



Mentor Toolkit

scholarships,
mentors
& hope

WELCOME TO



Log in Mentor

Log in Mentee

IMPACT
through
innovation

Welcome to Take Stock in Children

ABOUT US

Take Stock in Children was established in Florida in 1995 as a 501(c) 3 nonprofit organization that provides a unique opportunity for low-income and at-risk students to help them end the cycle of poverty through education. We offer our students college scholarships, caring volunteer mentors from the community, and hope for a better future. Our comprehensive services start in middle school, continue through high school, and provide support in attaining a post-secondary degree.

Take Stock in Children works because of the holistic approach in providing students with advocacy, volunteer mentorship, and scholarship dollars toward their post-secondary education. This success is the result of a unique public-private partnership of private citizens, state government, businesses, school systems, social service agencies, and civic and religious organizations. **Take Stock in Children** is proud to serve thousands of students in all of Florida's counties.





For additional mentor resources and
to access an electronic version
of the Mentor Toolkit,
please visit our website at
takestockinchildren.org

Welcome Take Stock Mentor.

Thank you for offering your time, talent, and support to a Take Stock student, by serving as a **Take Stock in Children** Mentor. **Take Stock in Children** has a longstanding proven record of helping Florida's academically qualified economically disadvantaged students graduate from high school, complete their postsecondary education, and achieve degree attainment. As a **Take Stock in Children** mentor, you are a vital part of an extraordinarily successful program that offers these young people real hope for their future.

You have chosen to make a difference in the life of a child. The volunteer commitment you have made to these students and your direct involvement with your student will shape their aspirations and help them realize their educational goals. Every **Take Stock in Children** scholar is a distinct individual with unique qualities, gifts, and needs. Every **Take Stock in Children** mentor likewise brings their own particular blend of knowledge, resulting in a unique mentoring relationship.

Take Stock in Children has developed this Mentor Toolkit to make it easier for you to guide your student on their path to postsecondary education. This toolkit consists of practical, enjoyable activities that you can easily implement to promote your student's success virtually, in school and in life. The activities are based on the best practices and findings of interviews and focused discussions conducted with educators, university personnel, and experts in the fields of mentoring and education.

The Mentor Toolkit includes grade-level activities designed to be completed within one mentoring session with the student. Each activity provides an objective, a list of materials needed, instructions, and space for written responses. The innovative activities are presented logically and sequential; however, you may choose to select activities randomly as your student's needs or interests arise. Students will be encouraged to explore their strengths and limitations and will be guided through the full range of skills and information needed to pursue career goals. You are encouraged to review each section with your student and decide where to start.

Take Stock has enhanced its mentoring opportunities to allow virtual mentoring through the Take Stock App. This innovation was created to enhance mentor and mentee communications and further student success throughout the Take Stock program. The Take Stock App provides an option to conduct mentoring sessions virtually in a safe and secure platform that provides a built-in keyword alert and monitoring systems. Mentors can use the mentoring features on the App to "Text Chat" and "Video Chat" with their mentees (See Table of Contents). Mentoring virtually through the Take Stock App has been positively received by parents, active mentors, and students because of the security and flexibility it provides for mentors to coordinate and conduct sessions from any location with internet access.

Please remember that your primary task as a mentor is to meet regularly with your student to help prepare them for college, career, and life. Students should be encouraged, but not forced, to talk about such things as preparing for college, planning for a career, and developing life skills. The two most important things mentors can do for their students are listening to them and encouraging them to succeed.

Mentors are at the heart of **Take Stock in Children's** success! Take Stock depends greatly on mentors to help our students achieve academic success and fulfill their dreams. Like your student, you will receive support and encouragement every step of the way. If you ever have a question, please do not hesitate to contact your **Take Stock in Children** staff.

*Thank you for being a **Take Stock in Children** mentor.*



The Mentor Toolkit



**Take
Stock**
in Children®

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Section 1

PERSONAL GROWTH AND LIFE SKILLS

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» When mentors and students share their interests, values, and personal experiences, they begin to forge a bond of mutual trust and respect. **Your goal as a mentor** is to guide, support, and empower your student as they begin to understand how their goals, interests, values, and experiences affect their future academic success.

» **exploring personal interests,** Activities 1-5

These activities will enable you to learn more about your student by helping them identify their interests, their opinions on a wide range of topics, and their likes and dislikes. As you complete these activities, you will have many opportunities to share your experiences and opinions with your student.

» **setting realistic goals,** Activities 6-9

This group of activities is intended to enable your student to establish realistic short- and long-term goals. It is very easy for students to set long-term goals, but too often they lose sight of the fact that achieving short-term goals is the pathway to attaining the long-term ones.

» **building positive values,** Activities 10-17

This set of activities is designed to focus your student's attention on the positive values that will make them successful and happy in life. Young people need to learn the basic principles of personal and social responsibility, the tactics of emotional control, and the importance of personal integrity to ensure greater success in school and in adult life.

» Resource List:

The following websites may help you continue to explore personal interests and values with your student:

viacharacter.org - free character strengths evaluation

kevan.org/johari The Johari Window tool allows individuals to draw on feedback from friends and family members in order to create a personality map

lifevaluesinventory.org Inventory assessment identifies student's values and provides tools to explore careers and educational majors aligned with each value (financial prosperity, concern for others, independence, etc)

actforyouth.net/youth_development/professionals/sel/ A website dedicated to youth empowerment, offering tools and resources for building student competency in the five components of social-emotional learning — self-awareness, self-management, social awareness, relationship skills, and responsible decision-making



exploring personal interests

HOT TOPICS

1

ACTIVITY



Learning Objective:

The student will engage in a meaningful conversation with an adult.



Materials Needed:

Copy of "Hot Topics" activity sheet, scissors, hat or basket



Instructions:

Select a comfortable place where you and your student can **engage** in conversation. **Cut** the conversation topics below into squares. Then **fold** each individual square so that the conversation topic cannot be seen. Alternating turns with your student, **select** one folded square at a time, **read** the topic, and share your response. Remember to encourage your student to express their opinions. From the responses you will **learn** much more about your student and they will appreciate knowing that an adult cares enough to ask their opinion.

If you could be the best in the world at something, what would you pick? Why?	Is it better to be a morning person or a night person?	What activity have you always wanted to try but never had the opportunity?	Is it better to be the oldest or youngest member of your family?
If your friends had to describe you in three words , what would they be?	If you could travel anywhere in the world, where would you go? Why?	If you won a million dollars tomorrow, what is the first thing you would do?	Describe your hero . What qualities do you admire most about this person? What three things are
Which three items would you take with you to a desert island?	Which color best describes your personality? Why?	What is the best tradition at your school? Why?	you most grateful for? Describe your
If you could meet any famous person , whom would you pick and why?	What is the best book you've ever read? Why would you recommend it?	If you could choose your own superpower , what would you pick?	dream job as a teenager? As an adult? Would you vote for
What emoji do you use most? Why?	If you were granted three wishes , what would they be?	Would you rather travel back in time or forward into the future ? Why?	year-round school ? Why or why not? If you were
If you had to give up your phone, your music, or the internet, what would you give up?	Would you rather go to a co-ed or single-sex school? Why?	If you could rid the world of one thing, what would it be?	invisible for one day, what would you do?



Were some of your student's opinions different from yours? Try to remember what your thoughts were on these topics at their age and always remember to keep an open mind. Try to **relate** to one or two topics shared by your student and **express** how you can understand their perspective.



exploring personal interests

A FEW OF MY FAVORITE THINGS

2

ACTIVITY



Learning Objective:

The student and mentor will identify and share their favorite things.



Materials Needed:

Two copies of "A Few of My Favorite Things" activity sheet, pen/pencil



Instructions:

Make two copies of this activity sheet. Give one to your student to complete while you complete your own. As you compare favorites, try to identify common interests. Try to find out why these things are your student's favorite and share why your favorites are what they are.

Book	.....
Song	.....
Movie	.....
TV Show	.....
Friend	.....
Color	.....
Season	.....
Movie Star	.....
Holiday	.....
Place to Be	.....
Thing to Do	.....
Car	.....
Toy/Game	.....
Sport to Play	.....
Sport to Watch	.....
Food	.....
Music	.....
Artist	.....



This activity is a great way to get to know each other a little more. You may find that you share some favorite things. Finding common ground will strengthen your relationship with your student. Based on your similarities, create a pretend outing or pretend dinner that you would both enjoy. Where would you go? What would you eat? What music would you play? Who would you invite?



Learning Objective:

The student will explore personal values, interests, and experiences.



Materials Needed:

Copy of "What Makes Me Tick?" activity sheet, pen/pencil



Instructions: Read the phrases aloud and ask your student to orally complete them with the first idea that comes to mind.

- » If I had a week-long vacation, I would...
- » On weekends, I wish my family would...
- » If I had \$10, I would...
- » I think my parents should...
- » The thing that scares me the most is...
- » People I like always...
- » I cry when...
- » I am afraid to...
- » I am happy when...
- » I am proud that I...
- » When I grow up, I want to be...
- » In my spare time I like to...
- » The most important quality in a family is...
- » I like people who...
- » Five years from now, I would like to...
- » I would like to travel to...
- » I would like to make a difference in the world by...
- » I am really good at...
- » I get angry when...
- » My friends think I am...
- » I am loneliest when...
- » In school, I do my best when...
- » I feel the most loved when...



Choose a response to a phrase discussed above that caught your attention and encourage your student to elaborate on their answer.

exploring personal interests

HIGHS AND LOWS

4

ACTIVITY



Learning Objective:

The student will use listening and speaking strategies to effectively communicate.



Materials Needed:

Copy of "Highs and Lows" activity sheet, scissors, pen/pencil



Instructions:

What does your student consider "success" and "failure"? What things do they fear the most? These questions are important because they allow you to see things from your student's perspective. **Cut** the phrases below into squares. Then **fold** each individual square so that the phrase cannot be seen. Alternating turns with your student, select one folded square at a time, read the phrase, and **discuss** it together. Remember to accentuate the positive aspects of each answer.

<i>My greatest</i> success	<i>My greatest academic</i> achievement
<i>Something I have done for which I am</i> proud	<i>Something I did not like</i> doing
<i>Something I</i> fear	<i>Something I would really like to</i> learn
<i>Something I did that</i> helped <i>someone</i>	<i>Something I did that took</i> courage
<i>Something I have learned from</i> failure	<i>The</i> funniest <i>thing I ever did</i>



Help your student recognize their strengths and skills. They might not appreciate how their unique strengths (bravery, honesty, kindness, etc.) contributed to their positive experiences.



Learning Objective:

The student will discover their personality type.



Materials Needed:

Copy of "It's All About Me" activity sheet, pen/pencil



Instructions:

Personal traits play a large role in the type of career your student may choose. Use this quiz to help your student **discover** what their personality types are and what careers may be suitable for them. At the end of the quiz, total the "yes" responses from each section. Whichever section has the most is the student's strongest personality type. If there is a tie between the types, that just expands their career options! Using these answers, think of the best ways to **encourage** your student to use their talents in school and in life.

	Yes	No
» Do you work well with your hands? (R)	___	___
» Do you like to be outdoors? (R)	___	___
» Do you enjoy working with tools? (R)	___	___
» Do you enjoy taking apart and reassembling mechanical things? (R)	___	___
» Do you enjoy working with plants or animals? (R)	___	___
» Would you prefer physical activity instead of working at a desk? (R)	___	___
» Do you like playing sports? (R)	___	___
» Is keeping in shape important to you? (R)	___	___
» Are you good at math, physical education, and crafts? (R)	___	___
» Are you good at following directions and diagrams to put things together? (R)	___	___
» If someone explains how to operate something, do you learn quickly? (R)	___	___
» Do you like to work with people as part of a team? (R)	___	___
» Do you understand things better when you see pictures and drawings instead of reading about them? (R)	___	___
Total "Yes"		___



exploring personal interests

continued **IT'S ALL ABOUT ME**

5

ACTIVITY

	Yes	No
» Do you enjoy working on puzzles? (I)	—	—
» Do you like to read books and magazines about science? (I)	—	—
» Are you usually curious about how things work? (I)	—	—
» Do you do better in math and science than other subjects? (I)	—	—
» Can you work on a problem a long time until you find the answer? (I)	—	—
» Do you enjoy helping other people with their problems? (I)	—	—
» Do you like to work alone? (I)	—	—
» Do you try to find better ways to do things? (I)	—	—
» When someone tells you that something is impossible do you want to try to find a way to do it? (I)	—	—
» Do you enjoy mystery stories? (I)	—	—
» Do you like finding out about new things? (I)	—	—
» Do you like working with numbers and charts? (I)	—	—
Total "Yes"		—
» Do you like to use your imagination? (A)	—	—
» Do you like to make up new ideas? (A)	—	—
» Are you good in art, music, or writing stories and poetry? (A)	—	—
» Are you a self-starter? (A)	—	—
» Do you like to try new things? (A)	—	—
» Can you communicate with people by doing something in music or art? (A)	—	—
» Do you like to see different people in different places? (A)	—	—



exploring personal interests

continued **IT'S ALL ABOUT ME**

5

ACTIVITY

	Yes	No
» Do you like to take ideas and make up songs, artwork, or stories about them? (A)	___	___
» Do you often decide things without looking at the facts? (A)	___	___
» Do you make pictures or words in your mind when others talk? (A)	___	___
» Do you enjoy working with others to brainstorm ideas? (A)	___	___
» Do you enjoy music and plays? (A)	___	___
Total "Yes" ___		
» Do you like to work with people? (S)	___	___
» Do you like doing volunteer work? (S)	___	___
» Do you like to make new friends? (S)	___	___
» Do your friends come to you with their problems? (S)	___	___
» Do you like to teach others how to do things? (S)	___	___
» Do you like to go to parties or have parties? (S)	___	___
» Do you like English and social studies? (S)	___	___
» Can you tell what people are really like? (S)	___	___
» Are you good at dealing with people older than you? (S)	___	___
» Do you enjoy being a member of clubs and participating in club activities? (S)	___	___
» Would you rather "do good" than make a lot of money? (S)	___	___
» Are you good at explaining things to people? (S)	___	___
» Do you like to work at jobs just for the fun of it, when no one knows you have done them? (S)	___	___
Total "Yes" ___		



exploring personal interests

continued **IT'S ALL ABOUT ME**

5

ACTIVITY

	Yes	No
» Do you like to discuss your perspective with other people? (E)	—	—
» Have you ever been elected to an office in a club? (E)	—	—
» Do you like to sell things? (E)	—	—
» Do you take charge in a group? (E)	—	—
» Do you do well in social studies or English? (E)	—	—
» Do you enjoy working with people? (E)	—	—
» If you have a choice, do you usually sit in the front of class? (E)	—	—
» Do you like to do crossword puzzles? (E)	—	—
» Do you get good grades on your creative writing? (E)	—	—
» Do groups of other people ask you to speak for them? (E)	—	—
» Do you like to read? (E)	—	—
» Do you want to make a lot of money and be respected by others? (E)	—	—
Total "Yes" —		
» Do you enjoy keeping your schoolwork organized and putting things away neatly? (C)	—	—
» Do you prefer working with numbers and facts instead of people? (C)	—	—
» Do you follow instructions well and with enthusiasm? (C)	—	—
» Do you follow other people's plans and do a good job? (C)	—	—
» Do you quickly see things that are different and things that are similar? (C)	—	—
» Do you enjoy helping others get organized? (C)	—	—
» Are math and English your best subjects? (C)	—	—
» Do you complete paperwork and fill out forms quickly and accurately? (C)	—	—



exploring personal interests

continued **IT'S ALL ABOUT ME**

5

ACTIVITY

	Yes	No
» Do you enjoy working with computers and calculators? (C)	___	___
» Do you like following schedules and routines? (C)	___	___
» Do you solve problems in an orderly way? (C)	___	___
» When you listen, do you hear and remember all the details? (C)	___	___
Total "Yes" _____		

Total "Yes" **R** ___

Total "Yes" **I** ___

Total "Yes" **A** ___

Total "Yes" **S** ___

Total "Yes" **E** ___

Total "Yes" **C** ___

Personality Types:

REALISTIC: People who are "realistic" tend to like working with tools, animals, or machines and stay away from social activities like teaching, counseling, and nursing. You value things you can see and touch. You see yourself as practical, mechanical, and realistic. Possible college majors or careers for this personality type include: Anthropology, Environmental Studies, Coaching, Military, and Engineering. What career do you think might be a good fit for you?

INVESTIGATIVE: You are naturally inquisitive and observant. "Investigative" types like to study and solve math or science problems, but you tend to avoid leading, selling, or persuading people to do things. You see yourself as precise, scientific, and intellectual. Possible college majors or careers for this personality type include: Anthropology, Biochemistry, Geography, Pharmacist, and Marine Biologist. What kind of career do you think might suit you?

ARTISTIC: "Artistic" personalities are imaginative and individualistic. You like self-expression in your work. You prefer settings where work can be done without following a clear set of rules and tend to avoid highly ordered or repetitive activities. You are good at creative arts, like drama, music, and creative writing. You see yourself as expressive, original, and independent. Possible college majors or careers for this personality type include: Foreign Language, Fashion Designer, Theatre, Museum Curator, Classics, and Literature. What kind of career do you think you would like?



exploring personal interests

continued **IT'S ALL ABOUT ME**

5

ACTIVITY

SOCIAL: People who have “social” personalities are outgoing and idealistic. You like to help others and prefer activities that promote learning and personal development. Social personalities prefer to communicate more than to work with objects, machines, or data. You like to teach, to give advice, to help, or otherwise to be of service to people. You see yourself as helpful, friendly, and trustworthy. Possible college majors or careers for this personality type include: Politics, Psychology, Global Studies, Law, Environmental Studies, and Doctor. Do any of these careers interest you?

ENTERPRISING: You are a natural born salesperson who is self-confident and assertive. The “enterprising” personality likes to lead and persuade people. You are great at selling things and ideas, but you tend to avoid activities that require careful observation and analytical thinking. You see yourself as energetic, ambitious, and sociable. Possible college majors or careers for this personality type include: Business, International Studies, Sales Representative, and Advertising Executive. What career do you think might interest you?

CONVENTIONAL: Your personality prefers to work with data, records, or machines in a set and orderly way. You are well-organized and efficient. “Conventional” personalities generally avoid ambiguous, unstructured activities. You value success in business and like to be responsible for the details. Possible college majors or careers for this personality include: Math Teacher, Computer Science, Accountant, Data Analyst, and Economics. In which career can you envision yourself?



Use this quiz as a platform to begin researching college majors and careers with your student. For example, were they a “Social” personality who wants to be a doctor? **Research** what classes they will need in college to graduate, which state schools offer Pre-Med and Med school, and how long they will have to be in school in order to become a doctor. Often students do not realize the time commitment that goes into pursuing their goals and dreams. This will also give them a good idea of the kinds of classes they need to take and the kind of grades they need to earn in high school. It is never too early to start planning ahead.

**Compatible with John Holland's R-I-A-S-E-C Interest Structure.*

setting realistic goals

S.M.A.R.T. GOALS

6

ACTIVITY

**Learning Objective:**

The student will gain an understanding of setting goals.

**Materials Needed:**

Copy of "S.M.A.R.T. Goals" activity sheet, pen/pencil

**Instructions:**

When setting goals, it is important for your student to **understand** the steps necessary to attain them. These objectives will help them on their path to reaching their goals.

Goals: what you would like to achieve

Objectives: how you will reach your goals

An example of a goal would look like this:

I, John/Mary Smith, will attend XYZ College in the fall of 20__ and obtain a Bachelor's Degree in Criminal Justice.

Specific

Consider writing a goal that is specific, clearly defines what you want, and answers the questions: Who? What? Where? When? and Why?

Measurable

Establish concrete criteria for measuring your success and progress. To determine if your goal is measurable, ask questions like, "How much?" "How many?" "How will I know when I have reached my goal?"

Achievable

Create a realistic path to achievement that includes action steps and objectives. Your goals should push you past your comfort point; however, you should be able to attain them with determination and commitment.

Relevant

Consider what the purpose of achieving your goal is. Your goals should be important to you and the outcome should impact your life.

Timely

Use actual numbers, target dates, or specific events to indicate when your goal will be achieved.



Review the S.M.A.R.T. goal setting tips and assist your student with writing a goal and listing some objectives that will help them reach their goal.

setting realistic goals

I HAVE S.M.A.R.T. GOALS

7

ACTIVITY



Learning Objective:

The student will create goals for different aspects of their lives.



Materials Needed:

Copy of "I Have S.M.A.R.T. Goals" activity sheet, pen/pencil



Instructions:

Students will have goals for different aspects of their lives. Using the chart below, work with your student to **create** a S.M.A.R.T. goal and outline the steps they will take to achieve it. Remember to **clarify** the difference between goals and objectives. A goal is what they would like to achieve and the objectives are the steps your student will need to take in order to achieve their goals.

My S.M.A.R.T. Goals

Goal

Objectives

My Goal: _____

Type of Goal (check one): _____ Academic _____ Career _____ Personal _____

Specific (Who, What, When): _____

Measurable (How much/many): _____

Achievable (Steps I'll take): _____

Relevant (Important because): _____

Timely (I will achieve by): _____



Refer back to this activity periodically to **monitor** your student's progress in reaching their goal. Your student can continue to use this activity to set new goals.

setting realistic goals

MY VISION BOARD

8

ACTIVITY



Learning Objective:

The student will create an illustration to aid in the understanding of what is needed to reach their goals.



Materials Needed:

Copy of "My Vision Board" activity sheet, old magazines, scissors, glue stick, poster board (8x10), markers



Instructions:

Sometimes envisioning the things you want is an effective motivator. You can use this activity to help your student **create** a "Vision Board." Ask your student to cut out pictures from old magazines that represent what they want to achieve in their future. Encourage your student to create a poster with a collage of their future.

Have your student use the space provided to **list** the pictures and briefly **explain** why they included them in their collage.

PICTURE	EXPLANATION



Please share a picture of your student's vision board with your College Success Coach!

setting realistic goals

LOOKING THROUGH THE CRYSTAL BALL

9

ACTIVITY



Learning Objective:

The student will think about long-term life goals.



Materials Needed:

Two copies of "Looking Through the Crystal Ball" activity sheet, pen/pencil



Instructions:

Students who have concrete goals in life are more likely to be motivated to succeed. Encourage your student to **complete** this worksheet while you do the same. **Ask** questions to **guide** your student to think practically and realistically. Remember to **acknowledge** the value of your student's answers.

» Things you would like to own:

- 1 year _____
- 5 years _____
- 10 years _____

» Family life you would like to have:

- 1 year _____
- 5 years _____
- 10 years _____

» Places you would like to live:

- 1 year _____
- 5 years _____
- 10 years _____

» Things you would like to know:

- 1 year _____
- 5 years _____
- 10 years _____

» Places you would like to visit:

- 1 year _____
- 5 years _____
- 10 years _____

» Skills you would like to have:

- 1 year _____
- 5 years _____
- 10 years _____

» Jobs you would like to have:

- 1 year _____
- 5 years _____
- 10 years _____

» People you want to be like:

- 1 year _____
- 5 years _____
- 10 years _____



When you have both completed the activity, **share** your answers with each other. Helping your student look to the future is important. Helping them with goal-setting is your chance to **guide** them to a bright future.



Learning Objective:

The student will develop a positive attitude in dealing with emotions.



Materials Needed:

Copy of "I'm Positively Charged" activity sheet, pen/pencil



Instructions:

Ask your student to **complete** the following sentences below under column A. Getting young people to **reflect** on the relationship between their behavior and their feelings is an important step in their personal growth.

	A	B
» When I cannot have my own way, I	_____	_____
» When I fail at something, I	_____	_____
» When I am nervous, I	_____	_____
» When I am punished, I	_____	_____
» When I get angry with my teacher, I	_____	_____
» When I cannot go out with my friends, I	_____	_____
» When my friends make me mad, I	_____	_____
» When I am picked on by others, I	_____	_____
» When I am bored, I	_____	_____
» When I am embarrassed, I	_____	_____



Remind your student, that while they may not be able to control the way people treat them, they can control the way they react in a situation. They should try to remain positive and constructive when dealing with difficult moments. Together with your student, **identify** which reactions in column A could be replaced with a more positive approach. **Complete** column B with the more positive approach.

Building Positive Values

WHAT'S GOING WELL?

11

ACTIVITY



Learning Objective:

The student will reflect upon their week's activities and gain insight on savoring positive experiences



Materials Needed:

Copy of "What's Going Well" activity sheet, pen/pencil



Instructions: Use the discussion questions below to **identify** positive aspects about your student's progress. **Explore** ways to overcome any challenges they may have faced in accomplishing their weekly goals.

- » What was the high point of the week?
- » Did you get to know anyone better this week?
- » Did you make any major changes in your life this week?
- » Did you accomplish any goals this week?
- » Did you help anyone this week? Did anyone help you?
- » Identify three decisions or choices you made this week.
- » What were the results of these choices?
- » Did you make any plans this week for future events?
- » What are you looking forward to next week?



"Negativity Bias" causes people to be much more likely to notice and remember negative experiences. Help your student **identify** some positive experiences each week.

Building Positive Values

TAP INTO POSITIVE EMOTIONS

12

ACTIVITY



Learning Objective:

The student will create an illustration to refocus on goals and positive emotions when they're feeling discouraged.



Materials Needed:

Copy of "Tap Into Positive Emotions" activity sheet, old magazines, scissors, glue stick, poster board (8x10), markers



Instructions:

Sometimes envisioning the things you want is an effective motivator. Tapping into a positive emotion can be a source of strength.

Choose one positive emotion your student would like to experience more of and list the pictures that help them tap into that emotion.

Positive Emotions

Joy
Gratitude
Serenity
Interest
Hope

Pride
Amusement
Inspiration
Awe
Love

When I _____ I feel _____.
(positive emotion)

Images that remind me of this feeling include:

_____	_____
_____	_____
_____	_____



Students can find creative ways to tap into positive emotions. Suggest that your student change the background picture on their phone or put a picture in their locker that inspires them. What other ideas can you come up with?



Learning Objective:

The student will understand the relationship between responsibility and success.



Materials Needed:

Copy of "Responsibility=Success" activity sheet, pen/pencil



Instructions:

This exercise is an easy way to guide your student into realizing that being responsible is key to being successful. Encourage your student to answer the questions by placing a mark in either column A or B below.

	A	B	C
Do you...	Yes	Needs Improvement	To be more successful, it is my responsibility to...
Get to school on time?			
Have paper, pencil, and books?			
Do your classwork neatly?			
Study for tests?			
Complete all assignments?			
Do extra credit assignments?			
Pay attention in class?			
Turn in your homework?			
Get good grades?			
Do your best?			
Realize the importance of school?			



With your student, complete column C. This is an opportunity for your student to understand that developing responsible behavior in simple daily tasks leads to success.

building positive values

BECAUSE I'M WORTH IT

14

ACTIVITY



Learning Objective:

The student will engage in meaningful conversation with an adult.



Materials Needed:

Copy of "Because I'm Worth It" activity sheet, pen/pencil



Instructions:

It is important for students to feel that they are valued and respected. This is why building their self-esteem is so important. Help your student **build** their self-esteem by encouraging them to **complete** the following six steps.

Step 1: *Think of the qualities that make you unique.*

» What are your strengths and unique talents?

Step 2: *Be responsible for yourself and your decisions.*

» What are three decisions you need to make on your own?

1. _____ 2. _____ 3. _____

Step 3: *Recognize mistakes as stepping-stones to success.*

» List a mistake that helped you learn or improve.

Step 4: *Show friends you have an interest in them.*

» List three things you can do to show people you care about them.

1. _____ 2. _____ 3. _____

Step 5: *Think things through.*

» Make a list of three things you want most to learn or improve.

1. _____ 2. _____ 3. _____

Step 6: *Get involved in activities you like.*

» List extracurricular activities that interest you.



Ask your student which of the steps was the most difficult to answer and why.



Learning Objective:

The student will build their vocabulary on bullying.



Materials Needed:

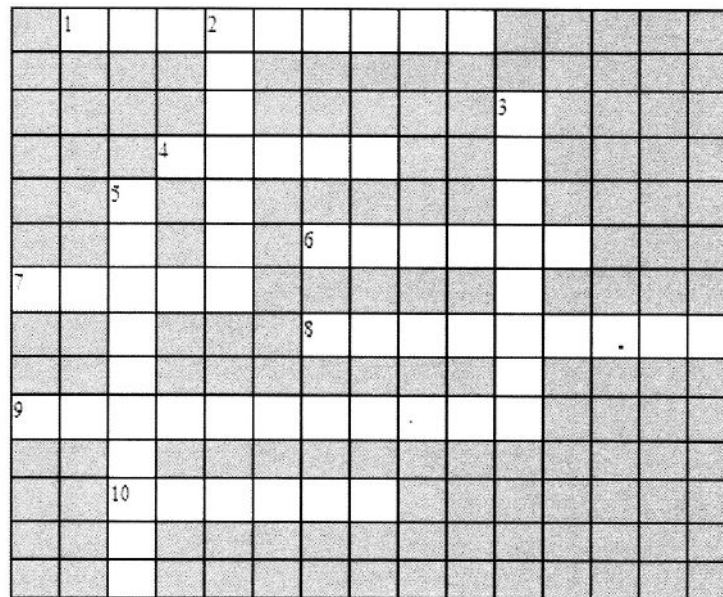
Copy of "Cross Out Bullying" activity sheet, pen/pencil



Instructions:

Work together with your student to **complete** the crossword puzzle below on bullying terms.

BULLYING VOCABULARY CROSSWORD



ACROSS

1. To come between; solve a problem; speak for another; prevent an incident from happening.
4. To reproach with insulting words.
6. Person, or thing, destroyed or sacrificed; person who suffers.
7. Overbearing person who tyrannizes the weak.
8. To have capacity to affect others' behaviors and opinions.
9. Offering a choice of two things; selecting a course of action.
10. Relating to morals or moral principles; philosophy of human character and conduct; of distinction between right and wrong; rules of conduct.

Word Bank

Empathy	Victim	Ethics
Bully	Relentless	Ridicule
Intervene	Taunt	
Alternative	Influence	

DOWN

2. Intellectual identification of oneself with another; understanding the attitudes of others.
3. Mocking; to make fun of; speech or action intended to cause contemptuous laughter at another person.
5. Unyieldingly severe, mean, or harsh.

building positive values

WHAT WOULD YOU DO?

16

ACTIVITY



Learning Objective:

The student will gain a basic understanding of bullying.



Materials Needed:

Copy of "What Would You Do?" activity sheet, Internet access



Instructions:

You can **visit** these websites for more information and advice on bullying:

nationalsafeplace.org/bullying

Discover solutions to managing anger, getting help, and stopping violence.

bullyingstatistics.org

Information on preventing bullying, harassment, violence, online bullying, and school bullies.



Equipping students with the tools they need to feel safe in school will provide a better learning environment for them. **Discuss** possible solutions to the scenarios below with your student.

- » Shaquanda always sits alone at lunch; others sometimes throw things at her.
- » Juan is hit or punched by another student at his locker every day.
- » You just heard of a plan for a big fight on the bus. There might be a weapon involved.
- » Jessica wrote a song with mean lyrics about another girl; she plans to sing it in the talent show.



Learning Objective:

The student will develop time management skills.



Materials Needed:

Copy of "Tick-Tock on the Clock" activity sheet, calendar, pen/pencil



Instructions:

Developing good time management skills will help your student throughout their entire lives, from secondary school to post-secondary to the workforce. Help your student **identify** time management issues they may have and **help** them find solutions.

When working on time management, it is important to consider the following:

- » Consider everything you HAVE to do and WANT to do.
- » When planning your time, make sure to identify the most important things first, working your way down to things that can wait a couple of days or weeks.
- » Understand how much time each activity will take.
- » Using a calendar, make a plan that helps you get through the day, week, or month.



Work with your student to **complete** the phrases below. Your conversation with your student will help **identify** areas of improvement.

- » I feel I spend too much of my time on:
- » I feel like I do not have enough time for:
- » I feel I spend too much, not enough, just enough (circle one) time on homework. Here are some ways I could better manage my homework time:
- » I feel I spend too much, not enough, just enough (circle one) time on activities and sports. Here are some ways I could better manage my activity time:
- » One sport, club, or activity I would not want to do without is _____ because:
- » My favorite way to spend free time is:



Section 2

SOCIAL EMOTIONAL LEARNING

activities 18-22

» Social-emotional learning (SEL) is the process through which individuals obtain the knowledge and skills necessary to recognize and manage their own emotions, build and maintain relationships, and appropriately and productively respond to emotions in others. As a mentor, you are uniquely situated to provide your students with the guidance, support, and role-modeling needed to develop their social-emotional capacity. SEL is well-aligned to most typical mentoring goals, and may even be helpful in achieving them.

The mentoring process naturally creates consistent opportunities for students to observe, internalize, and practice their effective social skills with a thoughtful and caring adult. Activities 18-22 can help you further incorporate social-emotional learning into your mentoring planning by addressing the five key competencies of SEL:

» **Self-Awareness**

Recognizing one's own emotions, values, personal strengths, and challenges

» **Self-Management**

Managing emotions and behaviors to achieve personal goals

» **Social Awareness**

Understanding and appropriately responding to the needs of others

» **Relationship Skills**

Forming healthy, respectful connections with others

» **Responsible Decision-Making**

Making decisions that best support both short-term and long-term life goals

Research has shown that explicit social-emotional instruction for students can result in improved classroom behaviors, an increased ability to manage stress, and a more positive opinion of themselves, their peers, and their school.



exploring social emotional skills

THE ONE-MINUTE REFLECTION



Learning Objective:

The student and mentor will practice the social emotional skill of self-awareness.



Materials Needed:

Paper, pencils.



Instructions:

This activity can be used to start any mentoring session.

Choose one of the prompts below. Using a timer, give your student 60 seconds to write (or draw) as many responses to the prompt as possible. At the end, have the student choose one response to discuss in greater detail. You can also identify one you would like to discuss further.

Prompts:

- » What did you accomplish this day/week?
- » What do you like most about yourself?
- » What are you good at?
- » What emotions did you experience this week?
- » What strategies would help resolve a problem you had this week (a bad grade on a test, a fight with a friend)?
- » How have you taken care of your health/wellness this week?
- » What made you happy this week?
- » What made you sad this week?
- » What makes you angry?
- » What are you most excited about for the future?
- » What are you most proud of?
- » What were the highs and lows of the past week?
- » What did you do this week/month to reach X goal?

**Learning Objective:**

The student and mentor will practice the social emotional skill of self-management.

**Materials Needed:**

Zones of Regulation Worksheet

**Instructions:**

The Zones of Regulation is a framework used to teach self-regulation and management. The worksheet below could be used with your student at the beginning of every session as an initial check-in; it could also be used as an intervention when your student comes into a session feeling a particularly intense emotion (anger, sadness, excitement, etc.). Note: it may be advisable to practice some of the Zone interventions - such as deep breathing - at a session where your student is calm, so the skill is already familiar when needed.

1. Look at the Zones of Regulation worksheet. Decide together which color most resonates with how your student is feeling in the moment.
2. If Green, proceed with the session as planned. If Yellow, Blue, or Red, choose one of the interventions to use. Sometimes it may be necessary to do more than one intervention before your student feels ready to discuss how they are feeling – for example, if they identify they are in the ‘Blue’ zone, you may offer them a snack and give them ten minutes to write in a journal, before attempting to talk.
3. Once your student feels ready, discuss how they are feeling and why. The following questions may be helpful in framing the discussion:
 - » What zone were you in before the intervention(s)?
 - » What zone are you in now?
 - » What is causing the intense feeling? Is there a specific issue or problem? Multiple issues?
 - » How does the problem or issue feel now that you are calm? Has it grown “smaller”?
 - » What action steps can be taken to remedy the issue in the short run? In the long run?

Zones of Regulation

Sometimes when we are feeling strong emotions, it can be difficult to determine exactly what we are feeling or why – we only know that we feel “off.” The zones of regulation are a way to help us identify how we are feeling in a particular moment, as well as select the appropriate interventions to help us through an upsetting or confusing situation. The zones were originally developed for use with elementary students, but can be a helpful resource for individuals of any age!

There are four zones. They are:

Zone 1: Green

Definition: Feeling in control.

Associated emotions: happy, calm, focused, content.

Ideal for: completing tasks (such as schoolwork), taking tests, being social with friends.

Zone 2: Blue

Definition: Feeling low levels of alertness.

Associated emotions: sad, tired, sick, bored.

Interventions: rest, talking with a trusted friend or mentor, gentle exercise, eating a healthy snack that includes protein, journaling.

Zone 3: Yellow

Definition: Emotions are heightened, starting to feel out of control. Could go back down to Zone 1 or up to Zone 4, depending how the situation is handled.

Associated emotions: excitement, mild stress or anxiety, frustration.

Interventions: Deep breathing, gentle exercise (such as a walk outside), talking with a trusted friend or mentor.

Zone 4: Red

Definition: Emotions are very intense. Feeling very out of control.

Associated emotions: anger, rage, panic, fear.

Interventions: more intense exercise (a quick jog, lifting weights, wall pushups, punch a punching bag), meditation activity (sitting in a comfortable spot and taking ten deep breaths).

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ACTIVE LISTENING 101

20

ACTIVITY

**Learning Objective:**

The student and mentor will practice the social emotional skill of social awareness.

**Materials Needed:**

Active Listening Worksheet

**Instructions:**

The abilities to show empathy and listen effectively are two of the most crucial components of emotional intelligence. Furthermore, research shows that employers increasingly value these skills in the workplace, even more than technical skills or content knowledge. Active listening strategies are one way to practice developing these capacities.

1. With your student, review the Active Listening worksheet.
2. Choose one of the following prompts.
3. Set a timer for one minute. While your student responds to the prompt, model the active listening strategies listed on the sheet.
4. When the timer goes off, take a minute to reflect on the experience. What part of active listening was easiest to implement? Which was the most challenging?
5. Set the timer again – this time you will respond to the prompt, while your student actively listens.
6. Repeat the self-reflection step – ask your student how the experience felt. What part of active listening was easiest for them? Most challenging?



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ACTIVE LISTENING 101

Active Listening

Active listening is a method of listening to another person speak, that allows that individual to feel heard and understood. It is called active listening because it requires particular actions on the part of the listener; although you are not speaking, your role is active rather than passive!

When implementing active listening, use the following strategies:

1. Listen without interrupting – wait until the person is finished to ask a question or for clarification. This can be harder than it seems to actually do!
2. Make eye contact – ensure your eyes stay on the speaker the entire time they are talking.
3. Smile – Nonverbally encourage the speaker to complete their thought but smiling while they speak.
4. Maintain welcoming body language – Your body should be turned towards the speaker. Your hands and feet should be still throughout the experience.
5. Summarize – When the speaker is finished, summarize back what you heard them say, using an “I” statement, such as “I hear you saying....” or “I understand you feel _____ because....”
6. Ask questions or for clarifications – Show that you care enough to fully understand the other person's viewpoint by asking clarifying questions about the information shared.

**Learning Objective:**

The student and mentor will practice the social emotional skill of relationship-building.

**Materials Needed:**

Shared Goal Worksheet

**Instructions:**

This activity can be used to start any mentoring session.

Part of relationship-building is learning to work collaboratively with others – a skill that is essential for success in school and the workplace. With your student, discuss and select a goal that you will work towards together. Then, using the Shared Goal worksheet, collectively develop a plan for how you will complete the goal.

Some Ideas for Shared Mentor/Student Goals:

- » Walk/run/swim/bike _____ miles (or steps) by the end of the school year
- » Read and hold weekly discussions on a challenging book
- » Learn and practice a new skill you are both interested in
- » Complete an online course together
- » Fundraise a set amount of money for a cause you both feel strongly about (or Commit to volunteering a set number of hours by the end of the year)
- » Make a joint list of activities you've always wanted to try but have been too afraid to attempt – and complete it!
- » Create your own!



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SHARED GOALS

GOAL:

TIMELINE FOR COMPLETING:

TO COMPLETE THIS GOAL, WE WILL:

1.

2.

3.

WE WILL MEASURE OUR PROGRESS BY:

exploring social emotional skills

HOW DO I DECIDE?

22

ACTIVITY

**Learning Objective:**

The student and mentor will practice the social emotional skill of responsible decision-making.

**Materials Needed:**

How Do I Decide? worksheet

**Instructions:**

This activity can be used any time your student is struggling to make an important decision. You can also use this worksheet to practice making decisions using made-up scenarios.

Example Scenario:

You just received acceptance letters to two colleges. The first college is your dream school – the school you have always wanted to attend – and you are thrilled to get in. The school is known for having a great department for the major you are interested in. Your favorite teacher went there as well, and you know she would be so proud to have you go there. However, the school is very expensive and attending will require you to work part-time while in school and possibly take loans as well. It is also much farther away from home than you originally wanted to go.

The second college seemed nice when you visited. The campus is pretty and located much closer to home. It is also much less expensive than the first. Between scholarships and money you have saved, you would not need to take a loan to attend. However, you are not as excited about attending. It is a much bigger school than you saw yourself going to. While it does offer your major, the program isn't well-known as it is at your dream school.



exploring social emotional skills

HOW DO I DECIDE?

Describe the Problem:

--

Possible Solutions

Option: A	Option: C
Option: B	Option: D

Possible Outcomes (Short-term and Long-term)

For Option: A	For Option: C
For Option: B	For Option: D

Values I Hold that Impact This Decision:

People Impacted by This Decision:

The Best Decision for Me:



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Section 3

SUPPORTING ACADEMIC SUCCESS

activities 23-31

» The activities in this section will allow you to learn how to get help for your student in specific subject areas, and enable you to teach your student important organizational and academic skills. Your student's College Success Coach is a great source of information about your student's academic status as well as resources available in the school and community. **Your goal as a mentor** is to assist your student in higher scholastic achievement through the use of proven strategies and techniques.

» **improving academic skills,** Activities 23-31

This group of activities is designed to teach your student the basic organizational skills necessary for academic success. Colleges report that two of the main causes of poor academic performance among freshmen are inadequate organizational ability and lack of self-discipline. These activities target these basic needs. Students who are encouraged to improve their academic skills do much better in school than those who do not.

» Resource List:

The following websites may help you continue to explore academic skills with your student:

[khanacademy.org](https://www.khanacademy.org) Learn for free about math, art, computer programming, economics, physics, chemistry, biology, medicine, finance, history, and more.

[funbrain.com](https://www.funbrain.com) Educational activities & games for students.

[powa.org](https://www.powa.org) Instructional site for students who want to learn how to improve their writing skills.

[educationcorner.com/study-skills.html](https://www.educationcorner.com/study-skills.html) Provides resources for developing stronger study skills.

[howtostudy.org](https://www.howtostudy.org) Offers resources for studying, organized by academic subject.



improving academic skills

IDENTIFYING YOUR STUDENT'S NEEDS

You can get a fairly clear picture of your student's school performance by reviewing their progress reports and report cards, both present and past. You can obtain these from your College Success Coach. These reports have information such as absences, tardies, unexcused absences, suspensions, grades, and effort. Many reports also include specific comments and recommendations made by your student's previous teachers.

FOR THE MENTOR

Below are some recommendations to identify your student's specific academic needs.

» **Obtain your student's progress report and/or report card.**

Compare academic progress from one grading period to the next. Look for trends in achievement, attendance, and conduct. As you look over the report, ask yourself a few questions: Is there a problem with attendance or conduct? Is the student always prepared for class? Is adequate progress being made? Are my student's grades what they should be? If there are areas where improvement is needed, address these with your student.

» **Pay close attention to your student's grades on an ongoing basis.**

Grades are the key performance indicators for your student. Waiting for a report card can sometimes lead to a challenging situation to resolve. Students who have below a 2.0 grade point average are underachieving. We want our students to perform at the highest possible level in order to be prepared to succeed in college.

» **Consult with your College Success Coach and school liaison.**

If you notice a marked drop in your student's academic progress or grades, the first thing you should do is share your concern with your **Take Stock in Children** College Success Coach. Your College Success Coach can assist in arranging a parent-teacher conference to address the question of your student's needs.

» **Plan to participate in a parent-teacher conference.**

The parent-teacher conference is intended to inform parent(s)/guardian(s) about their child's progress and to address concerns about poor performance, but it can accomplish a great many other things with proper leadership. It is important that both the parent(s)/guardian(s) and the student attend this conference. Students need to hear that their performance might jeopardize their chances of receiving a scholarship or succeeding at the college level and what steps they can take to improve their grades. Parent(s)/guardian(s) should be told what they can do to help their child succeed in school.

Feel free to share your contact information with your student's teachers. It will show that their student has a strong support system and will allow the teachers another point of contact for the student.



Learning Objective:

The student will identify the academic strategies that work best for him/her.



Materials Needed:

Internet access.



Instructions:

Students learn in a variety of different ways, and everyone has different strategies and techniques that will work best for their personality and preferences. Go to one (or more) of the links below, and review the suggestions and habits identified with your student.

oedb.org/ilibrarian/hacking-knowledge/

goconqr.com/en/examtime/blog/good-habits-for-students/

globalcognition.org/21-study-tips/

Once you and your student have reviewed at least one of these lists, discuss the following questions:

- » Based on the suggestions given, what are some new ideas you could incorporate into your study habits?
- » Which habits are most appealing?
- » Which habits do you already have but could improve upon?
- » What (if any) resources or supports do you need to incorporate each of these habits into your life?



It may be helpful to create specific SMART goals around each of the habits your student would like to work on, as well as a timeline for when to check in regarding progress. (For more on setting SMART Goals, see Activities 6 & 7 in this toolkit).

improving academic skills

USING A PLANNER

25

ACTIVITY



Learning Objective:

The student will learn how to utilize their planner to facilitate academic success through efficient time management.



Materials Needed:

Copy of "Using a Planner" activity sheet, student's planner, your planner, pen/pencil



Instructions:

The typical high school student spends approximately 2 to 2.5 hours per day on homework. Help your student **determine** whether or not they are using their time wisely in their day to day activities by completing the activity below. Help them to **identify** the most efficient use of their time by showing them how they can input tasks and assignments and keep track of their daily schedule in their planner. Use your planner as an example.

How much time do you spend doing the following per week?

- | | |
|------------------------------------|---------------------------------|
| » Study/homework at school _____ | » Family responsibilities _____ |
| » Extracurricular activities _____ | » Part time job _____ |
| » Study/homework at home _____ | » Volunteering _____ |

Total for all activities per week _____

Using your planner

1. Use your planner to record your tasks, assignments, daily schedule, due dates, etc. week to week.

- » Put tasks with the most importance at the top of your list to be completed first.
- » As you complete the task, check it off so that you see your accomplishment.

2. Make sure that you are making effective use of your time.

- » Identify all available spare time in your day.
- » Fill in gaps with short, easy tasks you can complete quickly.
- » Downtime can be used to review notes and study for upcoming tests and quizzes.

3. Communicate with others.

- » Share your schedule with your parents, making them aware of your needs and giving them the opportunity to make suggestions to accommodate your family responsibilities.
- » Inform your friends of your schedule. This way they respect the time you need to accomplish your tasks.
- » If you are active in sports or other extracurricular activities, keep your coach informed of your weekly academic schedule.



Help your student make using their planner a habit by asking to see it when you visit. This way you can make sure that they are meeting their deadlines and are on track for academic success.

improving academic skills

THE TRICK TO NOTE TAKING

26

ACTIVITY



Learning Objective:

The student will evaluate their note taking habits and review some note taking tips.



Materials Needed:

A copy of "The Trick to Note Taking" activity sheet, pen/pencil



Instructions:

Effective note taking is important for students to retain information learned in class. Use the discussion questions below to **determine** whether your student is taking effective notes.

- » Do you Review and edit your notes within 24 hours after each of your classes?
- » Do you try to write down everything your teacher says?
- » Are you able to understand your notes when you study for a test?
- » Do you tend to miss a lot of information when you take notes?
- » Do you read ahead in your textbooks?



Use the tips below to **help** your student **improve** their note taking habits.

Be selective. Avoid trying to write down every word or writing in complete sentences.

Abbreviate. Reduce common words/phrases to symbols and eliminate connecting words like: is, are, was, the, and would. Drop the last few letters of words; eg., "approx" for "approximately." Try using "formula" statements to take notes. For example, the teacher says, "The diameter of the earth is four times greater than the diameter of the moon." You write, "Earth=4x>diameter of moon."

Focus on the main points. Use "significance" statements. Identify main concepts and state why they are important. If the information being given is important, a speaker will usually do one of the following: pause before or after an idea, use repetition to emphasize a point, or write an idea on the board.

Identify significance. Ask yourself, is the information being discussed new or is it covered in the text? You can do this by looking over the class assignment prior to class. To be successful, make sure you are a step ahead and have a working knowledge of the topic.

Ask questions. Make sure you clarify areas that are unclear or confusing.

Reference examples. Concrete examples are often the best way to clarify complex ideas.

Review notes ASAP. The sooner you review your notes, the better you retain the information.



Learning Objective:

The student will analyze their study habits and devise a plan to improve their study skills.



Materials Needed:

Copy of "My Study Habits" activity sheet, pen/pencil



Instructions:

Good study habits are a key building block to academic success. It is important for students to understand the relationship between studying and good grades.

Use this questionnaire to **assess** your student's study habits.

- | | | |
|---|--------|---------|
| » I never study more than an hour for tests. | true__ | false__ |
| » I only study the night before a test. | true__ | false__ |
| » If I study too much, I cannot have time for fun. | true__ | false__ |
| » If I study, I do not have time for anything else. | true__ | false__ |
| » I study with music or the television on. | true__ | false__ |
| » I do not have a quiet place to study. | true__ | false__ |
| » I cannot sit and study for long periods of time. | true__ | false__ |
| » I often doodle or get distracted in class. | true__ | false__ |
| » I have trouble taking notes. | true__ | false__ |
| » I do not use class notes to study for tests. | true__ | false__ |
| » I never organize my class notes. | true__ | false__ |
| » I have trouble keeping up with my reading. | true__ | false__ |
| » I do not always get my homework done. | true__ | false__ |
| » I cannot recognize the main ideas in a chapter. | true__ | false__ |
| » I would like to read faster. | true__ | false__ |
| » I have trouble writing papers. | true__ | false__ |
| » I do not know how to create an outline. | true__ | false__ |
| » I put off difficult assignments. | true__ | false__ |



Review the statements with your student. If your student answered "true" to any of these statements, **discuss** practical solutions for improving their habits. Studying and homework are their practice for test day. Your student should review their notes daily. The more they read them, the more they will learn, and the better they will do on a test.

improving academic skills

TEST TIME!

28

ACTIVITY

**Learning Objective:**

The student will become familiar with different types of test taking strategies to use when studying.

**Materials Needed:**

Copy of "Test Time!" activity sheet

**Instructions:**

There are many different types of tests: essays, true/false, and multiple-choice to name a few. Knowing how to study for them can help your student sharpen their test taking skills. **Review** the various test preparation tips below with your student.

General test prep tips:

- Concentrate on learning what you do not know
- Ask your teacher for help, if necessary
- Anticipate the questions
- Create a study outline
- Ask questions
- Make a test schedule
- Know what will be covered
- Get a good night's sleep before the test

Essay Tests

» **Keep Track of Your Time** If you have five questions to answer in 40 minutes, for example, make sure you do not spend too much time on any one question.

» **Read Through the Questions Once** By familiarizing yourself with all the questions first, you will have much more time to consider your answers.

» **Identify the Directive Words** Read the directions carefully and pinpoint the key terms. If a teacher wants you to describe, then do so; if she wants you to evaluate, then do not worry so much about description.

» **Outline Your Answer First** Teachers are greatly influenced by the coherence and structure of your answer. To list facts in random order makes it seem as if you do not have a clear grasp of the material. Try to organize your answers as well as you can.

» **Take Time to Write an Introduction and Conclusion** A strong introduction and conclusion are essential parts of a good essay. They give your responses the structure of logical arguments.

True/False Tests

- » Look for any word in the question that could make it false.
- » Look out for extreme modifiers that tend to make a question false: all, none, never, only, etc.
- » Identify qualifiers that tend to make questions true: usually, frequently, often, probably, etc.

Multiple-Choice Tests

- » Read each question with the intention of answering without looking at the possible answers.
- » Use educated guessing: Eliminate two choices quickly and then decide between the remaining two.
- » Choose the numbers that are in the middle range, not the extremes, when guessing.
- » When in doubt choose answers that are longer and more descriptive.
- » When two similar answers appear, one is likely correct.



Review these test-taking tips with your student when they have an upcoming test. Make sure to ask them what type of test it will be and if they need help preparing for it.



Learning Objective:

The student will evaluate their test readiness.



Materials Needed:

Copy of "More Test-Taking Tips" activity sheet, pen/pencil



Instructions:

Ask your student to **complete** the evaluation below by putting a mark by each question that is true for them. Your student should be answering "yes" to all of these questions.

When preparing for a test, do you:

- | | |
|---|---|
| <input type="checkbox"/> Concentrate on what you do not know? | <input type="checkbox"/> Get a good night's sleep before the test? |
| <input type="checkbox"/> Ask questions? | <input type="checkbox"/> Know what will be covered? |
| <input type="checkbox"/> Ask your teacher for help, if necessary? | <input type="checkbox"/> Anticipate the questions? |
| <input type="checkbox"/> Create a study guide or flashcards? | <input type="checkbox"/> Go over any material from class or previous quizzes? |

When taking a test, do you:

- | | |
|--|--|
| <input type="checkbox"/> Read and understand the test directions? | <input type="checkbox"/> Write down important formulas, facts, or key words in the margin first so you will not forget them? |
| <input type="checkbox"/> Look over the entire test first? | <input type="checkbox"/> Pace yourself? |
| <input type="checkbox"/> Make sure you know how much time is given? | <input type="checkbox"/> Read the whole question and all possible answers? |
| <input type="checkbox"/> Know how much each question counts? | <input type="checkbox"/> Make sure you have answered all the questions and that your name is on the test? |
| <input type="checkbox"/> Notice key words in the directions? | |
| <input type="checkbox"/> Do the easiest questions first and return to the unanswered ones? | |
| <input type="checkbox"/> Proofread your essay and/or short answers? | |
| <input type="checkbox"/> Watch out for careless mistakes? | |

After taking a test, do you:

- ☐ Look for any grading mistakes?
- ☐ Look over the test and make sure that you understand your mistakes?
- ☐ Look up missed questions or ask a friend or the teacher for correct answers?
- ☐ Take notes when the teacher reviews the test in class?
- ☐ Save the test as study materials for future cumulative tests?



Review any questions that your student did not check off. **Discuss** with your student how using each of the tips will help them to improve their test taking skills.

planning for high school graduation

PREPARING FOR STANDARDIZED TESTS

30

ACTIVITY

**Learning Objective:**

The student will gain an understanding of effective preparation for all standardized tests.

**Materials Needed:**

Copy of “Preparing for Standardized Tests” activity sheet

**Instructions:**

By this time, your student should be familiar with taking standardized tests. Use the information below to **help** your student **prepare** for their standardized tests.

Preparation Before the Test:

- » Long term preparation should include enrollment in more academically challenging courses to further develop your studying skills.
- » Familiarize yourself with the content of the specific test.
- » Refresh your knowledge and skills in the content areas.
- » Identify the content areas you have studied.
- » Take any and all pre-tests that are available.
- » Visit the appropriate websites for the different tests and utilize the resources that may be available to you.
- » Know the different strategies for the specific tests, for example, knowing when it is best to give an educated guess or omit a question.
- » Get a good night's sleep before the test.

Preparation for the Big Day:

- » Eat well. A good meal the night before and a good breakfast with protein, carbohydrates, and fruit will jump start your brain, keep you focused, and maintain your energy.
- » Take a calculator and two sharpened pencils.
- » Learn and understand the test directions for each type of question.
- » Notice key words in the directions.
- » Make sure you know how much time is given per section.
- » Pace yourself – do the easier questions first and return to the unanswered ones.
- » Check your answer sheet regularly to make sure you are in the right place.



Helping your student **prepare** for their standardized tests can result in increased confidence and better overall testing performance.

planning for high school graduation

STANDARDIZED TESTS

31

ACTIVITY



Learning Objective:

The student will gain an understanding of standardized tests and their registration procedures.



Materials needed:

Copy of "Standardized Tests" activity sheet



Instructions:

Standardized tests are used by colleges and universities to determine college admissions.

Familiarize your student with the different tests, including the preliminary tests that are available.

	Why take this test?	What does it test me on?	How do I register?
PSAT/ NMSQT	<ul style="list-style-type: none"> •Provides feedback on your strengths and weaknesses in the different subject areas necessary for college and beyond. •Serves as a great indicator of what to expect on the SAT. •It must be taken in order to be considered for the National Merit Scholarship, the National Hispanic Scholarship, and the National Negro Achievement Scholarship. 	<p>The test has three sections: Reading Test, Writing & Language Test, and Math Test. Many questions focus on important, widely used words and phrases. You'll be asked to interpret and use evidence. The math skills that matter most on the PSAT are problem solving, data analysis, linear and complex equations.</p>	<p>Registration can only be done at your local high school. THERE IS NO ONLINE REGISTRATION AVAILABLE. To learn about test dates visit collegeboard.org.</p> <p>Fee waivers are available for 11th graders taking the PSAT/NMSQT, but there is no waiver available for PSAT 10 or PSAT 8/9.</p>
SAT	<ul style="list-style-type: none"> •Helps to compare your academic knowledge with other students throughout the country. •It also allows college admissions judges to evaluate your readiness for college. •There is no penalty for guessing on the new SAT. The test focuses on college and career ready knowledge and skills. 	<p>This is a three-hour test made up of the following sections:</p> <ul style="list-style-type: none"> •Evidence-Based Reading and Writing (100 minutes) •includes Reading Test and Writing and Language Test Math (80 minutes) Essay (Optional, 50 minutes) 	<p>Registration for the SAT can be done via the internet or by mail. Most Take Stock in Children students will qualify for a fee waiver. Visit collegeboard.org/sat/register/fees/fee-waivers for more information.</p> <p>Students who use a waiver for the SAT automatically receive four college application waivers. Look for more information via e-mail from the College Board.</p>

planning for high school graduation

continued STANDARDIZED TESTS

31

ACTIVITY

	Why take this test?	What does it test me on?	How do I register?
WORK KEYS	<ul style="list-style-type: none"> • Demonstrate your readiness for careers with a score and credential recognized by Florida's "Ready to Work" program • Research skills needed for a variety of careers 	<p>The test measures three major areas and issues a nationally recognized career readiness certificate.</p> <ul style="list-style-type: none"> • Applied Mathematics • Locating Information • Reading for Information <p>You can take additional sections that measure applied technology, business writing, listening for understanding, and workplace observation.</p>	<p>Work Keys is administered at assessment centers across Florida.</p> <p>Visit floridareadytowork.com to find your nearest assessment center.</p>
ACT	<ul style="list-style-type: none"> • Helps to compare your academic knowledge with other students throughout the country • Allows college admissions judges to evaluate your readiness for college 	<p>This test is made up of the following sections:</p> <ul style="list-style-type: none"> • English: 45 minutes, 75 questions - Measures standard written English and rhetorical skills. • Mathematics: 60 minutes, 60 questions - Measures mathematical skills typically acquired by the end of the 11th grade. • Reading: 35 minutes, 40 questions - Measures reading comprehension • Science: 30 minutes, 40 questions - Measures interpretation, analysis, evaluation, reasoning, and problem-solving skills. • Optional Writing Test: One prompt, 30 minutes - Measures writing skills emphasized in high school English classes and in entry-level college composition courses. 	<p>Registration for the ACT can be done via the internet or by mail. Most Take Stock in Children students will qualify for a fee waiver, which has to be mailed in with the paper form of the ACT registration.</p> <p>To register by mail, you need to get the Student Registration Form from your school's guidance office. If you are paying for the exam yourself and wish to register online, simply visit actstudent.org and follow the registration instructions.</p>



Be sure to check your registration forms for test dates, registration deadlines, instructions, test center codes, and other related information.



Section 4

COLLEGE READINESS

activities 32-39

» Your student should begin to plan for college in high school. **Your goal as a mentor** will be to use the following activities to assist your student in monitoring their progress toward post-secondary enrollment. The activities are designed to help your student become familiar with the many aspects of the college transition process.

» **preparing for college,** Activities 32-37

This group of activities focuses on the college transition process, from becoming familiar with college terminology to admissions procedures to understanding the importance of a post-secondary education. These activities will be valuable to your student as they begin to compare and contrast college data when selecting a post-secondary institution.

» **financial aid,** Activities 38-39

Understanding the different forms of funding for college can be daunting. The activities in this section provide information and websites that will inform your student about obtaining the various financial aid opportunities available.

» Resource List:

The following websites may help you continue to explore college readiness with your student:

studentaid.gov/h/apply-for-aid/fafsa Source for FAFSA preparation and filing

navigatingyourfinancialfuture.org Information about FAFSA completion assistance at locations across Florida

fastweb.com Free scholarship search

knowhow2go.acenet.edu/middle-and-high-school-students.html

Offers numerous resources for college-bound high school students, including the 4 Steps to College and success stories of students who have achieved post-secondary goals.





Learning Objective:

The student will gain an understanding of the importance of a post-secondary education.



Materials Needed:

Copy of "Why College?" activity sheet, pen/pencil, Internet access



Instructions:

Ask your student to **complete** the statement in the space provided below. Then **review** the benefits of attaining a post-secondary education with them.

I think a post-secondary education is important/not important because.....

Why College?

Money Talks

College graduates earn more than those who do not attain a post-secondary education. Every bit of education you get after high school increases your income potential. Average mean annual earnings based on education levels are as follows:

High School Dropout	\$27,040
High School Diploma	\$37,024
Some College, No Diploma	\$40,248
Associate's Degree	\$43,472
Bachelor's Degree	\$60,996
Master's Degree	\$72,852
Doctoral Degree	\$90,636

This information can be viewed in graph form at

bls.gov/careeroutlook/2018/data-on-display/education-pays.htm

Job Security

The more education you get, the more likely it is you will always be employed. According to one estimate, by the year 2028, there will be 19 million more jobs for college educated workers than there will be qualified people to fill them. Visit careeronestop.org for in-depth salary comparison.

Impress the Boss

Continuing education after high school is much more important for your generation than it was for your parents' generation. Today, most good jobs require more than a high school diploma. Businesses want to hire people who know how to think and solve problems.

New Experiences

Education beyond high school provides you with many benefits, including meeting new people, taking part in different opportunities to explore your interests, and experiencing success.

Discuss with your student their various career choices and the education required for them.



**Adapted from KnowHow2Go.org*

**Learning Objective:**

The student will learn the value and meaning of the various post-secondary academic degrees.

**Materials Needed:**

Copy of "Know Your Degrees" activity sheet

**Instructions:**

It is important for your student to know the value and meaning of the various post-secondary academic degrees. The specific degree awarded may depend on the school and the area of study.

Familiarize your student with the different degrees below.

Doctoral Degree - the highest college degree awarded. It takes approximately five years to complete and requires completing a course of study, original research, and a written publishable thesis.

Master's Degree - awarded for successfully completing a graduate curriculum at a four-year college or university. Admission normally requires holding a Bachelor's degree, although relevant work experience may be considered.

Bachelor's Degree - awarded for successfully completing an undergraduate curriculum at a four-year college or university. It requires completing 120 college credit hours, meeting the College Level Academic Skills Test (CLAST) or the alternative, and completing any other degree program requirements. Degrees include:

- » Bachelor of Arts (BA)
- » Bachelor of Science (BS)
- » Bachelor of Applied Science (BAS)
- » Bachelor of Fine Arts (BFA)

Associate's Degree - awarded for successfully completing a course of study at a two-year college. It is designed to prepare students for progress toward a Bachelor's degree or entry into the workforce. They include:

- » Associate in Arts (AA)
- » Associate in Science (AS)
- » Associate in Applied Science (AAS)

Certificate Programs - not considered college-level degree programs. They relate to a specific employment area and usually take one year or less to complete. They include:

- » Career and Technical Certificate (CTC)
- » College Credit Certificate (CCC)



Keep in mind that the degrees listed above may not be offered at every college or university. Therefore, being familiar with the different degrees will influence your student's decision when selecting a college.



Learning Objective:

The student will become familiar with questions to ask an admissions counselor in order to make an informed decision in their college selection process.



Materials Needed:

Copy of "Ask the Admissions Counselor" activity sheet, pen/pencil



Instructions:

Admissions counselors have answers to the many questions a student may have about college. The questions below are common questions students ask. Allow them to **call** the admissions office at the institution of their choice and **get** answers for their questions.

What your student should ask:

Answer:

1. Are there any special requirements and deadlines for admissions?
2. What tests and what minimum scores does the school require?
3. Is there an admission interview?
4. How do I prepare for the interview?
5. How much does it cost to attend school for one year, including tuition, room and board, and books?
6. What types of financial assistance can I expect?
7. How selective is the school?
8. Where can I find information on the different scholarships available?
9. What is the ratio of faculty to students in most classes?
10. What is the ratio of men to women?
11. What sort of advisement and counseling may I expect?
12. Are most students entering directly from high school, junior college, or returning to complete their education?
13. What are the school's strongest majors and areas of specialization?
14. How many students attend the school?
15. What resources are available to students?
16. What extracurricular activities are available?



Your student may have a special interest or talent for which they need to prepare additional questions.

preparing for college

DO'S AND DONT'S FOR COLLEGE APPLICATIONS

35

ACTIVITY

**Learning Objective:**

The student will gain an understanding of the college application process.

**Materials Needed:**

Copy of "Do's and Dont's for College Applications" activity sheet, blank college application, pen/pencil

**Instructions:**

Review the "Do's and Dont's for College Applications" with your student. Help your student become familiarized with a college application using one from the college they wish to attend.

Do....

- » Read all directions carefully.
- » Apply online, if possible, so you are less likely to make careless errors.
- » Have someone read and proofread all parts of your application to avoid typos.
- » Use your essay as a chance to show admission officers your unique interests and qualities beyond academic skills.
- » Include anything that makes you stand out from the crowd, such as honors, awards, or special talents.
- » Review your high school transcript before you send it to colleges, making sure that it accurately reflects your courses, activities, awards, and grades.
- » Find out if the college accepts special materials, such as a sample of your artwork.
- » Make copies of everything you send.
- » Submit application and supporting documents prior to due date/deadline.
- » Keep track of when and where you send material (i.e. transcripts, application, essay)
- » Call colleges to see if your application is complete and they have received all of your documents.

Don't....

- » Procrastinate.
- » Lie or exaggerate with any information you provide.
- » Leave out important details. For example, if you play in the school band, include what instrument you play.
- » Submit a sloppy application.
- » Borrow ideas for your essays, whether from a friend or a website.
- » Go over the college's length limit for an essay. Admissions officers have limited time and many essays to review.
- » Forget to follow up once your application is sent. Write "thank you" letters to counselors, teachers, friends, or family who provided you with letters of recommendation.



To get additional tips and resources visit bigfuture.collegeboard.org and follow the "Get In" link to the "Applying 101" section.

**Learning Objective:**

The student will gain an understanding of the basic information required to complete a college application.

**Materials Needed:**

Copy of “College Application” activity sheet



Instructions: Applying to college can be an overwhelming process for students. Below is a list of what a college application generally includes. **Review** this with your student and help **ease** their concerns about the application process.

What You Will Need to Apply:

Students can apply to college in writing or online. Many college websites have easy-to-understand application instructions.

Application Forms:

A college application fee is approximately \$30. Some colleges charge up to \$60 and others do not have any application fees. This fee is usually non-refundable, even if you are not accepted. Many colleges offer fee waivers for applicants who demonstrate financial need. If you need a fee waiver, see your guidance counselor or your **Take Stock in Children** College Success Coach.

High School Transcript:

This form is filled out by an official of your high school and can be sent in both paper form or electronically. If it comes with your admissions materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.

Admission Test Scores:

Many colleges require you to submit SAT or ACT test scores because they are a standard way of measuring a student’s ability to do college work. When you complete your applications for the SAT and/or ACT, you can select the institutions to where you would like your results sent.

Letters of Recommendation:

Many private colleges ask you to submit one or more letters of recommendation from a teacher, counselor, or other adults who know you well. When asking someone to write such a letter, be sure to do so well before the college’s application deadline, as it may take some time for those you asked to write their letters.



Encourage your student to **research** what the specific requirements are at the schools they are considering to attend.



Learning Objectives:

The student will compare and contrast college data to make an informed decision when selecting a college to attend.



Materials Needed:

Copy of "Choosing the Right College" activity sheet, Internet access, pen/pencil



Instructions:

Ask your student to **identify** their top three college choices. Log on to Floridashines.org and click "Go To College." Ask your student to **compare** and **contrast** data of the different schools they chose.

	Choice #1:	Choice #2:	Choice #3:
	college name	college name	college name
Type (State College, 4 year university, Technical)			
Size Enrollment (# of students attending) • Size of Campus			
Environment • Urban, Rural, Suburban • Co-ed, Male, Female • Religious Affiliation			
Admission Requirements • Deadline • Tests Required • Average Test Scores • Average GPA • Average Rank of Student • Special Requirements • Notification			
Academics • Majors Offered • Special Requirements • Accreditation • Student-Faculty Ratio • Typical Class Size			
Expenses • Tuition • Room and Board • Estimated Total Budget • Application Fee			
Financial Aid • Deadline • Required Forms • % Receiving Aid • Scholarships			
Housing • Availability • Costs • Meal Plan • Types			
Facilities • Dormitories • Student Union • Religious • Parking			
Activities • Clubs • Greek Life • Other			



Upon finishing the worksheet, ask your student to **share** with you what they liked most about each school.



Learning Objective:

The student will become familiar with the costs of going to college.



Materials Needed:

Copy of "The Costs of College" activity sheet, Internet access, pen/pencil



Instructions:

Have your student visit the website for the college they are interested in and research the cost of attending. Help them **complete** the budget form below.

» Tuition	\$ _____
» Dorm/Housing	\$ _____
» Utilities	\$ _____
» Telephone	\$ _____
» Meal plan/Groceries	\$ _____
» Books	\$ _____
» Fees (parking fees, class fees, etc.)	\$ _____
» School supplies	\$ _____
» Computer expenses	\$ _____
» Other (car, gas, insurance, etc.)	\$ _____
» Total cost for one semester of college	\$ _____



Using the information you and your student have found, **stress** the importance of obtaining as many other scholarships as possible. While the cost of college can add up, their **Take Stock in Children** scholarship gives them a head start. It is important for them to start focusing on their goal of graduating from high school and going to college.

**Learning Objective:**

The student will gain a basic understanding of the different forms of funding for college.

**Materials Needed:**

Copy of “The Basics of Financial Aid” activity sheet, Internet access, pen/pencil

**Instructions:**

Review the information on funding for college with your student.

As a **Take Stock in Children** scholar, you have a Florida Prepaid Tuition Scholarship upon graduation. Whether your scholarship is for 2 years or a 2+2, it will only cover tuition and will not fund the additional costs of attending college, like fees, supplies, dormitories, etc. It is important for you to **educate** yourself on other forms of funding for college in order to **maximize** your financial aid dollars.

The Basics

Grants - A grant is money awarded to a student that does not have to be repaid. It is usually based on financial need.

Scholarships - Scholarship money can be awarded because of academic achievement, outstanding talent or skill, and/or financial need. This money does not have to be repaid.

College Work-Study - If you plan to work while in college, it is wise to explore work-study because any money earned will not count against you on your FAFSA application the following year.

Loans - Loan monies are awarded to students on the condition that they are repaid within a specific amount of time.

Local Awards - High schools, churches, local businesses, and civic groups often sponsor financial programs that target talented students with demonstrated financial need from schools in their areas. Ask your guidance counselor about any local scholarship opportunities.

Detailed Information on Types of Funding for College

» Log on to studentaid.gov for detailed information on grants, scholarships, and more.

» Click on “Federal Student Aid Programs” on the left-hand navigation bar.

Links include:

- » Grants
- » Campus-Based Aid
- » PLUS Loans for Graduate and Professional Degree Students
- » Stafford Loans
- » Plus Loans (Parent Loans)

Remember: Make sure that you know the deadlines for financial aid on your applications!

Learn more about funding for college by visiting floridashines.org and selecting “Go to College” and then “Pay for College.” You can also visit knowhow2go.acenet.edu or studentaid.gov/h/apply-for-aid/fafsa for more information on financial aid and the FAFSA.





Section 5

CAREER READINESS

activities 40-47

Discussing careers can be a very rewarding experience for you and your student. Using the career exploration tools in this section can be a great way for mentors to get their students motivated and excited about their future. Help them recognize education as a pathway to their personal success. **Your goal as a mentor** is to provide your student with practical information about working in the community. Sharing your “real world” experiences with your student will help prepare them for the world of work.

» **career exploration,** Activities 40-41

These activities are designed to guide your student through discovering their values, attributes, and personality types. Students who reflect on their interests and values understand themselves and are better prepared to identify careers that are best suited for them.

» **work force readiness,** Activities 42-47

This group of activities assists students in gathering concrete information in order to make an informed career choice. You can help guide your student in the right direction by making certain they understand all the factors that should be taken into consideration when making a career choice. You can also help your student build their own career tools and acquire necessary work experience as they prepare to enter the workforce.

» Resource List:

The following websites may help you continue to explore careers with your student:

monster.com/career-advice Enables students to research careers

careeronestop.org/toolkit/toolkit.aspx Employment trends and projections, salary guides, and career exploration tests.

bls.gov/k12/students.htm Occupational Handbook for students





career exploration

IS SCHOOL A REAL JOB?

40

ACTIVITY

**Learning Objective:**

The student will discover how skills learned in school are needed in the work force.

**Materials Needed:**

Copy of "Is School a Real Job?" activity sheet, pen/pencil

**Instructions:**

Using the chart below, ask your student to **explain** how each skill is used at school. **Discuss** how these skills will be used in the workplace.

Skill	How This Skill is Used at School	How This Skill is Used at Work
Meeting deadlines		
Expressing yourself orally		
Expressing yourself in writing		
Being dependable		
Remembering		
Listening		
Working independently		
Taking notes		
Writing in an organized manner		
Organizing		
Making decisions		
Solving problems		
Working as part of a team		
Negotiating		
Being motivated		
Leading others		
Arriving on time		
Personal appearance/hygiene		
Initiative		



Many skills learned in school transfer right to the workplace. Use this opportunity to **share** how **you** use these skills in the work that you do.



Learning Objective:

The student will explore their values when choosing a career.



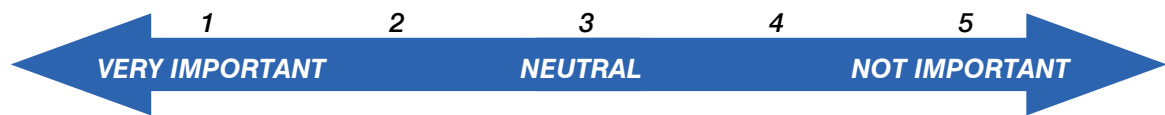
Materials Needed:

Copy of "My Career Values" activity sheet, pen/pencil



Instructions:

Ask your student to **rank** the items below from 1 to 5 with 1 being the most important and 5 the least important. Then **discuss** your student's answers with them. Ask them to **elaborate** on why they chose the rank they did for each item.



- ___ Good salary
- ___ Good benefits (insurance, retirement, etc.)
- ___ Job security
- ___ Work hours that meet your needs
- ___ Satisfactory location
- ___ Compatible co-workers, supervisors, customers
- ___ Opportunity to learn and develop skills
- ___ Challenging and satisfying work
- ___ Good working conditions/environment
- ___ Like/believe in the organization's mission/vision
- ___ Opportunity for promotion/advancement
- ___ Prestige and respect



Talk about how different jobs may fit your student's career values.

work force readiness

WAYS TO GAIN WORK EXPERIENCE

42

ACTIVITY

**Learning Objectives:**

The student will learn about the different ways to gain work experience.

**Materials Needed:**

Copy of "Ways to Gain Work Experience" activity sheet, Internet access, pen/pencil

**Instructions:**

Gaining work experience can come in many different forms, from job shadowing to volunteering.

Visit the websites provided below and review the information with your student.

***JOB SHADOWING* - jobshadow.com**

Job shadowing includes spending time observing someone who is in a position about which you would like to learn more. This site provides information on what job shadowing is as well as contacts for those who are interested in participating in a job shadow program. Let your Guidance Counselor know that you are interested in job shadowing to find out more about opportunities your school or community may have.

PART-TIME JOB

Part-time jobs are convenient for students, giving them the opportunity to work a few hours after school, on the weekends, or even during the summer. A part-time job should not interfere with your studies. Speak with your guidance counselor to find out more about part-time jobs that may be available to you.

***VOLUNTEER PROJECTS* - volunteermatch.org**

Volunteer projects are a great way for you to build a strong record of achievement, community service, and leadership. Students who volunteer for a wide variety of community projects will be exposed to many different types of business and civic organizations. You will also meet community and business leaders who can assist you in your future careers. This site is a resource to find more information about volunteer opportunities in your community.

You can get more information about opportunities for work experience from:

- » Your school
- » Your school's Guidance Department
- » Local Chambers of Commerce
- » Civic and business organizations
- » Your College Success Coach

Remember a small investment of time and effort can be a very important component of a resume and is valued by employers. Participation in volunteer projects, job shadowing, and a part-time job demonstrates:

- » A good work ethic
- » A sense of community responsibility
- » Good character



Gaining valuable work experience is vital to your student's future. As they go through the various websites, discuss with them the information they find most helpful.

**Learning Objective:**

The student will learn how to construct a cover letter.

**Materials Needed:**

A copy of "Creating a Cover Letter" activity sheet, pen/pencil

**Instructions:**

Help your student understand the purpose of a cover letter and how to construct one by reviewing the information below. Then, work with them to create their own cover letter on a separate piece of paper.

Your cover letter expresses specifically how your skills and experiences will benefit the company to which you are applying. Below is a basic cover letter format.

Cover Letter Format

Your Name: Include your full name and mailing address.

Date: Use today's date.

Address: Address your letter to a specific person at a specific company. If you are unaware of the person's name, be sure to state the name of the department.

Salutation: This letter should be written to whom you have addressed. If you are unaware of the individual's name, an alternative could be "Hiring Committee" or "Human Resource Manager."

Body: This should include three paragraphs:

1ST Should demonstrate how your experiences align with the position to which you are applying and establish a connection to the company's goals and objectives.

2ND Should state your top skills that highlight the benefits you will bring to the company.

3RD Should initiate action by explaining what you will do next (e.g., follow up) or prompt the employer to contact you to set up an interview. Close with a "Thank you."

Closure: "Sincerely" or "Respectfully" usually work well.

Signature: Allow space for your handwritten signature and type in your full name below.



Learning Objective:

The student will learn how to create a resume.



Materials Needed:

Copy of "A Winning Resume" activity sheet, Internet access, pen/pencil



Instructions:

Constructing a solid resume is the first step to attaining a job. **Review** the basic resume format below with your student. On a separate piece of paper **help** them **write** their own resume based on their experiences and previous jobs.

Let your resume represent the best YOU, highlighting your education, experiences, and unique qualities. Below is a basic resume format.

Resume Format

Your Contact Information: Include your full name, full address, telephone number, and email address.

Objective (optional): Link your skills and experience with those required by the company. Focus on the goals of the organization and how you address them.

Career Highlights/Qualifications (optional): List career-related achievements, skills, traits, and experience relevant to the position for which you are applying. It lets the prospective employer know how you are qualified for the job.

Experience: Include your work history. List the company's name; dates of employment, in order of most recent first; the positions you held; and a bulleted list of what you did for your employer/volunteer organization/community.

Education: List the colleges you attended; the dates of attendance, in order of most recent first; the degrees you attained; and any special awards and/or honors you earned.

Skills and Personal Interests: List the skills related to the position/career field for which you are applying, i.e., computer skills, athletic abilities, or talent.

Honors/Awards: List any pertinent honors/awards you have received that show your qualification for the position.

Languages: List languages you speak, read, and/or write along with the level of proficiency.

**Learning Objective:**

The student will gain an understanding of the job search and application process.

**Materials Needed:**

Copy of "How to Apply for a Job" activity sheet, pen/pencil

**Instructions:**

Help your student understand the job search and application process by reviewing the information below. Use this opportunity to **share** your own professional experiences with them.

Step 1: Find a job that interests you

In today's world, jobs are listed in a variety of ways: Internet job sites, ads, on the web, classified posts, on school campus and company websites. Start your search using one of these methods and keep a list of the positions that interest you.

Step 2: Inquire about the position

Once you have selected a job or two that are of interest to you, proceed by contacting the company/organization and inquiring about the position. Is the position still open? Is there an application to complete? To whom can you forward your resume and cover letter?

Step 3: Provide the potential employer with your cover letter and resume

Refer to Activities 43 and 44 for complete cover letter and resume format.



Remember that your cover letter and resume are a reflection of who you are, so make sure they have been proofread and are free of errors. Generally, the potential employer will call you to arrange an interview. If you do not hear from them, take the initiative to **call** and **inquire**.

**Learning Objective:**

The student will learn tips for having a successful job interview.

**Materials Needed:**

Copy of "Interviewing Tips" activity sheet, Internet access, pen/pencil

**Instructions:**

Having a successful interview requires preparation, professionalism, and follow-up. Review the tips below with your student to prepare them for a successful interview.

Before Your Interview

- » Research the company and become well informed on their mission, goals, and future plans.
- » Prepare ahead by anticipating questions that may be asked of you.
- » Prepare questions you want to ask during the interview.
- » Make sure your clothes are business-like, clean, pressed, and conservative. Make sure your hair and nails are trimmed and clean.
- » Bring a fresh copy of your resume and a notepad to take notes.

During Your Interview

- » Be on time; better yet, arrive 10-15 minutes early.
- » Extend your hand when you are being greeted and shake hands firmly.
- » Treat everyone you encounter with respect.
- » Make eye contact with your interviewer and smile when appropriate.
- » Do not sit until you are invited to do so.
- » Be positive and avoid any negative comments about past employers.
- » If you have unanswered questions, wait and ask them when appropriate. This will show your interest and ability to think critically.
- » Listen carefully. If you feel the question is unclear, ask politely for clarification.
- » Pause before answering to consider all facts that may substantiate your response.
- » Discuss only the facts needed to respond to the question.
- » Focus and re-focus attention on your successes. Remember, the goal is not to have the right answers so much as it is to convince the interviewer that you are the right person.
- » Be truthful, but try not to offer unsolicited information.
- » Try not to open yourself to areas of questioning that could pose difficulties for you.



After Your Interview

- » Send a neatly written “Thank You” note to the individual(s) who interviewed you. Summarize the points you made in your interview or add a brief but crucial point that you might have forgotten.
- » Do NOT call the employer back immediately. If the employer said they would have a decision in a week, it is okay to call them in a week to thank them for the interview and reiterate your interest.
- » If you receive word that another candidate was chosen, you may send a follow-up letter to the employer, thanking them for the opportunity to interview for the position. Let them know that, should another or similar position open in the future, you would be interested in interviewing again.



After reviewing these tips with your student, you can use the following activity to provide them with a fun and effective way to further prepare for an interview.

**Learning Objective:**

The student will become familiar with potential interview questions through a mock interview.

**Materials Needed:**

Copy of "Mock Interview" activity sheet, pen/pencil

**Instructions:**

Preparing for an interview requires anticipating questions that may be asked by the potential employer. These questions may require your student to formulate well thought out responses.

Inform your student that there are no right or wrong answers, and that a prepared response may impress the potential employer. Help your student become comfortable with the interview process by conducting a mock interview with them, and **assisting** your student **develop** answers to questions they have difficulty answering.

- » Tell me about yourself.
- » Why are you interested in this position?
- » What qualities do you think someone in this position needs in order to be successful?
- » Why do you think you are the best candidate for this position?
- » Can you describe a challenge you have encountered and how you overcame it?
- » What is something that you have accomplished that you are very proud of?
- » Where do you see yourself in five years?
- » What is a weakness that you wish to improve?
- » What is your greatest strength?
- » Why should we hire you?
- » How do you handle conflict?
- » What motivates you to put forth the greatest effort?
- » Why did you leave your last job?
- » If you could change one thing about your current job to make it better, what would it be, and how would you do it?
- » Have you ever had difficulty with a supervisor or teacher? If so, please explain.



Feel free to **share** your personal interviewing experiences with your student.



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Section 6

ROAD MAP TO COLLEGE

activities 48-54

» **planning for high school graduation**

The activities in this section are designed to help your student with their educational planning for each year in middle and high school. Such planning includes identifying the right courses to take and preparing for standardized tests. **Your goal as a mentor** is to assist your student in tracking their progress toward high school graduation and their college and career goals.

» Resource List:

The following websites may help you continue to help your student prepare for high school graduation:

collegeboard.org and act.org College and career exploration, alongside test prep and college readiness information

FSassessments.org Information about Florida's standardized tests

floridashines.org Academic advising, career readiness, and distance learning resources for FL students

fldoe.org/academics/graduation-requirements Academic advisement for Florida students is published each year; students are always held to the requirements which were current in their 9th grade year



START

Freshman

- ✓ Know your graduation requirements
- ✓ Choose a club at school
- ✓ Start documenting achievements in a portfolio

ACTIVITIES

- Is School a Real Job (40)
- Test Time (28)

Middle School

- ✓ Take challenging courses
- ✓ Research high schools and the programs they offer

ACTIVITIES

- Learning Styles (24)
- My Study Habits (27)

Sophomore

- ✓ Learn about AP & Dual Enrollment
- ✓ Research colleges
- ✓ Tour a campus

ACTIVITIES

- Career Values (41)
- Preparing for Standardized Tests (30)

Junior

- ✓ Sign up for PSAT/NMSQT in the fall
- ✓ Sign up for SAT/ACT in the spring
- ✓ Research scholarships and application deadlines
- ✓ Consider DE/AP courses

ACTIVITIES

- Vision Board (8)
- Ways to Gain Work Experience (42)

Senior

- ✓ Explore DE/AP classes
- ✓ Take ACT/SAT again
- ✓ Fill out college applications
- ✓ Fill out FAFSA
- ✓ Apply for other scholarships

ACTIVITIES

- Choosing the Right College (37)
- The Basics of Financial Aid (39)

NEXT EXIT
COLLEGE



Learning Objective:

The student will follow the recommended suggestions for college/career bound freshmen.



Materials Needed:

Copy of "Checklist: Middle School," activity sheet, pen/pencil



Instructions:

Review the "Checklist" with your middle school student. Keep a copy of this list in a safe place and allow them to check off each task as they complete it. Building a college-bound mind set will help your student on the road to college and future success even while your student is in middle school.

Checklist:

- ☐ Research high schools in your area and special programs they may offer
- ☐ Take the most challenging math class you can handle
- ☐ Get involved in school or community-based extracurricular activities
- ☐ Start reading magazine and newspaper articles
- ☐ Keep a journal to develop good writing skills
- ☐ Ask your counselor about challenging and interesting courses you could take
- ☐ Explore career options
- ☐ Talk to older siblings or other young people you know who are attending college.



This checklist gives you a general sense of what your middle school student should be doing this year. Take Stock in Children College Success Coaches use a more specific version of this checklist with current dates, local dates and deadlines included. Contact your student's CSC for a copy of this year's middle school checklist.

planning for high school graduation

HIGH SCHOOL GRADUATION REQUIREMENTS

50

ACTIVITY



Learning Objective:

The student will create an outline of the courses they will need to complete to stay on track for high school graduation.



Materials Needed:

Copy of "High School Graduation Requirements" activity sheet, pen/pencil, access to internet.



Instructions:

Students are required to complete a certain number of courses on their road to high school graduation. You can find this information at fldoe.org/academics/graduation-requirements. In order to ensure that your student is on track for graduation, assist them with outlining their course plan. Use the chart below to note the number of credits your student needs to earn in each subject area, and courses they may wish to take each year to meet the requirement.

ROAD MAP TO HIGH SCHOOL GRADUATION

Subject Area	Required Credits	Freshman Course(s)	Sophomore Course(s)	Junior Course(s)	Senior Course(s)
English					
Mathematics					
History/Social Studies					
Science					
Art					
Foreign Language					
Physical Education/Health					
Electives					



Keep this list in a safe place and refer back to it annually. This will be a good way for your student to ensure that they are on the right path toward high school graduation.



Learning Objective:

The student will follow the recommended suggestions for college/career bound freshmen.



Materials Needed:

Copy of "Checklist Freshman Year," activity sheet, pen/pencil.



Instructions:

Review the "Checklist" with your freshman student. Keep a copy of this list in a safe place and allow them to check off each task as they complete it.

Checklist:

- ___ Create a GPA goal
- ___ Choose a club at school
- ___ Start working on your community service hours
- ___ Create a high school resume and include your awards, achievements, paid and/or volunteer work, extracurricular activities, classes taken, fluent language(s), and technical skills
- ___ Explore career options
- ___ Start preparing for the PSAT
- ___ Begin studying for the appropriate Florida State Assessments (FSA)



Review this list on occasion to ensure that your student is on track.

This checklist gives you a general sense of what your freshman student should be doing this year. Take Stock in Children College Success Coaches use a more specific version of this checklist with current dates, local dates and deadlines included. Contact your student's CSC for a copy of this year's Freshman Checklist.



Learning Objective:

The student will follow the recommended suggestions for college/career bound sophomores.



Materials Needed:

Copy of "Checklist: Sophomore Year," activity sheet, pen/pencil.



Instructions:

Review the "Checklist" with your sophomore student. Keep a copy of this list in a safe place and allow them to check off each task as they complete it.

Checklist:

- ☐ Take PSAT
- ☐ Print out HS graduation requirements
- ☐ Begin thinking about an internship experience or career shadowing opportunity. (what, when, where)
- ☐ Inquire about: AP, dual enrollment, virtual, the requirements for high school graduation, college admissions, Bright Futures scholarships
- ☐ Begin to research colleges, college fairs, summer program offerings at colleges
- ☐ Use the FAFSA 4Caster to estimate the amount of need-based financial aid you'll be eligible for
- ☐ Narrow down top colleges and universities to coincide with your interested area of study
- ☐ Research standardized tests and requirements of these top schools
- ☐ Update HS resume w/ awards, achievements, clubs
- ☐ Participate in college tours when possible



This checklist gives you a general sense of what your sophomore student should be doing this year. Take Stock in Children College Success Coaches use a more specific version of this checklist with current dates, local dates and deadlines included. Contact your student's CSC for a copy of this year's Sophomore Checklist.

planning for high school graduation

CHECKLIST: JUNIOR YEAR

53

ACTIVITY

**Learning Objective:**

The student will follow the recommended suggestions for college/career bound juniors.

**Materials Needed:**

Copy of "Checklist: Junior Year," activity sheet, pen/pencil

**Instructions:**

Review the "Checklist" with your junior student. Keep a copy of this list in a safe place and allow them to check off each task as they complete it.

Checklist:

- ___ Take as many AP and Dual Enrollment classes as you can comfortably take pertaining to a proposed major. Be sure to consult with a college advisor and high school counselor.
- ___ Take PSAT/NMSQT
- ___ Sign up for SAT/ACT
- ___ Deeper dive into college/university list of requirements for application; i.e., ACT, SAT scores, essays, letters of reference
- ___ SAT/ACT; begin preparing for test
- ___ Create scholarship planner
- ___ Update HS resume w/ awards, achievements, work experience, and leadership roles
- ___ Continue to set and work towards GPA Goal
- ___ Continue to earn and record volunteer/community service hours
- ___ Participate in college tours, and research summer program offerings at colleges
- ___ Summer; start filling out college applications. If you qualified for a SAT/ACT fee waiver, you will receive application fee waivers as well.



This checklist gives you a general sense of what your junior student should be doing this year. Take Stock in Children College Success Coaches use a more specific version of this checklist with current dates, local dates and deadlines included. Contact your student's CSC for a copy of this year's Junior Checklist.



Learning Objective:

The student will follow the recommended suggestions for college/career-bound Seniors.



Materials Needed:

Copy of "Checklist: Senior Year," activity sheet, pen/pencil



Instructions:

Review the "Checklist" with your Senior student. Keep a copy of this list in a safe place and allow them to check off each task as they complete it.

Checklist:

- ___ Take as many AP and Dual Enrollment classes as you can comfortably take pertaining to a proposed major. Be sure to consult with a college advisor and high school counselor.
- ___ Sign up for and take SAT/ACT
- ___ Update HS resume w/ awards, achievements, work experience, and leadership roles
- ___ Continue to set and work towards GPA Goal
- ___ Early decision deadline, October 1
- ___ Explore schools' application process. Look at their applications, essay/biographical requirements, average GPA, exam requirements, recommendation requirements, etc.
- ___ Check out the virtual tours at websites of any colleges you are interested in attending.
 - Log-in with them as this will get them to mail or email you additional information.
 - If you feel very strongly about 1 or 2 schools, consider applying for early admission.
 - Be sure to have your scores sent to every school you may want to attend. Your scores will be updated every time you retake an exam, and this will get you on their mailing list
- ___ Practice writing essays
- ___ Senior photos
- ___ Apply for Bright Futures and other scholarships
- ___ Attend FAFSA workshop and apply
- ___ Attend Senior College Prep workshop
- ___ Review the Take Stock in College information with your College Success Coach; this includes, Take Stock Connect, Signal Vine, and the contact information for College Completion Coaches.
- ___ Get to know the top 2 schools that you applied for; meal plans, dormitory, landscape, administrative buildings, bookstore, student union, etc.



This checklist gives you a general sense of what your senior student should be doing this year. Take Stock in Children College Success Coaches use a more specific version of this checklist with current dates, local dates and deadlines included. Contact your student's CSC for a copy of this year's Senior Checklist.



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Section 7

HELPFUL
HINTS

HELPFUL HINTS & INSTRUCTIONS FOR USING THE TAKE STOCK APP - MENTOR GUIDE



1

Downloading The App

1. On your smartphone, go to the App Store (iPhone) or Google Play (Android).
2. Search for "TSIC" - you should see the Take Stock logo.
3. Download and Install the app - IT'S FREE!

2

Checking Your Phone Settings

1. Notifications Push (iOS and Android)
2. Location Based Services (iOS and Android)
3. Calendar Google (Android)
4. Allow access to library, camera and microphone (iOS and Android)



3

Logging In

1. Login as a mentor, using your email and the password **Welcome123**.
2. You can change your password later.

4

Scheduling A Session

1. Select "Schedule A Session".
2. Fill in the following information:
Agenda Name, Description, Assign to, Session Location, Session Method Location, Session Space, Date & Time, then click "Schedule Session".

5

Initiating A Text Chat Session

1. Go to "Chat with Mentee" and initiate the first text.



6

Initiating A Video Chat

1. Go to "Chat with Mentee" navigation and select your Mentee **OR** Go to "Schedule a Session" navigation and choose a confirmed session.
2. Locate the video camera icon to launch the call.
** Video chats are limited to 30 minutes per week per student.



7

Logging A Session

1. On the home screen, select "Log A Session"
2. Hit the "+" key
3. Fill in the requested information.

Having Trouble?

Email **APPSUPPORT@TSIC.org** and include
Your Name; iPhone or Android; A brief description of your issue; Include a screenshot of the error.

HELPFUL HINTS & INSTRUCTIONS FOR USING THE TAKE STOCK APP - MENTEE/STUDENT GUIDE



1 Downloading The App

1. On your smartphone, go to the App Store (iPhone) or Google Play (Android).
2. Search for "TSIC" - you should see the Take Stock logo.
3. Download and Install the app - IT'S FREE!

2 Checking Your Phone Settings on iOS and Android Devices

1. Notifications Push (iOS and Android)
2. Location Based Services (iOS and Android)
3. Calendar Google (Android)
4. Allow access to library, camera and microphone (iOS and Android)

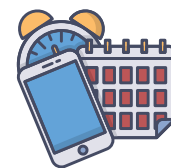


3 Logging In

1. Login as a Mentee, using your email and the password **Welcome123**.
2. You can change your password later.

4 Accept/Reschedule a Session Request

1. Go to "Mentor Sessions".
2. Select "Accept" or "Reschedule" for the session request shown.
3. If rescheduling, add a note to discuss a better time to meet.



5 Text Chat With Your Mentor

1. Go to "Chat with Mentor" to text with your mentor.



6 Video Chat With Your Mentor

1. Your Mentor will initiate a Video Chat with you during your Scheduled Mentor Session time.
2. Simply "Accept" the Video Chat and begin chatting with your Mentor.
3. Video Chats are limited to a total of 30 minutes per week.
4. Make sure you are in an appropriate environment with limited distractions.



Having Trouble?

Email **APPSUPPORT@TSIC.org** and include

Your Name; iPhone or Android; A brief description of your issue; Include a screenshot of the error.



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