High School Teen Mentoring Activity Book

Alberta

Freedom To Create. Spirit To Achieve.

Government of Alberta

INTRODUCTION

The *High School Teen Mentoring Activity Book* is the result of a four year pilot program by Advanced Education and Technology in partnership with Big Brother Big Sister of Edmonton and Area, and supported by Alberta Education. This activity book is to be used with the *High School Teen Mentoring Bin Resources* publication which is available only for download in PDF format from **alis.alberta.ca/publications (key phrase: mentoring)** and also the *High School Teen Mentoring Handbook*.

These three resources are available free in Alberta for use in various mentoring courses and programs province-wide such as:

- Career and Technology Studies (CTS) mentoring courses in Alberta schools,
- extra curriculum mentoring courses or programs through Alberta schools,
- school partnership mentoring programs, or
- mentoring programs through other organizations.

The *High School Teen Mentoring Activity Book* provides fun and engaging activities to assist mentees in discovering:

- their interests and talents
- how they learn best
- possible career pathways
- learning after high school
- how to make decisions and start planning.

This publication is available to view online or download at **alis.alberta.ca/publications**

Additional copies can be ordered *free*, in Alberta, from the Learning Resources Centre:
www.lrc.education.gov.ab.ca

tel. 780-427-5775
fax. 780-722-9570

ISBN 978-0-7785-8132-1

For copyright or more information about this resource, contact:
Advanced Education and Technology
Campus Alberta Awareness
tel. 780-427-5603
fax. 780-644-8427
email. caap@gov.ab.ca

©2009, 2010 Government of Alberta, Advanced Education and Technology

This material may be used, reproduced, stored or transmitted for non-commercial purposes. However, Crown copyright is to be acknowledged. It is not to be used, reproduced, stored or transmitted for commercial purposes without written permission from the Government of Alberta, Advanced Education & Technology. This publication is not for resale unless licensed with Government of Alberta, Advanced Education & Technology.

Every reasonable effort has been made to identify the owners of copyright material reproduced in this publication and to comply with Canadian copyright law. The publisher would welcome any information regarding errors or omissions.

Government of Alberta, Advanced Education & Technology publications may contain or reference publications, trademark, patent or copyright held by third parties ("third party material"), identified with a credit to the source. This does not grant the user a license or right to that third party material. Users who wish to reproduce any third party material in this publication should seek permission from that third party.

This information was accurate, to the best of our knowledge, at the time of printing.

TABLE OF CONTENTS

Welcome

Congratulations 4

Your Role as a Career Coach

Becoming a Career Coach and Ally 5

What is Career Planning? 6

What are the Steps of Career Planning? 7

Mentor Activities Checklist 8

Activities

1. Getting to Know Each Other 12

1.1 Making CD Covers ..... Grade 3/4/5/6 12

1.2 Conversation Starters ..... Grade 3/4/5/6 17

1.3 My People Tree ..... Grade 3/4/5/6 20

1.4 The Story of My Life ..... Grade 5/6 22

1.5 Paper Me ..... Grade 5/6 24

1.6 Animal Personalities (Group Activity) ..... Grade 3/4/5/6 26

1.7 People Scavenger Hunt (Group Activity) ..... Grade 3/4/5/6 27

1.8 Mentor Interview: A High School Experience ..... Grade 5/6 30

2. Learning Styles 32

2.0 Learning Styles Activity Instructions ..... Grade 3/4/5/6 32

2.1 My Learning Style Worksheet ..... Grade 3/4 34

2.2 How Do I Learn Best? Worksheet ..... Grade 5/6 36

2.3 Activities That Accommodate Specific Learning Styles ..... Grade 3/4/5/6 37

2.4 Mnemonics ..... Grade 3/4/5/6 38

3. Who Am I? 41

3.1 My Gifts ..... Grade 5/6 41

3.2 Imagine Yourself in This (Group Activity) ..... Grade 4/5/6 43

3.3 I Like to Collage ..... Grade 3/4/5/6 44

3.4 My Favorite Things to Do ..... Grade 3/4/5/6 45

3.5 I've Got Talent (Group Activity) ..... Grade 3/4/5/6 47

3.6 Who's in My Relationship Web? ..... Grade 5/6 48

3.7 Hobby Videos ..... Grade 5/6 50

3.8 The Five Whys ..... Grade 3/4/5/6 53

3.9 Grade 5/6 Transition Guide ..... Grade 5/6 55

3.10 Definition of Cool ..... Grade 3/4/5/6 57

3.11 Values Auction (Group Activity) ..... Grade 5/6 58

3.12 The Birthday Letter ..... Grade 3/4/5/6 61
3.13 Making Friends ..... Grade 3/4/5/6 62
3.14 Falling Off Earth ..... Grade 5/6 65
4. What Occupations Are Out There? 68
4.1 Dream Big ..... Grade 3/4/5/6 68
4.2 Interview Your Mentor (Group Activity) ..... Grades 3/4/5/6 70
4.3 Working Me ..... Grade 3/4 72
4.4 Subject That Job ..... Grade 5/6 73
4.5 Lego® Models ..... Grade 5/6 74
4.6 The Future Works ..... Grade 3/4/5/6 75
4.7 Words Make My Future (Group Activity) ..... Grade 5/6 78
4.8 What Does That Person Do? (Group Activity) ..... Grade 5/6 80
4.9 Movie Stars ..... Grade 3/4/5/6 85
4.10 Match This (Group Activity) ..... Grade 3/4/5/6 87
4.11 Wear That Uniform ..... Grade 3/4 91
5. What is Right for Me? 92
5.1 The Lemonade Stand ..... Grade 5/6 92
5.2 The Scrapbook of Possibilities ..... Grade 3/4/5/6 95
5.3 What Do You Really Do? (Group Activity) ..... Grade 5/6 96
5.4 Where Should I Work? ..... Grade 5/6 100
5.5 Career Clips ..... Grade 3/4/5/6 103
6. How Do I Get There? 105
6.1 My Summary Sheet ..... Grade 3/4/5/6 105
6.2 My Action Plan ..... Grade 5/6 107

Appendix 109

Activity Follow Up Evaluations 109

Note: *Mentoring Handbook* - Review your *Mentoring Handbook*, when needed, to assist with mentoring your mentee.

Welcome

CONGRATULATIONS

Congratulations on being selected to be a mentor in the High School Teen Mentoring program. You're now part of a growing group of high school students who are making a lasting impact in the lives of elementary students (mentees) in grades three to six. You're about to start a journey that will not only make a difference for a young person in need of a friend and role model, but also shape your own life in many positive ways.

The *Mentoring Handbook* provides detailed user friendly information on mentoring that will help you throughout your involvement as a mentor. Combined with ongoing training and support from your teacher, the *Mentoring Handbook* in conjunction with the *Mentoring Activity Book* will give you just about all the tools you'll need.

This *Mentoring Activity Book* will provide the activities that you will complete with your mentee during many sessions. They have been developed to make the sessions fun and engaging but with active learning for both of you. Teachers may pick the activities in some schools, or you may pick activities with your mentee. Whatever the case, we are sure you will find the activities fun and engaging.

Thanks for your commitment to helping children develop into healthy, happy and productive citizens. Good luck. And have fun!

Your Role as a Career Coach

Becoming a Career Coach and Ally

A coach is a guide, a helper, a supporter, an encourager and a partner. An ally is someone who helps or co-operates with another.

Coaching is about being an ally helping your mentees develop their ideas, realize their dreams, plan goals and make decisions.

As a career coach and ally, you will help mentees

- find their passions and explore their interests
- build on positive career-related experiences in their life and yours
- set challenging but achievable goals
- explore career and educational options
- be informed about career-related opportunities from which your mentees can choose.

You will also recognize and reward mentees for their efforts and successes.

Factors that can help you become a successful career coach

Keeping current

You may need to do a little research to identify new workplace trends, find out about various occupations and learn what is in demand in the workplace now. Visit **alis.alberta.ca/highschool** for this information.

Talking to your mentee

It's important to talk to your mentee to show that you're interested in them and there to help. Here are some suggestions to get the conversation started:

Basic Questions

- How was your day?
- What did you do in school today?

Interesting Questions
If you could give every person one special quality, talent, or skill, what would it be and why?
Do you have any dreams that you have dreamed more than once? Describe them.
If you could be a famous athlete, actor, writer or musician, who would it be and why?
If you were invisible, where would you go and what would you do?
If you could invent one thing, what would it be?
What is the best song ever written?
If you could know one thing about the future, what would it be?
How do you choose your friends?
What is the first thing you notice about a person?
What do you think is the biggest problem in Canada and why?
Describe the most beautiful thing you have ever seen.
If you could trade places with anyone in the world, who would it be and why? How about someone in your family?

For more conversation starters, see activity 1.2 in the Getting to Know Each Other section.

Being a good role model

One way to support your mentee is to offer your own experience and to model career planning. For example, you can talk with your mentee about

- positive work or volunteer experiences you've had
- the importance of balance in life—a combination of hard work and fun.

Getting help

You can find allies among the people who play an important role in your mentee's life. There are activities to help identify these people (for example, parents, coaches, teachers, counsellors, friends, relatives, and cultural or community groups). Websites and resources can also provide additional information. Please see the Appendix for more information.

What is Career Planning?

Mentees don't need to worry about making any big career decisions that they'll have to live with the rest of their life and neither do you!

The purpose of these career-planning activities for mentees is to give them information and resources to help them discover their interests, talents and skills. This will help them make informed decisions about potential career pathways, choosing school courses and potential post-secondary education.

Career planning specifically for you and your mentee is a life-long journey—not a single decision but many decisions that happen in a repetitive cycle.

What are the Steps of Career Planning?

There are four steps to Career Planning and they will be repeated many times throughout your life:

1. Who am I? (Getting to know yourself)
2. What occupations are out there? (Exploring career possibilities)
3. What is right for me? (Choosing a direction)
4. How do I get there? (Making it happen)

Activities

A number of activities in this Book address the career-planning steps. Each activity includes the learning objective, supplies needed and instructions for completing the activity.

To maximize the benefits of the teen mentoring program and help mentees reach their full potential, aim to complete a minimum of **nine activities** plus My Summary Worksheet and My Action Plan from the *Mentoring Activity Book*. Ideally, we would like you to complete at least **16 activities** for full-year matches.

Those activities should consist of

- Getting to Know Each Other (2 to 3 activities)
- Learning Styles (1 to 2 activities)
- Who am I? (2 to 4 activities)
- What Occupations are out There? (2 to 4 activities)
- What is Right for Me? (2 to 4 activities)
- My Summary Worksheet
- My Action Plan

Who am I?

Mentees will get to know themselves through learning and identify some of their interests, values, personality traits, skills, and abilities.

What occupations are out there?

Mentees will explore possibilities by being exposed to occupations and learning about career paths.

What is right for me?

Mentees will start to consider what they may like or dislike in the world of work and possible further education options.

How do I get there?

Mentees will learn how to set goals and develop action plans, in essence learn how to make things happen.

MENTOR ACTIVITIES CHECKLIST*

After you have completed each activity with your mentee, please indicate on your checklist which activity you did. There is additional room for you to make your own notes on the activities: Was it too hard or easy? Did your mentee find it fun or boring? Or, was there something you changed about the activity to make it work better? All of those comments can be documented here.

The purpose of the Activities Checklist and the evaluation forms in the Appendix is to track the activities completed and evaluate which ones provided the most learning but were also fun. This will help you both decide which activities you want to do in future sessions but also what type of activities you both enjoy. By choosing activities from the various sections you will move through the career planning process.

Tips for easy and fun activity sessions

- Activities should be fun and engaging. Most take only about 20 minutes to complete. So, if desired, you can do two activities in a mentoring session. There are no right or wrong answers—just fun learning.
- Always let your mentoring teacher and/or teacher liaison know at the end of a session what activity you and your mentee would like to do next time your together. This gives them time to prepare materials if needed.
- Some activities can be done in groups. Organize group activities with your caseworker before the next mentoring session as it may take some preparation time.

**The Mentor Activity Checklist and evaluation forms may be optional to do for your program.*

Please indicate which activities you have completed with your mentee. Also complete activity evaluations forms located in the Appendix section and add comments in the space provided.

1 Getting to Know Each Other

❑ **1.1 Making CD Covers** (Learn about each other)

Evaluation Notes: _____

❑ **1.2 Conversation Starters** (Positively express yourself)

Evaluation Notes: _____

❑ **1.3 My People Tree** (Examine who is important in your life)

Evaluation Notes: _____

❑ **1.4 The Story of My Life** (Make connections and set goals)

Evaluation Notes: _____

❑ **1.5 Paper Me** (Imagine yourself as a working adult)

Evaluation Notes: _____

❑ **1.6 Animal Personalities** (Seeing characteristics we like in others and ourselves)

Evaluation Notes: _____

❑ **1.7 People Scavenger Hunt** (Meet people and find similarities)

Evaluation Notes: _____

❑ **1.8 Mentor Interview** (Learn about high school experiences)

Evaluation Notes: _____

2 Learning Styles

❑ **2.0 Learning Styles Activity Instructions** (Determine your learning style)

Evaluation Notes: _____

❑ **2.1 My Learning Style Worksheet** (for grades 3 and 4)

Evaluation Notes: _____

❑ **2.2 How do I Learn Best? Worksheet** (for grades 5 and 6)

Evaluation Notes: _____

❑ **2.3 Activities that Accommodate Learning Styles** (overview of what learning styles should do to learn better, just a general discussion with Mentee)

Evaluation Notes: _____

❑ **2.4 Mnemonics** (learning games)

Evaluation Notes: _____

3 Who am I?

❑ **3.1 My Gifts** (Finding out what are your strengths)

Evaluation Notes: _____

❑ **3.2 Imagine Yourself in This** (Learn how to use your strengths in a situation)

Evaluation Notes: _____

❑ **3.3 I Like Collage** (Share interests and activities with others)

Evaluation Notes: _____

❑ **3.4 My Favourite Things to Do** (Connect interests to career paths)

Evaluation Notes: _____

❑ **3.5 I've Got Talent** (Improve self-esteem)

Evaluation Notes: _____

❑ **3.6 Who's in my Relationship Web?** (Learn how you interact with different people in your life)

Evaluation Notes: _____

❑ **3.7 Hobby Videos** (Learn how hobbies relate to occupations)

Evaluation Notes: _____

❑ **3.8 The Five Whys** (Determine why you like something)

Evaluation Notes: _____

❑ **3.9 Grade 5/6 Transition Guide** (Explore occupation and career paths)

Evaluation Notes: _____

❑ **3.10 Definition of Cool** (Build self-esteem and appreciate others)

Evaluation Notes: _____

❑ **3.11 Values Auction** (Learn more about what you value)

Evaluation Notes: _____

❑ **3.12 The Birthday Letter** (Recognize future goals)

Evaluation Notes: _____

❑ **3.13 Making Friends** (Discover your relationship strengths)

Evaluation Notes: _____

❑ **3.14 Falling Off Earth** (Overcome unhealthy behaviours)

Evaluation Notes: _____

4 What Occupations are out There?

❑ **4.1 Dream Big** (Identify achievements in the future)

Evaluation Notes: _____

❑ **4.2 Interview Your Mentor** (Gain self-confidence and educational awareness)

Evaluation Notes: _____

❑ **4.3 Working Me** (Gain occupational awareness)

Evaluation Notes: _____

❑ **4.4 Subject That Job** (Identify different job categories and the associated jobs)

Evaluation Notes: _____

❑ **4.5 Lego® Models** (Learn about different occupation and work environments)

Evaluation Notes: _____

❑ **4.6 The Future Works** (Use imagination and discuss transferable skills)

Evaluation Notes: _____

❑ **4.7 Words Make My Future** (Learn the language of career and educational planning)

Evaluation Notes: _____

❑ **4.8 What Does That Person Do?** (Learn about different jobs)

Evaluation Notes: _____

❑ **4.9 Movie Stars** (Become more aware of creativity and occupations)

Evaluation Notes: _____

❑ **4.10 Match This** (Learn about the tools people use in their jobs)

Evaluation Notes: _____

❑ **4.11 Wear That Uniform** (Explore occupations)

Evaluation Notes: _____

5 What is Right for Me?

❑ **5.1 The Lemonade Stand** (Plan, set goals and learn what it's like to be an entrepreneur)

Evaluation Notes: _____

❑ **5.2 The Scrapbook of Possibilities** (Learn more about specific occupations)

Evaluation Notes: _____

❑ **5.3 What do you Really Do?** (Get exposure to occupations)

Evaluation Notes: _____

❑ **5.4 Where Should I Work?** (Learn about your work environment preferences)

Evaluation Notes: _____

❑ **5.5 Career Clips** (Videos on ALIS website) (See what it's like to do different jobs)

Evaluation Notes: _____

6 How do I get There?

❑ **6.1 My Summary Worksheet** (Put it all together)

Evaluation Notes: _____

❑ **6.2 My Action Plan** (Stick with it)

Evaluation Notes: _____

Activities

1. GETTING TO KNOW EACH OTHER

1.1 Making CD Covers

Grade 3/4/5/6

Supplies

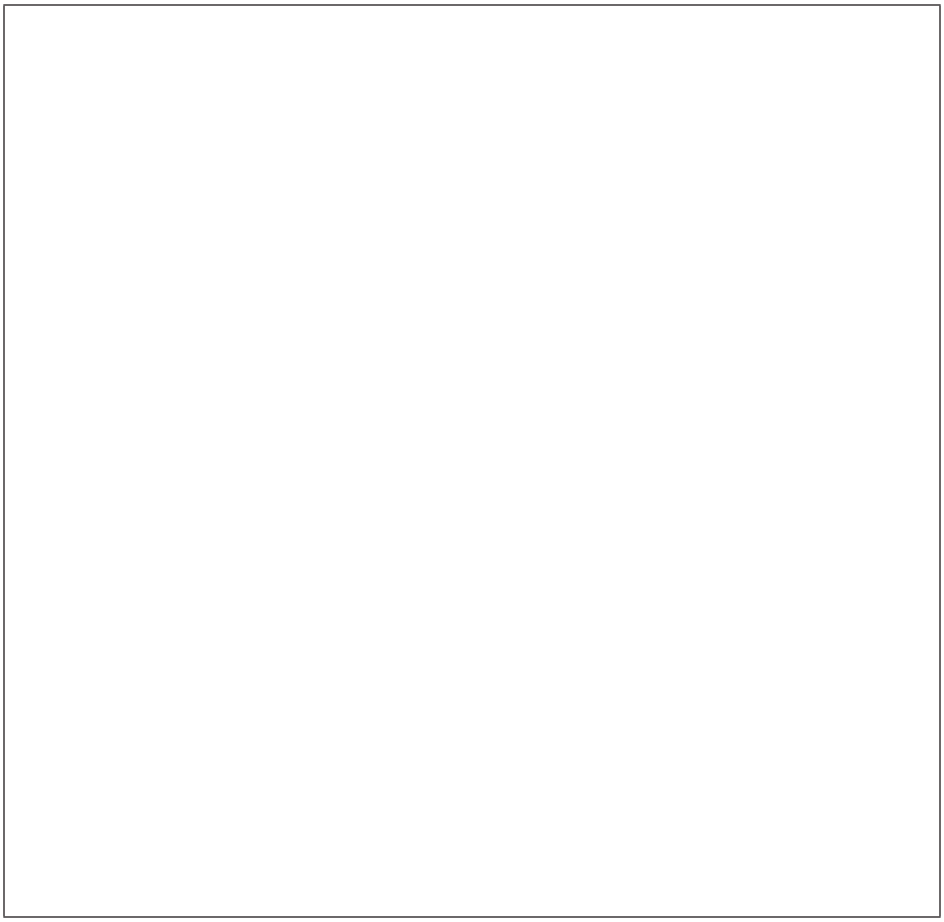
- ❑ CD Covers Worksheet (2 copies)
- ❑ Scissors
- ❑ Pencil
- ❑ Eraser
- ❑ Pencil crayons
- ❑ Felt markers

What Mentees Will Learn

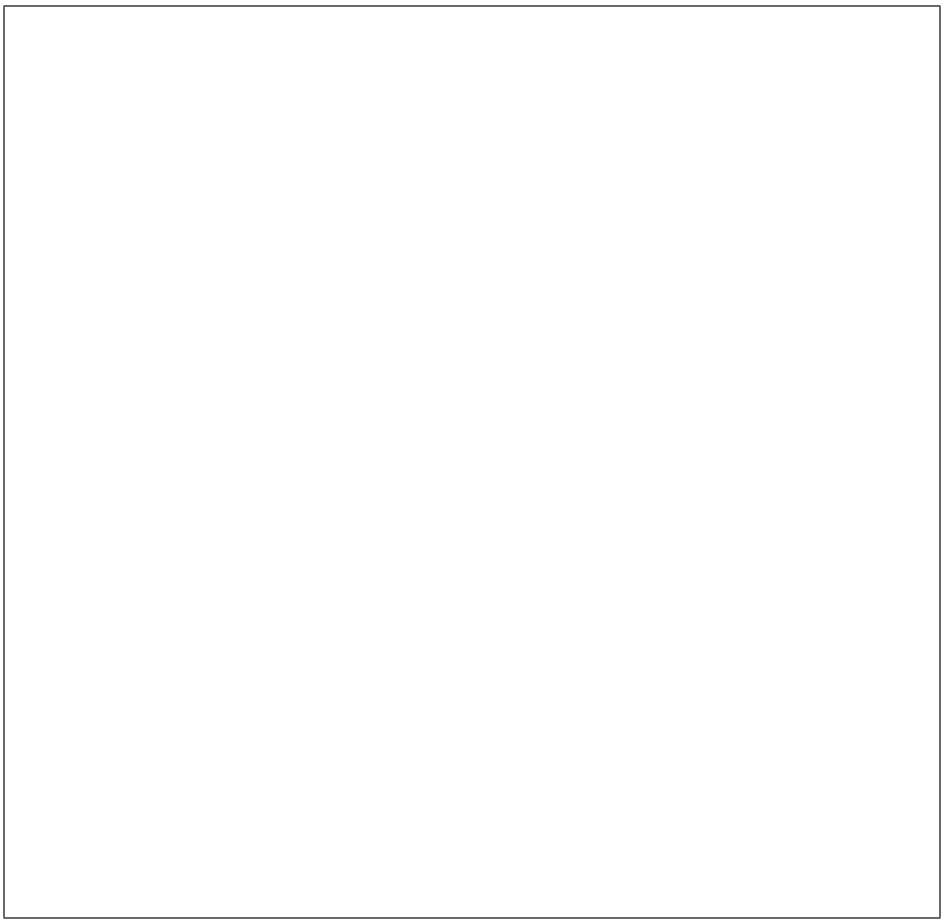
You and your mentee will share information to get to know each other.

What to Do

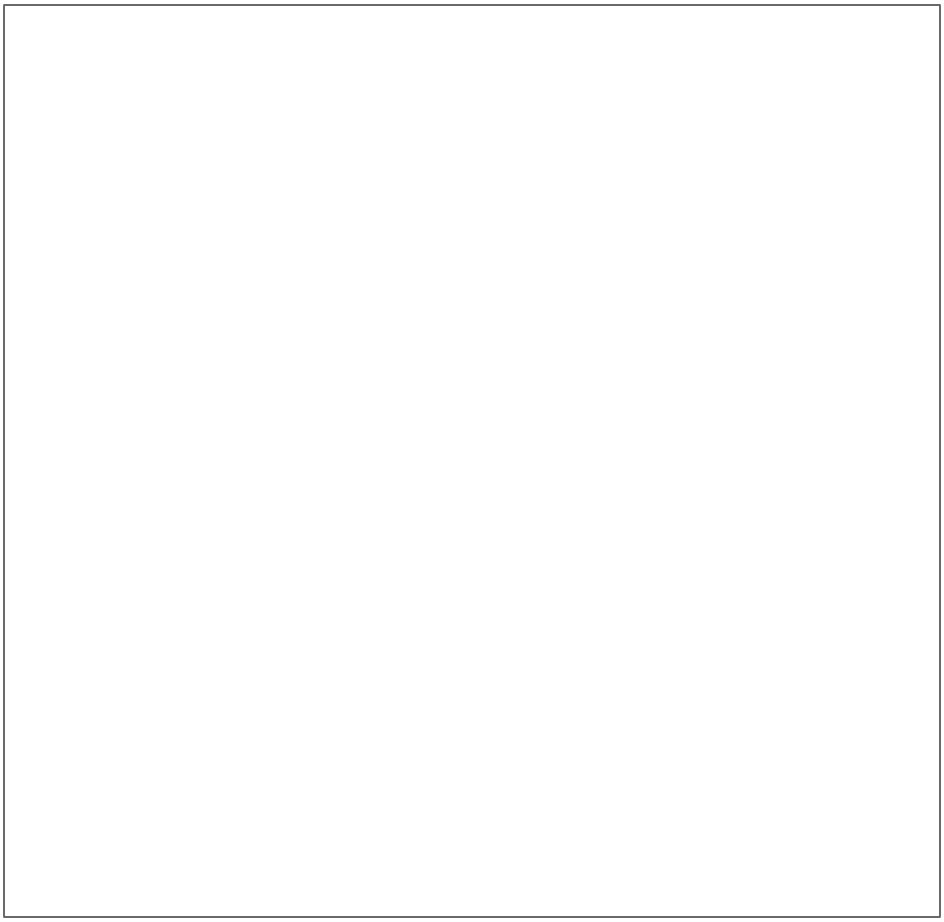
1. Using the CD cover template, each of you will make a cover for a CD case.
2. Decorate the front cover with pictures, symbols and words that represent you.
3. On the back cover, list songs that describe you and your life or make up song titles.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.



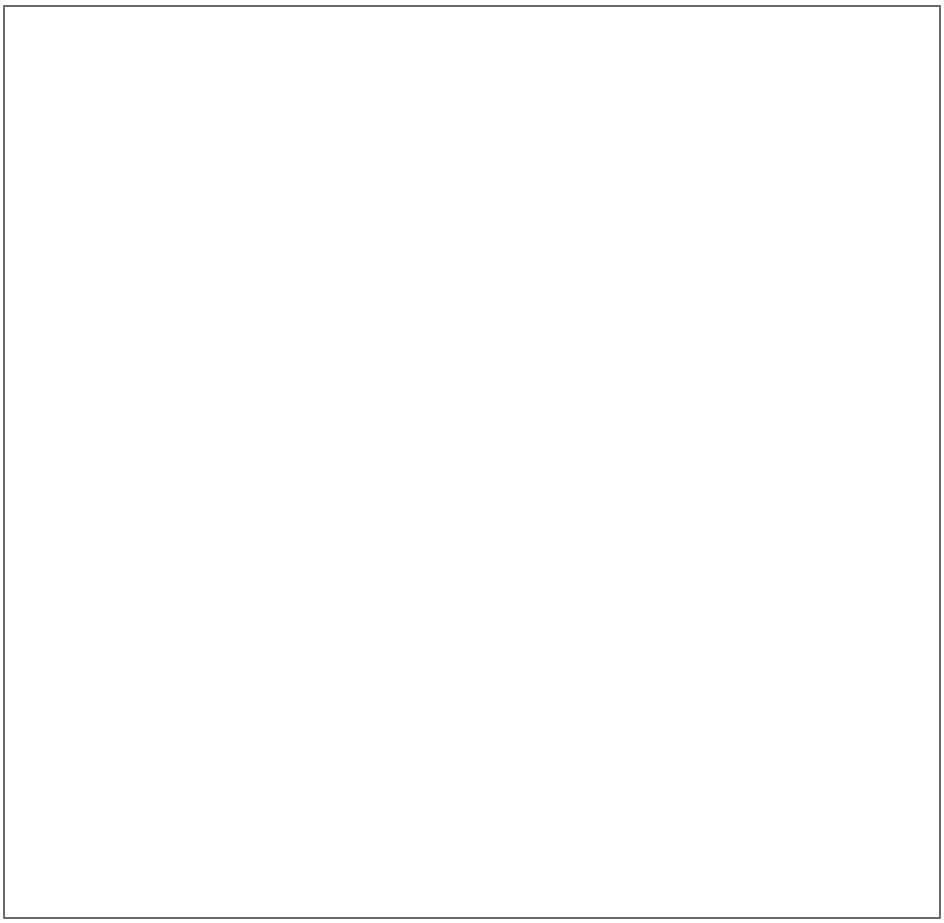
Front



Back



Front



Back

1.2 Conversation Starters

Grade 3/4/5/6

Supplies

- ❑ Conversation Starters Worksheet
- ❑ Paper
- ❑ Pen/Pencil

What Mentees Will Learn

Mentees will learn how to identify and recognize possible interests.

What to Do

1. Read each question out loud to mentees and ask them to finish each sentence as quickly as possible. Do a sample question for your mentee to show how answering questions quickly is fun.
2. As mentees answer the questions, the mentor will write down the responses.
3. Before you ask your mentee these questions, you might want to imagine how you would answer them and be prepared to relate your answers to those of your mentee.
4. After completing five or so questions, go back and ask them to give more details in their answer if needed.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

1. When I am not in school, I wish…

2. If I had a $100, I would…

3. People I like always…

4. I'm happy when…

5. I'm proud that I…

6. When I grow up, I want to be…

7. The funniest thing I ever saw was…

8. The most important thing about me is…

9. I like people who…

10. Next mentoring session I would like to…

11. I am happiest when…

12. When I become a father or mother, I…

13. I am best at…

14. In school, I do best when…

15. My friends think I am…

This activity was adapted from *20 Teen and Tween Conversation Starters* from the website, **www.onteenstoday.com**.

1.3 My People Tree

Grade 3/4/5/6

Supplies

- ❑ My People Tree Worksheet
- ❑ Paper
- ❑ Felts

What Mentees Will Learn

Mentees will learn who is important in their life.

What to Do

1. Ask mentees to draw a large tree with many branches, or use the My People Tree Worksheet.
2. On the tree branches, have mentees write the names of people and pets that are important to them.
   - Parents
   - Friends
   - Teachers
   - Relatives – Aunts, Uncles, Cousins, Grandparents
   - Neighbours
   - Pets
   - Anybody else?
3. Ask mentees the following questions:
   - Who on your people tree has been to post-secondary school?
     (You may need to explain what post-secondary means.)

     After completing high school some people may decide to do more training or schooling in something they enjoy. This could be learning to be a truck driver, doctor, or artist.
   - Who on your people tree has traveled outside of Alberta?
   - Who on your people tree has a job?
   - Who on your people tree knows how to fix something?
   - Who on your people tree is your best friend?
   - Who on your people tree is the oldest?

Important: Your mentee may write your name down as one of the people in their circle of friends. If your mentee asks for your contact information, such as your email address, tell them that you are an in-school mentor and can see them only at school.

4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

1.4 The Story of My Life

Grade 5/6

Supplies

- ❑ The Story of My Life Worksheet
- ❑ Pens, markers, crayons

What Mentees Will Learn

Mentees will make connections between what they are doing now and their dreams in the future. Mentees will learn to make timelines and set goals.

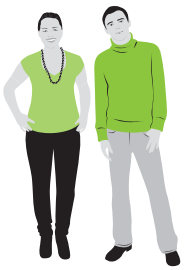
What to Do

1. Ask mentees to write the story of their life by filling in the columns in The Story of My Life Worksheet.
2. For each age ask them to describe where they live or want to live, what they like or what they think they'll like, and what they do or want to do in the future. They can draw pictures instead of writing descriptions if they prefer.
3. Finally discuss the steps that your mentee would need to take in order to meet these goals. For instance, if they wanted to be a heavy duty mechanic, they would need to succeed in science and math now. Or, if they wanted to be a public relations representative, they would need to study English and social studies.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Sample Questions:

For the adult stage use these questions as a guide:

- Do you think you will be working in the future? If so, where and what will you be doing? If not, why?
- If you do want a particular job, what special education or training do you think you will need?
- How long do you think this training will take?
- Where do you think you would go to do the special education or training?

	Where are you living?	What are you interested in?	What are you doing?
Examples	In Alberta, in a house, in an apartment…	Playing soccer, eating pizza, drawing cartoons…	Going to school, playing with friends, working…
Baby			
Present			
Teenager			
Adult 			

1.5 Paper Me

Grade 5/6

Supplies

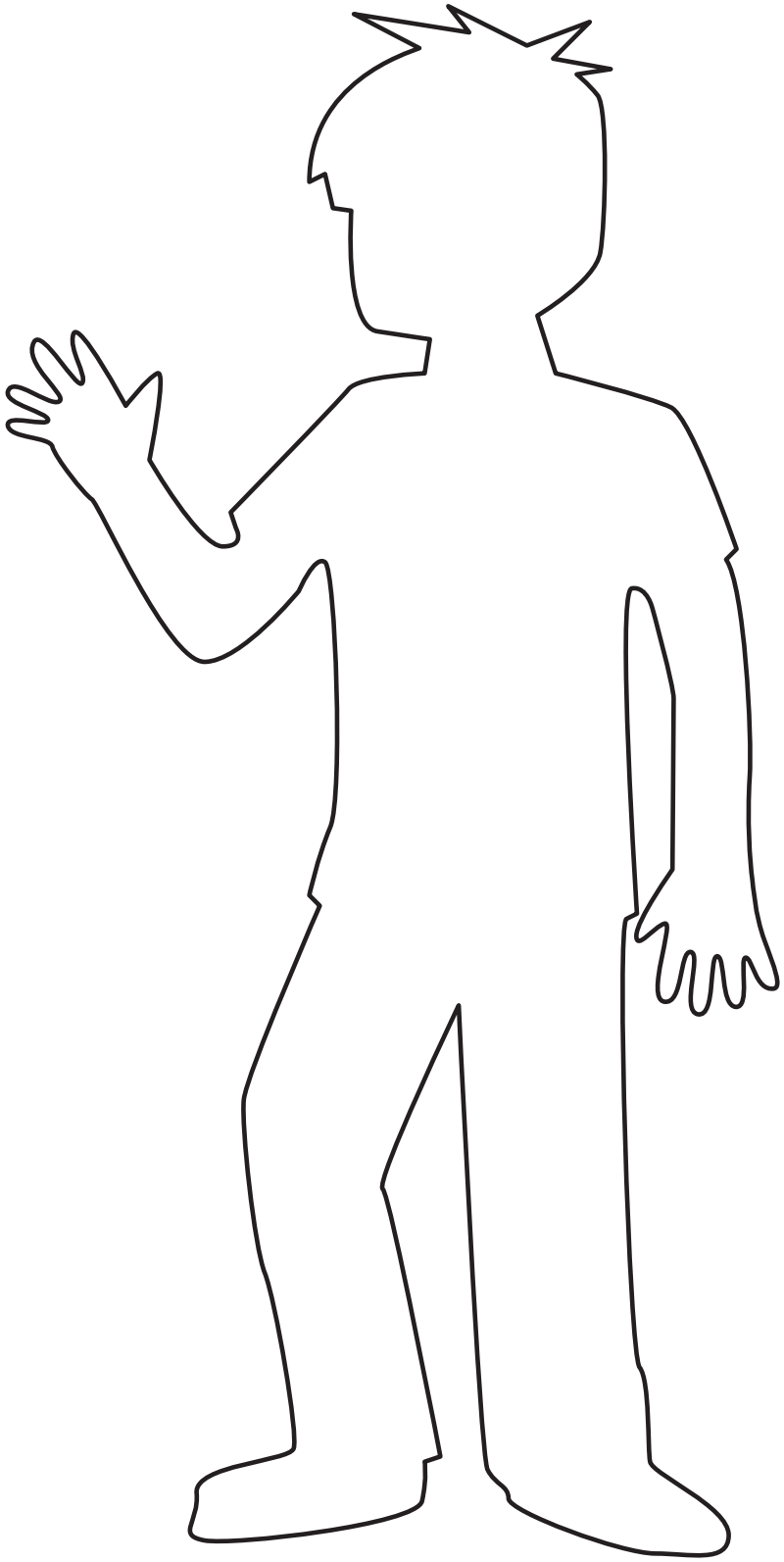
- ❑ News print roll or Paper Me Worksheet
- ❑ Construction paper
- ❑ Materials for decoration (paper, yarn, glitter, buttons)
- ❑ Glue
- ❑ Scissors
- ❑ Water soluble felts or pencil crayons

What Mentees Will Learn

Mentees will have the opportunity to imagine themselves as successful adults working in the future and get exposure to various jobs and the skills required for these jobs.

What to Do

1. If using large news print roll, Mentor should trace mentee's body outline with a felt pen.
2. If using the worksheet, have mentee cut out a "paper me" person.
3. Have mentees decorate the paper person to look like their grown-up self. Use construction paper, yarn, glitter, markers or any other materials.
4. Add job clothes to the paper self. Ask: What clothing would you be wearing? For example, would you be wearing a business suit or casual clothes, a construction hat and overalls, or a uniform?
5. Add tools or equipment to the paper figure that would be used in this job. Ask: What tools would you need to do this work? For example, would you need a hammer, pen, flashlight, gloves, calculator, spatula, or computer?
6. Why did your mentee choose this type of work?
    - Is it because of what they do?
        - Talk about what they do.
    - Is it the uniform?
        - Talk about what they would like about a uniform.
    - Is it just what they see and know about this work?
        - Talk about what they have seen or know about this work?
7. After the activity, identify on your Mentor Activities Checklist which activity you completed.



This activity was adapted from *Making Connections: K-8 Worksite Learning Activity Packet*, Amy Graver, 2000.

1.6 Animal Personalities (Group Activity) Grade 3/4/5/6

Supplies

- ❑ Letter-size blank paper
- ❑ Felt markers (water soluble)
- ❑ Masking tape

What Mentees Will Learn

Mentees will learn how to give and accept positive feedback.

What to Do

1. Gather a few mentoring pairs.
2. Have the mentees think of an animal that they like.
3. Have the mentees print the animal's name or draw a picture of the animal on a letter-sized blank paper.
4. Ask the mentees to tell you what it is they like about the animal that they selected using positive characteristics. (Explain and show a few examples of positive characteristics).
5. Have the mentees write or you write for them, these characteristics under the animal name or picture.
6. When completed tape all the animal papers around the room on the walls.
7. In your mentoring pairs, go around the room and read all the animals and their characteristics adding more positive words that you or other mentoring pairs may think of.
8. Now have mentees go to their own animal that they selected and have them re-read what characteristics have been written.
9. Suggest to the mentees that the positive characteristics that the animal has they also have in themselves.

Example:

Bear

- Powerful
- Curious
- Strong
- Friendly
- Fearless

10. After the activity, identify on your Mentor Activities Checklist which activity you completed.

1.7 People Scavenger Hunt (Group Activity)

Grade 3/4/5/6

Supplies

- ❑ People Scavenger Hunt Worksheet (2)
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will meet people to learn about things they have in common and things that are different.

What to Do

1. Have mentees read the statements.
2. Ask mentees to find others in the group that fit the description on the worksheet and fill in the details.
3. Have mentees ask questions that only need a "yes" or "no" answer. (e.g. Do you like to snowboard?)
4. Use each persons name only once.
5. Encourage mentees to talk to everyone in the room.
6. The mentors can be included in this activity.
7. After the activity, identify on your Mentor Activities Checklist which activity you completed.

** *For grade 3 and 4 mentees doing this exercise, teachers may want to ensure that everyone has a statement that they can but their name beside.*

Find someone who likes the same pizza as you. What? _____ Name _____	Find someone who likes to read. What? _____ Name _____
Find someone who likes the same candy as you. What? _____ Name _____	Find someone who plays on a sports team. What? _____ Name _____
Find someone who likes the same movie as you. What? _____ Name _____	Find someone who listens to the same music as you. What? _____ Name _____
Find someone whose favourite animal is the same as yours. What? _____	Find someone who has a pet. What? _____ Name _____

Find someone who has been on an airplane. What? _____ Name _____	Find someone who skateboards. Name _____
Find someone who plays the same video game as you. What? _____	Find someone who likes the same cartoon as you. What? _____ Name _____
Find someone who has played Rock Band. Name _____	Find someone who has just had a birthday. What? _____ Name _____
Find someone who likes the same school subjects as you. What? _____	Find someone who can do a cartwheel. Name _____

1.8 Mentor Interview: A High School Experience

Grade 5/6

Supplies

- ❑ Interview Questions Worksheet
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will ask questions to learn about their future junior and senior high school experience.

What to Do

1. Have mentees use the worksheet to ask their mentors questions about the mentor's junior and senior high school experience.
2. Have mentees add their own questions.
3. Have mentees write their mentor's responses on the worksheet.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Questions

1. What can you tell me about junior high and senior high school?
2. What classes are you taking or did you take?
3. How is your school different from elementary school?
4. How is it similar to elementary school?
5. What do you think are the best things about junior or senior high school?
6. What are the things you like the least about junior or senior high school?
7. Other questions

What can you tell me about junior high and senior high school?

_____

_____

_____

What subjects are you taking, or did you take?

_____

_____

_____

How is your school different from elementary school?

_____

_____

_____

How is it similar to elementary school?

_____

_____

_____

What do you think are the best things about junior or senior high school?

_____

_____

_____

What are the things you like the least about junior or senior high school?

_____

_____

My other questions? _____

2. Learning Styles

2.0 Learning Styles Activity Instructions Grade 3/4/5/6

Supplies

- ❑ My Learning Style Worksheet - Grade 3/4
- ❑ How do I Learn Best? - Grade 5/6
- ❑ Learning Style Study Tips

What Mentees Will Learn

Mentees will learn whether they are tactile/kinesthetic, visual or auditory learners.

What to Do

Note: Today you are going to find out which way works best for you by completing an activity. There are no right or wrong answers.

1. Explain that there are three different ways of learning:
   - with your hands
   - with your eyes
   - with your ears.

   We all have three learning styles but usually we use one more often than the others.

   Tactile/kinesthetic learners learn best by moving and touching things or manipulating them. They like to find out how things work and are often successful in the labour trades and in industrial arts, such as carpentry or design.

   Visual learners learn best by watching. They call up images from the past when trying to remember. In their head, they picture the way things look.

   Auditory learners learn best by listening. They remember facts when they are presented in the form of a poem, song or melody. Rhythm and sound patterns help them learn.

   Most people prefer one way of learning, but can use all three depending on what they are learning.

2. Give mentees the learning style activity that is appropriate for their grade level.
3. Have mentees check the statements that apply to them in each of the categories.
4. Where mentees have the most checks will indicate what kind of learner they are. Read that description to them, or, have them read it to you.
5. Have mentees choose the activities they could use to study different subjects or learn something new (for example, cooking, driving or playing soccer).
6. Go through the Learning Style Study Tips with your mentees and discuss which tips will help them with their learning.
7. After the activity, identify on your Mentor Activities Checklist which activity you completed.

2.1 My Learning Style Worksheet

Grade 3/4

Note: Mentors may have to read the statements with their mentees.

Check the statements that apply to you.

Tactile/Kinesthetic

- ❑ I enjoy running around.
- ❑ I can't seem to sit still.
- ❑ I chew on ends of pencils and pens.
- ❑ I like to touch things, and Do Not Touch signs bother me.
- ❑ I begin to dance and tap my feet when I hear music.
- ❑ I enjoy sports and games.
- ❑ I get right out of bed in the morning.
- ❑ I use gestures (my arms, hands, fingers) to get attention.
- ❑ Number of statements I checked: _____

Visual

- ❑ I look at the pictures in books before reading.
- ❑ I like colours and flashy objects.
- ❑ I like to watch movies and can sit through them for long periods.
- ❑ I see things outside the window while riding in a car.
- ❑ I like reading.
- ❑ I like to write.
- ❑ I understand maps.
- ❑ I read the back of the cereal box.
- ❑ Number of statements I checked: _____

Auditory

- ❑ I like to listen to books on tape.
- ❑ I enjoy music all the time.
- ❑ I talk through steps of activities to follow.
- ❑ I ask a lot of questions when I am doing an activity.
- ❑ I am interested in listening to other people talk.
- ❑ I volunteer to read aloud.
- ❑ I explain things by talking.
- ❑ I follow spoken directions well.
- ❑ Number of statements I checked: _____

My preferred learning style is _____ .

This activity was adapted from *Your Child's Strengths*, Jenifer Fox, M.Ed., 2008.

2.2 How Do I Learn Best? Worksheet

Grade 5/6

	Place the number that best indicates your preference in the box after each statement.	1 – Seldom 2 – Sometimes 3 – Often
1	I can remember something best if I say it aloud.	
2	I prefer to follow written instructions rather than oral ones.	
3	When studying, I like to chew gum, snack and/or play with something.	
4	I remember things best when I see them written out.	
5	I prefer to learn through simulations, games and/or role-playing.	
6	I enjoy learning by having someone explain things to me.	
7	I learn best from pictures, diagrams and charts.	
8	I enjoy working with my hands.	
9	I enjoy reading, and I read quickly.	
10	I prefer to listen to the news on the radio rather than read it in the newspaper.	
11	I enjoy being near others. (I enjoy hugs, handshakes and touches.)	
12	I listen to the radio, tapes and recordings.	
13	When asked to spell a word, I simply see the word in my mind's eye.	
14	When learning new material, I find myself sketching, drawing and doodling.	
15	When I read silently, I say every word to myself.	

To get an indication of your learning preference, copy the numbers you entered above to the corresponding boxes below and add them up.

VISUAL		AUDITORY		KINESTHETIC/TACTILE	
2		1		3	
4		6		5	
7		10		8	
9		12		11	
13		15		14	
Total		**Total**		**Total**	

The highest score shows that my learning style is _____.

Max Coderre, publisher of *Teaching Today Magazine* in Edmonton, Alberta, developed this inventory. It is designed to help you better understand your unique learning style.

2.3 Activities That Accommodate Specific Learning Styles

Grade 3/4/5/6

Auditory	Visual	Kinesthetic/Tactile
talking	viewing	doing
listening	watching	touching
singing	imagining	movement
rhythms	reading	feeling (emotion)
oral drills	films / movies	field trips
debates	video podcasts	simulations
discussions	drawings	painting
audio CDs	videos	drawing
pod casts	maps	dancing
lectures	charts	labs
public speaking	diagrams	making things
telephoning	graphs	show and tell
small groups	photographs	repairing things
interviews	slides	
	cartoons	
	paintings	
	transparencies	
	Flash cards	
	Picture displays	
	microscopes	
	telescopes	
	skits	
	plays	

1. Mentors read through the list of the preferred learning style of your Mentee.
2. Think of ways they can use these activities to learn better or study for their various school subjects.

2.4 Mnemonics

Grade 3/4/5/6

Supplies

- ❑ Shopping List Worksheet
- ❑ Blank paper
- ❑ Mnemonics Worksheet and Memory Tips
- ❑ Study Tips
- ❑ Bag of goodies (found in Activity Bin)

What Mentees Will Learn

Mentees will learn effective learning strategies to help them learn.

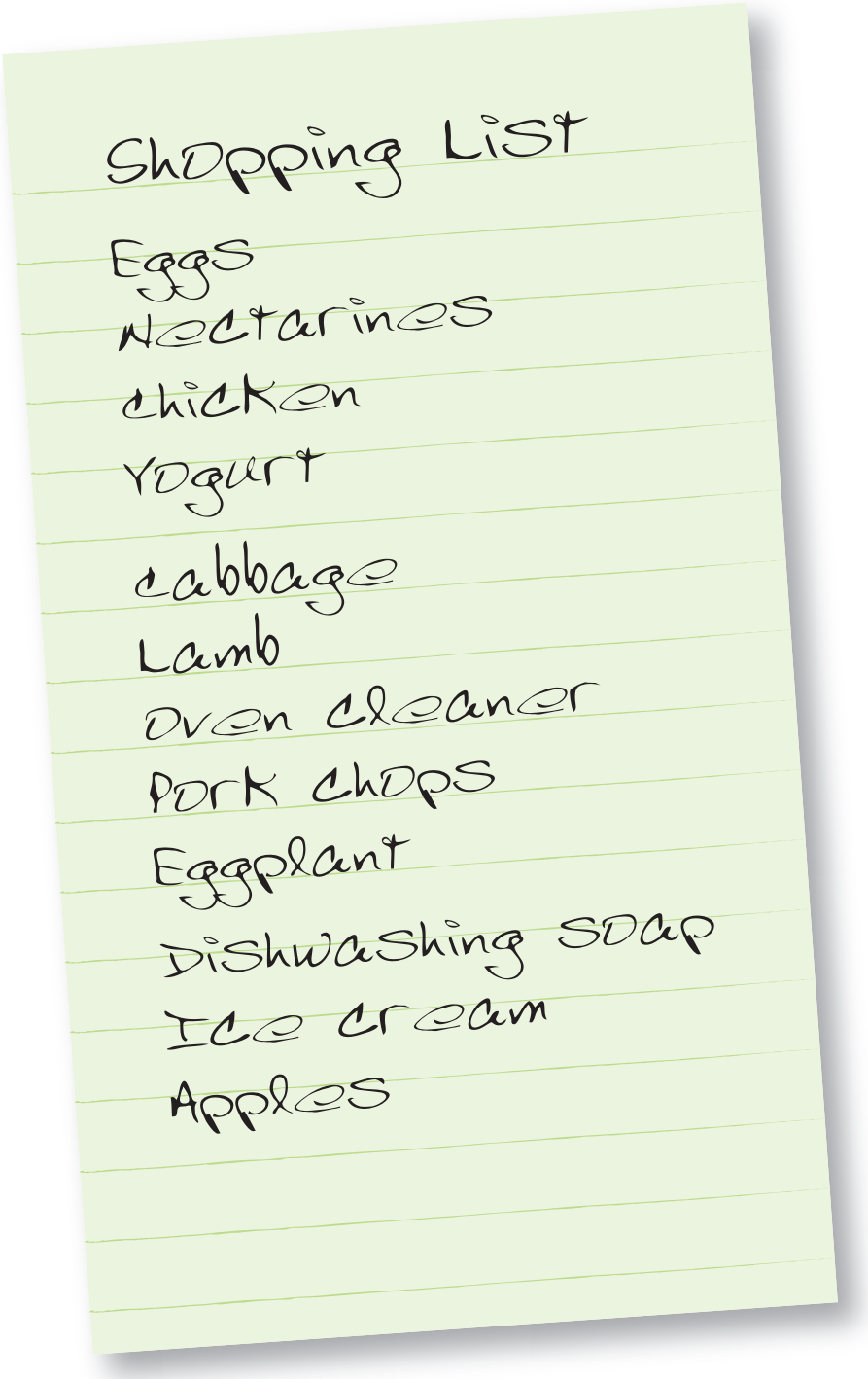
What to Do

Grade 3/4

1. Explain to mentees that you will be taking some items out of a bag, showing it to them to them and then placing the items on a table.
2. When all the items (10) are on the table, cover them up with the bag and ask mentees to write down as many of the items as they can remember in a couple of minutes.
3. Once time is up compare your mentee's written answers to the items on the table.
4. Discuss with mentee why they remembered the items they did and if they remembered all 10 items, how did they do this.
5. Go through the Mnemonics Worksheet and Memory Tips sheet and practice doing the four memory techniques using the items in the bag.
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Grade 5/6

1. Explain to mentees that you will be showing them a shopping list containing 12 items.
2. Tell mentees that they will have two minute to try and memorize this list.
3. After two minutes, cover up the list and ask mentees to write down as many of the 12 items as they can remember.
4. Compare the mentee's written answers to the Shopping List Worksheet.
5. Go through the four memory strategies. When reading each one, have mentees use the strategy on the shopping list. Give them the example or lead the way in demonstrating the examples.
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.


Shopping List
Eggs
Nectarines
chicken
Yogurt
cabbage
Lamb
Oven cleaner
Pork chops
Eggplant
Dishwashing soap
Ice cream
Apples

1. Organize and Associate

Ask your mentee to organize and associate the list (items in bag).

- Group information into meaningful categories. The more meaningful something is, the more likely we are to remember it. In the shopping list example, the items could have been grouped into 4 categories: dairy products, meats, fruits / vegetables, cleaning products.
- Associate information with something you do, someone you know, or other material you have learned. For example if they shop with their parents for groceries they could map out the store by drawing a map and place the items on their map where they would find them in the store. Or do this with the items in the bag in a classroom or a store.

2. Create words

Create an acronym with your mentee.

Tip: Take the first letter of each word and make a word out of it (acronym). You can remember the colors of the rainbow (red, orange, yellow, green, blue, indigo, and violet) using the acronym ROY G BIV. Notice that the first letter of each word in the shopping list spells the word ENCYCLOPEDIA.

3. Visualize

Ask your mentee to visualize the list (or items in the bag)

a. Create visual images of the information. With the shopping list, it may have been helpful to create a picture of what each of the item looks like, or have mentally seen yourself taking a shopping trip and placing each of these items in your basket.

b. Visually map information you are trying to remember on something familiar to you (human body, car, map of Canada). The shopping list for example, could have been mapped on a body – the eggs on the eyes, nectarines on the nose, etc. (Try doing this with the complete list or the items in the bag.)

c. Method of Loci: visually place information you need to remember in different areas of your house. When trying to recall it, mentally take a tour through your house to jog your memory of the information. (Try doing this with the bag of items for their classroom.)

4. Create Poetry

Create a song or a poem with your mentee.

- Put the information into a song, story, rhyme or poem.
- The sillier or more unique (very different) the story or poem the more likely you will remember it.

3. Who Am I?

3.1 My Gifts

Grade 5/6

Supplies

- ❑ My Gifts Worksheet
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will learn about their strengths and how to think about these strengths in a unique way.

What to Do

1. Help your mentee answer the questions on the worksheet by filling in the blanks with the given words.

   If you were _____, what would make you happy, excited and motivated ? What would make you sad, bored and tired?

   - Cleaning your room
   - Playing soccer
   - Reading
   - At a school classroom party or celebration
   - Doing homework
   - Playing at the park

2. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Activity	What would make me happy, excited or motivated?	What would make me sad, bored, or tired?
Cleaning your room *e.g. Organizing things, getting the job done, doing it quickly*		
Playing soccer *e.g. Being part of a team, playing outside, scoring a goal*		
Reading *e.g. Using my imagination, learning new words, enjoying the story.*		
At a school classroom party *e.g. Being with my friends, playing games, having fun*		
Doing homework *e.g. Learning new things, working alone or with friends, finishing the work*		
Playing at the park *e.g. Being outside, climbing, being active*		

3.2 Imagine Yourself in This (Group Activity)

Grade 4/5/6

Supplies

- ❑ Index cards
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will identify their strengths and how they can use them in a difficult situation.

What to Do

1. Have the mentees divide into groups of three or more.
2. Write the four situations on index cards, and have each group draw one card that they will act out with their group.
3. Give each group 15 minutes to prepare a presentation or skit on what they would do in the situation they selected.
4. Ask each group, one at a time, to present their situation.
5. After each performance, ask the mentees to discuss what personal strengths they used in the situation or what they may have done differently.
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Scenarios

1. You lost the keys to your house.
2. The lights go out at school.
3. You find a lost dog or cat.
4. Your friend gets seriously hurt.

3.3 I Like to Collage

Grade 3/4/5/6

Supplies

- ❑ Magazines
- ❑ Construction paper
- ❑ Glue
- ❑ Scissors
- ❑ Pen
- ❑ Felt markers
- ❑ Pencil crayons
- ❑ Other decorations
- ❑ Computer (optional)

What Mentees Will Learn

Mentees will identify their interests, hobbies and activities and share these with friends, teachers, parents and you!

What to Do

1. Ask your mentee what some of their interests and hobbies are. What activities do they enjoy or would like to try?
2. Look through magazines for pictures and words that represent those likes and interests.

   Note: if there is a computer available, you can use the Internet and print pictures or words.
3. Mentees can add words and decorations to make their collages special for them.
4. Discuss what the mentees added to their collages.
   - Why did they add what they did?
   - Is there anything they couldn't find in the magazines that they would have liked to add?
5. Encourage your mentees to share their collages with friends, parents and teachers.
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.

3.4 My Favorite Things to Do

Grade 3/4/5/6

Supplies

- ❑ Interesting Me Worksheet
- ❑ Poster or construction paper
- ❑ Pen or Pencil

What Mentees Will Learn

Mentees will explore what their interests are and why they are important to them. This activity also allows you to gather ideas on how you can guide your mentee's interests towards thinking about a career path.

What to Do

1. Talk to your mentees about some of their favourite activities and interests. When they have a chance to think of some, help them fill out the "My favourite _____ is _____" on the Interesting Me Worksheet.

   Note: If they don't want to use the Worksheet, they can use poster or construction paper.

2. Now ask your mentee why that sport, book, hobby, movie or class is their favourite. Try to help them think of three reasons, and then ask them to write those reasons in the corresponding shape.

   For example, if their favourite sport was soccer, they might enjoy making friends or being part of a team. Or if their favourite hobby is playing video games, they might like winning.

3. When your mentee is finished, get a blank sheet of paper and brainstorm jobs that include the reasons why your mentee likes these favourite things. Be creative and help mentees see the connections between their likes and possible occupations in the future.

   For example, if the reason they like being part of a team is winning the game, jobs that would include those aspects could be:

   a. *marketing and sales (working in a team to make sales)*
   b. *construction estimator (to be part of a team that wins the job to build a building)*
   c. *mechanic (identify the problem and fixing it)*

4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

My favourite sport is

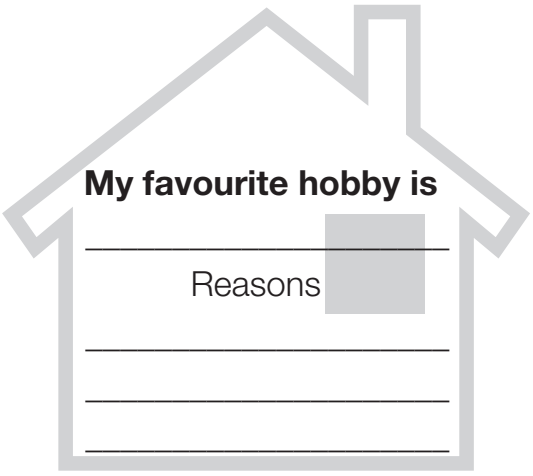
_____

Reasons

_____

_____

_____



My favourite hobby is

_____

Reasons

_____

_____

_____

My favourite book is

_____

Reasons

_____

_____

_____

My favourite movie is

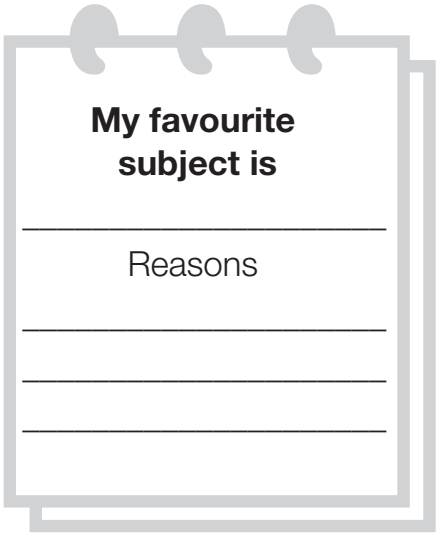
_____

Reasons

_____

_____

_____



My favourite subject is

_____

Reasons

_____

_____

_____

3.5 I've Got Talent (Group Activity) Grade 3/4/5/6

Supplies

- ❑ Music
- ❑ Glue
- ❑ Markers
- ❑ Paper circles (write The World's Greatest _____ on each circle)
- ❑ Craft Supplies
- ❑ Glitter and Sticker or Stars

What Mentees Will Learn

Mentees will improve their self-esteem by creating awards recognizing their personal strengths and abilities.

What to Do

Note: Please use the full session time.

1. Help your mentees identify their talents. You may need to explain to them what a talent is: a special aptitude (ability) or a person possessing exceptional skill or ability. Ask them what do they do really well?

   For example; taking care of their sibling, playing baseball, dancing or running.

2. Use the paper circles to make awards for The World's Greatest _____. Each mentee will decide what their award will be. Then, they will create an award for a classmate.
3. Mentees will decorate one award for themselves and another for a classmate using markers, glitter, stars, etc.
4. Hold an awards ceremony in the classroom. You will help your mentee create a short story or poem about the award.

   For example: "The game of baseball is my thing; when I'm on the field you can call me king. The baseball diamond is where I rule; I'm number one. Yeah, I'm cool!"

5. After the activity, have a group discussion and ask the mentees:
   - How does it feel to be complimented on something?
   - How does it feel to praise somebody else for an accomplishment?
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.

This activity was adapted from the PBS Kids website, pbskids.org/arthur/parentsteachers/activities/index.html

3.6 Who's in My Relationship Web? Grade 5/6

Supplies

- ❑ Relationship Web Worksheet
- ❑ Markers, pens

What Mentees Will Learn

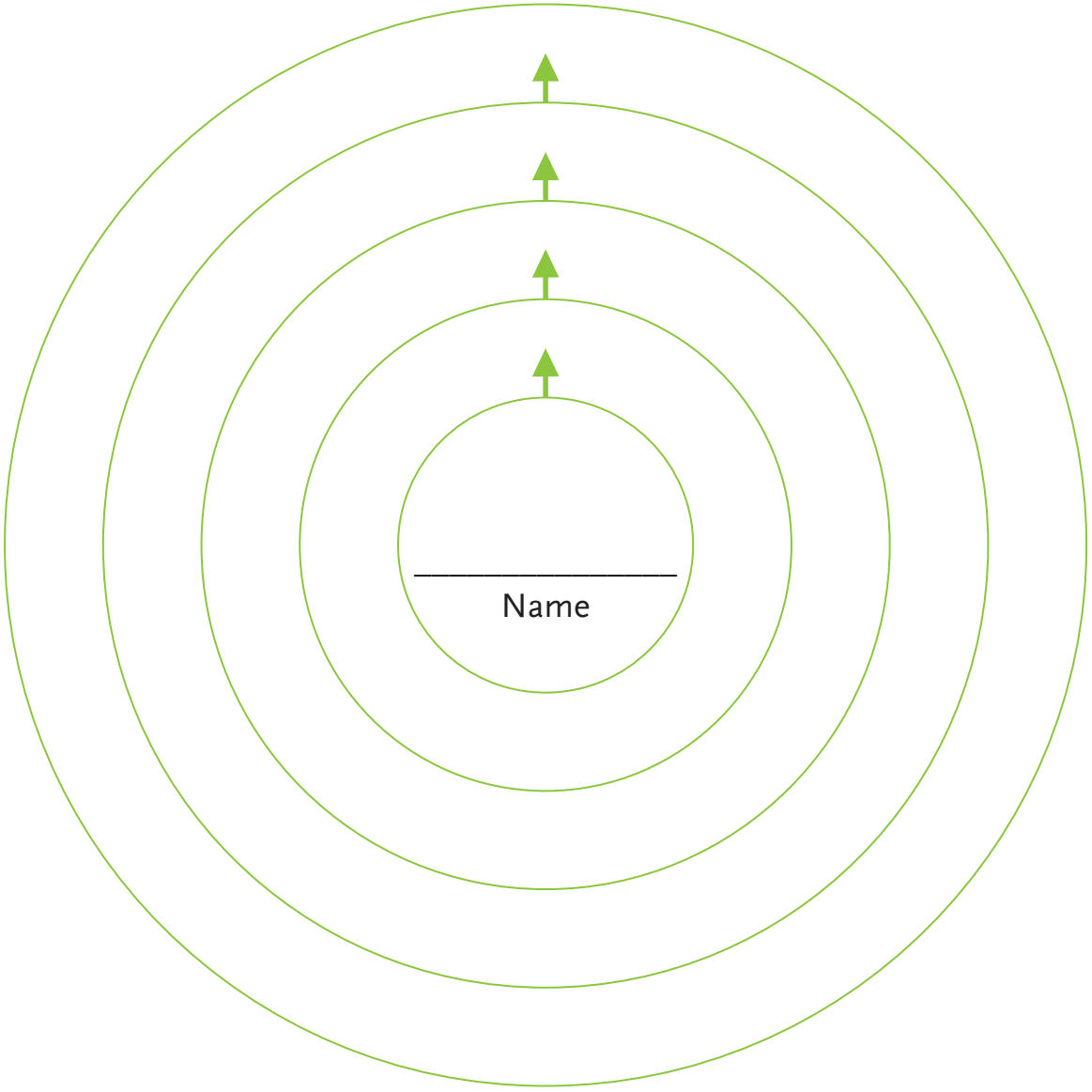
Mentees will learn how they interact with all the different people in their lives. They will understand that they have allies.

What to Do

1. On the Web Relationship Worksheet, mentees will write their name in the middle circle. In the next rings, they will choose the category of people in their life with whom they have close relationships: schoolmates, sports team members, teachers, etc. as they work their way out to the edge of the rings. They can write the names of people in these rings.
2. In the chart below the rings, Mentees will write the strengths they bring to each of these relationships in their web, see sample.
3. After the activity, identify on your Mentor Activities Checklist which activity you completed.

This activity was adapted from, *Your Child's Strengths*, Jenifer Fox, M.Ed., 2008.

Example of a Relationship Web



Things I bring to each relationship in my web. (Put your own name in the first ring).

Second ring	Third ring	Fourth ring	Fifth ring

3.7 Hobby Videos

Grade 5/6

Supplies

- ❑ Computer with Internet access or Career Reflections DVD from bin
- ❑ Hobby Video Questionnaire
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will watch the video where young people talk about their hobbies and learn how these interests could lead to certain occupations or jobs.

What to Do

1. Ask mentees about what hobbies or extracurricular activities (Examples could include: sports, scouts, brownies, or air cadets) they are involved in.
2. Choose a youth hobby video that interests them – 17 to choose from.
3. Before you watch the video, complete the pre-questions.
4. After watching the video, complete the remaining questions.
    - How will their hobby be helpful in getting work in that occupation?
    - If you wanted to be a _____, what hobby or extracurricular activity could help you prepare now?
    - Have you ever wanted to be a _____ (career related to video)? Why?
5. Discuss their answers to the questions.
6. Prepare an action plan to get mentees involved in an activity of their choice:
    - Join the Boys & Girls Club
    - Join the YMCA
    - Call an agency
    - Talk to a teacher
    - Get involved with their community league
    - Contact the City of Edmonton
7. Discuss their answers to the questions.
8. After the activity, identify on your Mentor Activities Checklist which activity you completed.

To do before watching the video

What is your favourite type of music, sport or hobby?

Do you have a favourite band, team or activity?

To do after watching the video

How will their hobby be helpful in getting work in that occupation?

If you wanted to be a _____, what hobby or extracurricular activity could help you prepare now?

_____

_____

_____

_____

Have you ever wanted to be a _____ (career related to video)? Why?

_____

_____

_____

_____

3.8 The Five Whys

Grade 3/4/5/6

Supplies

- ❑ Pen or pencil
- ❑ The Five Whys Worksheet

What Mentees Will Learn

Mentees will get to the root of why they like something or what their motivation is.

What to Do

1. Start by asking your mentee one of the questions on the worksheet.
2. For each question, after your mentee's initial response, ask why? Continue to question **why** until they run out of answers to that question.
3. Record the final answers on the worksheet and discuss them with your mentee.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

For example

Mentor: What is your favourite school subject?
Mentee: Math

Mentor: Why?
Mentee: I like solving problems.

Mentor: Why?
Mentee: I feel good when I get the answer right.

This activity was adapted from *Your Child's Strengths*, Jenifer Fox, M.Ed., 2008.

What is your favourite school subject? _____

Why? _____

_____

_____

What is your favourite sport? _____

Why? _____

_____

_____

What is your favourite hobby other than a sport? _____

Why? _____

_____

_____

If you could spend the whole day doing anything you wanted, what would you do?

Why? _____

_____

_____

Who is your best friend? _____

Why? _____

_____

_____

Who is your hero? _____

Why? _____

_____

_____

3.9 Grade 5/6 Transition Guide

Supplies

- ❑ Planning for Post-Secondary Studies – Grade 5/6 Student Guide
- ❑ Pencil or pen

What Mentees Will Learn

Mentees will explore occupations and career paths that may be related to their skills, talents, interests and goals. The Grade 5/6 Transition guide was developed to meet the grade 5 health and career curriculum learning outcomes.

What to Do

Important: Ask if the grade 5 and 6 teachers are using this resource in your mentee's class. If they are, then do not complete this activity. This activity may take 5 sessions or more to complete. You could do one activity and ask the mentee to take the book home to work with their parents if feasible.

Activity: ABOUT ME

- Read pages 2 - 4 to your mentee.
- Help your mentee complete the activity (About Me) on page 5.
- Help your mentee complete the activity (Finding out About Your Interests) on page 6.
- After the activity, identify on your Mentor Activities Checklist which activity you completed.

Activity: NEW THINGS TO TRY

- Read page 10 to your mentee.
- Help your mentee complete the activity (New Things to Try) on page 11.
- Help your mentee complete the activity (With my own Money) on page 12.
- After the activity, identify on your Mentor Activities Checklist which activity you completed.

Activity: MY LEARNING CONTINUES

- Read page 13 to your mentee.
- Help your mentee complete the activity (My Learning Continues) on page 14.
- Help your mentee complete the activity (Growing my Personal Skills) on page 15.
- After the activity, identify on your Mentor Activities Checklist which activity you completed.

Activity: MAKING THE MOST OF MY SCHOOLTIME

- Read page 16 to your mentee.
- Help your mentee complete the activity (Making the Most of my Schooltime) page 17.
- Help your mentee complete the activity (Knowing Where my Time Goes) pages 17-18.
- After the activity, identify on your Mentor Activities Checklist which activity you completed.

Activity: GOAL SETTING AND EXPLORING

- Read page 19 to your mentee.
- Help your mentee complete the activity (Goal Setting) on page 20.
- Help your mentee complete the activity (Exploring) on pages 21 and 22.
- Read page 23 and show them page 24.
- After the activity, identify on your Mentor Activities Checklist which activity you completed.

This activity was adapted from *Your Child's Strengths*, Jenifer Fox, M.Ed., 2008.

3.10 Definition of Cool

Grade 3/4/5/6

Supplies

- ❑ Magazines, newspapers
- ❑ Markers
- ❑ Paper

What Mentees Will Learn

Mentees will develop self-esteem and learn an appreciation for others.

What to Do

1. Ask your Mentee what they think is cool?
   Definition of Cool: Something that is desired (really liked) or acceptable to a group of people, especially youth.
2. Discuss with your Mentee what a talent or skill is.
   Definition of Talent: A skill or ability that a person does really well.
3. Brainstorm a list of talents or skills your mentee perceives as being "cool" (*Examples include: being able to sing, snowboard, skateboard, make others laugh, do karate, juggle, care for a pet, draw, play soccer, play chess, or braid hair*).
4. Have mentees look through magazines or newspapers to find famous people and ask them why these people are cool (*for example, Wayne Gretzky is cool because he was a really good hockey player*).
5. Then ask mentees to think of something they are good at and think of someone who uses this talent or skill in their career (*for example, if the mentee is good at making people laugh and they think that is cool, then who is a famous person who has made a career out of making people laugh – Jim Carrey?*).
6. Ask mentees to think of a person they know who is good at _____ (special talent) (*for example, a mother, brother, cousin or classmate*). Then discuss with your mentee why that person is cool.
7. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Possible questions to discuss:

- Are people cool because of what they can do or are capable of (talent or skill)?
- Are people cool because of what they own or have?

This activity was adapted from the PBS Kids website, pbskids.org/arthur/parentsteachers/activities/index.html.

3.11 Values Auction (Group Activity) Grade 5/6

Supplies

- ❑ Value cards (Found in Activity Bin)
- ❑ Auctioneer Rules Sheet
- ❑ Value Summary Sheet
- ❑ Monopoly money (Found in Activity Bin)

What Mentees Will Learn

Mentees will learn what they value most.

What to Do

Note: Please use the full mentoring session.

Group Activity

1. Decide who will be the auctioneer—a mentee or mentor can volunteer or a pair can share the job. If everyone in your group is too shy, have your caseworker be the auctioneer.
2. Have the auctioneer read the rules sheet.
3. Give each of the mentees $100 in fake money from the activity bin.
4. Explain to the mentees that they should bid on the values that they feel strongly about.
5. Start the auction by holding up the first value card and asking for bids.
6. Keep a tally of who buys each value. Refer to the summary chart.
7. When the auction is finished, in your mentoring pair talk about why your mentee bid on certain values. Why are these values important to them? Was there a value they wanted and didn't get?
8. After the activity, identify on your Mentor Activities Checklist which activity you completed.

OR

In Pairs

1. Get a set of value cards and fake money from the activity bin.
2. Option 1: Ask your mentee to organize each value from most important to least important.
3. Option 2: Explain that each value is worth $20 and each person can only choose five. Let mentees buy their top five values.
4. After mentees have ranked their values or bought their most important ones,
   - Ask them why those values were most important to them?
   - What do those values mean to them?
   - How do they have them in their life?
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Tip: If you're missing money or don't have enough, you can print out actual monopoly money at: **www.hasbro.com/games/kidgames/monopoly/default.cfm?page=strategyguide/gametools**

Auctioneer Rules Sheet

1. Each participant will get 5 $20 dollar bills.
2. Participants should go through the list of work values and pick the 3 they think would be the most important to them in a job. Once participants have had time to go through the list the auction can begin.
3. The maximum any one can spend on a value is $60.00. The Auctioneer will start the bidding at $20, then $40 and finally at $60. The first person who puts up their hand will get the bid.
4. The Auctioneer will read out a value and the description of that value holding up the value card. The Auctioneer can give examples of what this value may look like if practiced in a job.
5. As the Auctioneer you do not have to go through the list alphabetically, so remind the bidders to listen carefully for the values they want.

Example of the bidding for one value:

- I have the value of_____. This value in the work place is _____ _____ (description). Taking bids for 20 dollars. The 20 dollar bid goes to (name of person or a descriptor of what wearing, e.g. the girl in the pony tail).
- Do I have 40 dollars, 40 dollar for the value of _____. The 40 dollar bid goes to_____.
- I have 40 dollars, 40 dollars for the value of _____, do I have 60 dollars, 60 dollars, 60 dollars for this (descriptor, e.g. wonderful adventure value that will keep excitement in your life).
- I have 60 dollars, going once going twice and sold to _____ or the gentlemen in the _____ (e.g. brown sweater).

Repeat for the various values until the list is completed or the mentees start getting restless.

Note to Auctioneer: You may or may not get through all of the values, so watch the clock and make sure you have 15 minutes left in the session to wind down the activity. After the bidding, individual pairs can discuss how it went and the values they chose to bid on.

Values Auction		
Values	**Amount**	**Who Bought**
Adventure		
Commitment		
Community		
Competition		
Cooperation		
Creativity		
Excellence		
Environment		
Family		
Freedom		
Friendships		
Helping Other People		
Helping Society		
Honesty		
Independence		
Influencing Others		
Knowledge		
Leadership		
Loyalty		
Money		
Physical Challenge		
Recognition		
Religion		
Truth		
Wisdom		

3.12 The Birthday Letter

Grade 3/4/5/6

Supplies

- ❑ Blank sheet of paper
- ❑ Envelope
- ❑ Computer (Optional)

What Mentees Will Learn

Mentees will start to think about future possibilities.

What to Do

1. Give mentees a sheet of paper and ask them to write a letter to themselves that they'll read on their 18th birthday.

   Mentors: Grade 3 and 4's and ESL mentees may need help writing this letter.

2. Explain to mentees that they should imagine (or visualize) what they will be doing, **who they hope to become** and **what they have accomplished** when they are 18. It will help them describe the life they hope to live.
3. Assist your mentee in writing this letter by asking these types of questions:
   - What will you be doing? (traveling, going to school, working)
   - Where will you be living? (at home, with room-mates, in university residence, in Canada, somewhere else in the world)
   - What kind of relationships will you have? (with friends, girl/boyfriend, family, team mates, fellow workers, boss, mentor)?
   - How will you get around? (car, bus, bike, walking)
4. Have them seal this letter in an envelope and keep it in their BBBS mentee folder so they can go back and review it at the end of the year.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

3.13 Making Friends

Grade 3/4/5/6

Supplies

- ❑ Making Friends Activity List
- ❑ Making Friends Worksheet
- ❑ Scissors
- ❑ Glue

What Mentees Will Learn

Mentees will learn about what they like to do with friends and their strengths in building and maintaining relationships. This activity helps mentees understand what qualities attract people to one another.

What to Do

1. Get mentees to look at the Making Friends List of activities and choose ones they might enjoy doing with friends.
2. Have them write the ones they enjoy doing on the Making Friends Worksheet.
3. They can add other activities they enjoy doing with friends that are not on the list.
4. Have mentees check the three they enjoy the most and write these activities at the bottom of the worksheet.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

- Listening to friends share problems
- Being with a large groups of friends
- Being there when friend needs me
- Talking on the phone
- Going to each others house
- Planning sleepovers
- Never talking badly about anyone
- Making others laugh
- Comforting friends
- Going out with friends to the park or …
- Having close friends that like to do the same things
- Working together on a homework assignment
- Being part of a team (sports, learning or other)
- Hanging out with each other playing video games
- Talking about things we did or want to do
- Sharing things that happened with friends at school
- Helping someone with their activity
- Watching a friend play a sports game or competition
- Playing games or doing activities together

Add other things you like doing with friends and siblings:

_____

_____

_____

_____

_____

_____

_____

_____

Activities I Enjoy Doing

Top three things I like to do with friends

1. _____

2. _____

3. _____

This activity was adapted from *Your Child's Strengths*, Jenifer Fox, M.Ed., 2008.

3.14 Falling Off Earth

Grade 5/6

Supplies

- ❑ Flat Earth story
- ❑ My action plan
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will learn how to set goals and write an action plan to overcome negative behaviours.

What to Do

1. Read the Flat Earth story to your mentee.
2. Ask your mentee to list examples of flat earth behaviours or beliefs that they have. See example below.
3. Have mentees select one flat earth behaviour that they would like to change.

   Note: You may want to share with your mentee a flat earth behaviour that you have overcome.
4. Help mentees write an action plan to change their flat earth behaviour.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Example

My flat earth behaviour
I do not like doing my homework.

My goal
Every day, I will do my assigned homework.

If your mentee struggles with writing, you could discuss the goals verbally and have the mentee answer verbally.

My action plan
I will take these steps to achieve my goal:

- write down or listen for the homework assignments
- take my books, binders and pen or pencil home
- have a special place to do my homework
- pack my finished homework, books and binders in my backpack and place by the door so that I won't forget them
- hand in my homework
- share in class when reviewing the homework.

Goal Attainment

- knowing what is happening in class and getting better marks.

This activity was adapted from *Workshop Winners: Developing Creative and Dynamic Workshops*, Carol Painter, 1993.

Flat Earth Story

Looking at Earth from a space shuttle, you can see that our planet is a round ball.

In very early times, however, people thought the earth was flat. They were afraid to travel too far on the ocean because they thought they would fall off the planet, like going over a waterfall at the end of the world.

Early Greek scientists predicted that the earth was **not** flat. How did they do this? During an eclipse of the moon, they observed that the shadow that Earth cast on the moon was round. And, when they sailed on the vast ocean, they noticed that the horizon appeared curved, not straight across. These were clues that the earth was round.

Explorers and adventurers, such as Christopher Columbus, who were seeking trade with India and China, bravely began going longer distances by ship. Columbus eventually landed in North America and made it back home to Spain without having his ship plunge off the earth. Yet people remained skeptical and clung to the belief that the earth was flat.

It took many centuries before most people truly believed the earth was round. Now we know that we can travel anywhere in the world and not fall off the earth.

My flat earth behaviour is _____

_____

_____

_____

My goal is _____

_____

_____

_____

Steps I will take to achieve my goal

1. _____
2. _____
3. _____
4. _____
5. _____

I will know I have reached my goal _____

_____

_____

I am committed to this plan of action.

_____ _____

Mentee Signature Date

_____ _____

Mentor Signature Date

4. What Occupations Are Out There?

4.1 Dream Big

Grade 3/4/5/6

Supplies

- ❑ "Follow Your Dream" story
- ❑ Plain piece of paper
- ❑ Felt markers

What Mentees Will Learn

Mentees will think about and identify possibilities for their future.

What to Do

1. Read the "Follow Your Dream" story with your mentee.
2. Ask mentees these questions
   - Where will you be living as an adult? In which country, city, or maybe a rural area like a farm?
   - What kind of things will you be doing at your job? (For example; working with people, animals, tools, computers, in an office, from your home, outside or inside?)
   - What type of home will you have?
   - Will you drive a car, a truck or take the bus?
   - What type of hobbies will you do? (e.g. skiing, snow boarding, scuba diving, hiking, mountain climbing, crafts, cooking, running, biking, weight training and/or playing chess?)
3. Help your mentee do a mind map or draw a picture about their dream.
4. Discuss with your mentee what could keep them from reaching their dream, such as not having help or education after high school/post-secondary. How can they overcome these difficulties?
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Note: Activity 4.6 is a great follow-up.

If dreaming, then dream big!

Follow Your Dream

When Sara Carlson was in Grade 3, she had two cats: a young one name Button, that was cute as a button with big blue eyes and fluffy grey and white fur; and an old cat, Zipper, who was the colour of ginger. He had long legs and a really long tail. When Zipper was little, he used to zip around with a lot of energy, running under furniture and on top of tables. He especially liked to play with balls and squeaky toys. As he got older, he slowed down a lot until what he mostly did was have naps. But Sara loved them both and she had a dream.

She loved her pets so much that she told everybody that she was going to be an animal doctor when she grew up—a veterinarian. When she told her teacher about her plan, her teacher replied, "Oh, Sara. How do you know what you want to do? You are too young to know now. You need to think about all the other things you can do when you grow up."

Sara's parents worked in jobs helping poor people. They moved around a lot and didn't make a lot of money. But they liked doing the work they did. Whenever they moved, Button and Zipper came along. As Sara got older, her dream about being a veterinarian stayed with her.

In high school, one of her teachers asked the class to write a story about what they wanted to do when they finished school. Sara wrote a long story about becoming an animal doctor, adding details about the animal hospital she would have. She had thought about what town she would live in and the people who would help her take care of the sick animals. She drew a picture of the number of rooms there would be in the hospital—where she would examine the animals and where she would store her medical supplies and animal food. In her plan, she also drew what the kennels would look like where the animals would stay overnight while getting healthy.

When she got her story back from the teacher, there was a big fat fail mark on it, printed in red felt pen. The teacher asked Sara to come and see him after school. When Sara saw her teacher, she asked, "Why did I get a failing mark on this paper? I worked so hard on getting it right. And, it is my dream. It's the only thing I've ever wanted to do."

The teacher explained that the dream wasn't realistic. He said, "Your parents do not have money to send you to medical school for seven years. It is very expensive. And, then it costs a lot of money and time to build a clinic and establish a business. You should think about doing something else so you won't be disappointed." He added, "If you rewrite your story with a sensible dream, I will remark your paper."

Sara talked to her parents that night. Her mom hugged her and said, "It's up to you, honey. You have a strong dream. This is something you really want to do. You can rewrite your dream, or not. It's your decision."

Years later, a man brought his big old Labrador dog, Scouty, into a hospital clinic. Scouty was old and seemed to be going blind in one eye. The doctor came out to talk to the man. She said, "Mr. Taylor, is that you? It's me, Sara. You were one of my high school teachers.

Sara had kept her dream and found a way to pay for her University and medical training. She had her own animal clinic in a small town close to where her parents now lived. Sara looked at Scouty and said to Mr. Taylor, "I think I can help Scouty see better. I can operate on that eye tomorrow."

Mr. Taylor was grateful. "I can't believe this is your clinic, Sara. When I was your teacher, I didn't think you could become a veterinarian. And look at you now. I was wrong. You followed your dream and now you are living the life you dreamed about so long ago."

You can make your own choices about your career and the life you want to live. Don't let anyone steal your dreams. If you really want to do something, you will find a way to make those dreams happen.

4.2 Interview Your Mentor

Grades 3/4/5/6

(Group Activity)

Supplies

- ❑ Interview Your Mentor Worksheet
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will learn about their mentor's post-secondary and career goals.

What to Do

Note: Please use the full mentoring session

1. Give mentees the Interview Your Mentor Worksheet and tell them that they get to interview you.
2. Once mentors have answered all of the questions, mentees will have the opportunity to introduce their mentor to the group.
3. During the presentation, your mentee will present four important things about you such as your name, age, interesting fact and what you want or are planning to do in post-secondary education and work after high school.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

OR

Small Group Activity (Groups of 2 or 3 people)

1. Give mentees the Interview Your Mentor Worksheet and tell them that they get to interview their mentor.
2. After everyone has finished their interview, the mentees will introduce their mentor to their small group. (Split into groups of 2 or 3 mentoring pairs).
3. During the presentation, your mentee will present four important things about you, such as your name, age, interesting fact and what you want or are planning to do in post-secondary education and works afterwards.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Interview Questions

- What do you want to do for work when you finish high school?
- Why do you want to do this type of work?
- What kind of schooling would you have to take to do this type of work?
- Where would you have to go to school?
- Would you like to work outside of Canada? If so where?
- Do you have a job now? If yes, where? Do you like it? Why or why not?

Mentor's name: _____ Mentor's age: _____

What do you want to do for work when you finish high school?

_____

_____

Why do you want to do this type of work?

_____

_____

_____

What kind of schooling would you have to take to do this type of work?

_____

_____

Where would you have to go to school?

_____

_____

_____

Would you like to work outside of Canada? If so where?

_____

_____

Do you have a job now? If yes, where? Do you like it? Why or why not?

_____

_____

_____

_____

_____

Supplies

- ❑ Large sheet of paper
- ❑ Pen, Pencil or felt markers (water soluble)

What Mentees Will Learn

Mentees will learn about jobs that use various senses and parts of the body.

What to Do

1. Trace the shape of your mentee's body on a large sheet of paper.
2. Ask your mentee to name jobs where they would use their feet, their hands, their mouth, their eyes, their minds and their noses.
3. Mentor writes these jobs on the area of their paper body that uses these senses or parts.

   Examples

   - Hands: dishwasher, surgeon, dentist, musician, fire fighter
   - Feet: mail carrier, dancer, sports referee, truck driver
   - Mouth/Voice: singer, radio broadcaster, news reporter, teacher, chef (tastes)
   - Eyes: Lifeguard, detective, welder, printer, graphic designer, waiter
   - Complete Body: rig technician(oil and gas), structural steel ironworker, painter and decorator, athlete, warehouse person, roofer
   - Mind: physician (doctor), computer programmer, business owner, electrician, heavy equipment operator, scientist
   - Nose (smell): gas fitter, plumber, farmer, chef, gardener, police constable, baker
4. Discuss that for most jobs you will use your mind and your body to a certain extent every day!
5. Give the definition of work.

   Work: Physical or mental effort to complete a task.
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.

4.4 Subject That Job

Grade 5/6

Supplies

- ❑ Subject That Job Answer Sheet (found in the Activity bin)
- ❑ Pen or Pencil
- ❑ Computer with internet access and printer

What Mentees Will Learn

Learn about different categories of occupations and the jobs within them.

What to Do

1. Ask mentees to think of their favourite subjects in school.
2. Go to Occupational Profiles (**alis.alberta.ca/occinfo**) and use **Search by Subject**, then choose **School Subject**.
3. Click on your mentee's favourite subject and see all the possibilities for jobs related to that subject!
4. Go through the list and click on the jobs that seem interesting to your mentee. Read the duties and skim through the rest of the information. Make sure you also check out **Educational Requirements**.
5. Click on the Print Poster icon on favourite subjects and print the poster.
6. Then go through the jobs that are listed under your mentee's favorite subjects.
7. Once the activity is finished, ask the mentee a few questions from the list below regarding the activity.

   Questions

   - Are there any jobs that you learned about but still don't understand?
   - Give an example of a job you were not sure about and explain what you learned.
   - What jobs do you think you might like to do?
   - Do you know of anyone who works at one of these jobs?
8. After the activity, identify on your Mentor Activities Checklist which activity you completed.

4.5 Lego® Models

Grade 5/6

Supplies

- ❑ Lego® model (found in the Activity Bin)

What Mentees Will Learn

Mentees will learn about various occupations.

What to Do

1. Ask your mentee to pick one Lego® model from the bin.
2. Write down all the types of jobs needed to build this (car, plane or truck). For example, you may need the following: engineer to design it, autobody mechanic, plastic manufacture for parts, tool and die maker, machinist, entrepreneur to develop the products, project manager to make sure it gets built.
3. Let the mentee build the model. Offer help if requested.
4. Discuss how this product is used in today's world and all the jobs that are needed to operate, maintain and improve it.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

4.6 The Future Works

Grade 3/4/5/6

Supplies

- ❑ The Future Works Story
- ❑ Paper
- ❑ Coloured markers
- ❑ Magazines
- ❑ Construction paper
- ❑ Scissors
- ❑ Glue
- ❑ Craft supplies for visual (diorama) display shoe boxes (for diorama)

What Mentees Will Learn

Using their creativity and imagination, mentees will discover how the work environment of the future will be different than it is today.

What to Do

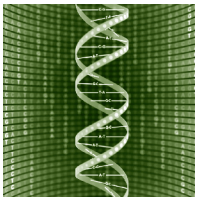
Note: This activity may take two sessions.

1. Read *The Future Works Story* with your mentee.
2. Review the pictures.
3. You and your mentee will build a diorama of a futuristic work environment they would like to work in (develop a visual).
4. Have mentees select a category of work from the following options:
   - Medical/Health
   - Transportation
   - Education (School/Learning)
   - Natural and Applied Sciences
   - Business/Administration
   - Sports/Recreation
   - Entertainment
   - Other Technologies such as robotics
   - Trades
5. Once mentees have finished their visual, have them write a story to describe how people are working in the selected category.
6. After the activity, identify on your Mentor Activities Checklist which activity you completed.

The Future Works Story

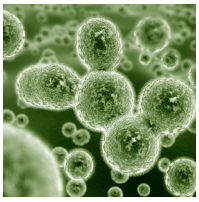
Imagine it is 2030 and the world is a new and exciting place. Your robot companion wakes you up and hands you your breakfast. It's a pill that will feed you not only breakfast, but lunch and dinner too, as real food isn't really used anymore. After you shower and get dressed, your robot companion helps you put on your coat and you head out to the nearest teleporter station, you can get to work in an instant.

So, what job will the teleporter take you to? Here are a couple of examples:



Gene or DNA Screener

In the future, a genetic screen could be as common as a going to the doctor for a check up. In an instant you could know what medical conditions you may get and how to prevent them. Will you be a doctor of the future?



Quarantine Enforcer

If a deadly germ, bacteria or virus starts spreading rapidly, someone will have to guard the community and keep the people safe from getting sick. Will this person be you?

Teleport Specialist

Imagine walking to a teleport station at the end of the block, dematerializing and reappearing at work. Someone will have to build and maintain the teleport stations. Could it be you?

Robot Mechanic

Eventually we will be able to buy robotic personal assistants or companions. These robots will need repairs and maintenance check-ups. Do you want to fix robots?

Animal Guardian

We will need special people to represent animal interests and protect them. Do you want to be an animal guardian?

Dirigible Pilot

Dirigibles are aircrafts that are cheap to operate, don't require runways for take-off or landing, and can stop in mid-air to drop off passengers or deliver things. We'll need pilots in the future to fly them. Do you want to fly a dirigible?

Hollywood Holographer

Holography will be the 3D movies of the future and we'll need people to make them. Do you want to be a holograph producer?

Space Tour Guide

Soon we'll be taking trips to space for fun and people will need someone to show them around. Do you want to be a space guide?

Adapted from **www.forbes.com** website.

4.7 Words Make My Future (Group Activity) Grade 5/6

Supplies

- ❑ Matching Cards (Picture/Definition) (found in the Activity Bin)
- ❑ Words Make My Future Answer Sheet
- ❑ Scissors
- ❑ Pen

What Mentees Will Learn

Mentees will learn common words used in the world of careers and education.

What to Do

1. Go to the activity bin and pull out the 'Words Make My Future Activity'.
2. Lay out all the picture/words and ask your mentee if they know what any of the career or education words mean.
   - If they do, talk about their answer to see if it is correct.
   - If they do not, tell them the answer and discuss it with them so that they understand what it means.
3. Ask your mentee to match the picture/word with the definition.
4. As your mentee goes through the definitions, talk about the terms and ask questions.
   - Have you ever been on a college or university campus?
   - Have you seen or made a scrapbook? A scrapbook is similar to a portfolio.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Education Word	Definition
Secondary Education	junior and senior high school
Post-secondary Education	any education or training after high school
Apprenticeship	learning that combines on-the-job training and in-school training--on-the-job is about 80% of the time and in-school is about 20% of the time
Student Funding	student loans, bursaries and grants from the government that help you pay for your post-secondary education
Tuition	the money you pay to go to post-secondary school
Career	the sum total of your life's experience—schooling, hobbies, paid and unpaid work (volunteering), and extracurricular activities (sports, music, art)
Career Planning	thinking about and deciding what you want to do for a living
Education Planning	planning for a career requires you to spend time exploring your learning and training options
Employee	a person who works for a company or organization
Employer	the person who hires and pays the employee—the employee works for the employer
Learning Styles	Three styles of learning: with our hands (tactile), eyes (visual) or ears (auditory)
Resumé	a document that summarizes a person's schooling, jobs, skills and interests; people use them to tell employers about themselves in order to get a job
Interview	a meeting between a person and an employer where the person answers questions to see if they are right for the job
Portfolio	samples of a person's work. A student portfolio could include schoolwork, drawings, report cards, photos or mementos
Scholarships	monetary awards based on academic merit or excellence in a specific area of study or discipline: athletics, music, volunteerism, etc. Free money!
Skill	something that a person can do well (listening skills, organizational skills, etc.)
Occupation	a group of similar jobs with similar characteristics found in various industries or organizations
Study Skills	strategies and methods of purposeful learning that usually centres around reading and writing
Job	a clearly defined working relationship between a specific individual and an employer to complete a defined series of tasks
Work	a set of activities with an intended set of outcomes

4.8 What Does That Person Do? (Group Activity)

Grade 5/6

Supplies

- ❑ Books or a computer with Internet access
- ❑ Occupation List
- ❑ Occupation Research Worksheet
- ❑ Pen

What Mentees Will Learn

Mentees will learn about various occupations they can choose and about jobs with unusual names.

What to Do

1. **Note:** This activity will take two sessions to complete, 1st session as the Mentoring pair, 2nd session in a group for presentations. Mentees prepare their presentation the first week and present the information the following week.
2. Explain to Mentee what is a job and an occupation.

   Definitions: *Job: a place where a person works for a specific employer*

   Occupation: a group of similar jobs.

First session

1. Ask mentees to choose an occupation they are interested in from the Occupation List.
2. Work with your mentee to fill out the Occupation Research Worksheet. You will need access to a computer. Go to **alis.alberta.ca/occinfo**.
3. After mentees have filled out the worksheet, use Google images to find a picture of a person in this occupation.
4. Help mentees prepare a presentation on their chosen occupation.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Second session (This is a group activity where all the mentees present their occupations.)

1. Before the mentees introduce their occupation to the group, they can show a picture of a person working in the job and have the group guess the name of the occupation.
2. Mentees present their findings of their research on an occupation.
3. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Occupation	Description
Actuary	predict and monitor if future events are going to happen
Apiarist	beekeeper
Arborist	plant and take care of trees
Barrister	lawyer
Bellhop	help guests to their rooms, carry guests bags
Blaster	breaks up rock by using explosives
Cardiologist	doctor who treats heart problems
Caterer	prepares food for events
Chauffer	drives people from place to place
Cosmetician	sells makeup to people and tells them how to use it
Critic	reviews and comments on books, food, movies, etc.
Demographer	studies groups of people and looks at numbers, ages and growth
Dental Assistant	help's the dentist work on people's teeth
Denturist	makes false teeth for people
Ecologist	studies the environment and the living things in it
Electrician	installs and repairs electrical systems such as lights
Entomologist	study bugs as well as plan and run various bug related programs
Firefighter	puts out fires and protects people from the dangers of fire
Floral Designer	create floral arrangements as well as sell and care for flowers
Food Scientist	studies what food is made of
Gemologist	studies and indentifies various precious and semi-precious stones e.g. diamonds
Geologist	studies the earth's crust and help to develop resources from it e.g. oil and gas
Glazier	cuts and installs glass to make windows, glass doors and other glass or mirror products
Hairstylist	Cuts, styles, colors and perms people's hair
Historian	researches history
Hydrologist	studies water on earth
Illustrator	draws pictures
Interior Decorator	decorates homes or work places
Interpreter	translates language including sign language
Ironworker	works with steel and metals to build buildings, bridges, etc.
Jeweler	makes and repairs jewelry
Landscape Gardener	designs and installs gardens, lawns, parks, etc,

Law Enforcement Officer	enforces the law, apprehends criminals, assists victims of crime, promotes traffic safety, etc.
Librarian	helps people find books and makes sure the library has books people are looking for
Locksmith	installs and repairs locks, makes keys and may install security systems
Makeup Artist	applies makeup for performers on stage, TV and in photos
Massage Therapist	gives massages to people
Meteorologist	studies and predicts the weather
Nail Technician	cleans, shapes and paints finger and toe nails
Nanny	takes care of children in private homes
Oceanographer	studies the ocean and everything in it
Office Equipment Technician	Fixes office equipment such as fax machines, photocopiers and printers
Optical Technician	Makes, puts together and fixes eyewear
Optometrist	an eye doctor who examines people's eyes and prescribes treatment
Paramedic (Emergency Medical Responder)	provides pre-hospital emergency medical care and transportation for the sick and injured
Park Warden	responsible for the public safety and law enforcement in Canada's national parks
Pediatrician	a doctor for children
Pharmacist	provides medical drugs prescribed by a doctor and promotes healthy living
Podiatrist	a foot doctor
Public Health Inspector	educates the public and enforces health rules
Railway Car Technician	inspects and fixes passenger and freight railway cars
Recording/Sound Engineer	use equipment to alter or record sound e.g. record a song
Refuse Collector	garbage collector
Reporter	gathers information and writes articles for print, radio or television
Rig Technician	operates oil and gas drilling rigs
Sculptor	creates art out of clay, wood, metal, stone, sound or virtual reality
Set Designer	designs sets for plays, TV and movies
Sheet Metal Worker	designs, creates and installs sheet metal products e.g. heating vents
Swine Technician	involved in all areas of hog (pigs) production, or may be involved in caring for and breeding hogs at a certain stage
Telemarketer	calls people to sell products or services, ask for donations or conduct surveys
Theatre Director	in charge of creating of a play
Tool and Die maker	builds and repairs special tools used for manufacturing (making) stuff
Turfgrass Management Specialist	maintains, manages and designs grass landscapes
Upholsterer	covers furniture with fabric or leather

Vending Machine Route Worker	fills, cleans and maintains vending machines
Veterinarian	animal doctor
Visual Merchandiser	creates displays that capture peoples attention
Water Well Driller	drills to find water for homes and businesses
Web Designer	creates websites

Occupation Research Worksheet

Occupation name:

_____

Why do we need this occupation?

_____

_____

_____

_____

Where would people in this occupation work?

_____

_____

_____

_____

What are some related jobs found in this occupation category?
(Visit *OCCinfo* at **www.alis.alberta.ca/occinfo**)

_____

_____

_____

_____

What type of activities would people do who are employed in this occupation?

_____

_____

When do they work? (e.g. mornings, days, weekends, night shifts, etc.)

What kind of school or training is needed to work in this occupation?
(Visit *EDinfo* at **www.alis.alberta.ca/edinfo**)

What school subjects relate to this occupation?
(Visit *OCCinfo* at **www.alis.alberta.ca/occinfo**)

How much money do people make in this occupation?
(Visit *WAGEinfo* at **www.alis.alberta.ca/wageinfo**)

4.9 Movie Stars

Grade 3/4/5/6

Supplies

- ❑ Computer (PowerPoint)
- ❑ Paper, pen

What Mentees Will Learn

Mentees will write about and draw themselves in a "movie" or slide show using PowerPoint to develop their technical skills.

What to Do

Note: This activity may take two sessions to complete.

Mentees in Grade 3/4

1. Ask mentees to choose a job that they might like to do and tell them that you are going to help them use PowerPoint to develop a story (4 to 6 slides maximum) about it.
2. Since mentees may not have used PowerPoint before, you may have to take the lead on this activity and demonstrate and explain how to use PowerPoint.

   Note: If mentees are unfamiliar with PowerPoint, they could do this activity in a comic book style by dividing a piece of paper in four to six squares and using each square as if it were a slide in a PowerPoint.

   Ask mentees to think about the following for their story:

   - Characters – names, appearance, personality
   - Location(s)
   - Time periods – now, in the past, in the future
   - Plot – what will happen in the story?
   - Sequence – in what order should things happen?
3. Once mentees have a general idea of their movie storyline, you can help them put text in the speaker's notes and add pictures or graphics to the slides.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Mentees in Grade 5/6

1. Ask mentees to choose a job they might like to do and tell them that they are going to develop a movie about the two of you that incorporates that job.
2. Ask mentees to create a brief outline that will include the following for their story:
   - Characters – names, appearance, personality
   - Location(s)
   - Time periods – now, in the past, in the future
   - Plot – what will happen in the story?
   - Sequence – in what order should things happen?
3. Using PowerPoint, have your mentee create a movie by
   - writing the storyline in the speaker notes.
   - inserting clip art or pictures from Google images
   - adding text within the slides.
4. On the lines next to the filmstrip, help your mentee write the storyline for each picture. (If mentees are having trouble, you could take turns writing sentences or they could dictate and you could write).
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

4.10 Match This (Group Activity) Grade 3/4/5/6

Supplies

- ❑ Occupation Names (Found in the Activity bin)
- ❑ Tool Cards (Found in the Activity bin)
- ❑ Double-sided tape
- ❑ Occupations Answer Sheet

What Mentees Will Learn

Mentees will learn about the tools people use to do their jobs.

What to Do

1. Mentors will put the Occupation Names and related pictures on the walls around the room.
2. Give each mentee a handful of tool cards.
3. Mentees will walk around the room and attach the correct tools to the associated occupation.
4. When completed, the mentors will take turns talking about the daily activity of each occupation and how they would use these tools in that occupation, what type post-secondary education they would need or career path they can take to do this or similar work. (30 seconds to a minute each occupation, see bin pouch for answer sheet)

OR

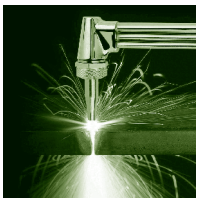
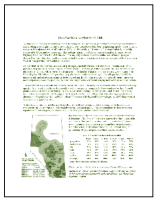
Ask the group the following questions:

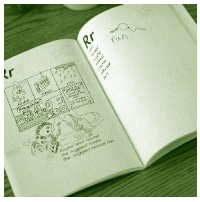
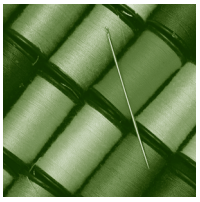
- How do you think this tool is used in the job?
- Would it be hard work using this tool?
- Where would people in this job be working? (inside/outside, in laboratory, in factory, etc.)
- What type of post-secondary education would they need to do this job?

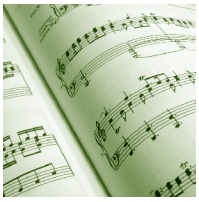
Then confirm the answers and give a brief description of the jobs.

5. For any incorrect tools placed under the occupations, ask the group of mentees, "Under which occupation do you think this tool goes?"
6. After the mentees correctly identify the correct occupation, ask a mentee to place the tool under the right occupation.
7. Mentors will continue through each occupation in a similar process.
8. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Note: dependent on how large the mentoring group is, you can use only 8 occupations or as many as needed to do the activity. Make sure the right tools used if you reduce the number of occupations used.

Welder	 Torch	Overalls	Helmet
Cook	Stove	Spatula	Whisk
Farmer	Combine	 Crop Report	Field
Florist	Flowers	Vase	Watering can
Landscape Gardener	Lawnmower	Pruning Shears	Hose
Accountant	Calculator	Excel Spreadsheets	Pencil

Dental Hygienist	Floss	Mouth Mirror	Pick
Teacher	Dry Eraser Board	Textbooks	 Workbook
Seamstress	 Thread	Sewing Machine	Pin Cushion
Photographer	Camera	Lighting	Tri-pod
Hockey Referee	Whistle	Stripped Uniform	Skates
Radio Broadcaster (DJ)	Turntable	CDS	Headphones

Scientist	Microscope	Lab Coat	Gloves
Musician	Guitar Sheet	 Music	Microphone
Doctor	Stethoscope	Thermometer	Surgical mask
Web Master	Computer codes	Head Set	Computer

4.11 Wear That Uniform

Grade 3/4

Supplies

- ❑ Art Supplies
- ❑ Scissors
- ❑ Craft supplies (yarn, ribbons, etc.)
- ❑ Glue
- ❑ Paper (large sheet)

What Mentees Will Learn

Mentees will explore various occupations by creating a uniform.

What to Do

1. Brainstorm various occupations in which people wear a uniform.
2. Ask mentees the following questions:
    - Do you know anyone who wears a uniform in his or her job?
    - In which occupations do people wear uniforms?
    - Why do they wear uniforms?

      Possible answers
        - To identity what type of work they do.
        - to protect themselves from germs, water, heat or fire
        - to protect themselves from the weather
        - to protect themselves from laser beam and ultraviolet light rays, X-rays, and other hazards of the job
    - Would you like to wear a uniform? Why or why not?
        - If yes, what type of uniform?
3. Have mentees design or draw a uniform that they would wear for a job they would enjoy.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

5. What is Right for Me?

5.1 The Lemonade Stand

Grade 5/6

Supplies

- ❑ Lemonade Stand Worksheet
- ❑ Cheat Sheet on costs
- ❑ Construction paper
- ❑ Markers, felts, crayons

What Mentees Will Learn

Mentees will plan, set goals and learn what it's like to be an entrepreneur and run a business.

What to Do

1. Ask mentees to brainstorm ideas for running their own business, such as babysitting, shoveling snow, walking dogs or cleaning yards/homes.
2. Have mentees fill out the Lemonade Stand Worksheet.
3. If mentees would like, they can make signs and flyers to advertise their business, and take them home to use. Also, if they decide to make a lemonade stand at home, they can tear away the bottom half of the worksheet to keep track of their costs and profit. They can show you the completed worksheet at your next mentoring session.
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Outcome

The concept of entrepreneur (own/operate their own business) should be introduced during this activity. Mentees will learn they can run their own business when they get older and that people often go to post-secondary schools to learn how to start and operate their own or someone else's business.

Selling lemonade can be a great way to learn about owning a small business. Answering the questions below will help you develop a plan for running the business.

What equipment and supplies will you need?

_____

_____

_____

_____

Will you have partners or employees?

_____

_____

_____

_____

What will be the cost to start the business?

Lemonade Stand $ _____

Lemonade Mix $ _____

Cups and Jug $ _____

Advertisement $ _____

Other Expenses $ _____

Total Cost **$** _____

How much will you charge for the lemonade?

_____ for a glass

_____ for a jug

How much money will you need to make change? How much for each type of coins will you want to have?

_____ Pennies _____ Nickels _____ Dimes

_____ Quarters _____ Loonies _____ Toonies

What will you do with any leftover lemonade?

_____

_____

_____

If you have partners or employees, how will the money be divided?

_____

_____

_____

To determine your profits, complete the following at the end of each day.

Total Money in Cash Box $ _____

Expenses (minus –) $ _____

Change You Started With (minus –) $ _____

Profit **$** _____

Make signs and flyers to advertise your business.

Examples on Costs

$0.79 for 1 can of concentrated lemonade

$2.00 for 50 cups per bag plastics cups

$7.00 for a plastic jug

$5.00 for a bag of lemons (five per bag)

$10.00 for a 5-kg bag of sugar

This activity was adapted from *Making Connections: K-8 Worksite Learning Activity Packet*, Amy Graver, 2000.

5.2 The Scrapbook of Possibilities

Grade 3/4/5/6

Supplies

- ❑ Blank Sheet of paper (large if possible)
- ❑ Magazines
- ❑ Construction paper
- ❑ Blank paper
- ❑ Tape
- ❑ Glue

What Mentees Will Learn

Mentees will look at occupations they may be interested in and learn about each in more detail.

What to Do

1. Have mentees draw or cut pictures from a magazine of people working in an occupation they are interested in.
2. Glue these onto a piece of paper.
3. Next to the picture, have them write what the job tasks are.
4. Using coloured paper, have them draw and cut out objects related to the job or occupation. For example, if your mentee wants to be a hockey player, he or she can cut out a hockey stick, skates, helmet, etc. Glue these onto the piece of paper.
5. After the activity, identify on your Mentor Activities Checklist which activity you completed.

This activity was adapted from *Making Connections: K-8 Worksite Learning Activity Packet*, Amy Graver, 2000.

5.3 What Do You Really Do? (Group Activity) Grade 5/6

Supplies

- ❑ Occupational props
- ❑ Paper
- ❑ Markers, pens, crayons
- ❑ Interview Worksheet
- ❑ Response to Interview Worksheet

What Mentees Will Learn

Mentees will be exposed to various occupations and learn what jobs they would like and why.

What to Do

1. Explain to your mentee what is a job and an occupation.

   Definitions: *Job: a place where a person works for a specific employer*

   Occupation: a group of similar jobs.

2. Each mentor needs to research an occupation and pretend to be a person who works at a job within that occupation. Ask Mentors to take on a character to make it fun and interesting. Taking on a character could include bringing props to make the occupation more real and interesting (if available).

   Note: Mentors should have copies of the OCCinfo profile from (**alis.alberta.ca/occinfo**) for the occupation they are representing.

3. For ideas about occupations, refer to the Occupations List (*4.8 What Does That Person Do*) or ask the mentees a week or two before the activity for their preferred occupations.

4. Mentors should arrange themselves around the room at different tables or desks, with signs that advertise what occupation they represent. Mentees should all have copies of the Interview Worksheet and choose two occupations that they want to learn more about from the mentors.

   Note: You may need to copy more Interview Worksheets.

5. Give the mentees 5 -10 minutes per interview to go to the table or desk where their preferred occupation is featured and interview the mentor there. Have them fill out their Interview Worksheet.

6. After the interviews, mentees should get together with their mentor and answer the Response to Interview Worksheet.

7. After the activity, identify on your Mentor Activities Checklist which activity you completed.

   Note: If your mentee wasn't interested in any of the occupations after the occupational interviews, try Activity 4.4 or 4.6 to generate occupation ideas for them.

Name: _____ Job Title: _____

Where are you employed? _____

1. What steps, including post-secondary studies, have you taken to prepare for this job?

_____

_____

_____

2. What are your job responsibilities?

_____

_____

_____

3. What do you do on a typical day?

_____

_____

_____

4. What are the positive aspects of your job?

_____

_____

_____

5. What are the negative aspects of your job?

_____

_____

_____

6. What suggestions would you give to those who are interested in this job?

_____

_____

_____

List the occupations (jobs) you explored in your interviews.

Which occupation was the most interesting to you? Why?

Which occupation was the least appealing to you? Why?

Which occupation fits your personality the best? Why?

Are you interested in pursuing this occupation?

If you are interested in this occupation, what steps can you take to prepare for this career?

_____

_____

_____

If the occupations you investigated are not interesting to you after the interviews, what occupation would you like to explore?

_____

_____

_____

5.4 Where Should I Work?

Grade 5/6

Supplies

- ❑ Where Should I Work? Worksheet
- ❑ Follow-up Questions Worksheet
- ❑ Pen, pencil

What Mentees Will Learn

Mentees will select an appropriate work environment for their personality.

What to Do

1. Ask mentees to read the statements on the Where Should I Work Worksheet, and check all the work settings and conditions they would like in a job.
2. After mentees have completed the two checklists, have them answer the following questions on the Follow-up Questions Worksheet:
   - List the five most important things you checked in the checklists.
   - What is the same about the things you checked?
   - List some jobs that have the things you checked in them.
3. After the activity, identify on your Mentor Activities Checklist which activity you completed.

1. Work setting

I would enjoy work that is/is done

Outdoors	Driving	In the city	Underground
Indoors	Operating equipment	Walking and moving	In a quiet place
In the home	Creative	Small spaces	Where there is music
Sitting down	Repeating the same activity over and over	In an office	A noisy place
Standing up	High in the air	At a desk	In a big open place

2. Conditions

I would enjoy working

Alone	By creating and using new ideas	In physical labour	In uniform
With adults	In a technical-related area	With many duties	In casual clothes
With children	In a medical-related area	With few duties	Where I report to a boss
On a computer	In a nature-related area	With set deadlines	Where I do not report to a boss
By helping others	Flexible hours	With flexible deadlines	With power tools
With numbers	Set (specific) hours	Monday to Friday	With a partner
With machines	With hand tools	Weekends and evenings	With a team

List the five most important things that you want in a job that you checked in the Work Setting and Conditions checklists.

1. _____

2. _____

3. _____

4. _____

5. _____

What is the same about the things you checked?

_____

_____

_____

_____

_____

List some jobs that have the things you checked on your worksheet in them.

_____

_____

_____

_____

_____

_____

This activity was adapted from *Making Connections: K-8 Worksite Learning Activity Packet*, Amy Graver, 2000.

5.5 Career Clips (Video clips on ALIS website)

Grade 3/4/5/6

Supplies

- ❑ Computer with Internet access
- ❑ Video Questions Worksheet
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will learn about various jobs and what it is like to work in them.

What to Do

1. Let your mentee choose a career video clips to watch on the ALIS website at **www.alis.alberta.ca/video**
2. Discuss the video and complete the Videos Question Worksheet.
3. Ask the following questions:
   - Is the job what you expected? Why or why not?
   - Are you still interested in this type of work? Why or why not?
   - What would be your favourite part of the job?
   - What would be your least favourite part of the job?
   - What kind of training do you think you'd need to get this type of job?
   - Do you know anyone who has this job? Who?
4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Note: You can also watch the Youth Career Refection or Hobby Videos on the Learning Clicks CD-Rom or on ALIS (check the bin for copies) **www.alis.alberta.ca/youthreflections**

1. Is the job what you expected? Why or why not?

2. Are you still interested in this type of work? Why or why not?

3. What would be your favourite part of the job?

4. What would be your least favourite part of the job?

5. What kind of training do you think you'd need to get this type of job?

6. Do you know anyone who has this job? Who?

6. How Do I Get There?

6.1 My Summary Sheet

Grade 3/4/5/6

Supplies

- ❑ My Summary Sheet
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will have an opportunity to look back at all they have accomplished over the course of the program and highlight their interests, strengths, values and goals they may have done.

What to Do

1. Look over the 'My Summary Sheet' and discuss with your mentee all the activities you have completed over the course of the program.
2. Fill in all the petals that you have completed activities for or have mentees just complete all the petals.

   For example,

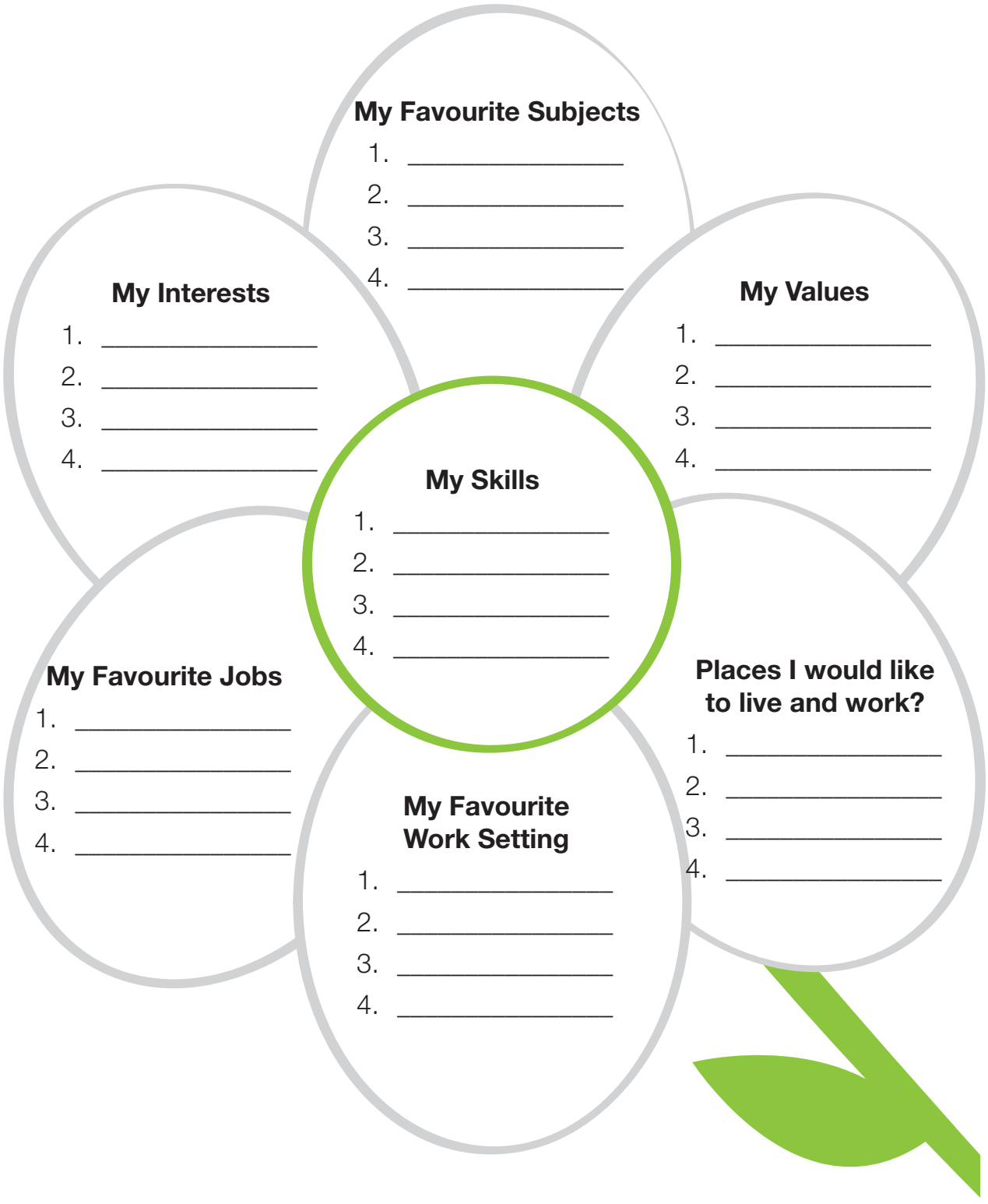
   - My Favourite Subjects – Activities: 3.4, 5.2
   - My Values – Activity: 3.11
   - My Interests – Activities: 3.3, 3.4, 3.8
   - My Favourite Jobs – Activities: 1.5, 3.4, Section 4, 5.1, 5.2, 5.5
   - My Skills – Activities: 1.2, 1.5, 1.6, 3.1, 3.2, 3.5, 3.14, 4.10
   - My Favourite Work Setting – Activity: 5.4
   - Places I would like to live/work – Activities: 3.13, 4.1

3. Celebrate all that you and your mentee have accomplished together!

4. After the activity, identify on your Mentor Activities Checklist which activity you completed.

This activity was adapted from *What Color is Your Parachute? Workbook*, Richard Nelson Bolles, 2005.

Name: _____ Date: _____


My Favourite Subjects
1. _____
2. _____
3. _____
4. _____
My Interests
1. _____
2. _____
3. _____
4. _____
My Values
1. _____
2. _____
3. _____
4. _____
My Skills
1. _____
2. _____
3. _____
4. _____
My Favourite Jobs
1. _____
2. _____
3. _____
4. _____
Places I would like to live and work?
1. _____
2. _____
3. _____
4. _____
My Favourite Work Setting
1. _____
2. _____
3. _____
4. _____

6.2 My Action Plan

Grade 5/6

Supplies

- ❑ My Action Plan Worksheet
- ❑ Pen or pencil

What Mentees Will Learn

Mentees will learn how to set goals and plan for the future.

What to Do

1. Help mentees think of three goals they would like to accomplish. They can be short term (studying for a test) or long term (planning to go to college).
2. Fill out 'My three goals' on the My Action Plan Worksheet.
3. Help mentees think of three to five steps they will take to achieve each goal and fill in the chart.
4. Ask mentees to think of ways they will know they have reached their goal. Brainstorm together.
5. Complete the 'I will review my progress and reach my goal by' date column.
6. Ask mentee's to sign the form and give them a high five!
7. After the activity, identify on your Mentor Activities Checklist which activity you completed.

Example:

My goal
I will complete my homework.

If your mentee struggles with writing, you could discuss the goals verbally and have the mentee answer verbally while Mentor writes the answers.

My action plan
I will take these steps to achieve my goal:

- write down or listen for the homework assignments
- take my books, binders, and pen or pencil home
- have a special place to do my homework
- pack my finished homework, books, and binders in my backpack and place by the door so that I won't forget them
- hand in my homework
- share in class when reviewing the homework.

I will know I have reached my goal when:

I know the answers in class and get better marks.

I will evaluate my progress and reach my goal by:

Two weeks from now then review and set a new target date if need to.

My three goals	Steps I will take to achieve my goal	I will know I have reached my goal when	I will review my progress and reach my goal by (date)
1.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____		
2.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____		
3.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____		

I am committed to this plan of action.

_____ _____

Mentee Signature Date

_____ _____

Mentor Signature Date

Appendix

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

Activity Follow Up Evaluations

Mentee Name: _____

Mentor Name: _____ Date: _____

What activity did you do today? _____

On a scale of 1-5, how would you rate the activity?

- ❑ 1. Really Fun
- ❑ 2. Somewhat fun
- ❑ 3. Unsure
- ❑ 4. Somewhat Boring
- ❑ 5. Really Boring

On a scale of 1-4, how much did you learn from the activity?

- ❑ 1. Learned something new
- ❑ 2. Confirmed what I knew
- ❑ 3. Unsure
- ❑ 4. Learned nothing

If you did learn something today or really enjoyed the activity, describe why or what here.

_____

_____

This Mentoring Activity Book provides fun and engaging activities to assist mentees in discovering:

- their interests and talents
- how they learn best
- possible career pathways
- learning after high school
- how to make decisions and start planning