”
R – results-oriented	Goals should support your vision for your life, able to review and update Ex: by comparing current results to target you can update goals
T – target date	Goals should specify the <i>target dates</i> when they are to be attained Ex: “By April 15 th ” instead of “Early this year”

Which is a better?

I want to finish high school.

OR

I will graduate from John Doe High School in May 2015 by earning at least a 2.0 GPA in 8 out of the 8 semesters.

PRACTICE:

One of my academic goals is to _____

One of my life goals is to _____



Strengths Discovery

Things I am good at...

Things I like to do...

Persons I know I can rely on...

Places I like to go...

Persons I like to be around...

Things I get excited about...

People I know will support me no matter what...

This is how I came to be in Tucson...

Things my family likes to do...

Things my friends like to do...



Star Goals

Objective: Goal setting. Help your mentee set attainable goals.

Materials:

- Worksheets (attached)
- Writing utensils
- Colored pencils

Directions:

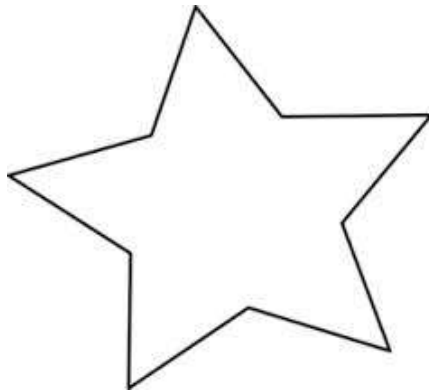
1. First pass out the Star Goals worksheet. This worksheet is intended to help mentees brainstorm goals. Mentees should write down a goal in each one of the stars, but do not need to explain the goal just yet. Once they are done writing their goals for each category, they will have to draw a picture outside of the star that has to do with the goal to give them a visual representation of their goal.
2. Next, pass out the Star Goals Questions worksheet. This work sheet will have questions regarding the goals they just made for themselves. Have mentees answer the questions, offering them help if they need it. After they finish, discuss their answers, and also how important goals are and how goals are linked to time management.

Name _____

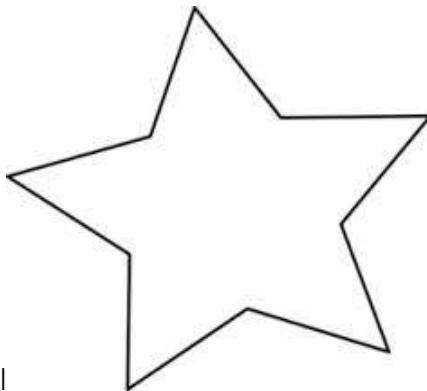
STAR GOALS WORKSHEET

Directions: Inside of each star write down a goal that you want to set for yourself, that has to do with the set topic listed next to the star. Outside of the star, in the space given draw a picture that represents that goal.

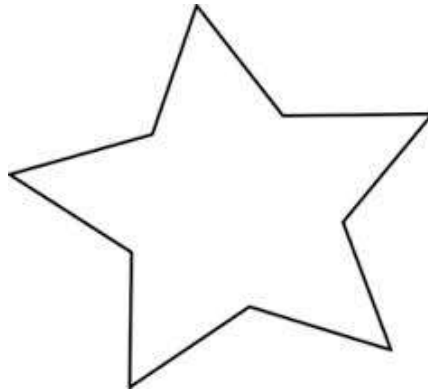
1. School goal



2. Family goal



3. Club or sport goal





Name _____

Star Goals Questions Worksheet

Directions: Answer the questions that have to do with to wih your star goals in as much detail as possible.



School Star Goal

1. What is the goal and why did you choose it? _____

2. Why is this goal important to you? _____

3. What could be certain steps that you could take to achieve this goal? _____

4. How could accomplishing this goal affect you in the future? _____



 Family Star Goal

1. What is the goal and why did you choose it? _____

2. Why is this goal important to you? _____

3. What could be certain steps that you could take to achieve this goal? _____

4. How could accomplishing this goal affect you in the future? _____



Club or Sports Star Goal

1. What is the goal and why did you choose it? _____

2. Why is this goal important to you? _____

3. What could be certain steps that you could take to achieve this goal? _____

4. How could accomplishing this goal affect you in the future? _____



Timeline of Success

Objective: Goal setting. Students will be able to map out their path to adult career success connecting school, college and work goals.

Materials:

- Timeline of Success handout (attached)
- Colored pencils

Directions:

1. Each student one copy of the handout. It is also possible for mentees to create their own poster using the handout as a template.
2. Mentors help the students fill out the timeline goals they met for elementary school and then the goals they have for middle school, high school, college and post-graduation job. Mentees will need help doing this, so use examples of your own life goals and experiences to illustrate what they can write.
3. If students want to use scratch paper first to write out their ideas, have them do so, especially if they are taking the creative route and are designing their own timeline.
4. REFLECTION prompt: Make sure they are encouraged to think about the possibilities a career can offer in the form of travel, luxury items, family stability, etc.

Ask students:

- a. - How excited are you about your career choice?
- b. What does having a steady income mean to you?
- c. What can you do with the extra spending money?

The Importance of Setting Goals

STUDENT NAME: _____

GRADE: _____

Time Line of Success



Middle School(s):

Goals:

1.)

2.)

Most Memorable Moment:

College/Post Secondary

Name of School

Area of Interest

Goals:

1.)

2.)

Elementary

Name of School(s):

Most Memorable Moment

High School

Name of School

Academic/Extracurricular Goals

1.)

2.)

Career

Desired Job

Goals:

1.)

2.)

Explain to your mentee the importance of setting goals. Emphasize that goals will:

- Help her plan for future and realize her dreams.
- Guide his decision-making.
- Provide her with the motivation to persist when the “going gets tough.”
- Help him focus his time, energy and resources.
- Help her determine and set priorities.
- Improve his performance at school and work.
- Increase her pride and satisfaction in her achievements.
- Improve his self-esteem and self-confidence when goals are achieved.

Steps to Setting Goals

1. **Develop a long-term.** Long-term goals will take several weeks, months, or perhaps even the entire school year to accomplish. The goal must be realistic and reachable, action-oriented, measurable, and stated in a positive way.

I will improve my social studies grade from a "D" to a "B" by the next report card.

2. **Develop short-term goal steps to help you achieve your long-term goal.** Short-term goals can be accomplished within a couple of weeks or a month and contribute to helping you reach your long-term goal.

I will listen in class and take good notes. I will do my homework assignments. I will study for the tests.

3. **Identify your support system and motivation.** Who and what can help you achieve your short and long term goals?

Support: My mom will help me with my homework; my best friend is in the same class and will study with me for the tests.

Motivation: When I have brought my grade up to a "B," my mom said she'd buy me new shoes, or I could invite my friends for a sleepover.

4. **Identify the obstacles and how you will overcome them.** Who and what may make it difficult or prevent you from reaching your goal?

Obstacles: I don't like the teacher, so I don't pay attention in class.

Overcome by: Tape my goal statement on the front cover of my notebook to remind me that I need to listen and take good notes. Compare my notes with my best friend's after each class.



5. **Develop a weekly checklist to monitor the goal steps.** Check off the short-term goal steps you accomplish each week. This will give you a sense of accomplishment and help you stay focused on the long-term goal.

Week One: *Took good notes in class.*

Goal List: *Did my homework every night. Studied for the test.*

6. **Evaluate your progress and goal attainment.** Did you achieve your goal within the timeframe you set for yourself? If not, list the reasons you feel you were not successful. Make adjustments and set a new goal for yourself.

I only got a "C" in social studies on my report card. I know that I did not study long enough for two of the tests. I put off studying until the night before and that did not give me enough time. I did improve my grade, and I feel good about that, but I still want to get a "B."

7. **Set a new goal.**

My new goal is to study two or three evenings every week for the test so that I can bring my grade up to a "B" on the next report card.

Goal Attainment Hints

- Have your mentee write her long and short-term goal statements on several 3"x5" cards. Ask her to tape cards in places she will see them throughout the day to remind her of her goals: bathroom mirror, school locker, class notebook, etc.
- Tell him not to share his goal with anyone who may tease him or discount what he is trying to accomplish. Negative attitudes of family or friends will only get in the way and drag him down. Instead, tell him to use plenty of positive self-talk to motivate him towards achieving his goals.
- Remind your mentee to consider her goals when she makes decisions throughout the week. Will her choices support and help her achieve her goals or will they become obstacles?
- Suggest that your mentee develop goals for each of the five areas of growth: intellectual, physical, social, emotional and moral.
- Help your mentee monitor goal attainment progress by checking with her each week on what she has accomplished, what new obstacles she has encountered and how she plans to overcome the obstacles.
- Provide positive, encouraging support to you mentee as he works towards his goals. Plan



a special celebration to reward him when he has successfully reached his goals.

A person without goals is like a boat without a rudder-

he has no control over his destiny.

He just drifts along and goes wherever the tide takes him.

He starts each day without direction and purpose in his life.



Using Personal Traits to Achieve Goals

Objective: Self-esteem and goal-setting. Help your mentee identify his/her strengths and how those strengths can be used to both accomplish the things he/she wants to accomplish and to avoid possible negative life scenarios.

Materials:

- 14 index cards (or similarly small sheets of paper)
- Writing utensils

Directions:

1. Label one index card “Traits I Have” and ask student to record 4 positive personal traits that describe him/her
2. Label another index card “Traits to Work On” and ask student to think of 4 of their favorite characters or figures (characters from books, games, movies, etc., or real people like a musician, family member, president, etc.)
3. Ask student to write down 1 trait from each character/person that the student wishes he/she had or would like to work on
4. On a separate index card each, ask student to record 6 things he/she wants to do in life/wants to accomplish
5. On a separate index card each, ask student to record 6 possible negative life situations that could happen (excluding unpreventable circumstances such as natural disaster)
6. On the back of each life goal index card, ask student to pick 1 or 2 traits (from those identified previously) that will be useful/necessary in order to ensure that goal is met and have student, either in writing or verbally, explain how that trait relates to that event
7. On the back of each negative situation index card, ask student to pick 1 trait (from those identified previously) that will be necessary to use to *avoid* that outcome, and 1 trait that would be necessary to have to *solve* that problem if it does happen; have student elaborate on reasons why, either in writing or verbally
8. If necessary, based on the goals/problems section on the activity, give student the opportunity to either add or revise their answers on the two trait cards (for example, if student thinks of a different trait he/she would like to have in response to one of the scenarios)



Skills for Life



Communication Slip-Ups and Blocks

The following worksheet is intended to help mentees understand communication slip-ups and blocks. It is reprinted from *Understanding Me*, by Dianne Schilling and Gerry Dunne © 1992 by Innerchoice Publishing.



Communication Slip-Ups and Blocks

Slip-Ups

You can probably see why there are so many slip-ups in communication. Many times a sender just assumes that the receiver knows what he or she means. Other times, a receiver thinks “Oh, I get it” and completely misinterprets the message.

Describe a recent incident in which your communication was misinterpreted.

Why do you think this happened?-

Describe a recent incident in which YOU misinterpreted the communication of someone

How did this happen?

Communication Blocks

Here are more behaviors that seriously hamper communication – or stop it altogether.

Interrupting/Dominating

People interrupt because they:

1. Get impatient when a speaker is slow to transform a thought into a statement (encode a message).
2. Are reminded of something they want to say and can't wait their turn.
3. Are more interested in their own thoughts and ideas than in those of others.

Have you ever tried to have a conversation with a person who continually interrupts you?

How do you feel when this happens?

Advising

“Well, if I were you...” or “I think you should...” or “Take my advice and...” By giving unasked for advice, a person immediately takes a position of superiority. Advice-giving says, “I know better than you do”.

Judging

Not only does a “communication judge” assume a superior position in conversation, but his or her judgements may be completely wrong. For example, suppose you say to someone, “I have a dog named Charlie.” The person responds. “What a good person you re – all dog lovers are fine people. What kind is it?” You answer, “A poodle.” Your listener responds, “Oh that’s too bad. Poodles are high strung and hard to train.”

Probing

Asking lots of questions tends to put the speaker on the defensive. More importantly, questions can lead the speaker away from what he or she wants to say. For example, suppose you are trying to describe your day to a friend. But as soon as you mention the first thing that happened, your friend ask, “What did you do that for? What happened? What did he say?” etc.

Accusing/Contradicting

Suppose while talking to some friends, you say, “I wrote this paper on my computer”. One of your friends jumps in with, “No you didn’t, since when have you had a computer?” You respond, “I bought it with the money I saved”. To which your friend says, “You never have any money, so how could you save money?” Contradictions and accusations put the speaker on the spot and cause him/her to get defensive.

Criticizing/Name-calling/Putting-down

Suppose you say, “I have a dog named Charlie.” Your listener responds, “You jerk, what did you get a dog for?” You can’t even take care of that mangy cat of yours!” Criticism can make the speaker feel wrong or unworthy. Few of us want to continue a conversation in which we are being criticized. Name-calling and put-downs are frequently veiled in humor, but may still be hurtful and damaging to a relationship.



Decision Making Activity

Objective: To help mentee(s) understand the process of informed decision-making through detailed analysis of a given situation or problem, and to practice these skills in a safe, no-risk environment.

Materials:

- Balance scale worksheet (attached)
- Skittles (or other small candies)

Directions:

1. In preparation for the activity, mentors should read over “Information (for Mentors) about Decision Making.”
2. During your mentoring session, discuss with your mentee(s) the importance of good decision making. Explain that decisions have long-term effects. You can’t choose the consequences.
3. Have your mentee brainstorm a possible decision he or she might need to make. Then get out the balance scale worksheet and skittles. Have your mentee write the decision at the top of the worksheet.
4. Explain that one way to make decisions is to weigh the pros and cons. Explain that pros are things that have a positive outcome and cons are things that are more negative. Show that each side of the scale represents either pros or cons.
5. Make a pros/cons list verbally. For every pro put a skittle on the left side of the scale. For every con put a skittle on the other side of the scale. After you have thoroughly discussed the pros and cons, see which side of the scale is lower and discuss which decision your mentee might make. Explain that making a list works just as well as using skittles.
6. Next look at the decision making checklist. Show that in important decisions it is good to look at multiple facets of the possible decisions. Go through another scenario from the decision making worksheet examining all possible solutions/options and weighing each of them against the checklist.

Name: _____

What decision do I need to make?

PROS

CONS



Decision Checklist

- Will this help me reach my goal?
- Will this harm anyone?
- Will others be affected by this decision?
- What would someone who cares about me want me to do?
- Is this worth my time?
- Will I ever regret this?
- Do I have enough information to make this decision?



Information (for Mentors) about Decision Making

Middle schoolers must make decisions every day that affect their lives.

Intellectual Decisions: How to organize their work and time.
Which classes to take.

Moral Decisions: To cheat or not to cheat on a test.
To join in or put a stop to harassment.

Emotional Decisions: How to manage anger.
How to express affection appropriately.

Physical Decisions: What to eat to stay healthy.
How to say "No" to drugs and alcohol.

Social Decision: How to handle negative peer pressure.
How to choose positive friends.

As a mentor, you can help your mentee learn and practice decision-making skills by:

- Modeling good decision-making. When your mentee is with you, talk aloud through the process you use as you make decisions.
- Providing your mentee with opportunities to make decisions that are age-appropriate. Help by talking her through the steps to decision-making.
- Respecting his decisions and allowing him to live with the consequences-- both good and bad.
- Helping her evaluate the results of her decision.
- Helping her learn from decisions that have negative outcome.
- Helping your mentee learn from others' decisions by using movies, TV shows, books and the experiences of friends and family. What decision had to be made? What did the person decide? What was the outcome? What would your mentee have done? How could the outcome have changed if the person had made a different decision?

Fictional Scenario

Maria's friend wants her to take basic math next year so they can be in the same class. Maria needs Algebra to get into college.

1. **Recognize the opportunity to make a decision.** Sometimes young people don't realize they have a choice to make. If your mentee tells you about a difficult situation he's facing, tell him, "It sounds like you have an important decision to make."



2. **Ask yourself, "Whose decision is this?"** Teens get caught up in each other's lives and events, and personal boundaries get entangled. Help your mentee think through whose decision it is.

3. **Gather more information.** Once your mentee realizes he has a decision to make, ask him if he has enough information to make a wise choice. What additional information would be helpful? How can he access this information?

4. **Brainstorm and analyze options for action.** Your mentee needs to come up with options and decide the pros and cons of each possible choice.

Option: Take basic math.

Pros: Pleases her friend.

Cons: Misses out on math needed for college.

Option: Takes algebra.

Pros: Takes math needed for college.

Cons: Disappoints friend.

Option: Talks friend into taking algebra with her

Pros: Both take math needed for college.

Cons: None.

Option: Takes algebra and a different class with her friend.

Pros: Pleases her friend and takes math needed for college.

Cons: None.

5. **Make the decision and follow through:** Your mentee will need to choose one of the options.

Maria talks her friend into taking algebra with her.

6. **Monitor and evaluate the results of the decision.** Check back with your mentee to help her evaluate the results of her decision. If the results are positive, congratulate her on a wise choice. If things are not going well as a result of her decision, ask her what she has learned and what she might do differently the next time a similar situation arises.

Use these Steps to Decision-Making to help your mentee work through the process when he has important decisions to make.



Pictionary/Telephone Game

Objective: This game combines aspects of the games Telephone and Pictionary to create a new game that tests the ability of members in a group to effectively communicate to one another, as well as to efficiently work together as teammates to understand each other's cues and thoughts.

Materials:

- Index cards
- Writing utensils

Directions:

1. First play a practice round using words and phrases that pertaining to movies, songs, books, plays, etc.
2. After one round, play the game again, this time using words and phrases that pertain to college or education. This way, the mentors can see how the students understand college from their point of view, as well as how much they know about college.

Rules:

1. Each player will be given a number of index cards which depends on the number of players in the group—if there are 7 players, each player receives 7 cards.
2. On one side of the first card, each player will write one well-known quote, saying, or idiom, without letting any other player see his/her card.
3. Once every player has written a quote, all players will pass their entire stack of cards either to their left or to their right, depending on preference.
4. Upon receiving the cards of the player sitting next to them, the player reads the quote to themselves, then places the card directly behind all the other cards so that it is at the bottom of the stack facing the same direction [so that no other players can see the card].
5. On the next blank card, the player attempts to draw the quote they just read to the best of their abilities [no words, phrases, or numbers are allowed].
6. When all players finish, all players will once again pass their cards in the same direction to the next player sitting next to them.
7. That player will then look at the picture, and place that card directly behind all the other cards so that it is now at the back of the pile, facing the same direction so that no other player can see the card. **AT NO POINT IN THE GAME IS A PLAYER ALLOWED TO LOOK BACK AT THE OTHER CARDS IN THE STACK THAT THE OTHER PLAYERS HAVE DRAWN OR WRITTEN ON.**
8. Once the players look at the picture, they must attempt to write down a quote that they believe was the original quote, or what they believe the picture is attempting to symbolize.
9. The players continue passing the stacks of cards, alternating writing quotes and drawing pictures to depict those quotes; since the players are not allowed to look back at the other cards, the players are blindly attempting to determine what the original quote was from



the pictures on the cards.

10. This continues until the player receives his/her stack of cards that they originally started with, and their original quote.
11. Now, every player has the chance to present their cards in order to the group, starting with their original quote so that the group can see how the quote and pictures progressed. In most cases, the original quote and the ending quote are completely different. This game is interesting because it lets the players see how difficult it truly is to effectively communicate ideas through words and drawings. Since each player contributed to every stack of cards, it is also interesting to see what they each thought about every quote.



College Exploration



College Webbing

Objective: College exploration.

Materials:

- Computers w/internet access
- Writing utensils
- Paper

Directions:

1. Give your mentee 5 minutes to think about some general characteristics they would like to have at their future college.
2. Have your mentee begin to draw a web plot, inserting his/her name at the center.
3. Have him/her web out college preferences branching out from his/her name. (Example: Public college, 1,000-10,000 students, strong arts program, medical school attached, etc.)
4. Give your mentee an additional 5 minutes to narrow down the important features his/her future college should have. Your mentee can do this by drawing smaller webs off of subjects he/she has specific preferences about. (Example: Strong arts program -> celebrated sculptor teacher, sculpture museum, place to exhibit student work, large community presence).
5. Once the web is complete, take 5 to 10 minutes to discuss with your mentee why he/she made these choices.
6. Now move onto the computers. Give your mentee 20 minutes to visit <https://bigfuture.collegeboard.org/college-search> and search for colleges using his/her web.
7. Discuss these colleges, what these colleges have to offer, and what it takes to get in to these colleges.



Creative College Application

Objective: The purpose of this lesson plan is to help middle school aged students understand that who they are, their finds of knowledge, and their true self matter when applying to college. It is important to emphasize that although grades, prerequisites, and financial abilities are essential to college access, there is a great value in personality and overall self. This is inclined to build self-confidence and show students that college is attainable in multiple ways.

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Materials:

- Construction Paper (2 pieces)
- Glue sticks (2)
- Scissors
- Old Magazines
- Fun Images
- Pen or Markers

Directions:

1. Introduce yourself and the other students in the group. Make sure to set up the room in either a one on one desk setting or circular desk formation if there is more than one student.
2. First ask the students about their aspiration to college. Ask what they know about college and if they plan on going to college.
3. Next, read the following passage to the student(s): *Congratulations you are all now in high school and getting ready to go to college next year. Today we are going to start our first step of college, the application process. We are going to work on a creative college application for the University of Arizona in order to become a future Wildcat. This application is not an ordinary application because it is 100% all about you with your own creativity in mind. You will use the materials provided to answer the Creative UofA College Application.*
4. Pass out a piece of construction paper and a writing utensil with all of the other materials spread across the desk.
5. Have students fold their pieces of paper into six small squares, but don't cut anything.
6. Instruct students to use the one square for each question and to use all the materials that they want to answer the question.

List of questions

- a. Who is your biggest role model and why?
- b. What is one interesting or unique skill that you have?
- c. What do you want to study at the University of Arizona? (Reference the list of majors sheet)
- d. List 10 classes that you would take if you could learn on any subject at all. Example: Cooking, Astronomy, Technology, Arabic, etc. Be creative with this!



- e. What is your dream job or career?
 - f. What are your strengths?
 - g. What are your weaknesses?
 - h. Why do you want to go to college?
 - i. What types of clubs or extra activities would you like to be involved in?
 - j. What is your favorite thing about school and the UofA?
7. **Presentation:** Have the students present their Creative College Applications and explain that objective of the activity. Make sure to make the activity all about the student(s). Encourage them throughout the way and make sure to reinforce the idea that college is attainable to anyone!

Life Science Medical 	Art / Design Performance 	Liberal Arts 	Engineering /Technology 	Pre - Professional 
Organic/Urban Farming <small>NEW</small> Allied Health Athletic Training Biology Chemistry Environmental Science Fisheries and Wildlife <small>NEW</small> Food Science Forest Management <small>NEW</small> Marine Science <small>NEW</small> Nursing (RN/BSN) Pharmacy Pre - Dental Pre - Medical Pre - Veterinary Medicine	Apparel/Textile Design Architecture Dance Film/Broadcast Fine/Studio Art Graphic Design Interior Design Industrial Design Landscape Architecture Music Theatre Urban Planning <small>NEW</small> Video Game Design Web Design/Digital Media <small>NEW</small>	Arts Management <small>NEW</small> Education English/Writing History Non-Profit Management Journalism Language Studies Peace/Conflict Studies <small>NEW</small> Philosophy Political Science Social Science Women/Gender Studies <small>Coming Soon!</small> Human Service Mgmt.	Aerospace Engineering Astronomy <small>NEW</small> Biomedical Engineering Chemical Engineering <small>NEW</small> Computer Science <small>NEW</small> Civil Engineering <small>NEW</small> Electrical Engineering <small>NEW</small> Energy Science <small>NEW</small> Engineering <small>NEW</small> Industrial Engineering Imaging Science <small>NEW</small> Materials Science <small>NEW</small> Mathematics <small>NEW</small> Mechanical Engineering <small>Coming Soon!</small> Environmental Engineering	Applied Science Aviation/Aeronautics Business/Finance Construction Management Emergency Management Family/Consumer Science <small>NEW</small> Hospitality Management Public Health <small>NEW</small> Recreation & Tourism Mgmt Sport Management Sports Turf/Golf Mgmt <small>NEW</small> <small>Coming Soon!</small> Forensic Science Entertainment Mgmt Military Science/ROTC



Paychecks: College Master's Degree versus a High School Diploma

Objective: College exploration.

Materials:

- Writing utensils
- Paper
- Expense/game cards (one set per student) (attached)
- Calculators for each student/one per table

Directions:

Each student gets a set of expense/game cards. On these cards there will be finances, like food, utilities, entertainment, etc. all of which will have much money they cost in a year. We first start by giving our mentees a Master's Degree education, and a salary of \$60,000 per annum, and then we dwindle it down to a high school education, and a salary of \$23,000 per annum.

PART 1: Informal discussion

Remind the students of the collage activity they did and places they wanted to travel to, ask them how they think a college education might help them in visiting those places. Indulge the students in an informal discussion about the benefits of a college degree as compared to just high school education.

Now tell the students that we are going to play a game and see if and how a college education might/might not help us.

PART 2: Play the finance game

RULES:

Rule 1: Taxes/Retirement Fees equaling 20% of your salary must be taken out first.

20% of 60,000 is 12,000

20% of 23,000 is 4,600

Rule 2: The house, the utilities, food and toiletries HAVE to be purchased.

Rule 3: As you plan your budget write down your pay and then the items you are purchasing and subtract it from the balance. This way you will have a clear idea of what is left over.



JEWELRY: \$1,200	CLOTHES: \$720	FOOD: \$1,200	VIDEO GAMES: \$50 EACH
SAVINGS: \$500	FISH: \$160	2 BEDROOM HOUSE: \$8,400	TOILETRIES: \$120
CELLPHONE: \$600	INVESTMENT: \$5,000	CLOTHES: \$360	SAVINGS: \$1,000-\$4,000
5 DAY VACTION: \$1,000	LITTLE OLD CAR: \$5,400	FUN (MOVIES, DINNER): \$2,400	PORSCHE: \$14,400
BABY: \$13,800	DOG OR MONKEY: \$720	INTERNET: \$1,500	UTILITIES: \$900
BIG HOUSE WITH POOL: 16,800	BOYFRIEND: \$200	LITTLE OLD CAR INSURANCE: \$1,500	GIRLFRIEND: \$360
OTHER	OTHER	OTHER	PORSCHE INSURANCE: \$5,000



Balloon Tower Activity

Objective: College exploration. The main objective of this activity is to drive home the benefits of higher education. The students learn how higher degrees translate into more/higher skill and help employees at workplaces, by doing a fun, hands on activity. The activity also forces students to work in a team and coordinate with each other.

Materials:

- Activity Cards
- Balloons (15 per group)
- Masking Tape
- Handkerchiefs (for the High School dropout group)

Directions:

Part 1:

1. Pass out one Balloon Tower activity card, 15 small balloons and a roll of masking tape to each group. The high school dropout group will also get handkerchiefs.
2. Ask one person in each group to read their education level on the front of the card and then the description of their skills/limitations on the back of the card.
 - a) High School dropout: Team members will have both hands tied behind their back to represent limited skills and education.
 - b) High School graduate: Team members can use one hand only and the other must be kept behind their back.
 - c) Associate degree: Team members have full use of their hands but all communication must be done nonverbally.
 - d) College degree: Team members have full use of their hands and team must designate one person only who can talk. The other must communicate nonverbally.
 - e) Graduate degree: Because these individuals have obtained the highest level of education, they have no limitations when building a balloon tower.
3. Students have 10 minutes to build the tallest free-standing Balloon Tower using only balloons and masking tape.

Part 2:

Ask the following discussion questions to reinforce the correlation between education level and employee skills.

1. Which group had to work the hardest to build the balloon tower? Why?
2. Why were some groups more successful than others?
3. How did the education level relate to the degree of the assigned limitations?
4. How might a person get those “skills” needed for the opportunity to have a career and earn a higher income in real life?

BALLOON TOWER

High School dropout

High School graduate

Associate degree

College degree

Graduate degree

BALLOON TOWER

Team members will have both hands tied behind their back to represent limited skills and education.

Team members can use one hand **only** and the other must be kept behind their back.

Team members have full use of their hands but all communication must be done nonverbally.

Team members have full use of their hands and the team must designate one person **only** who can talk. The others must communicate nonverbally.

Because these individuals have obtained the highest level of education, they have no limitations for building a balloon tower.



Financial Aid Monopoly

Objective: This activity uses the game of monopoly to introduce students to the costs of college and different sources of financial aid that can be used to cover these costs.

Materials:

- A monopoly game board and its included pieces, cards, and money
- Sticky notes
- Scissors (if sticky notes need to be cut to fit their allotted space)
- A pen or pencil
- Tape

Preparation: (preparing the game for play will take approximately 1 hour)

To prepare this game for the mentoring experience, follow these instructions:

1. Cover the game spaces with sticky notes, cutting off extra paper if necessary. Apply tape as needed to ensure the sticky note will not come off. For properties and utilities, be sure to leave the color and the price visible for easy reference. Railroads can be completely covered.
2. Write your desired expense on each sticky note. Examples of expenses are listed in the table below:

Original Monopoly Space	New Space
Start/Go	New Semester. When passing this space, a player starts a new semester and receives their financial aid. Landing on the space earns double the financial aid
Mediterranean Avenue	Date
Baltic Avenue	Sporting Event
Community Chest	Contest/Scholarship
Income Tax	Car needs repairs. Pay 10% of income or \$200
Reading Railroad	Study Session
Oriental Avenue	A friend trashed your couch. Buy a new one.
Vermont Avenue	Lady Things
Connecticut Avenue	Shopping spree
Chance	Contest/Scholarship
Jail (and 'just visiting')	GRO (Grade Replacement Opportunity). 'Just mentoring' is for those who land on the space in regular gameplay.
St. Charles Place	Meal Plan
States Avenue	Noisy Dorm



Virginia Avenue	Roomie Road Trip
Electric Company	Electric Company. Students pay electric bills too.
Pennsylvania Railroad	Study Session
St. James Place	Sorority Dues
Tennessee Avenue	Visit Family
New York Avenue	Honors Dorm
Free Parking	Scholarship! When a player lands on this space he is the recipient of a \$500 scholarship.
Kentucky Avenue	GRE, ACT, or SAT fee
Indiana Avenue	Season football pass
Illinois Avenue	Fees
B & O Railroad	Study Session
Atlantic Avenue	Textbooks
Ventnor Avenue	Honors College Fees
Marvin Gardens	Accident. Pay the doctor bill.
Water Works	Gas for the car
Go to Jail	Fail a class. Go to grade replacement.
Pacific Avenue	Monthly Groceries
North Carolina Avenue	Laptop
Pennsylvania Avenue	Off-campus housing
Short Line Railroad	Study Session
Park Place	Parking Pass
Luxury Tax	Your bike tire is stolen. Buy a replacement.
Boardwalk	Tuition

- Place sticky notes on the written part of each Chance and Community Chest Card, cutting off any excess paper and using tape as needed to ensure the sticky note will not fall off.
- Write your desired scholarship, loan, surprise expense, or random direction (i.e. It is almost a new semester and you have to drive to get to school. Go buy a parking pass) on the sticky notes. Examples are listed in the table below:

Card Source	Original Content	New Content
Chance	Advance to Go. Collect \$200.	Winter break has ended. Advance to a new semester and collect your financial aid.
Chance	Advance to Illinois Avenue. If you pass Go, collect \$200	You get a paid internship. Take \$500.
Chance	Advance to St. Charles Place. If you pass Go, collect \$200	You win a scholarship because you're left-handed. Collect \$200

Chance	Advance token to the nearest utility. If unowned, you may buy it from the bank. If owned, throw dice and pay the owner ten times the amount thrown.	To make ends meet, you need a loan. Take \$100 and pay \$125 within two semesters.
Chance	Advance token to the nearest railroad and pay the owner twice the rental to which he/she is otherwise entitled. If Railroad is unowned, you may buy it from the bank	A big test is coming up. Advance to the nearest study session.
Chance	Bank pays you dividend of \$50	Your essay about surviving the zombie apocalypse wins a contest. Take \$50.
Chance	Get out of Jail Free (card kept until needed, traded, or sold)	Mom works at the college. Get one expense paid free.
Chance	Go Back 3 Spaces.	Go back 3 spaces.
Chance	Go to jail. Go directly to jail. Do not pass Go, do not collect \$200	You win no contests and get no scholarships for this semester. Take a \$200 loan and pay it off before 2 semesters pass.
Chance	Make general repairs on all your property. For each house pay \$25, for each hotel \$100	You become an RA. Deal with rowdy freshman for \$100.
Chance	Pay poor tax of \$15	Your poetry wins a contest. Collect \$250.
Chance	Take a trip to Reading Railroad. If you pass Go, collect \$200	It's August once again. Go to the new semester to collect your financial aid.
Chance	Talk a walk on the Boardwalk. Advance token to Boardwalk.	A new semester is about to start. Advance to tuition.
Chance	You have been elected Chairman of the board. Pay each player \$50	You are paid to be a tutor. Collect \$50.
Chance	Your building loan matures. Collect \$150.	You got married and don't make very much money. You are awarded a grant of \$1000.
Community Chest	Advance to Go. Collect \$200	It's May and you want to do summer school. Advance to a new semester and collect your financial aid.



Community Chest	Bank error in your favor. Collect \$200	Bank error in your favor. Collect \$200.
Community Chest	Doctor's fees. Pay \$50	Broken leg. Pay \$100.
Community Chest	From sale of stock you get \$50	You don't have to pay for the next date. Keep this card until you use, trade, or sell it.
Community Chest	Get out of Jail Free	Mom works at the college. Get one expense paid free.
Community Chest	Go to jail. Go directly to jail. Do not pass Go, do not collect \$200	You got a bad case of mono and missed a lot of school. Go to Grade Replacement.
Community Chest	Grand Opera Night. Collect \$50 from every player for opening night seats	You go on a date. Spend \$50 for the fancy dinner.
Community Chest	Xmas fund matures. Collect \$100.	Your heritage is unique and wins you a scholarship. You get \$150.
Community Chest	Income tax refund. Collect \$20	Income tax refund. Collect \$20.
Community Chest	Life insurance matures. Collect \$100.	Grandpa died. Go to visit your family.
Community Chest	Pay hospital fess of \$100	You fell off your bike and broke your hand, but the doctor can fix it when you pay him \$100.
Community Chest	Pay school tax of \$150	Ends don't meet. Take a loan of \$150 and pay \$200 before 2 semesters are over.
Community Chest	Receive for services \$25	Your essay on the government wins a contest. Collect \$150.
Community Chest	You are assessed for street repairs. \$40 per house, \$115 per hotel	Become an RA. Dealing with rowdy freshman gets you \$200.
Community Chest	You have won second prize in a beauty contest. Collect \$10.	You have won second prize in a beauty contest. Collect \$10.
Community Chest	You inherit \$100.	You inherit \$100.

- Remove the railroad property cards from the property deck. For each property, place a sticky note over the property name and write your desired change on the sticky note. Cut off excess paper as needed, and use tape as desired to ensure the sticky note does not fall off. It is advised that the color of the property, rent price, house pricing, and hotel pricing be left visible for easy reference.



How to Play:

The game follows the monopoly gameplay rules; however, the nature of what happens in the game may cause confusion and it would be advised to explain how the game has been changed to avoid confusion. In addition to the normal rules of Monopoly, the following are topics that may need to be explained:

- The study sessions are not purchasable property. Any player can land on the space and no fee is collected or paid.
- Players can buy the rights to 'fees and expenses' just as properties are bought in regular Monopoly. When competing players land on those spaces the fees are paid to the owner, or the bank if it is unowned.
- In this version of Monopoly, houses and hotels are used to symbolize more expensive schools. To give an idea of the concept, when starting the game a student might think of it as living in the rural Midwest and attending a community college. After houses and hotels come into play, the player might think of the situation as living in California and going to Stanford University, which is more expensive. The Midwest and Stanford are here presented as examples and are not elements of the game. The idea of using houses and hotels is to teach the mentee that some colleges are more expensive than others.

Post-Game Discussion: Here the mentor has the opportunity to teach the mentees about the direct and hidden costs of attending college. The game should have introduced the many sources of income that are available to a student: financial aid, loans, grants, scholarships, paid internships, and jobs. The mentor has the opportunity to discuss these different types of financial aid with the student and can explain what is needed to obtain this aid.



How College Can Help Me

Objective: This lesson plan will introduce college and how it can help students as well as their families. By providing information about what college can offer will help increase the students interest and motivation to pursue a higher education.

Materials:

- Pre-Interview Handout (attached)
- Why College Informational Sheet (attached)
- Reflection Questionnaire (attached)
- Writing utensils

Directions:

1. One week prior to the lesson plan, the “Pre-Interview Handout” will be given for students to collect information. Directions will be provided on the worksheet.
2. The lesson plan will start with the students sharing what they gathered and learned from the “Pre-Interview Handout”
3. Next, I will write out: “I believe I can reach my full potential for myself, for my family, and for my community!”
 - a. I will then ask my students to read the statement and share if the statement is important and what it means to them.
4. Then I will hand out the “Why College Informational Sheet”
 - a. Each section will be read aloud and discussed
 - b. I will share some personal experiences based on certain bullet points
 - c. I will also ask if they can think of any other benefits college may have to offer
5. After going over the “Why College Informational Sheet” I will ask and discuss the following questions:
 - a. Have you ever talked to your family about what college is or has to offer?
 - i. If this was the first time, what did you learn?
 - b. After what we talked about today, who feels more encouraged to go to college?
 - c. Do you have a plan on how to attend college?
6. In conclusion, I will have a guest speaker come and share their experiences and how they relate to the students.
 - a. I will encourage the students to share what they have learned and their future plans with loved ones as well as others.
 - b. I will provide the “Reflection Questionnaire” for the students to complete as a closing activity.



Name: _____

Pre-Interview Handout

Instructions: Interview a family member, friend, faculty, or mentor about the benefits of college. Ask them the following questions and write down their answers. Bring this worksheet with you to our next session.

Questions:

1. If he/she attended/is attending college: How has going to college helped/is helping you in your life?

2. If he/she did not go to college: How do you think going to college would have helped you? Did not going to college make a difference in your life?

3. How do you think going to college will affect my life?

4. What is the most important benefit of going to college?



Name: _____

Reflection Questionnaire

Questions: Answer the first question on your own. Questions two and three can be answered together with the person you interviewed.

1. What are you most excited about after learning about the many benefits of going to college?

2. What are some of the activities you might want to participate in when you are in college?

3. What do you think you might want to study?

Why College?

Intellectual

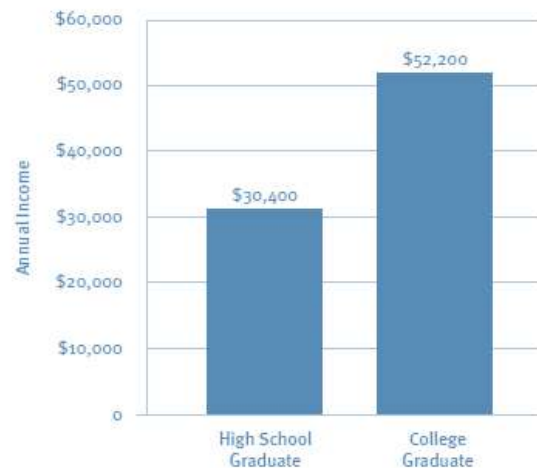
- ✓ You will be exposed to exciting new ideas and areas of study.
- ✓ You will get to pick your own classes, including the subjects and the time of day.
- ✓ You will increase your skills in reading, writing, math and analysis.
- ✓ You will have opportunities to work alongside professors doing cutting-edge research.
- ✓ You will have the opportunity to increase your knowledge of the world, of different cultures and your own, and about career options.

Developmental

- ✓ You will become more mature and independent because you will have complete responsibility for your own academic career.
- ✓ You can live in a dormitory or an apartment.
- ✓ You can make lots of new friends.
- ✓ You will be exposed to a vast array of cultures, philosophies and ways of life.
- ✓ You will experience a wide variety of student activities, including the opportunity to tutor, mentor, and study in another country.
- ✓ You will develop skills for successfully transitioning to adulthood and the world of work.

Financial

- ✓ You will be exposed to career and life experiences through internships and fellowships.
- ✓ You will increase your earning capacity.
 - A four-year college graduate earns almost \$1 million more than a high school graduate during his/her lifetime.
 - The average annual income of a four-year college graduate is about \$52,200, compared to the average annual income of \$30,400 for a high school graduate.
- ✓ You will benefit from better working conditions, including longer job tenure, more on-the-job training opportunities, and more responsibility and promotion opportunities



The More You Learn, the More You Earn

Worried about the cost of college? Sure, college costs money, with cost of attendance ranging anywhere from \$3,000 to \$30,000 per year. But going to college pays off in the long run. Plus, there is plenty of financial aid available for eligible students and families.

FACTS:

- ✓ A four-year college graduate (that is, someone with a bachelor's degree) earns almost \$1 million more over his/her lifetime than a high school graduate.
- ✓ The average annual income of a four-year college graduate is about \$52,200, compared to the average annual income of \$30,400 for a high school graduate.



We're not saying that money is everything, or even the most important thing. But your investment in a college education will pay off in higher earnings over time. With a college education, you also can expect:

- ❖ Better working conditions
- ❖ Longer job tenure
- ❖ More on-the-job training opportunities
- ❖ More promotion opportunities



Most importantly, with a college education you gain the knowledge and skills that will help you throughout your life. So, before you say, “I can’t afford to go to college,” ask yourself, how can you afford NOT to go to college?

References and Resources

- Cushman, Kathleen. ··[First in the Family: Advice About College from First-Generation Students — Your College Years](#). Providence: Next Generation Press, 2006.
- <http://www.firstinthefamily.org/>
- http://www.collegeview.com/benefits_of_a_college_education.html
- “The Benefits of College.” *Believing the College Dream*. N.p., n.d. Web.



Recipe for College Success

Objective: You will help students write their recipe for getting into college.

Materials:

- Blank recipe sheet (attached)
- Sample recipe sheet (attached, as an example)

Directions:

1. Using scratch paper ask mentees what ingredients they need in high school in order to be prepared to apply for college. To get things going, remind them that they need to fill out college applications, financial aid applications and take entrance exams. List these things on the scratch paper. Ask: Who in high school can help you with this? What people can you ask for help?
2. Once the list is complete have the students fill in the ingredients on their recipe cards.
3. Now start helping students with their recipe instructions, using the completed recipe provided for mentors.



Recipe for College Success

Cooking Up Your Higher Education Future to Perfection

The Dish:

The University of Arizona Future

Recipe

write career here

Ingredients:

- | | |
|-------------------------|--|
| -Teachers | -FAFSA Application |
| -Counselors | -College Applications |
| -Friends | -SAT test |
| -Family | -ACT tests |
| -Mentors | -Scholarship Applications |
| -Computer | -Letter of interest/personal statement |
| -College Advisors | -Portfolio |
| -Tour of the University | -Arrange for letters of recommendation |

Recipe Instructions:

Step 1) Junior Year: Begin research process

- Mix in equal amounts of TALKS with teachers, counselors, family, friends, mentors and even college advisors at the UA.
- Research local/state/school scholarships
- Work on your letter of interest/personal statement and have your counselor help you edit it. Your personal statement should include: Interests, career goals, life goals, challenges you have faced and successes in your life to date.
- Make sure you have your portfolio ready for reference.
- Tour the UA and if possible other locations.

Step 2) Fall-Senior Year: Do the paperwork and start applying for the following:

- Fill in applications to colleges/universities.
- Apply for the FAFSA (Jan 1st).
- Apply for local/state/school scholarships.
- Sign up for the SAT (and if necessary the ACT).
- Re-take the SAT/ACT tests if necessary.

Step 3) Spring-Senior Year: Take all the advice you have gotten, look at financial resources available, see which colleges have accepted you- MIX WELL and choose the university program of your choice!

Serve with a healthy helping of Good Wishes and enjoy the next 4 years of your Wonderful life!



Recipe for College Success
Cooking Up Your Higher Education Future to Perfection

The Dish:

The University of Arizona Future

Recipe

write career here

Ingredients:

--	--

Recipe Instructions:

Step 1) Junior Year: Begin research process

Step 2) Fall-Senior Year: Do the paperwork and start applying for the following:

Step 3) Spring-Senior Year: Take all the advice you have gotten, look at financial resources available, see which colleges have accepted you- MIX WELL and choose the university program of your choice!

Serve with a healthy helping of Good Wishes and enjoy the next 4 years of your Wonderful life!



Career Exploration



Career Collage

Objective: To help mentees understand what they need to do to make going to college a reality and what they can achieve with a college degree.

Materials:

- Collage template (attached; a completed collage is also attached as an example)
- Pencils
- Magazines
- Scissors
- Glue

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Part 1: Discuss prompts



Discuss the following questions with your mentee, having her jot down her responses on a sheet of paper.

- a) What does school mean to you? What subjects in school can help you achieve your career goals? List at least three subjects.
- b) What are your favorite extracurricular/afterschool activities? List at least three.
- c) What college would you like to go to and why? Choose at least one.
- d) What do you want to do when you grow up? How might your college degree support your career goals?
- e) Imagine that with the money you make from your dream job, you can travel anywhere. Where would you go? Pick three to five places.

Part 2: Make a collage

- a) Have you mentee visually represent her answers to the discussion questions on the collage template using images she finds in the magazines.

SCHOOL



NAME: _____
GRADE: _____

A large green circular area with a school bus icon at the top left and an open book icon at the bottom right. A thick black arrow points from this area towards the central 'COLLEGE' box.


AGE: _____

WHAT I WANT TO BE




A green rectangular box with the text 'WHAT I WANT TO BE'. To its right is an illustration of a doctor. Below the box is a silhouette of a person with a backpack, possibly a hiker or traveler. A thick black arrow points from this area towards the central 'COLLEGE' box.

EXTRA CURRICULAR ACTIVITIES





A section with a white background and a black border. It contains an artist's palette icon and a cartoon illustration of a basketball player. A thick black arrow points from this area towards the central 'COLLEGE' box.

COLLEGE



A red rectangular box with the word 'COLLEGE' in bold black letters. To the right of the text is an illustration of college buildings. This box is the central focus of the diagram.

PLACES I WANT TO VISIT



A section with a white background and a black border. It contains an illustration of the Eiffel Tower and the Tower Bridge. A thick black arrow points from this area towards the central 'COLLEGE' box.

SCHOOL




Science



NAME:
CLASS:

AGE:

WHAT I WANT TO



COLLEGE



Nothing beats the
UNIVERSITY OF ARIZONA
experience

EXTRA CURRICULAR ACTIVITIES



PLACES I WANT TO VISIT

Mexico



Dream Job Mentoring Activity

Directions for Mentee: Have you ever thought about what your dream job would be? What would you do? Where would you work? Here is your opportunity to create a job that is just right for you. Visit the Web sites or look at newspapers, and do some research about jobs you think you might like. Think about your skills and interests, and answer the questions below. When you finish, turn your responses into an ad that will search for the perfect employee -- you!

- What activities do you like to do? Are they done mostly indoors or outdoors?
- What are your favorite school subjects and activities?
- Do you enjoy working on projects alone or with a large group?
- List a few tasks that you do well.
- What job holds the most interest for you at this time? What have you learned about it through your research?
- Where do you want to live when you enter the workforce?
- For what kind of organization would you most like to work?

Now, turn your responses into a classified ad like those you saw on the Web sites and in the newspapers. Be sure to include the name of the employer, the location of the position, the salary, the responsibilities, and qualifications for the successful candidate. Use your imagination, and build your dream job!

Adapted from: http://www.educationworld.com/a_lesson/TM/WS_dreamjob.shtml



Closure with Your Mentee



Bounce Back

Objective: Closure with mentee (activity for small groups).

Materials:

- Writing utensils
- Handout (attached)

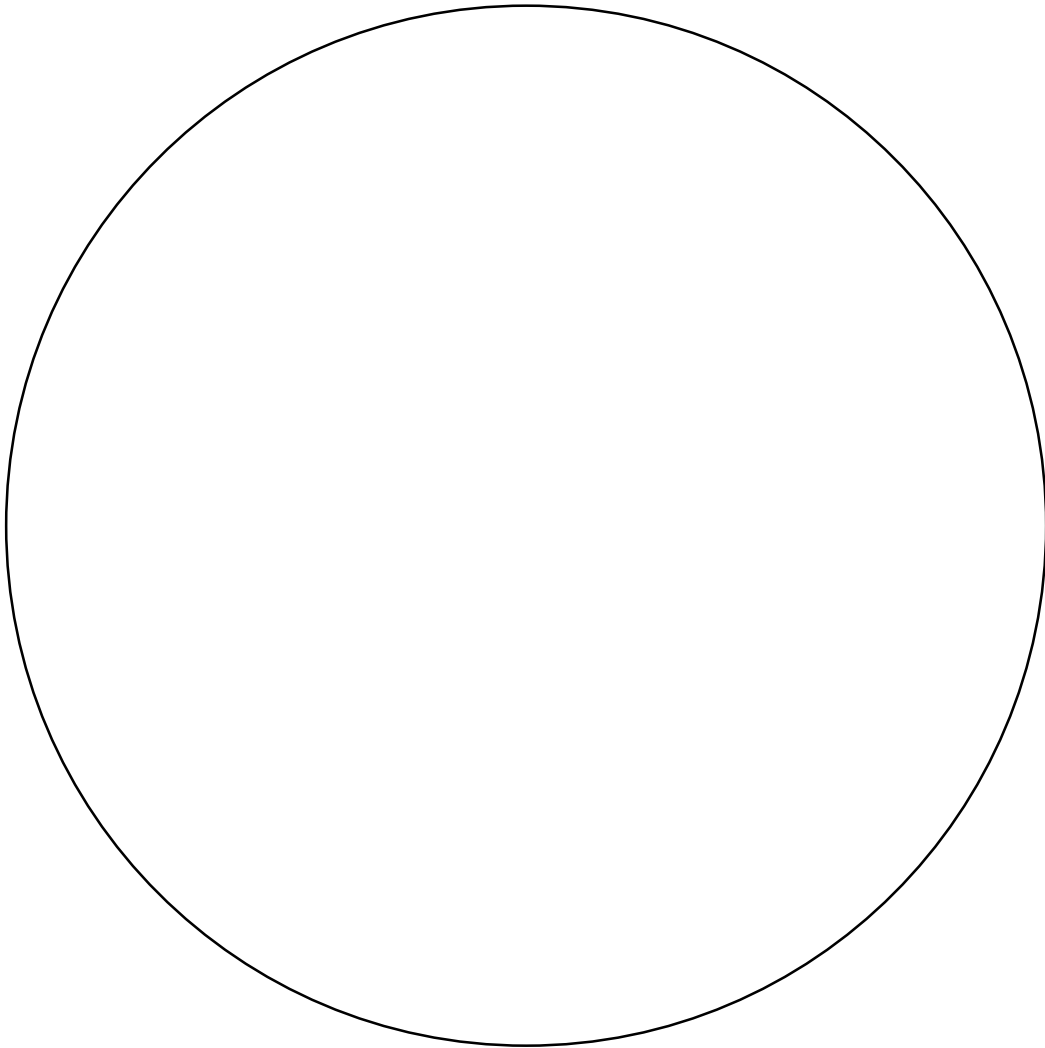
Directions:

Have students divide their ball (on handout) into three sections labeled: “One Thing I Learned in Group Is...”; “I was surprised by...”; “I will always remember...”. Each student completes their own ball using words and/or pictures and shares one of their ideas with the group. Conclude this with a game of “catch” as the ball is tossed from student to student name an idea that was shared.



Bounce Back

Name: _____





The Gifts We Share

Objective: Closure with mentee (activity for small groups).

Materials:

- Writing utensils
- Handout (attached)

Directions:

Each student begins with a pen and a piece of paper with the outline of a gift on it. The mentor talks about the gifts that we give each other. We think of tangible things as gifts, but the gifts we give each other in group are different. Gifts can include having a sense of humor, showing understanding or empathy for others, listening carefully, and expressing our feelings in a healthy manner. The students pass their paper one person to their left and record the “gift” that person represents. Once everyone has written something down, they should pass the papers along to the next person. At the end, everyone has a list of positive comments about themselves.

The Gifts We Share

Name: _____





Yarn Web

Objective: Closure with mentee (activity for small groups).

Materials:

- Ball of yarn

Directions:

Create a web by passing a yarn ball around and sharing something you learned about yourself while in our group, something you are proud of or something you'll remember. Once everyone has had a few turns, the mentor can summarize some of the goals the group has met. Cut the web a part and discuss how each person has contributed to group. Each mentee will have a piece of string or yarn to take with them and remind themselves of the positive lessons they learned in group.

