



## Mentor Guide

# Skills for Student Success

A product of

The  Education  
**alliance**  
Business and Community for Public Schools

# Acknowledgements

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The Education Alliance is a 501(c)(3) organization whose vision is to ensure every West Virginia public school student graduates ready to begin a career or pursue additional education and training.

# Table Contents

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About <i>Walk the Talk</i> .....	3
How to Use the Curriculum .....	5
A Good Mentor Will . . . ..	7
Mentor Resource Guide .....	9
Tips for Difficult Situations.....	12
Unit 1: Introduction.....	15
Unit 2: Planning for the Year .....	21
Unit 3: Respect .....	28
Unit 4: Responsibility.....	33
Unit 5: Study Skills .....	38
Unit 6: Creating Your Dreams Worksheet .....	45
Unit 7: Punctuality .....	51
Unit 8: Gratitude.....	56
Unit 9: Coping Skills .....	62
Unit 10: Cooperation .....	67
Unit 11: Manners.....	74
Unit 12: Ending the Year .....	79

# About Walk the Talk

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Thank you for deciding to take part in the *Walk the Talk* program! The transition between middle school and high school is a pivotal point in students' lives. They must adapt to new environments and a variety of life changes in order to persist to graduation. A committed adult mentor can make all the difference between success and failure for young people at this critical time.

As the dropout crisis grows nationally, we are faced with a future West Virginia workforce with little or no job skills. The economic, social, and democratic fabric of our communities, state, and nation is in danger, as are the potentially vibrant capacities of West Virginia's youth.

The Education Alliance is a statewide, nonprofit research and K-12 public education fund. Our small group *Walk the Talk* curriculum combats the high school dropout epidemic with a mentoring approach flexible enough to work with students from 6<sup>th</sup> through 12<sup>th</sup> grade.

What does it mean to “*walk the talk*”? Simply put, it means being willing to do and be what we ask young people to do and be. It means showing up and representing with our own lives that we are willing to live the hard work it takes to achieve our dreams.

*Walk the Talk* originally was a four-year high school club that began in November 2008 with generous funding from the AT&T Foundation. Today, The Education Alliance is pleased to introduce a mentoring curriculum based on this program that can serve both middle and high school students in a variety of settings. *Walk the Talk* pairs caring mentors with young people to help create relationships to support students learning about college and career opportunities and becoming re-engaged in the learning process. *Walk the Talk* is designed to encourage self-advocacy skills which will prepare the students for their future.

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**It takes consistent, positive role models to make a difference in a child's life.** This curriculum is designed for one-hour mentoring sessions. Mentors should budget one-and-a half hours per week for the lesson, preparation, and travel time. Lessons can be used for more than one week. Prior to meeting with your mentoring group, decide how much of the unit you plan to cover.

**The purpose of the *Walk the Talk* curriculum** is to provide mentors with an easy-to-follow template that will encourage thought provoking conversations to stimulate personal, educational and professional development for middle and high school students.

**The goal of the *Walk the Talk* curriculum** is to ensure that students enrolled in the program can articulate a career goal/plan prior to 12<sup>th</sup> grade; develop a plan for postsecondary education prior to 12<sup>th</sup> grade; improve grade point averages; improve punctuality and school attendance; and decrease disciplinary actions.

**The approach of the *Walk the Talk* curriculum** is to coordinate short, weekly, content-based meetings between one caring mentor and up to five students while providing all the necessary materials for successful mentoring. The small-group atmosphere offers a nonthreatening environment in which to discuss academic and social challenges; confide in a positive adult role model; and start to form a personal career path.

**The curriculum design** follows a structured, practical, and pragmatic method that addresses topics that are often difficult to discuss.

***Walk the Talk*** provides a content-based curriculum which covers topics such as academic achievement, self-esteem, family and social relationships, and life skills.

# How to Use the Curriculum

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**Remember, this curriculum is designed to help you help students develop positive, proactive communication skills.**

- Let the curriculum guide you, feeling free to use the material in the order you choose as appropriate and skip subjects that seem irrelevant. Each unit is to provide a tool for engaging your students, but the curriculum is flexible to meet the needs of the group. Being present and available to young people who need your support is the most important element of *Walk the Talk* mentoring.
- Repeat units or spend several weeks on them as the need dictates.
- From the start, create a sense of security by establishing that any information discussed in the group is confidential and should not be discussed outside the mentoring group.

## Unit preparation

Prior to meeting with your group, review the “Tips” section of the unit summary, check the “Materials” section, make a few extra copies of the student worksheet (in case students forget their workbooks), and read the lesson description on the first page of every unit.

Again, you are encouraged to spend as much time as necessary on each subject. You may want to expand some units over more than one week to create a series of lessons. Prior to meeting with your group, determine how much of the unit you will be able to discuss in the time period allotted. If you spend more than one week on the material, briefly review what you discussed during the previous session before beginning a new section.

## Each lesson description includes the following:

- A definition of the subject matter
- Goals and objectives
- Tips for group facilitation around the covered subject matter
- Materials needed for the session
- Note: You will notice a coding system that refers to curriculum worksheets and other materials. The coding uses “M” and a page number for materials from the mentor guide and “S” and a page number for materials from the student guide. Ex: New groups: Student worksheets (M20/S4) and pens.

## The Mentor Guide

Each unit contains a series of questions to stimulate meaningful discussion around the unit topic. **As you introduce the questions, make sure you provide your students adequate time to answer before offering suggestions from the mentor guide or your own input.** Take your time, as it may take some prodding to get the students involved at first. Use the suggested prompts for discussion and be aware of situations/reactions you should look for. We encourage you to personalize the curriculum by changing the wording. You can verify the students’ comprehension of the material by asking them to explain what you are talking about in their own words.

Each unit is designed with a series of questions to be answered first by each student in writing; this should then provide material for a discussion group. Prompt the students to share their thoughts regarding the specific questions, and then process the topic before proceeding to the

next prompt. After each question you should encourage students to add additional thought-provoking ideas gleaned from the discussion or their notes.

### **Closing Thoughts**

It is important to reach closure in every session, so be sure you are providing the students with a takeaway message. Each unit provides a “closing thoughts” section, which you can use to help you debrief what the group has discussed. In the pilot project for *Walk the Talk*, some mentors observed that the “Closing Thoughts” portion of each unit often provided the most compelling conversation prompts.

# A Good Mentor Will . . .

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## **Review and take advantage of the Mentor Resource Guide included with this curriculum.**

The material in the resource guide can help you think in advance about some common issues for students in the program, what your legal obligations are around mandatory reporting, how to anticipate and manage challenging facilitation issues, and more. It is not required reading but may help you feel more comfortable and confident in your role as a mentor. If at any time you have questions or concerns about how things are going or how to handle a situation, please do not hesitate to contact your student's guidance counselor.

## **Create a routine.**

Begin all group sessions in the same way to ensure that the students know what to expect. You may want to start your group session by taking roll; discussing school attendance; or, once things get started, by sharing something positive from the previous week.

## **Ensure that the students know who is in charge of the group.**

Students need to know that you are the group leader, but they also need to feel comfortable to share their thoughts and feelings. Establishing group "ground rules" will help create an environment of safety and trust.

## **Establish group "ground rules" in Unit One.**

Assure students that everything you discuss as a group will be kept confidential. Students should feel comfortable that any information they share will not be discussed outside the group. Ask students to agree not to discuss private comments or conversations made in the group anywhere outside of the group.

*Important note on confidentiality:* Maintaining confidentiality is not an absolute when it comes to certain disclosures, especially when those disclosures come from a minor child to an adult in a public school setting. West Virginia state law requires what is termed "mandatory reporting" for specific kinds of shared information that may involve risk to the child. Mandatory reporting is discussed further in the "Mentor Resource Guide."

## ***"Walk the talk."***

"*Walk the talk*" is a way of expressing that we must do what we say is important; it is not enough to tell students what the rules are, you must also follow the rules. If you ask them to prepare, plan, and follow through, then you must model that behavior yourself. Establish rapport and trust with your group by participating in everything you ask the students to do. If you ask the students to fill out a form or take notes, you should also participate. Students will be more invested when they see that you are part of the activity.

## **Keep a finger on the pulse of student thoughts and concerns throughout the year.**

Collect the students' worksheets at the end of each session and return them to the students at the end of the year. This will allow you an opportunity to review the students' thoughts and follow up during the next session on any area where the group needs to spend extra time.

**Personally prepare for each session well in advance.**

Determine how much of the unit you hope to discuss in the allotted time period before meeting with your group. You may want to expand the unit over more than one week to create a series of lessons. Prior to beginning your mentor session, decide where you will conclude your unit for the day. If you spend more than one week on the material, briefly review what you discussed during the previous session before beginning a new session. A quick catch-up will help students be productive in the time you have together.

Complete a full circle with your unit and ensure that the students leave with something to consider. Before ending a unit, use the “Closing Thoughts” section to debrief what the group has discussed. Some mentors observe that the “Closing Thoughts” portion of each unit often provides the most compelling conversation prompts, so be prepared for this portion of the unit to lead to new and richer group conversation in the next session.

# Mentor Resource Guide

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## Understanding the Realities of Many Students' Lives

In 2012, The Education Alliance contracted with West Virginia University's Program Research and Evaluation Center (PERC) to perform data collection and analysis of representative students in the *Walk the Talk* pilot program. The result was a series of student profiles that illuminate the complex lives of *Walk the Talk* participants.

As a mentor to students like these, it is important to clear your mind of any pre-conceived notions about who these young people are and what they are trying to manage in their lives. If this is your first time as a mentor, you may be surprised and even shocked by the challenges your students are facing every day. They need you to be there for them in an open, realistic, and non-judgmental frame of mind.

Each student you mentor will present a unique combination of factors that support and inhibit his or her success. They will each have their own personal goals that rank in a different order for each student.

Following are some of the student goals identified in the PERC research. Keep in mind that not all students have the same goals, and even when they are the same they often rank differently as personal priorities:

- Everyday Happiness
- Big Picture Life Happiness
- Happiness in the Future
- School Success (which may or may not mean academic success)
- College
- Law School
- Boxing
- Career (will vary, often wildly, within the same group of students)
- Military Service

Students also have a diverse range of factors that support or inhibit their success. Some supporting factors identified by PERC research were:

- Personal maturity
- *Walk the Talk* guidance
- Learning self-control
- Sports
- Gaining a larger worldview
- Compartmentalizing
- Religion and a relationship with God
- Family
- Support from mentors and family
- Support from family, teachers, and friends
- Learning to prioritize and be in control of own time
- Family stability
- Proximity to family
- Future college acceptance

- Memory of a mother
- Music
- Few, well-chosen friends
- Intelligence

Conversely, some factors inhibiting student success were:

- Lacking self-control
- Exhaustion
- Temper
- Drugs
- Death of family members
- Long school days
- Long work hours
- Time demands of sports practice
- Family instability
- Poor self-image
- Underdeveloped work ethic
- Shyness
- Poor friend choices
- Fatigue
- Parents' rejection

Keep in mind that these are some common factors in students' lives but the lists are not exhaustive. Whatever issues your students have, those issues will have specific impacts for better or worse on their goals. Your responsibility is to meet the students where they are and help guide their understanding of how the pieces of their lives connect to, support, or inhibit their goals.

Please view the 5-minute video on YouTube called "Mentoring Matters" that allows you to hear from experienced *Walk the Talk* mentors about their experiences with students. The video is available online at <http://www.youtube.com/watch?v=V2knDGi9Ry>. It is an invaluable tool for gaining insight into the joys and challenges of the important role you are undertaking.

### **Confidentiality, Mandatory Reporting, and Mentorship Ethics**

The West Virginia Department of Education maintains an Office of Healthy Schools. This office provides a manual for Expected Behavior in Safe and Supportive Schools that covers many important topics that overlap with some mentor situations you may encounter. The manual is available online and is divided into six chapters. You may access the entire manual online at <http://wvde.state.wv.us/healthyschools/ElectronicManual4373New.html>.

Chapter 2: Student Rights and Responsibilities outlines a crucial legal obligation of which you must be aware. It is often referred to as "mandatory reporting" and is an important exception to the confidentiality ground rule that you will establish with your students. It reads as follows:

#### **Section 7. Child Abuse Prevention**

*Students have the right to grow up without being physically or sexually abused at school, in the home or the community. WV Code §49-6A-2 requires teachers, counselors, nurses, or other professionals who suspect that a student is being abused to report the circumstances to the West Virginia Department of Health and Human Resources. Victims of abuse may seek the*

*advice or assistance of a teacher, counselor, nurse, or other school professional. The school professional will assist students in getting needed help to prevent the abuse from recurring.*

Should one of your students disclose to you that he or she is being or has been abused--by anyone, and anywhere--you are required by law to get involved. As we all learned from the national child abuse scandal at Penn State University in 2012, simply passing on the information to someone else in the school is not always enough. Take very seriously your duty to help any student in danger secure a safe situation. Feel free to contact your students' guidance counselor for direction about who is the best resource for any questions about mandatory reporting.

Chapter 5: Procedures for Addressing Allegations of Inappropriate Behavior covers many issues around ethical interaction between students and adults at school. Most adults reading this guide know intuitively how to interact in an ethical and appropriate way with the young people in their care. Most of it is common sense, but should you have any questions about basic mentor ethics, please do not hesitate to contact your students' guidance counselor with those concerns.

# Tips for Difficult Situations



## Challenging Mentor Situations

*A student becomes emotionally distraught.*

Use communication tools such as reflection, validation, and paraphrase to allow the student to display emotions ensuring an understanding of those emotions. Let student know whatever they are feeling is acceptable and they are entitled to feel that way. Being upset or angry is perfectly normal and expressing emotions can help with de-escalation the intensity of the emotion. Explain to the student that emotions come in waves and will be less intense in time. Make sure the student is calm before they return to their classrooms. If they are not calm at the end of the group, make sure you take the student to meet with the counselor.

*A student loses his or her cool and physically departs from the group.*

This one can be a little touchy. You may want to set clear expectations during the initial group session about where students should go if they leave the group. If the student is highly agitated and leaves the group, an administrator may need to be notified to locate the student to ensure they are not a safety risk to themselves or others. Give the student some time to cool down. Taking a break from the group is much better than having an outburst. When the student calms down, it would probably be best to speak with the student without the other group members present. Allow the student to share why they became upset enough to leave the group. If the student doesn't want to talk about what upset them, thank them for returning to the group and express your willingness to listen by making a statement such as "If you decide you want to talk about what happened later, I'd be happy to listen." Regardless if they discuss the reason they were upset or not you need to revisit expectations for being safe.

*A student shares sometime inappropriate in the group.*

The degree of inappropriateness should dictate the actions you take. If a student is unaware a comment they made is inappropriate, talking to that student after group alone about the comment should help. If the student intentionally is making comments that are inappropriate, interrupting the student is an option if the content could be damaging to another group member. Then follow up with a private discussion about the reasons you stopped the student. Giving the student a choice to stay on topic or to leave the group could be an option. Explaining why their comment was inappropriate to the whole group could deter the student from continued comments.

*Conflicts between students in the group.*

Reviewing group rules before the beginning of each group can be a deterrent for rule breaking. Ask each student to name a rule before getting started. If students begin to be disrespectful with each other, reminding them of the importance of being respectful towards others can be the first response to the conflict. If the disagreement becomes very heated they may need to be separated. Once they are calm ask if they can meet to discuss their feelings with each other. If the students are not able to resolve their differences ask them if they are able to stay on the group with each other. If this does not work give the students the choice to stay and refrain from disrespect or to depart from the group for that day or until they can follow the rules. If they both decide to stay in the group and are able to resolve their issues with each other make sure you help them come up with a plan in case they become upset with each other again. They also have the option of leaving the group if they feel like they cannot resolve their conflict.

*A student is not participating at all.*

Talk to the student to find out why they are not participating. Showing an interest may help them open up. If this doesn't work, spend time just concentrating on the relationship, play games, conduct icebreakers and team building activities, find something you have in common to talk about or do. Ask the student if they are comfortable being partnered with a more outgoing peer. Change your perspective of participation. This is a voluntary program. If the student shows up for every group, they may be benefitting from just being present and hearing about how other students deal with life issues.

*Student expresses anger or frustration towards group or leader.*

Try to respect the feeling even if the behavior is not effective for the group. Point out that they may have a reason to be angry, but to express it in a private meeting after the group would be best in order to get the goals of the group accomplished.

### **Resources for More Information on Each Unit Topic**

#### *Unit One: Introduction*

For additional support about group facilitation dynamics, skills, and techniques, consider books such as *The Skilled Facilitator Fieldbook: Tips, Tools, and Tested Methods for Consultants, Facilitators, Managers, Trainers, and Coaches* (Jossey Bass Business and Management Series). There are many excellent books available on group facilitation online and from your local library.

#### *Unit Two: Planning the Year*

For additional support about the school calendar, financial aid, and communicating with parents, please contact the guidance counselor at the school your students attend.

#### *Unit Three: Respect*

For additional support for teaching about respect and on adolescent learning, consider books such as *Your Adolescent: Emotional, Behavioral, and Cognitive Development from Early Adolescence through the Teen Years*, available online and from your local library.

#### *Unit Four: Responsibility*

For additional support for adolescent learning about responsibility, consider *Community Service and Social Responsibility in Youth* or similar books available online or from your local library.

#### *Unit Five: Study Skills*

For additional information about study skills, consider online resources like Virginia Tech's study skills self-help information online at <http://www.ucc.vt.edu/stdysk/stdyhlp.html/>

#### *Unit Six: Creating Your Dreams Worksheet*

For additional information about goal setting and planning, consider online resources like Mind Tools' *Planning to Live Your Life Your Way* post online at <http://www.mindtools.com/page6.html>

*Unit Seven: Punctuality*

Consider simply searching for the word “punctuality” on Amazon.com for some terrific perspectives on the issue; resources range from self-help books to children’s books about the dynamics of the punctuality-challenged!

*Unit Eight: Gratitude, Unit Nine: Coping Skills, and Unit Ten: Cooperation*

LessonPlanet.com has a searchable database of lesson plans for teachers. Use “gratitude, coping skills, and cooperation” as search terms to pull up some ideas to spark your thinking about these issues.

*Unit Eleven: Manners*

Using any Internet search engine to research “manners for young adults” results in a variety of resources you may find enriching for facilitating your group through Unit 11.

*Unit Twelve: Ending the Year*

Celebrating your students’ achievements and demonstrating your unconditional support of their dreams and hard work is all you need to know to end your year as a tremendous success. Congratulations, mentor!

# Unit 1: Introduction

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**Definition:** **Introduction:** A way to become acquainted



**Goal:** To help students get to know their group and to set behavioral expectations by establishing group ground rules.



**Objective:** Mentors and students will discuss personal expectations for the group experience and will set expectations for how they want the group to proceed during the year.



**Tips:** Set a serious but friendly tone for the first session. It is easier to make your class tone more informal over time than to try to establish control at a later date. There are two formats for this unit: one is for an existing group (EG), the other is for a new group (NG).



**Materials:** New groups: Student worksheets (M20/S4) and pens  
Existing groups: One quarter (coin valuing 25 cents) for each student; you will not need paper or pens for the first group session.

**Additional Resources:** See your Mentor Resource Guide for additional information about group facilitation dynamics, skills, and techniques.

## Mentor Guide - Unit 1: Introduction



**Directions:** Direct new students to their copy of the student worksheet (M20 for you in your guide/S4 in their *Walk the Talk* notebooks). Have each student complete the worksheet. Discuss one question at a time, having each student share his or her responses using the New Group (NG) prompts. Note: The Existing Group (EG) will not complete a worksheet the first day. Facilitate a discussion using the EG prompts.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Prompt: <b>NG</b></p> 	<p><b><u>Introduce yourself / Have students introduce themselves</u></b></p> <ul style="list-style-type: none"> <li>• Let students know what you want them to call you. Sometimes just a first name can be too informal. Consider something like “Mr. or Ms. A.”</li> <li>• As a mentor, you can share what you are comfortable sharing. Keep what you share on the topics at hand and try not to share personal issues that are off topic. Many experienced mentors advise that you not share your personal contact information, as both you and your students are protected when your interactions are within the program setting. Use your judgment about personal boundaries.</li> <li>• Convey interest by asking students if they were named for someone or how they got their names. Comment on the creative spelling of their names.</li> </ul>
<p>Prompt: <b>NG</b></p> 	<p><b><u>Who do you live with? Who else lives in your home?</u></b></p> <ul style="list-style-type: none"> <li>• Many students live with adults other than their biological parents—do not express pity as this can sometimes be perceived as being condescending. Keep your facial responses neutral but interested to encourage sharing.</li> </ul>
<p>Prompt: <b>NG</b></p> 	<p><b><u>What are your hobbies? What kind of extracurricular activities do you participate in?</u></b></p> <ul style="list-style-type: none"> <li>• Explain that this can include activities at church, in sports, or clubs at school. If students are not involved in any activities outside school, it is okay to encourage them to find something fun or interesting to do. Be cautious about what you may suggest since some students may be restricted by finances or transportation.</li> </ul>
<p>Prompt: <b>NG</b></p> 	<p><b><u>What do you want to do after you graduate from high school?</u></b></p> <ul style="list-style-type: none"> <li>• If any students do not know what they would like to do after they graduate, encourage them to start thinking about things they enjoy doing. Remind them that a job is more fulfilling if they enjoy the work itself and that some jobs require education beyond high school.</li> </ul>
<p>Prompt: <b>NG</b></p> 	<p><b><u>What do you want to get from this group?</u></b></p> <ul style="list-style-type: none"> <li>• There are no wrong answers. For example, some students might say they are in the group just to get out of class; this may be their original intention, but they will begin to see the benefits of the group as time goes on.</li> </ul>

<p>Prompt: <b>NG</b></p> 	<p><b><u>What kinds of behavior expectations are necessary for the group to be successful?</u></b></p> <ul style="list-style-type: none"> <li>• Remember, this is where you set the ground rules for the group.</li> <li>• Incorporate the students' suggestions for rules. If they assist in setting the rules, they will be more inclined to follow them. If they don't touch on the following rules, steer the conversation so the students incorporate them into the group expectations.             <ol style="list-style-type: none"> <li>1. <i>Confidentiality</i>: What happens in the group stays in the group. This is a must! Here you should tell them that you have legal obligations as an adult to disclose anything they tell you that suggests they are in an unsafe environment. Let them know that if they want to discuss anything like this that they can talk to you in private at any time. See page 10 in your Mentor Resources Guide for more on this subject.</li> <li>2. <i>Take turns</i>: Every person in the group will get a chance to talk. Establish a method of informing group members when they are talking too much and monopolizing the time.</li> <li>3. <i>No bullying</i>: If someone does not feel comfortable talking about something, he or she may pass the discussion to the next person.</li> <li>4. <i>You are the leader of the group</i>: As the adult, you have the authority to end a conversation at any time.</li> <li>5. Do not make too many rules.</li> </ol> </li> </ul>
<p>Activity: <b>NG</b></p> 	<p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Hand each student a quarter.</li> <li>• Ask them to flip the quarter so it lands on the table. Instruct them to cover the quarter with one hand and not pull their hand away until you say to.</li> <li>• While their hands are still over the quarters, tell them that everyone with heads showing will graduate on time, go to college, or get a decent-paying job and that everyone with tails showing will fail this year and will work the rest of their lives digging ditches.</li> <li>• Have the students lift their hands, and then tell them to share their futures and their thoughts about their futures. Some will be happy, and some will be upset.</li> <li>• Ask the following questions:             <ul style="list-style-type: none"> <li>• Do you think this activity was fair? Why or why not?</li> <li>• Is this a good way to predict your futures? Why or why not?</li> <li>• How can you determine your futures?</li> </ul> </li> <li>• Process: If you do not take an active role in your lives, your futures will be determined by others, with no more control than the toss of a coin.</li> </ul>
<p>Prompt: <b>EG</b></p> 	<p><b><u>Welcome everyone back</u></b></p> <ul style="list-style-type: none"> <li>• Make sure students remember everyone's name by reintroducing yourself and asking everyone to reintroduce him- or herself to the group.</li> </ul>
<p>Prompt: <b>EG</b></p> 	<p><b><u>How was your summer? What did you do?</u></b></p> <ul style="list-style-type: none"> <li>• If some students are not very forthcoming, do not push the subject. They may not have had a good summer. Move on to the next student.</li> <li>• Be willing to share some stories about your summer, but be sensitive to telling stories about expensive vacations.</li> </ul>

<p>Prompt: <b>EG</b></p> 	<p><b><u>What rules helped the group function effectively last year?</u></b></p> <ul style="list-style-type: none"> <li>• What did you like about the group last year?</li> <li>• Revisit rules you established last year—for instance, confidentiality, taking turns, no interrupting, and the mentor has the final say and can end a conversation at his or her discretion.</li> </ul>
<p>Prompt: <b>EG</b></p> 	<p><b><u>What would you like to get from our group this year?</u></b></p> <ul style="list-style-type: none"> <li>• Responses from the students may help you decide if you want to change the order of the curriculum or if you want to add other lessons for your group.</li> <li>• This is also an opportunity for you to share your plans for running the group and what subject areas you choose to cover.</li> </ul>
<p>Activity: <b>EG</b></p> 	<p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Hand each student a quarter.</li> <li>• Ask them to flip the quarter so it lands on the table. Instruct them to cover the quarter with one hand and not pull their hand away until you say to.</li> <li>• While their hands are still over the quarters, tell them that everyone with heads showing will graduate on time, go to college, or get a decent-paying job and that everyone with tails showing will fail this year and will work the rest of their lives digging ditches.</li> <li>• Have the students lift their hands, and then tell them to share their futures and their thoughts about their futures. Some will be happy, and some will be upset.</li> <li>• Ask the following questions: <ul style="list-style-type: none"> <li>• Do you think this activity was fair? Why or why not?</li> <li>• Is this a good way to predict your futures? Why or why not?</li> <li>• How can you determine your futures?</li> </ul> </li> <li>• Process: If you do not take an active role in your lives, your futures will be determined by others, with no more control than the toss of a coin.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M19).</u></b></p>



## Closing Thoughts - Unit 1: Introduction

**Directions:** Use the following discussion as a conclusion to the lesson.

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Explain that you are excited to be a part of the group and to support the students in graduating on time. Remind them that the group will be successful only if everyone has an opportunity to participate in the discussions. This means that everyone will have a turn. Time is a factor, so everyone should keep in mind that other people need to have a turn as well. Also remind them that confidentiality is very important. They need to know that what they discuss in the group will not leave the group. They will not be pressured or bullied into sharing when they are not comfortable sharing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Worksheet — Unit 1: Introduction New Group

What is your name?

Who do you live with? Who else lives in your home?

What are your hobbies? What kind of extracurricular activities do you participate in?

What do you want to do after you graduate from high school?

What do you want to get from this group?

What kinds of behavior expectations are necessary for the group to be successful?

## Unit 2: Planning for the Year

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**Definition:** **Plan:** A method for accomplishing an objective



**Goal:** To help students prepare for the academic year



**Objective:** Students will identify important dates for the school year and will fill out their agenda books. Students will identify any classes they need to make up and will begin planning how to accomplish that. Prior to beginning Unit 2, mentors should obtain agenda books, school calendars and supplies (supplies include pens, highlighters), and financial aid brochures. All of these materials may be obtained from the WV Higher Education Policy Commission, <http://wvhepcnew.wvnet.edu/>.



**Tips:** This unit should take **two** sessions. It is natural that students may be a little overwhelmed by this process. Go slowly, be patient, and be thorough. Check frequently for student comprehension. Review the financial aid brochures and the school calendar to identify immediately those important dates.



**Materials:** **First Session:** Hand out agenda books, school calendar, school supplies, and financial aid brochures. Complete the first and second prompts. At the end of the session, give each student a worksheet for the school counselor to fill out and a parent letter.

The parent letter is optional but encouraged. You should make sure your students understand that the purpose of the letter to their parents is to explain what you do in the program and to encourage any questions they may have. You should write your own brief letter that includes when and where the group meets, what topics you will cover, and an expression of gratitude to them for supporting their child in the program.

Ask students to have their counselor fill out the form and to bring it and copies of their schedules and syllabuses to the following session. Explain that they will need all these materials to complete the next session. They must also bring their agenda book and additional materials back to the next session.

**Second Session:** Complete the third and fourth prompts using credit check sheets, class syllabi, and the worksheet completed by the counselor.

**Additional Resources:** Student worksheets (M25 in your mentor guide/S6 in their *Walk the Talk* notebooks), school calendars, financial aid brochures, counselor handouts (M26-27 in your mentor guide; S7-8 in the student notebooks), agenda books, pens, and highlighters

## Mentor Guide - Unit 2: Planning for the Year



**Directions:** Complete the first section of prompts during Session 1 and the second set during Session 2.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

### Session 1:

Prompt: 	<p><b><u>Put important dates in your agenda books</u></b></p> <ul style="list-style-type: none"> <li>• Hand out the school calendars—help the students locate term beginning and end dates, holidays, ½ days, no school days, testing dates, etc.</li> </ul>
Prompt: 	<p><b><u>Review financial aid brochures and put dates in your agenda books</u></b></p> <ul style="list-style-type: none"> <li>• Encourage students to take brochures home to share with their parents.</li> </ul>
Closing Thoughts: 	<p><b><u>Lead the students in the Closing Thoughts activity (M24).</u></b></p>

### Session 2:

Prompt: 	<p><b><u>Look at each class syllabus—put the following information in your agenda books</u></b></p> <ul style="list-style-type: none"> <li>• Have the students look at their class syllabi. They should mark important dates in their agenda books—these include test dates, homework due dates, and project due dates.</li> <li>• Have the students put in any contact numbers they may have received from their teachers or peers.</li> <li>• If they have different colored markers or highlighters, suggest that they pick different colors for midterms, tests, finals, project due dates, and any other important activities with due dates. This will help students easily identify what they have due each week. You can also provide fun stickers instead of highlighters or markers.</li> </ul>
Prompt: 	<p><b><u>Review graduation requirements</u></b></p> <ul style="list-style-type: none"> <li>• Review the credit requirement sheet with the students. If the students have credits to make up, discuss different ways they can do this:             <ul style="list-style-type: none"> <li>• <i>After-School:</i> After-School programs are offered by many schools and can support students' efforts to make up missing academic credits. Encourage students to ask a counselor about the deadlines for signing up ASAP.</li> <li>• <i>Summer School:</i> Many summer school classes are offered online. Students who require some teacher support may opt to take the class in a different manner. There usually is a charge for participating in summer school. Students have to provide their own transportation to attend</li> </ul> </li> </ul>

Closing Thoughts:



**Lead the students in the Closing Thoughts activity (M24).**



## Closing Thoughts - Unit 2: Planning for the Year

**Directions:** Have a conversation about the benefits of planning for success.

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### **Session 1:**

Provide each student with the letter inviting his or her parents to meet you at an open house event. Also, give each a copy of the “Counselor Worksheet,” which they must have a counselor complete before the next session. Ask the students to bring copies of their schedules and course syllabi to the next session. Remind them they should bring their agenda books to each weekly session.

### **Session 2:**

Ask the students to define the terms “proactive” and “reactive.”

Help them understand that planning for success is proactive. When they are prepared for each school day, they are able to focus on the lesson of the day rather than thinking of excuses for not having homework completed or being prepared for the quiz. Remind the students they should bring their agenda books to each weekly session.

Help them understand that when they are unprepared, they will only be able to react to the situations they face throughout the day instead of being able to influence those situations in a proactive way. Being proactive means being more influential over getting what they want; being reactive will often mean having to settle for what circumstances surround them.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Worksheet — Unit 2: Planning for the Year

1. Complete your calendar for the year by putting the following in your agenda book:
  - Semester dates—when each semester begins and ends
  - Finals
  - ½ days and no school days
  - Holiday breaks
  - Testing dates—WESTEST, AP test, etc
2. Review the financial aid brochures with your mentor and put important dates in your agenda book.
3. Look over each class syllabus - put the following information in your agenda book:
  - Test dates
  - Homework due dates
  - Project due dates
4. Review the graduation requirements chart (next page) with your mentor:
  - Do you have to make up any failed classes?
  - What are your options for making up classes?
  - Take the information from the graduation requirements chart to a meeting with your guidance counselor; also take the counselor worksheet. Fill out the counselor worksheet and bring it back to the next mentoring session.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Graduation Requirements

**Directions:** To graduate high school you must receive twenty-five credits with a set number of credits in your core courses, electives and additional graduation requirements. Use the following tracking sheet to see where you stand. Each semester you receive a half (.5) credit for completing each course with a D or better. Using your transcript mark off (entering a .5 or check mark) each semester you receive credit for completing a course. Total the courses completed column vertically for credits earned each year and horizontally for credits per course. After completing both semesters in core courses check off the appropriate check box. Once the credits needed column equals the credits needed column you can check off the complete column. After completing this form meet with you counselor to make sure you didn't miss anything.

Core Courses	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total Credits Earned	Credits Needed	Complete
	S1	S2	S1	S2	S1	S2	S1	S2			
English: <input type="checkbox"/> 9 <sup>th</sup> <input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup> <input type="checkbox"/> 12 <sup>th</sup>										4	
Math: <input type="checkbox"/> 9 <sup>th</sup> <input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup> <input type="checkbox"/> 12 <sup>th</sup>										4	
Science: <input type="checkbox"/> 9 <sup>th</sup> <input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup> <input type="checkbox"/> 12 <sup>th</sup>										4 PP 3 SP	
Social Studies: <input type="checkbox"/> 9 <sup>th</sup> <input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup> <input type="checkbox"/> 12 <sup>th</sup>										4	
<b>Sub-Total (Section A)</b>										<b>16 PP 15 SP</b>	
<b>Additional Graduation Requirements</b>											
Physical Education/Wellness										1	
Health										1	
The Arts										1	
Computer Applications										.5	
Speech										.5	
Foreign Language										2	
Career Concentration										4-6	
<b>Sub-Total (Section B)</b>										<b>10-12</b>	
<b>Electives</b>											
<b>Sub-Total (Section C)</b>											
<b>Final Total</b>										<b>25</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Counselor Worksheet

Please complete the following information for this student

1. What classes do I need to make up by the end of this year and/or by graduation?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What classes do I need to complete this year?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What important information about financial aid do I need to know?

_____
_____
_____
_____
_____

## Unit 3: Respect

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**Definition:** **Respect:** To take into consideration the views and desires of others and to incorporate these into your actions and decisions



**Goal:** To help students understand the importance of respecting themselves and others



**Objective:** The group discussion on the importance of respect and the THINK strategy (see Closing Thoughts for Unit 3) will help students develop the ability to respect themselves and others.



**Tips:** Don't forget, you should complete a worksheet while your students are completing theirs. Have each student share his or her answers to the first question (you answer it as well), process the answers as a group, then move on to the next question.



**Materials:** Student worksheets (M32/S10) and pens

## Mentor Guide - Unit 3: Respect



**Directions:** Provide students with copies of the student worksheet (M32/S10). Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Definition:</p> 	<p><b><u>What does RESPECT mean to you?</u></b></p> <ul style="list-style-type: none"> <li>• There are no wrong answers. Remind students that we all come from different backgrounds and express/interpret things differently.</li> <li>• Read the definition to students: <b>Respect</b> is taking into consideration the views and desires of others and incorporating these into your decisions. Be truthful to people. When you respect others, you factor in and weigh their thoughts and desires into your planning and decision making. Respect can also be applied to taking care of oneself or the environment. Respect adds general reliability to social interactions.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Who do you RESPECT?</u></b></p> <ul style="list-style-type: none"> <li>• Make sure students understand that this can be someone in the school, the community, a family member, a boyfriend or girlfriend, or famous person (or anyone else).</li> <li>• Some students may say they do not respect anyone—that's okay.</li> <li>• Do not force students to think of someone—this question may trigger some conversation if they feel they were recently shown disrespect. This is a good time to ask the students how it feels to be disrespected.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What qualities do you appreciate about the people you RESPECT?</u></b></p> <ul style="list-style-type: none"> <li>• What do you like about these people? What things do they do that makes them stand out from others?</li> <li>• Even if students do not list anyone on the previous question, they can list the qualities they feel would lead them to respect a person.</li> </ul>
<p>Prompt:</p> 	<p><b><u>How do you show RESPECT to others?</u></b></p> <ul style="list-style-type: none"> <li>• How do the students show respect to others verbally, physically, and emotionally?</li> <li>• Do they still show respect for someone even when that person is not around? How? Do they follow their parents' rules when their parents are not around? Do they follow the teacher's rules when the teacher leaves the classroom or when there is a substitute teacher?</li> </ul>
<p>Prompt:</p>	<p><b><u>How do you show RESPECT in the classroom?</u></b></p> <ul style="list-style-type: none"> <li>• To prompt responses from your group, ask the following questions:             <ul style="list-style-type: none"> <li>• Do you show up on time?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Do you do your work?</li> <li>• Do you raise your hand to ask a question?</li> <li>• Why do you feel some students are disrespectful to teachers?</li> <li>• Remind students that if they are not showing respect in the classroom, they are negatively affecting their education.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Are there people you do not RESPECT? Why?</u></b></p> <ul style="list-style-type: none"> <li>• Remind students that they sometimes may come across people in authority positions that they do not respect. In some cases these people are required to act as the “bad guy” for the good of society or the school.</li> </ul>
<p>Prompt:</p> 	<p><b><u>How can you interact with people you do not RESPECT so you do not get into trouble?</u></b></p> <ul style="list-style-type: none"> <li>• Use this question to teach your students that acting out negatively around people they do not respect will result in them looking bad or getting into trouble.</li> <li>• Brainstorm alternatives—moving away from the rude person, talking to a friend, talking to an adult, or trying to consider why the other person may be disrespectful to them.</li> <li>• Remind the students that the other person might be dealing with personal issues that have nothing to do with them.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Why is RESPECT important in a work environment? (At your job?)</u></b></p> <ul style="list-style-type: none"> <li>• Respect creates a work environment where the employees are dependable, use teamwork to work together effectively to be productive, and consequently, can keep their jobs.</li> <li>• Brainstorm other reasons respect is important in a work environment.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Is RESPECT earned or given? How do you earn RESPECT from others?</u></b></p> <ul style="list-style-type: none"> <li>• There is no wrong answer—it is both earned and given.</li> <li>• Some people automatically receive respect because of who they are or the position they hold.</li> <li>• They will keep your respect by the way they treat you and others.</li> <li>• You can earn respect by following through with your word, being honest, and being consistent. Brainstorm other ways.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M31).</u></b></p>



## Closing Thoughts - Unit 3: Respect

**Directions:** Use the following activity as a conclusion to the discussion. You can either read the lesson verbally or for a high impact, have the students write **THINK** in big letters on the back of their papers—as you go over the lesson, have them fill in these five words: Them, How, I, No, and Know (see below).

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Remind your students that if they feel like someone is being disrespectful, they should stop and **THINK** before reacting.

Before reacting, consider five things:

- **Them**—Ask yourself, is it possible that the other person is dealing with personal issues that have nothing to do with you? Maybe he or she is having a bad day?
- **How**—How can I deal with my strong feelings without getting into trouble?
- **I**—Was I being disrespectful or rude to the other person first? Is he or she responding to my actions?
- **No**—Sometimes the best response to rude people is no response.
- **Know**—Who do I know that can help me take care of this situation (e.g., friends, family, teacher, counselor)?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 3: Respect

What does RESPECT mean to you?

Who do you RESPECT?

What qualities make you RESPECT those people?

How do you show RESPECT to others?

How do you show RESPECT in the classroom?

Are there any people you **do not** RESPECT? Why?

How can you interact with people you do not RESPECT so you do not get into trouble?

Why is RESPECT important in a work environment? (At your job?)

Is RESPECT earned or given? How do you earn RESPECT from others?

## Unit 4: Responsibility

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**Definition:** **Being responsible:** Fulfilling your obligations; being able to choose between right and wrong; being accountable for your actions or choices, to be trustworthy



**Goal:** To help students understand the importance of being responsible for their actions and choices



**Objective:** The group discussion on the importance of responsibility will help students develop a plan to fulfill their obligations and be accountable for their actions.



**Tips:** Responsibility is challenging for adolescents. They sometimes want to make important decisions that affect their lives but want others to bail them out when they get into trouble.



**Materials:** Student worksheets (M37/S12) and pens

## Mentor Guide - Unit 4: Responsibility



**Directions:** Provide students with copies of the student worksheet (M37/S12). Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Definition:</p> 	<p><b><u>What does RESPONSIBILITY mean to you?</u></b></p> <ul style="list-style-type: none"> <li>• There are no wrong answers—we all come from different backgrounds and express/interpret things differently.</li> <li>• Read the definition to students: <b>Being responsible</b> means to fulfill your obligations; being able to choose between right and wrong; being accountable for your actions or choices; being trustworthy.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What are some school rules or expectations?</u></b></p> <ul style="list-style-type: none"> <li>• Brainstorm school rules/expectations as a group. Make sure the following are included: attend school daily; complete your work in class; be respectful to others; do not use drugs, alcohol, or tobacco products; do not possess weapons; be on time to class; do your homework; meet deadlines for projects.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Why do schools have these rules or expectations?</u></b></p> <ul style="list-style-type: none"> <li>• Brainstorm reasons for school rules. Incorporate the following:             <ul style="list-style-type: none"> <li>• The primary focus of a school is to make sure that all children have the opportunity to receive an education.</li> <li>• It is hard to provide an education to students if they cannot hear what the teacher is teaching, if they are scared to come to school, or if the class is interrupted by students coming in late or acting out in class.</li> <li>• Drugs, alcohol, tobacco, and weapons affect your safety and your ability to focus on work.</li> </ul> </li> </ul> <p>*This information is important to bring up, but it is not the primary focus of the lesson—make sure to move on to the next question after you have reviewed this information.</p>
<p>Prompt:</p> 	<p><b><u>Who is RESPONSIBLE for making sure you abide by these rules/expectations?</u></b></p> <ul style="list-style-type: none"> <li>• Administrators and teachers are ultimately RESPONSIBLE for making sure the rules are enforced.</li> <li>• Students should be RESPONSIBLE enough to follow the rules on their own.</li> </ul> <p>*Process the following: When you do not follow rules or meet expectations, adults will step in and take over your life.</p>

<p>Prompt:</p> 	<p><b><u>What kinds of things are you RESPONSIBLE for at home?</u></b></p> <ul style="list-style-type: none"> <li>• Ask students the following questions: <ul style="list-style-type: none"> <li>• Do you have chores at home?</li> <li>• Do you have to take care of your siblings?</li> <li>• Who pays the bills? (Some of your students may be paying bills in the home—be cautious of making judgmental statements about their home dynamics and be aware of your nonverbal responses to their answers.)</li> <li>• Who gets everyone up in the morning?</li> </ul> </li> </ul>
<p>Prompt:</p> 	<p><b><u>What kinds of things are people RESPONSIBLE for at their jobs?</u></b></p> <ul style="list-style-type: none"> <li>• Being on time, being safe, working as a team, being productive, etc.</li> <li>• Ask the students if the responses discussed are the same skills they are expected to have at school?</li> <li>• Discuss how school is practice and preparation for the work environment: Companies want employees who are dependable and productive. Would a business want to hire them based on their school resumes? What do they need to work on to be good employees?</li> </ul>
<p>Prompt:</p> 	<p><b><u>RESPONSIBLE people take charge of themselves and accept the consequences of their actions and/or words. What does this mean to you?</u></b></p> <ul style="list-style-type: none"> <li>• Remind students that they should do what they are supposed to do without being reminded by others. They should not blame others when they mess up. It is important to treat others respectfully all the time.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M36).</u></b></p>



## Closing Thoughts - Unit 4: Responsibility

**Directions:** Use the following activity as a conclusion to the lesson. This can be a discussion, or, for more impact, have them write **MY PLAN** on the top of the back of their worksheets.

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Ask your students if they like having adults telling them what to do and when to do it. Would they like to have more of a say in their lives? Remind them that when they treat others badly, when they are not trustworthy, and when they continue to make poor decisions, more adults will step in and take RESPONSIBILITY for their lives. RESPONSIBILITY is given to people who make good decisions, who are trustworthy and dependable, and who are considerate of others. Have them write down things they can do at school, in the home, and at work to show others that they are RESPONSIBLE enough to make important decisions in their lives.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 4: Responsibility

What does RESPONSIBILITY mean to you?

What are some school rules or expectations?

Why do schools have these rules or expectations?

Who is RESPONSIBLE for making sure you abide by these rules/expectations?

What kinds of things are you RESPONSIBLE for at home?

What kinds of things are people RESPONSIBLE for at their jobs?

A RESPONSIBLE person takes charge of him- or herself and accepts the consequences for his or her actions and words. What does this mean to you?

## Unit 5: Study Skills

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**Definition:** **Study Skills:** Skills necessary to understand and retain information for class



**Goal:** To give students the necessary skills to use time management, organization, and prioritizing to study effectively



**Objective:** The organization, time management, and prioritizing tips will help students develop a plan to study more effectively.



**Tips:** There is a lot of preparation for this unit. Start the unit with the icebreaker activity.



**Materials:** Student worksheet (M42/S14), pens, highlighters, two handouts on study skills (M43-44/S15-16). Visit <http://teenshealth.org/teen/> and search “study skills” for more resources.

## Mentor Guide - Unit 5: Study Skills



**Directions:** Provide students with copies of the student worksheet (M42/S14), study skills handouts (M43-44/S15-16), and materials on good eating habits, adequate sleep, and the importance of exercising (RS). Each student should provide a written response to each question. Ask students to share their responses individually to the first question and then you will process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Activity:</p> 	<p><b><u>Icebreaker Activity</u></b></p> <p><b>Directions:</b> Use the following equation as a warm-up before you start the activity.</p> <hr/> <p>Write this on the board or copy it on paper for each student, and ask the students what they think it means:</p> $\text{GRADE} = \text{ABILITY} + \text{MOTIVATION} - \text{INTERFERENCES} - \text{EXCUSES}$ <p>Your grade equals your ability plus motivation minus interferences minus excuses.</p> <p>Explain that if the students decrease their interferences and excuses, their grades will go up. If they increase their motivation, their grades will go up even more. Many people will make an excuse such as, “I just have never been good at math.” Math may not be their strongest subject, but they should never give up. Encourage them to work on their weaknesses—if math is their weakest subject, they should spend more time studying hard to make it their strongest subject. Remind them that what you put in is what you will get out.</p>
<p>Prompt:</p> 	<p><b><u>Keep track of deadlines and due dates. How can you do this?</u></b></p> <ul style="list-style-type: none"> <li>• The students in your group should have already completed their agenda books—remind them they have already started this process. If they have not been using their agenda books, suggest that they begin doing so now.</li> <li>• Encourage the students to create a weekly calendar—schedule academic due dates and test dates. Make sure you also schedule time for fun, rest, exercise, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Keep your work for each class organized. How can you do this?</u></b></p> <ul style="list-style-type: none"> <li>• Suggest that the students do the following:             <ul style="list-style-type: none"> <li>• Make a binder for each class, or use a large binder and make a section for each class.</li> <li>• Put the class syllabus in the front of the binder or in front of each class section.</li> <li>• Hole-punch the handouts, and put them in the binder or in the binder pocket.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Put all the work you have to turn in somewhere in your binder or school bag where you are sure to see it, reminding you to turn it in. <b><u>Very important</u></b></li> </ul>
Prompt: 	<p><b><u>Find a quiet place and time to study. When is the best time for you to study? Where is the best place for you to study?</u></b></p> <ul style="list-style-type: none"> <li>Ask the students the following:             <ul style="list-style-type: none"> <li>Where can you study without being interrupted?</li> <li>What are good times of the day or evening that you can study?</li> </ul> </li> </ul>
Worksheet: 	<p><b><u>Review the Student Tips on Study Skills handout. Which ones sound like they would work for you? Think about an upcoming project you have and make a plan by writing out how you will approach the work using these tips.</u></b></p> <ul style="list-style-type: none"> <li>Highlight tips you think may be helpful.</li> </ul>
Prompt: 	<p><b><u>What kind of supplies do you need to be successful? Can you locate these supplies?</u></b></p> <ul style="list-style-type: none"> <li>As a group, create a list of supplies you will need to carry out your plan.</li> </ul>
Worksheet: 	<p><b><u>Try to get 7-8 hours of sleep a night. Why does sleep support good study skills?</u></b></p> <ul style="list-style-type: none"> <li>Give students brochures or handouts on the health benefits of getting adequate sleep.</li> </ul>
Prompt: 	<p><b><u>Eat a balanced diet. Why does good nutrition support good study skills?</u></b></p> <ul style="list-style-type: none"> <li>Give students brochures or handouts on the health benefits of eating a balanced diet.</li> </ul>
Prompt: 	<p><b><u>Try to get 30-60 minutes of physical activity per day. Why does physical activity support good study skills?</u></b></p> <ul style="list-style-type: none"> <li>Give students brochures or handouts on the health benefits of physical activity.</li> </ul>
Closing Thoughts: 	<p><b><u>Lead the students in the Closing Thoughts activity (M41).</u></b></p>



## Closing Thoughts - Unit 5: Study Skills

**Directions:** Review the equation and discuss.

---

GRADE = ABILITY + MOTIVATION – INTERFERENCES – EXCUSES

Do you think the plan you made will help you be more successful in school?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 5: Study Skills

Keep track of deadlines and due dates. How can you do this?

Keep your work for each class organized. How can you do this?

Find a quiet place and time to study. When is the best time for you to study? Where is the best place for you to study?

Review the handouts on study skills. Which ones sound like they would work for you? Make a plan.

What kind of supplies do you need to be successful? Can you locate these supplies?

Try to get 7-8 hours of sleep a night. Why does sleep support good study skills?

Eat a balanced diet. Why does good nutrition support good study skills?

Try to get 30-60 minutes of physical activity per day. Why does physical activity support good study skills?

## Student Tips - Unit 5: Study Skills

**Set aside time and find a quiet place to study.**

**Try to study at the same time every day—this will become a habit.**

### TESTS AND QUIZZES

- 1. Get the information you need to study:** Show up for class on time, pay attention in class, take good notes, and ask questions if you do not understand or you need clarification. Read your class syllabus. Find out what pages or material you need to study.
- 2. Have the right environment:** Make sure the lighting is adequate. Your study surface (desk, floor, and/or table) should be large enough to accommodate all your materials.
- 3. Have all the tools you need to study:** This means your textbook, notes, calculator, dictionary, computer, etc.
- 4. Don't wait until the last minute to start studying:** Cramming does not work all the time. As your classes get harder and more involved, you really need to understand the material, not just memorize it for a brief time. If you don't understand the work, ask for a tutor or ask for clarification from your teacher.
- 5. Be specific about what you are going to work on:** Prioritize your studying. Try to work on the hardest subject or the one you like the least first. Don't keep putting it off.
- 6. Scan over the material:** Look over the material one time quickly to see how it is formatted (set up). This will help you figure out how to gather important information or how to find important formulas.
- 7. Use study aids to help:**
  - Use highlighters to identify key words, dates, and other information so you can review it again quickly.
  - Take notes on your reading to help you remember what you have just read. You can take notes on notebook paper, index cards, and computers. Index cards are helpful for testing yourself later.
  - Make sure you review the material several times.
  - Take time to test yourself.

**Have a study buddy:** Sometimes group study skills can be helpful. If it turns into a social gathering, start a new group or study by yourself. Also, consider calling a peer who understands the material.

## **PROJECTS OR PAPERS**

- 1. Understand the assignment:** Make sure you know what you are supposed to write about or present. If you are not clear, ask for some additional guidance from your teacher. There is a good chance that if you do not understand the objective, some of your peers do not either.
- 2. Do not procrastinate:** Far-off deadlines do not mean you should start later. It means the final project should be very well thought out and put together. Do your research as soon as you can. If the project is broken into several deadlines, make sure you meet all of them. Teachers will give you credit for meeting the smaller deadlines, and their periodic feedback will help you know if you are on the right track.
- 3. Make sure you have the right tools/materials:** This usually means poster board, colored markers, computer, printer, etc.
- 4. Final product:** Make sure your final paper or project is well-polished. Your information should be accurate and have correct spelling and grammar. Have someone look over your work before you turn it in.

## Unit 6: Creating Your Dreams Worksheet

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**Definition:** **Creating Your Dreams Worksheet:** A worksheet to help students visualize their future.



**Goal:** To help students start thinking of goals.



**Objective:** When questioned, many students who drop out of school do not have dreams or goals. This activity will help students develop a picture of what their future lives could look like.



**Tips:** Encourage students to be as specific and descriptive as possible when completing the Creating Your Dreams Worksheet.



**Materials:** Student worksheet (M49-50/S18-19) and pens

## Mentor Guide - Unit 6: Creating Your Dreams Worksheet



**Directions:** Provide students with copies of the dream worksheet (M49-50/S18-19). All students will fill out the worksheets and then share their “dreams” with the group. Use the following prompts for each question to help the students be more specific and descriptive with their dreams.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Prompt:</p> 	<p><b><u>Education after graduation</u></b></p> <ul style="list-style-type: none"> <li>Ask the students what they plan to do after high school. Examples could include the following: going directly into the job force; attending a trade school or 2- or 4-year college; joining the military; or pursuing a master’s or doctorate degree.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Spouse/Significant Other</u></b></p> <ul style="list-style-type: none"> <li>What kind of qualities do the students want in their spouses/significant others? Examples could include the following: is loyal, supportive, active, or athletic; enjoys playing video games; wants a family; attends a place of worship; likes to cook, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Children</u></b></p> <ul style="list-style-type: none"> <li>Do they plan to have children?</li> <li>If they do plan to have children, would they be comfortable parenting either a boy or a girl?</li> <li>Would they rather have boys or girls? What kind of activities would they like their children to be involved in? Examples could include the following: soccer, football, tennis, dance, theater, church, etc.</li> <li>What kind of academic credentials would they want for their children? Examples could include the following: a public or private school, a trade school, a 2- or 4-year college program, or a master’s or doctorate program.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Pets</u></b></p> <ul style="list-style-type: none"> <li>What type of pet do they prefer? Examples could include the following: dog, cat, etc. What breed? What size?</li> </ul>
<p>Prompt:</p> 	<p><b><u>Job/Career</u></b></p> <ul style="list-style-type: none"> <li>Ask the students what their ideal work situation would be. Examples could include the following: part-time work, full-time work, or staying at home to raise children.</li> <li>What would be the ideal time frame for employment? Examples could include the following: day shifts (9:00 am to 5:00 pm), night shifts, five-day work weeks, three days on/two days off, etc.</li> <li>Where would they like to work? Examples could include the following: inside, outside, at a computer, etc.</li> <li>Are they interested in holding a management position, or would they rather be a general employee?</li> </ul>

	<ul style="list-style-type: none"> <li>• What type of compensation would they receive for this position? Would they be paid hourly or earn a salary? Would they make enough to earn a living?</li> </ul>
<p>Prompt:</p> 	<p><b><u>Car</u></b></p> <ul style="list-style-type: none"> <li>• What are the make, model, and year of their dream car? Examples could include red, standard, Ford Mustang with leather interior (2010).</li> <li>• What other forms of transportation do the students plan to use? Examples could include buses, motorcycles, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Home</u></b></p> <ul style="list-style-type: none"> <li>• Ask the students what type of home they would like to have. Examples could include two-story, ranch, double-wide, loft, or apartment.</li> <li>• Encourage the students to be specific. Other characteristics could include color (blue, yellow, red brick); style (tin roof, vinyl siding, brick); location (by a creek, in the country, in the city); yard (large or small); and land/amenities.</li> <li>• What types of things would the students like to have in their homes? Examples could include the following: a big-screen TV, pool room, movie room, game room, recreation room, basketball court, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Hobbies</u></b></p> <ul style="list-style-type: none"> <li>• What hobbies would they want to pursue? Examples could include the following: gardening, cooking, scrapbooking, reading, video games, walking, sports, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Adults can participate in athletics in a variety of ways. Some will play for professional teams, and others will play in amateur leagues. Encourage the students to think specifically. A professional example could include running back for the Cincinnati Bengals (think about the team and position). Amateur examples could include the following: bowling leagues, church basketball leagues, marathons, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Community Involvement</u></b></p> <ul style="list-style-type: none"> <li>• Ask the students how they might support their communities. Examples could include the following: volunteering at homeless shelters, working for volunteer fire departments or Habitat for Humanity, etc.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M48).</u></b></p>



## Closing Thoughts - Unit 6: Creating Your Dreams Worksheet

**Directions:** After the students share their “dreams,” encourage the group to have a conversation about the necessary steps to achieve their goals.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 6: Creating Your Dreams Worksheet

### Education After Graduation

Associate's Degree     Bachelor's Degree     Master's Degree     Doctorate Degree  
 Technical School     Apprenticeship     Military     Other

Area of study: \_\_\_\_\_

Major/Degree: \_\_\_\_\_

### Spouse/Significant Other

Relationship status (circle one):                      Married                      Not Married

Desired qualities in spouse: \_\_\_\_\_

### Children

Desire to become a parent (circle one):                      Yes                      No

How many: \_\_\_\_\_

Children's activities: \_\_\_\_\_

Children's academics: \_\_\_\_\_

### Pets

Desire to have pets (circle one):                      Yes                      No

How many: \_\_\_\_\_ Type: \_\_\_\_\_

### Job/Career

Type of employment (circle one):                      Full time                      Part time                      Stay-at-home parent

Environment (circle one):                      Inside                      Outside                      At a computer

Location (circle one):                      In state                      Out of state

Hours of work (circle one):                      Day shift                      Mid-shift                      Night shift

Career Field: \_\_\_\_\_

Occupation (job): \_\_\_\_\_

Salary: \_\_\_\_\_

### Transportation

Desire to have a car (circle one):                      Yes                      No

Make: \_\_\_\_\_ Model: \_\_\_\_\_ Year: \_\_\_\_\_

Other transportation: \_\_\_\_\_

### Home

 Two-story     Ranch     Apartment     Loft     Doublewide     Other

Color/style: \_\_\_\_\_ Location: \_\_\_\_\_

Yard:    Large                      Small                      Amenities: \_\_\_\_\_

Specifics of home: \_\_\_\_\_

### Hobbies

List all that apply: \_\_\_\_\_

**Athletics**

Desired type (circle all that apply):

Fun

League

Professional

What specifically? \_\_\_\_\_

**Community Involvement**

List all that apply: \_\_\_\_\_

**Other**

List all that apply: \_\_\_\_\_

## Unit 7: Punctuality

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**Definition:** **Punctuality:** Being on time.



**Goal:** To help students understand the importance of being on time



**Objective:** The group discussion on the importance of being punctual and on how not being punctual impacts others will make students more aware of the importance of meeting deadlines and being dependable.



**Tips:** Teenagers are often not aware of how their behavior affects others.



**Materials:** Student worksheet (M55/S21) and pens

## Mentor Guide - Unit 7: Punctuality



**Directions:** Provide students with copies of the student worksheet (M55/S21). Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then ask them to process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes. Where applicable, provide examples from your own life when you were not punctual and suffered adverse consequences.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Prompt:</p> 	<p><b><u>What does it mean to be punctual?</u></b></p> <ul style="list-style-type: none"> <li>• How do your parents, teachers, or friends feel when you are not punctual?</li> </ul>
<p>Prompt:</p> 	<p><b><u>What does it mean to be punctual at home? What happens when you are not punctual at home?</u></b></p> <ul style="list-style-type: none"> <li>• Ask the students what would happen if they did not:             <ul style="list-style-type: none"> <li>• Come home by curfew? (Possible responses: Parents will lose trust in them and they may lose privileges)</li> <li>• Go to bed on time? (Possible responses: They will be grumpy and unable to complete tasks effectively and efficiently.)</li> <li>• Wake up on time? (Possible responses: They may miss other activities and inconvenience others.)</li> <li>• Finish their chores on time? (Possible responses: Other things will be prolonged until they do their part.)</li> </ul> </li> </ul>
<p>Prompt:</p> 	<p><b><u>What does it mean to be punctual at school? What happens when you are not punctual at school?</u></b></p> <ul style="list-style-type: none"> <li>• Ask the students what would happen if they did not:             <ul style="list-style-type: none"> <li>• Come to school and class on time? (For discussion: Showing up late is perceived as being disrespectful because the teacher took time to prepare the lesson. This may hurt your relationship with your teacher.)</li> <li>• Turn in assignments or projects on time? (For discussion: They may lose points and their grades may suffer, which may interfere with long-term goals like college.)</li> </ul> </li> </ul>
<p>Prompt:</p> 	<p><b><u>What does it mean to be punctual at a job? What happens when you are not punctual at a job?</u></b></p> <ul style="list-style-type: none"> <li>• Explain to students that punctuality in the workforce means showing up on time and meeting deadlines.</li> <li>• Ask students what would happen if they do not show up on time for work. (For discussion: Losing respect from a supervisor can lead to negative consequences at work like reduced responsibilities or even job loss.)</li> </ul>

<p>Prompt:</p> 	<p><b><u>How do you feel about people who always arrive late to do something with you, to give you something, or to take you somewhere?</u></b></p> <ul style="list-style-type: none"> <li>• Share a story from your life that can serve as an example.</li> <li>• Ask students to share examples from their lives when they were let down because someone was not punctual.</li> </ul>
<p>Prompt:</p> 	<p><b><u>How do you think your parents, friends, or teachers feel when you are not punctual?</u></b></p> <ul style="list-style-type: none"> <li>• People who feel others are not respecting their time often feel hurt, disappointed, or angry.</li> <li>• Allow the students time to share.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What prevents you from being punctual?</u></b></p> <ul style="list-style-type: none"> <li>• Explain that many different factors may cause a person to be late; however, a person should not use an excuse as a reason for consistent tardiness. Allow students time to explore the various reasons. Examples could include the following: riding with others, bus schedules, waking up late, etc.</li> </ul> <p>*Important note: Students may bring up information that is reportable (ex. The student had to take extra time to be presentable at school because of a physical conflict with a parent). Steer the group away from focusing on that information. Information shared may be very personal. After the group session is over, speak with your contact at the school about what you discovered.</p>
<p>Prompt:</p> 	<p><b><u>What changes can you make so you always keep your word and meet your expectations?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students the time to brainstorm ways that they can be on time and, as a group, think of a realistic plan to make the changes happen.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M54).</u></b></p>



## Closing Thoughts - Unit 7: Punctuality

**Directions:** Use this session to generate additional reflection on what the students have learned.

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When you are late, you are basically saying to the other person, “You do not matter.” If you want others to be invested in your well-being and happiness, you need to show you are invested in them. Being late or turning in things late is very disrespectful. After reflecting on how being late or turning something in late impacts others, will you make changes to be more punctual? What can you say or do in the future when you are late or fail to turn something in on time?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 7: Punctuality

What does it mean to be punctual at home? What happens when you are not punctual at home?

What does it mean to be punctual at school? What happens when you are not punctual at school?

What does it mean to be punctual at a job? What happens when you are not punctual at a job?

How do you feel about people who always arrive late to do something with you, to give you something, or to take you somewhere?

How do you think your parents, friends, or teachers feel when you are not punctual?

What prevents you from being punctual? What are your barriers?

What changes can you make so that you always keep your word and meet your expectations?

## Unit 8: Gratitude

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**Definition:** **Gratitude:** The state of being grateful—thankfulness



**Goal:** To help students understand the importance of being grateful for what others do for them



**Objective:** The activity and discussion will help students learn how to express gratitude appropriately. Focusing on how to be more grateful, students will become more aware of how much others do for them. They will also learn that expressing gratitude helps build strong, positive relationships with others.



**Tips:** Teenagers often take all the things other people do for them for granted. Guide them to become aware of how often people do things for them.



**Materials:** Student worksheet (M60/S23), gratitude handout (M61/S24), pens, “thank you” cards  
Optional: Stickers, colored markers, etc.

## Mentor Guide - Unit 8: Gratitude



**Directions:** Provide students with copies of the student worksheet (M60/S23), gratitude handout (M61/S24), and “thank you” cards. Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and next they should process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes. After discussing the meaning of gratitude, write “thank you” notes as a group.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Definition:</p> 	<p><b><u>What does the word “gratitude” mean?</u></b></p> <ul style="list-style-type: none"> <li>• Read the definition to the students: <b>Gratitude</b> is the state of being grateful—thankfulness.</li> </ul> <p><b><u>Why is it important to say “thank you” to someone?</u></b></p> <ul style="list-style-type: none"> <li>• People often work hard to make other people happy. They will invest time, money and energy into doing something for others in hopes of making them happy.</li> <li>• When you thank them for what they have done, it makes them feel like their time, money, or energy was well spent.</li> <li>• Sometimes, people take for granted the things other people do on a daily basis, such as washing the dishes, waking us up, providing transportation, preparing lesson plans, making classes interesting, preparing sermons, organizing field trips, etc.</li> <li>• If someone forgets to express gratitude on a regular basis, the other person could become sad, resentful, or even mad.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What actions do other people take to make your life easier, happier, or more interesting? Who are these people?</u></b></p> <p>Some examples include the following:</p> <ul style="list-style-type: none"> <li>• <i>Parents or guardians:</i> They wake you up every morning, provide food, wash clothes, clean the house, provide transportation, etc.</li> <li>• <i>Teachers:</i> They make class interesting, grade papers and tests in a timely manner, encourage students, work with students after school or during their lunches, etc.*Some students may question the motivation of teachers by saying, “They are being paid to teach.” Remind them there are two kinds of teachers: (1) those who show up and provide instruction and 2) those who provide motivation and inspiration.</li> <li>• Responses can include any people who complete tasks for the students on a regular basis.</li> </ul>
<p>Prompt:</p>	<p><b><u>What are different ways of saying “thank you”?</u></b></p> <ul style="list-style-type: none"> <li>• Examples could include the following: a note, saying “thank you” in person, spending time with the person, giving a small gift of gratitude, etc.</li> </ul>

	
<p>Prompt:</p> 	<p><b><u>How can saying “thank you” help build good relationships with others?</u></b></p> <ul style="list-style-type: none"> <li>• Most people will become more invested in others. Showing gratitude provides the <i>giver</i> with a good feeling—as if the effort mattered.</li> </ul>
<p>Prompt:</p> 	<p><b><u>How can saying “thank you” make you feel better?</u></b></p> <ul style="list-style-type: none"> <li>• Remind the students that showing gratitude to others will change the dynamics of their relationships. Gratitude will allow the students to begin focusing more on what is going right in their life. It will also allow them to start noticing how many people care about them.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Why is it important to be grateful?</u></b></p> <ul style="list-style-type: none"> <li>• Encourage the students to share how they feel—being grateful can impact their relationships. Remind them there are no wrong answers.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M59).</u></b></p>



## Closing Thoughts - Unit 8: Gratitude

**Directions:** Use the following discussion as a conclusion to the lesson.

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*“If you focus on positive things, positive things will surround you.”*

What does this mean to you?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 8: Gratitude

Why is it important to say “thank you” to someone?

What actions do other people take to make your life easier, happier, or more interesting? Who are these people?

What are different ways of saying “thank you”?

How can saying “thank you” help build good relationships with others?

How do you feel when you do something nice for someone and he or she does not say “thank you”?

How can saying “thank you” make you feel better?

Why is it important to be grateful?

## Handout — Unit 8: Gratitude

Think of two people whom you would like to thank—one at home and one at school. Write them a “thank you” card. Use the following template as a guide:

1. Dear \_\_\_\_\_,  
(If this is too formal, you can say Hi \_\_\_\_\_, or just put the person’s first name.)
2. Thank you for \_\_\_\_\_.  
This could be for a gift (be descriptive, i.e., I like the soft pink scarf) or for when someone does something nice for you (like encouraging you when you wanted to give up, spending extra time to help you understand how to complete a problem, making your breakfast every morning, listening when you were sad).
3. Add a sentence about the item or gesture:
  - The scarf matches many of my outfits and is my favorite color.
  - I feel like I am more prepared for my test because of your support.
  - I always start my day off with more energy because you take the time to prepare breakfast for me.
  - I feel so lucky to have a friend who will take time out of the day to make sure I am OK.
4. Send positive wishes to the person:
  - I love your fashion sense. Now, I can look as good as you.
  - Good luck on your upcoming test.
  - I hope you have a great week, summer, holiday, etc.
5. End the note with one of the following salutations: Love, Warm regards, Best wishes, Yours truly, Respectfully, etc.
6. Sign your name. Make sure the signature is readable so the person knows who sent the nice card!

## Unit 9: Coping Skills

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**Definition:** **Coping Skills:** Skills you use to get through a challenging time



**Goal:** To help students feel more confident when they enter into challenging situations or deal with challenging people



**Objective:** The activity and process will help students deal with stress in a positive manner.



**Tips:** Facilitate the icebreaker activity first, and then process the material with the student worksheet.



**Materials:** Student worksheet (M66/S26), stress buster (M67-68/S27-28), pens, balloons

## Mentor Guide - Unit 9: Coping Skills



**Directions:** Prepare for the group session by bringing one large balloon for each student. Facilitate the icebreaker activity, and use the student worksheet (M66/S26) to process the material. Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then ask them to process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Activity:</p> 	<p><b><u>Icebreaker Activity</u></b></p> <p><b>Directions:</b> Give each student a balloon. Ask each to fill up the balloon to an average size. The students should not tie them, just hold them. Now, explain that this is how they feel on any regular day. They can function and get through the day without any mishaps. Now, tell them to share or just think of one thing that causes stress and then to add a full breath to the balloon. Have them do this a few more times. Each time, point out how the stress mounts and how the balloon becomes more fragile. Tell them they can let the air out of their balloon then sit down to discuss the issue.</p>
<p>Prompt:</p> 	<p><b><u>How did it feel to hold the balloon, knowing it may pop at any time?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share their feelings.</li> <li>• Explain that it is OK to feel scared or worried that something may occur, but it is important to deal with the situation so it does not affect their lives negatively.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Did you want to stand next to other people who had full balloons? Why not?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share their feelings.</li> <li>• When people are stressed, it is often noticeable to other people. Sometimes, people take out their stress on others without realizing it.</li> <li>• Remind the students that no one likes to be on the receiving end of a person who “blows up.”</li> </ul>
<p>Prompt:</p> 	<p><b><u>Did you let the air out of your balloon slowly? How did it feel? What did the balloon look like after the air was let out?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share their feelings.</li> <li>• Provide the following observations: When the air is let out of a balloon slowly, it makes a whining noise; when it is empty it looks worn out and tired. Ask the students if they ever feel like that.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Did you let the balloon go? What did it do?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share their observations.</li> <li>• Explain to the students if you let go of a balloon, it will eventually lose its air, become stretched out, and fall to the ground. This can be comparable to a person’s feelings going out of control and crashing.</li> <li>• Ask the students if they ever feel “stretched out” and tired. In the discussion,</li> </ul>

	<p>prompt the students that the balloon would have looked differently if it had not been blown up as much or if they had let a little of the stress out earlier. Remind the students that if they wait until they get out of control before dealing with a situation, they may get in trouble or have an adult take away their right to settle the situation.</p> <ul style="list-style-type: none"> <li>• Explain that by getting out of control or by allowing someone to bail them out of a situation, they miss an opportunity to learn how to resolve issues on their own.</li> </ul> <p>*If none of the students let their balloon fly away, use your balloon as an example. Process the point based on their observations.</p>
<p>Prompt:</p> 	<p><b><u>How do people act and what do they do when they are stressed out?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share. Examples could include the following: angry, withdrawn, silly, distracted, etc.</li> <li>• Explain how those feelings can lead to actions such as yelling, becoming secluded, hitting things, using drugs or alcohol, overeating, not eating, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What do you do when you are stressed out?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What helps you feel less stressed?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share.</li> </ul>
<p>Worksheet:</p> 	<p><b><u>Review the stress buster handout (M67-68/S27-28). Which one of these coping strategies are you going to try next time you feel stressed, mad, and overwhelmed?</u></b></p> <ul style="list-style-type: none"> <li>• Allow the students to share.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M65).</u></b></p>



## Closing Thoughts - Unit 9: Coping Skills

**Directions:** Use this activity to generate discussions about the lesson.

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*“I always wondered why somebody didn’t do something about that, and then I realized I was somebody.”*

-Lily Tomlin

What does this mean to you?

Remind the students they should actively deal with issues in their lives. If they are passive and not coping with the situation, other people may help, but it will be on their terms. If students do not deal with the situation, they will never learn how to cope effectively.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 9: Coping

How did it feel to hold the balloon, knowing it may pop at any time?

Did you want to stand next to other people who had full balloons? Why not?

Did you let the air out of your balloon slowly? How did it feel? What did the balloon look like?

Did you let the balloon go? What did it do?

How do people act and what do they do when they are stressed out?

What do you do when you are stressed out?

What helps you feel less stressed?

Review the handout on how to relieve stress. Which one of these coping strategies are you going to try next time you feel stressed, mad, and overwhelmed?

## “Stress Buster” Handout - Unit 9: Coping Skills

People who are stressed have difficulty controlling themselves. Sometimes they become aggressive, use substances to cope, do not sleep well, overeat or undereat, or break down. If you feel stressed, ask an adult for help, and utilize the tactics below to help cope with the situation.

- Remind yourself that a lot of stress is temporary—it will pass, and you will be OK. Think about other times you have gotten through stressful situations, and remind yourself how strong you are.
- If other people are causing the stress, talk to them about it. Remember to talk to them in a calm tone. If talking does not work, try to move away from the person.
- Distract yourself with positive outlets: music, exercise, reading, etc.
- Try thinking about the present instead of focusing on what “could be.” To accomplish this, you can sit in a quiet place, allow yourself to become aware of your surroundings, and concentrate on your breathing.
- Become familiar with the unknown. If you are stressed about a situation because you are unaware of the details, determine the best method for getting more information. Methods could include the following: ask questions, research/learn facts, and do not make up results.
- Beat the stress to the punch. If you know you get stressed during certain times of the year or in certain situations, think of ways you can prepare yourself, and decide how to do the things differently.
- Come up with a mantra, a relaxing phrase that is repeated to overcome the stress and refocus. Examples include the following:
  - Just Do It!
  - It’s not about ability; it’s about motivation and perseverance.
  - I think I can!
  - It’s all about attitude.

**Use visualization.** Visualize yourself getting through the situation, and practice ways you can deal with the obstacles. This will make you will feel more prepared.

**Be prepared.** Do not wait until the last minute. Complete your work on time or early. Can you think of some patterns or choices that tend to lead to you not having enough time to get your work done? How can you break those patterns?

**Get enough sleep.** Sleep can make a huge difference in your ability to deal with stress. Even though it is hard to go to bed early, try your best. What can make it challenging for you to get enough rest?

**Eat well.** People who eat enough food and a well-balanced diet are more productive. Overeating or undereating can cause stress or heighten stress levels. Can you identify problem areas in your efforts to eat right? What or who could help you eat better?

**Remember the BIG picture**—do not get caught up in small petty things.

**Remember your ultimate goal.** Be careful about putting too much pressure on yourself. Who can you talk to if you realize you are under a lot of pressure?

You can find information and ideas about managing stress, as well as information about other topics that may be important to you online. See <http://teenshealth.org/teen/> for ideas, or ask your local librarian how to find books about topics of your choice. Getting more information often helps reduce stress and can build your coping skills!

# Unit 10: Cooperation

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**Definition:** **Cooperation:** To act or work together toward a common purpose or end



**Goal:** To help students understand the benefit of working well with others



**Objective:** The group discussion on the importance of cooperation will help students learn that cooperating with others is a win-win situation.



**Tips:** Choose and complete one of the icebreaker activities, then hand out the worksheets.



**Materials:** Student worksheet (M73/S30) and pens  
Icebreaker #1: Craft supplies (e.g., Popsicle sticks, cotton balls, glue) to build a small structure  
Icebreaker #2: Blindfolds for each member

## Mentor Guide - Unit 10: Cooperation



**Directions:** Facilitate the icebreaker activity. Provide students with copies of the student worksheet (M73/S30). Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then ask them to process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Activity:</p> 	<p><b><u>Icebreaker Activity</u></b></p> <p>Pick an icebreaker that is appropriate for your group:</p> <p><b>Icebreaker 1:</b> Bring craft supplies to the session and ask the students to build a structure without talking.</p> <p><b>Icebreaker 2:</b> Ask the students to line up alphabetically by last names—without talking while they are blindfolded.</p>
<p>Prompt:</p> 	<p><b><u>What was easy about the activity? What was hard about the activity?</u></b></p> <ul style="list-style-type: none"> <li>• Listen to the student input.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Did everyone have a role? Did everyone have input? Who was the leader? Why?</u></b></p> <ul style="list-style-type: none"> <li>• Listen to the student input.</li> <li>• Ask the students to expand their responses by using the following prompts: How did you decide on a leader? Did anyone else want or try to be the leader? What other roles did people play?</li> </ul>
<p>Prompt:</p> 	<p><b><u>What does cooperation mean to you?</u></b></p> <ul style="list-style-type: none"> <li>• Listen to the students input.</li> <li>• Remind them that cooperation is essential when working together toward a common goal.</li> <li>• Ask them if they tend to work cooperatively or to be competitive.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Is listening to others important for cooperation? Why?</u></b></p> <ul style="list-style-type: none"> <li>• To understand other people's motivations and visions, you must listen to their thoughts and opinions. Two people cannot work well together without listening to the other's opinion.</li> <li>• If people try to complete a task without a common vision, there is an increased chance of misunderstanding and frustration, and the project may never get finished.</li> </ul>

<p>Prompt:</p> 	<p><b><u>Who wins when you cooperate?</u></b></p> <p>EVERYONE</p>
<p>Prompt:</p> 	<p><b><u>Why is cooperation important at home?</u></b></p> <ul style="list-style-type: none"> <li>• When family members work together, they are less likely to have resentment toward one another.</li> <li>• Family members can complete basic household responsibilities faster if everyone does his or her part. Completing the necessary items quickly provides more time for fun.</li> <li>• Teenagers who show they are dependable often receive more trust and privileges.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Why is cooperation important at school?</u></b></p> <ul style="list-style-type: none"> <li>• Students who work with their teachers have a better understanding of their work. The teachers can provide encouragement and advice.</li> <li>• Students can help create a learning environment in the class by showing up on time, raising their hands to talk, and turning in their work on time.</li> <li>• Students who distract the teacher impair all of the class from being adequately instructed. It is important not to encourage negative behaviors from your peers.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Why is cooperation important at a job?</u></b></p> <ul style="list-style-type: none"> <li>• Most jobs require employees to work with their coworkers effectively and efficiently to complete tasks. If employees do not complete their part, they will not meet the deadline and run the risk of being fired. Employees who show they can work well with others and can complete tasks are more likely to be promoted.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M72).</u></b></p>



## Closing Thoughts - Unit 10: Cooperation

**Directions:** Use this activity to generate conversation about the lesson.

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Have you ever watched a honey bee? Honey bees collect pollen from flowers and bring it home to feed the hive so they can make honey. The pollen is essential for the hive to survive. When bees find a large group of plants with many flowers, they will return to the hive and perform a dance that describes to the other bees where to find the pollen. Each bee has a lifetime role—as nurse, guard, grocer, housekeeper, construction worker, royal attendant, undertaker, or forager. There is only one queen bee per hive. Bees are not naturally aggressive. They attack only if they feel like the hive is under attack. They cluster together in the winter to keep the hive warm and beat their wings in the summer to keep the hive cool. They never question their roles, and everything they do is for the survival of the hive. They are the ultimate example of working cooperatively.

How are we like bees?

How are we not like bees?

Should we be more like bees?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet — Unit 10: Cooperation

What was easy about the activity? What was hard about the activity?

Did everyone have a role? Did everyone have input? Who was the leader? Why?

What does cooperation mean to you?

Is listening to others important for cooperation? Why?

Who wins when you cooperate?

Why is cooperation important at home?

Why is cooperation important at school?

Why is cooperation important at a job?

# Unit 11: Manners

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**Definition:** **Manners:** Behaving in a socially appropriate way for the setting.



**Goal:** To help students understand the importance of using good manners



**Objective:** The group discussion on the importance of good manners will help students become more aware of how they appear to others based on how they act.



**Tips:** This would be a good activity to complete prior to taking your group out for a sit-down meal. If taking them out is not possible, see if you can bring food to the school, decorate the room, set the table, and have fun practicing your table manners.



**Materials:** Student worksheet (M78/S32) and pens

## Mentor Guide - Unit 11: Manners



**Directions:** Provide students with copies of the student worksheet (M78/S32). Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

<p>Prompt:</p> 	<p><b><u>What are good manners?</u></b></p> <ul style="list-style-type: none"> <li>• Read the definition to the students: Having <b>good manners</b> means behaving in a socially appropriate way for the setting.</li> <li>• Provide examples, such as the following: Good manners could include saying “please” and “thank you,” being on time (punctuality), taking turns, having good sportsmanship, having appropriate voice volume for the location, saying “excuse me” rather than interrupting people, demonstrating interest when someone is talking to you, not looking at your smart phone when you are talking with someone, being kind to others, holding doors open for people behind you, not pointing and staring, not engaging in public displays of affection (PDA), washing your hands after using the restroom, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>Why are good manners important?</u></b></p> <ul style="list-style-type: none"> <li>• Displaying good manners shows others respect.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What are important manners to have at home? How can good manners help you at home?</u></b></p> <ul style="list-style-type: none"> <li>• Examples could include the following: good table manners, saying “please” and “thank you,” helping one another out, talking to one another respectfully, cleaning up after yourself, etc.</li> <li>• Using good manners will result in fewer arguments and better feelings toward one another.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What are important manners to have at school? How can good manners help you at school?</u></b></p> <ul style="list-style-type: none"> <li>• Examples could include the following: taking turns, being on time, raising your hand, not interrupting, cleaning up after yourself, not yelling, holding the door for others, etc.</li> <li>• When students display good manners, they will have better opportunities to ask questions, the school will be cleaner, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What are important manners to have at a job? How can good manners help you in a job?</u></b></p> <ul style="list-style-type: none"> <li>• Examples could include the following: working well with others, being on time, respecting others thoughts, being understanding of what others are doing,</li> </ul>

	<p>respecting the manager, etc.</p> <ul style="list-style-type: none"> <li>• Displaying good manners can help employees retain their current position, move up to a higher position, receive a raise, maintain good working relationships with their co-workers and supervisor, etc.</li> </ul>
<p>Prompt:</p> 	<p><b><u>What are good table manners?</u></b></p> <ul style="list-style-type: none"> <li>• Examples could include the following: putting your napkin on your lap, not eating until all the others have been seated and have their food, not talking with your mouth full, chewing with your mouth closed, asking for others to pass items instead of reaching over people, asking to be excused from the table before leaving, etc.</li> </ul>
<p>Closing Thoughts:</p> 	<p><b><u>Lead the students in the Closing Thoughts activity (M77).</u></b></p>



## Closing Thoughts - Unit 11: Manners

**Directions:** Arrange to take the students to dinner at a nice restaurant or bring special food into the school and decorate the room. Practice good table manners, and celebrate a good year with your group.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Student Worksheet — Unit 11: Manners**

What are good manners?

What are important manners to have at home? How can good manners help you at home?

What are important manners to have at school? How can good manners help you at school?

What are important manners to have at a job? How can good manners help you in a job?

## Unit 12: Ending the Year

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**Definition:** **The End:** Where something stops



**Goal:** To help students have closure to the year and to reflect on what they have learned



**Objective:** Students will learn how to end one chapter and look forward to another.



**Tips:** This should be a celebration and reflection of the year you spent together as a group.



**Materials:** Student worksheet (M82/S34); also, all student worksheets from the year compiled into binders or notebooks

## Mentor Guide - Unit 12: Ending the Year



**Directions:** Provide students with copies of the student worksheet (M82/S34). Each student should provide a written response to each question. Ask students to share their responses individually to the first question, and then process the answers as a group. Move on to the next question in the same manner until you have completed the unit. After each question, provide time for students to add additional ideas to their notes.

As you monitor your time in each session, be sure to save time for the Closing Thoughts activity.

Prompt: 	<b><u>Have you passed all the classes you needed to pass?</u></b>
Prompt: 	<b><u>Have you checked to see if you have any outstanding fees that could prevent you from graduating?</u></b>
Prompt: 	<b><u>Have you applied to college if you plan on attending?</u></b>
Prompt: 	<b><u>Have you filled out job applications if you are going into the workforce?</u></b>
Prompt: 	<b><u>Have you sent “thank you” notes to the people at school who have made a difference in your life?</u></b>
Prompt: 	<b><u>What have you learned from this group?</u></b>
Prompt: 	<b><u>What will you miss about this group?</u></b>
Prompt: 	<b><u>What are you looking forward to next year?</u></b>
Closing Thoughts: 	<b><u>Lead the students in the Closing Thoughts activity (F81).</u></b>



## Closing Thoughts - Unit 12: Ending the Year

**Directions:** Hand your students their worksheets in a binder. Have a party!!!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Worksheet - Unit 12: Ending the Year

Have you passed all the classes you needed to pass?

Have you checked to see if you have any outstanding fees that can prevent you from graduating?

Have you applied to college if you plan on attending?

Have you filled out job applications if you are going into the workforce?

Have you sent "thank you" notes to the people at school who have made a difference in your life?

What have you learned from this group?

What will you miss about this group?

What are you looking forward to next year?