

## First Session

**Question of the week:** How are you feeling?

**Weekly Theme:** Discussion for today - Getting to Know You or Getting Reacquainted.



This week you will meet your mentee for the very first time or get the opportunity to welcome them back. During this meeting you should spend your time discussing the following questions:

### **Mentor-Mentee Discussion Guide**

1. What grade are you in? What are your favorite subjects in school/least favorite subjects?
2. What do you like to do for fun?
3. What's your favorite food?
4. Do you have a favorite movie/favorite television show?
5. What kind of music do you like?
6. Are you involved in any school activities? Which ones?
7. Have you lived any place else besides Florida?
8. Do you have any brothers or sisters?
9. Do you have any pets?
10. When's your birthday?
11. Do you have a favorite sports team?
12. What's your favorite place to visit?
13. Do you have any hobbies?
14. Who is your favorite teacher and why?
15. What is one of your favorite memories?

These questions will help each of you to warm up and have conversations that will help you learn about each other.

Don't worry if your mentee isn't initially excited about answering your questions, and don't rush them to answer quickly or to move on to another question. Letting them take their time, shows that you're genuinely interested in what they have to say.

**Question of the week:** How are you feeling? What is your favorite thing about school?

**Weekly Theme:** Listen and Learn

Discuss with your mentee the importance of staying connected with school.

- Difficulties with individuals will occur, but if the students take the time to think about the best way to solve the problems, they will almost always have a better outcome than if they act without thinking.
- We're going to discuss steps to take in solving difficulties.
  - o "Stop. Let's think about that problem."
  - o "What choices did you have in handling it?"
  - o "Let's choose one of the better choices and try it out."
  - o Discuss ways it could work – go over different scenarios of how a good choice could be played out.
  - o Encourage student to try it during the week – mentor will follow up on how the student's week went during the next session.

**Question of the Week:** Describe the hardest thing you ever had to do?

**Weekly Theme:** Create the Plan

**Your mentee will create a personal timeline**

- o Timeline will describe the things the mentee sees happening between now and as far into the future as they can anticipate.
- o Can use pictures or words on timeline.

**Since the timeline is about future events, your mentee needs to consider the following:**

1. Because you can't know for certain what will happen in the future, mentees need to come up with alternatives or back up plans.
2. Start with the current grade they are in.
3. Consider college, military, career, family choices.
4. Consider how long each of your goals will take to accomplish.
5. Consider what you need to do to be successful in accomplishing your goals.
6. Consider what might prevent you from accomplishing your goals.
7. Create back up plans to your goals (for example, an alternate college or career choice).
  - Write down what you want to happen and what you want to avoid happening.
  - Make sure you have "forks in the road" on your timeline (for example, after high school what would happen if you go straight to college vs. the military or the job world).
  - Use scratch paper to write down what you want on your timeline and make any additions before transferring the information to your final timeline.



## Workshop 5: *How well are you managing your time?* Student Worksheet

**This worksheet gives you the opportunity to see how well you manage your time. Check off the answer that best matches you.**

Time Management	Often, usually	Sometimes	Not too much
I plan ahead and stick to a schedule.			
I plan out how much time I need to do my homework.			
I have a regular time for doing homework each day.			
I do homework right away and do not put off big projects.			
I have a place to study or at least a consistent, pretty quiet place to study.			
I use a calendar or organizer to track assignments and homework.			
I bring home what I need to finish my homework.			
<b>TOTAL CHECK MARKS</b>			

- Now look at which column has the most checkmarks. If the most are in usually or often, good for you!
- If the most checkmarks are in the sometimes, what can you tackle first to improve your time management and study skills?
- If the most checkmarks are in the not too much column, who can help you get organized? Where will you start?

**Question of the week:** How are you feeling? What do you miss most about your friends when they are not around?

**Weekly Theme:** Time Management

**Question of the week:** Describe something you do when you are feeling stressed.

**Weekly Theme:** Academic Strategies

What academic skills are the biggest challenges for you? What are strategies you use to help you with those challenges? Create a list of your challenges, and then discuss with your mentor strategies that can help you achieve your challenges.

**Example of some challenges:**

- Following a routine.
- Seeing someone being bullied or being bullied.
- Getting my homework done.
- Waking up in the morning.

**Question of the week:** What is something that really gets on your nerves? Why?

**Weekly Theme:** Study Skills

**Study Skills you need to be successful in middle school, high school, and college.**

**Complete the following study plan with your mentee.**

- My study place at home will be:
- If I don't have a study plan set up I will have one set up by what date:
- The best time of day for me to study is:
- Create a schedule of days you will study specific subjects: Help your mentee create a study schedule. If they already have a study schedule, please review it with them.

**Share this chart with your mentee:**

Ask yourself the following questions daily to develop a growth mindset:

What made you think hard today?	How will you challenge yourself today?	What can you learn from this experience or mistake?
What would you do differently next time to make things work better?	What else do you want to learn?	What strategy can you try?
Who can you ask for honest feedback?	Did you work as hard as you could have?	If it was too easy, how can you make it more challenging?
Did you hold yourself to high expectations or did you accept "good enough"?	Did you ask for help if you needed it?	What can you do to manage distractions?
Have you reviewed your work or logic for errors or flaws?	Are you proud of the end result? Why or why not?	What's the next challenge to tackle?

**Question of the week:** If you could choose anywhere in the world to go on vacation, where would you go? Who would you take with you?

**Weekly Theme:** Understanding Peer Pressure  
(From the TSIC Mentor Toolkit)

**The purpose of this activity is designed to get students to understand peer pressure and to think about ways to handle it.**

**Activity**

- Have your student get a pencil and piece of paper.
- Discuss the concept of peer pressure- both negative and positive- with your student.
- Start by telling your student that we have all encountered times when friends have tried to persuade us to do things we have not been comfortable doing.
- Explain that sometimes-resisting pressure from friends is difficult.
- Emphasize that developing positive ways to deal with peer pressure from friends can make things much easier.

**What Your Student Can Do:**

- Have your student identify a peer-pressure situation from his/her own experience.
- Have your student create a “peer pressure log” by dividing a page into the following five sections:
  - Section 1: Who pressured you?
  - Section 2: What activity/behavior were you being pressured to do?
  - Section 3: What arguments did the person(s) pressuring you use?
  - Section 4: How did you respond? If you tried to resist, what did you say or do?
  - Section 5: What might you say or do in the future to resist peer pressure?
- Ask your student to fill in the first four sections of the log.
- Help your student generate positive ways of dealing with similar peer pressure in the future.
- Praise your student when he/she resists the pressure of friends and peers.

**Follow up:**

- Help your student identify friends who are positive influences.
- Practice refusal skills with your students, so that he/she is prepared to refuse alcohol or getting into a car when the driver is drunk.
- Take turns playing the role of the person pressures to demonstrate refusal methods.

**Question of the week:** Tell me about a food that you never get tired of eating?

**Weekly Theme:** My Vision of Success

1. Ask your student to answer these questions.
2. Accentuate the positive aspects of each answer.
3. These are very important questions because they enable you to see things from the perspective of your student.
4. Talking about the meanings of success and failure is a great way to get your student focused on the future.

**Please finish each sentence.**

- My greatest success:
- A failure:
- Something I did that helped someone:
- Something I've done that I'm proud of:
- Something I've learned from failure:
- Something I didn't like doing:
- The funniest thing I ever did:
- Something I did that took courage:
- Something I'm afraid of:
- Something I'd really like to learn:

**Question of the week:** What non-technology activity do you enjoy?

**Weekly theme:** Positive Self Image

## **WHO AM I? SELF AWARENESS AND ASSESSMENT**

Adolescence is a time of self-discovery and exploration. During this time, many young people struggle to find themselves and lack the resources to navigate the process effectively. As a mentor you can encourage and support your mentee as they learn to define them and assist in identifying useful resources. The goal of the session is to help your mentee identify their interests, skills, and values as the foundation for career exploration.

### **Activity**

1. Ask your mentee to think about someone they know (family member, teacher, friend) who has a job. Does the person enjoy their job? Why or why not? What does your mentee think is important when choosing a career?
2. Explain to your mentee, that before they start thinking about a career, it's important that they know and understand their:
  - Interests (what you like)
  - Skills (what you are good at)
  - Needs & Wants (your values and preferences)
3. Ask your mentee to complete Part 1 of the Self-Assessment worksheet.
  - **List 5 Things I like to do:**
  - **List 4 Things that I do well:**
  - **List 3 Things that are important:**
  - **List 2 Things I really want in a job:**
  - **List 1 Things I really don't like:**

**Question of the week:** What is the hardest part about being stuck inside all day?

**Weekly Theme:** What I'm Grateful For?



**I can BEE  
GRATEFUL**  
by letting others know  
how they have helped me.

**Discuss the following questions with your mentee.** Share your answers too.

- Describe what gratitude means or feels like to you.
- Does being happy make you grateful or does being grateful make you happy?
- Describe someone you know who appears very fortunate and seems to have every reason in the world to be happy but isn't. Why do you think this is so?
- Describe someone you know who has experienced a great deal of misfortune but is still happy despite unfortunate circumstances. Why do you think this is so?

**Activity:** Complete the following activity with your mentee. Encourage them to continue journaling and writing down things they are grateful for.

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Today I'm **grateful** for... A little thing I can **appreciate** today is... Something I really **enjoyed** about today is...

**Question of the Week:** Describe a perfect day.

**Weekly Theme:** Strengths and Challenges



**Watch this video with your mentee to prepare for this week's activity:**

<https://www.youtube.com/watch?v=3CQusoJSh0E>

**Activity:**

You are unique and have your own individual strengths! List and describe at least five of your biggest strengths. Try to think about what you are great at, what you could teach someone else, or what a friend might say about you.

Example:

1. Caring
2. Artistic
3. Clever
4. Adventurous
5. Athletic

**Question of the week:** Describe a good way for friends and family to spend time together.

**Weekly Theme:** Self Esteem Building



**Watch the following video together to prepare for today's lesson:**

<https://www.youtube.com/watch?v=qUkot-zFmqA>

**Activity:** Ask your mentee to take a sheet of paper and rip it into 10 paper strips. On each strip have them write down a word or phrase that describes them. Assure them that no one will see it, so it's important to be extremely honest. Have them arrange the traits in order from what they like the most about themselves to what they like the least.

**Discuss:** Pick their top two to continue to develop and the bottom two to set a goal on improving those traits.