**Mentor Handbook**

10th Grade Mentoring Program

2013 – 2014 Academic Year



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

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**The Bridge Builder**

*by*[*Will Allen Dromgoole*](http://www.poetryfoundation.org/bio/will-allen-dromgoole)

An old man going a lone highway,

Came at the evening, cold and gray,

To a chasm vast and deep and wide,

Through which was flowing a sullen tide.

The old man crossed in the twilight dim --

The sullen stream had no fear for him;

But he turned when safe on the other side,

And built a bridge to span the tide.

“Old man,” said a fellow pilgrim near,

“You are wasting your strength with building here.

Your journey will end with the ending day;

You never again will pass this way.

You’ve crossed the chasm, deep and wide,

Why build you the bridge at eventide?”

The builder lifted his old gray head.

“Good friend, in the path I have come,” he said,

“There followeth after me today

A youth whose feet must pass this way.

This chasm that has been naught to me

To that fair-haired youth may a pitfall be;

He, too, must cross in the twilight dim;

Good friend, I am building this bridge for him.”

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**Orientation**

**Materials**

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\*Contact Info

\*Overview and Objectives

\*Defining the Mentor Experience

\*Effective Mentoring Relationships

\*Relationship Developmental Process

\*Helpful Mentor Guidelines & Tips

\*Mentor Contract

**Orientation Agenda

|  |  |
| --- | --- |
| Welcome & Introductions Sign-In & Forms  Welcome from Clairemont High, Staff  AOBT Foundation  Mentor Introductions | *Liz Rush*  *Principal or Vice Principal*  *Foundation Board Member*  *Mentors* |
| Students in the Academy Mentor Program About Our Program Students  Student Speakers: “My Mentor Experience” | *Liz Rush*  *11th & 12th Grade Students* |
| Mentor Program Presentation **Orientation to Mentoring**  Overview and Objectives  Defining the Mentor Experience  Effective Mentoring Relationships  Relationship Developmental Process  Helpful Mentor Guidelines & Tips    **Mentor-Student Meetings**  Overview of Scheduled Meetings  10th Grade Mentor Program Meeting Agendas (Group Mentoring)  11th Grade Mentor Program Meeting Agendas (One-to-One Mentoring) | *Liz Rush* |
| Mentor Contract Review  Sign and collect | *Mentors* |
| First Kick-Off Meeting Agenda Mach Up & Activities for initial mentor-student(s) meeting | *Liz Rush* |
| Student Selections (Optional) (Optional)  Review Student Profiles | *Mentors* |

## Wed., Sept 18, 4:00 P.M. – 5:30 P.M. / Thur., Sept 19, 4:00 – 5:30 P.M.

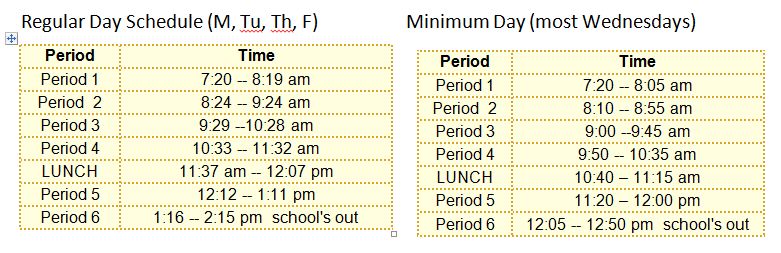
**CONTACT INFO & REFERENCE SHEET FOR MENTORS**

**CLAIREMONT HIGH SCHOOL INFO:**

**Clairemont High School Office Hours:** 7 am – 3:30 pm **Address:** 4150 Ute Drive, San Diego, CA 92117

**Clairemont High Main Phone Line:** 858-273-0201 **Website:** <http://www.sandi.net/clairemont/>

**CLAIREMONT HIGH BELL SCHEDULE:**



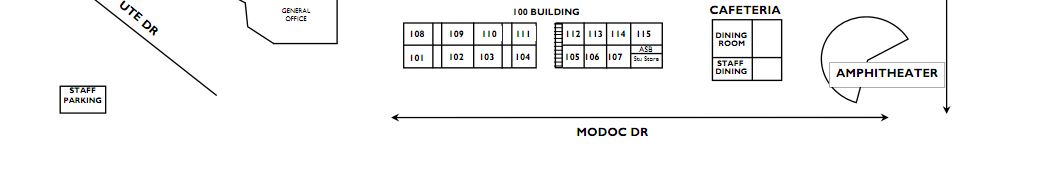
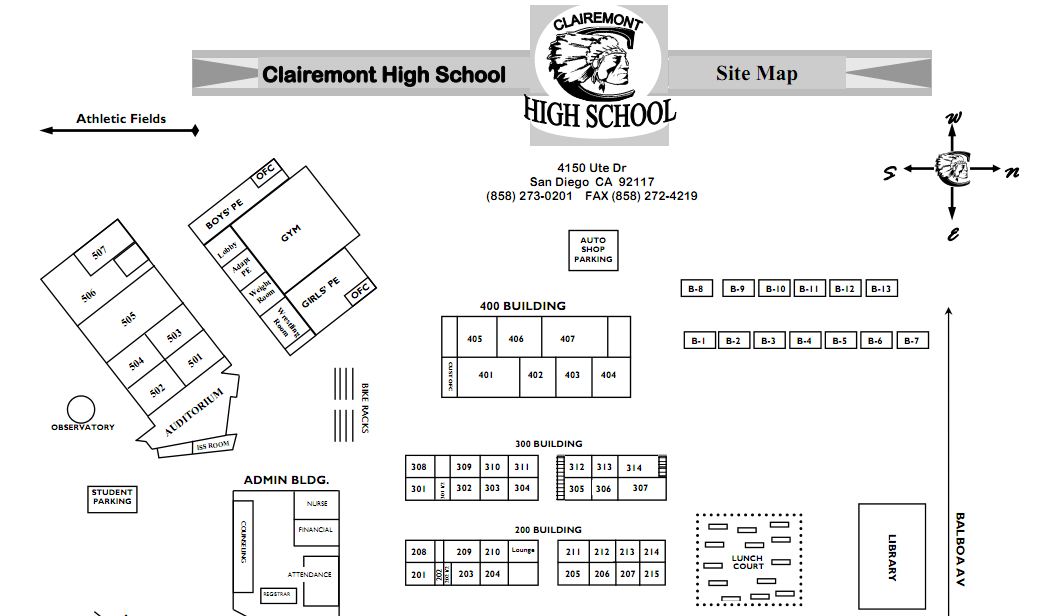
**MENTOR PROGRAM COORDINATOR CONTACT INFO:**

**Coordinator:** Liz Rush **Email:** erush412@gmail.com **Cell Phone:** 858-204-9363

**Office Phone:** 858-273-0201 x4208 **Academy Website: www.**AcademyCHS.org

**STUDENT MENTEE CONTACT INFO** (fill in from Students’ Profiles)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student 1** | **Student 2** | **Student 3** | **Student 4** |
| **Name** |  |  |  |  |
| **Birthday** |  |  |  |  |
| **E-mail:** |  |  |  |  |
| **Cell/ Phone** |  |  |  |  |
| **Parents** |  |  |  |  |
| **Other info** |  |  |  |  |



**SECTION I. OVERVIEW & OBJECTIVES**

**I.1 - PROGRAM OVERVIEW**:

The students participating in this Mentorship Program are all 10th graders in the Academy of Business (ACADEMY) at Clairemont High. They will each be matched into small groups of 3-4 students per one adult mentor. By having both mentor and students fill out profiles, the ACADEMY tries to carefully match students to each other and to a mentor who has similar a personality type, interests, or career plan. This is not always possible, but either way, we feel students can benefit immensely from learning how to interact with others.

For mentors, the Mentorship Program is a one-year commitment consisting of monthly scheduled meetings which cover topics such as goal-setting, academic progress, team-building, skill building, and future planning. Most of these are one-hour meetings that take place in the Clairemont High School Library. The three meetings that that are different in format include two days where the mentor will have an extended meeting in order to get individual time with each student in their group, and a mentor-student educational fieldtrip (where students are released from one school day to go with their mentor to an educational site such as a college.) The agendas provided later in this handbook give detailed instructions for each meeting. The dates and times of all the scheduled meetings are also included in this handbook for your planning purposes.

**I.2 - PURPOSE AND OBJECTIVES OF THE ACADEMY MENTORING PROGRAM:**

U.S. Supreme Court Justice Thurgood Marshall once said, “None of us has gotten where we are solely by pulling ourselves up from our bootstraps. We got here because somebody...bent down and helped us.” The Academy of Business & Technology (ACADEMY) Mentoring Program was founded on this ideology. Our students in the Academy at Clairemont High tend to be adolescents who need a leg up. They have outstanding potential, but unfortunately, many of them have not been presented with all the opportunities life has to offer. The Mentor Program is one powerful way to expose students to successful, professional role models who can help encourage them and guide them in their future career path.

**Purpose:**

* To help students redirect their lives
* To invest in the future of your community and business
* To create meaningful partnerships between school and community
* To make a difference in the life of a young person and therefore the world

**Objectives for the Student:**

* Develop awareness of business and career opportunities
* Improve organization and self-esteem
* Practice effective goal-setting
* Increase knowledge of relationship between school and work
* Establish professional relationship with a successful, working adult
* Increase ability to contribute to society

**Objectives for the Mentor:**

* Make a difference in a student’s life and in the school system
* Share interests and hard-won wisdom
* Contribute to higher percentage of successful graduates
* Increase the number of successful citizens and employees in California
* Help develop responsible future employees
* Feel personal satisfaction

**SECTION** **II. DEFINING THE MENTOR EXPERIENCE**

Mentoring is exciting, challenging and rewarding. It holds great promise for helping young people in a meaningful way. Caring mentors offer support, consistency, and a chance for young persons to develop the knowledge and skills needed for their fullest potential. Mentors have the opportunity to pass on values, lessons learned and social skills from their generation to the next. Given the realities of our public high schools and the difficulties associated with adolescence, mentoring may not be "smooth sailing." It is an experience, however, through which mentor and student mentees can learn and change. As a mentor, you can be absolutely certain that you will make a difference.

**II.1 - WHAT IS A MENTOR?**

**A mentor is:**

* a responsible adult
* a trusted guide
* a good listener
* a reliable role model
* a professional advisor
* an active sponsor
* a “real-world” trainer
* a teacher of life
* an advocate for students
* an opener of doors
* a friend

**A mentor is not:**

* an evaluator
* a disciplinarian
* a savior
* a therapist
* a counselor
* a social worker
* a parent
* a peer

**II.2 - BENEFITS TO MENTEES:**

Mentors frequently ask: Am I making a difference? What are the signs of progress that can be considered successful in a mentor/mentee relationship? For some, it may be ten years before a "former" mentee looks back in retrospect, and says: *You know who made a difference in my life? My mentor.* However, listed below are some signs of success which mentors or teachers may observe in mentees as a result of the relationship:

 Improved school attendance

 Improved eye contact

 More volunteering in class

 Increased communication

 More smiles

 Improved interaction with peers

 Happier demeanor at school

 Increased consideration for others

 Decreased hostility

 More enthusiasm

 Reduced detentions

 Improved academic performance

 Openness to the mentor

* Improved self-esteem

**II.3 - BENEFITS TO MENTORS**

Mentors make a difference in the lives of young people. The close relationship with student mentees may also provide personal benefits to the mentor such as:

* More satisfaction when they return to the work place
* More fulfillment with the commitment as a volunteer in the community
* A greater understanding of the education system and education-related issues
* Appreciation for students of the same and other cultures
* Satisfaction of having impacted the lives of others

**II.4 - WHO SHOULD BE A MENTOR?**

Potential mentors are all enthusiastic about working with students and making a difference in young lives. The most effective mentors are willing to invest a large amount of time and energy into supporting his or her mentee student group. So, before committing, it is best to make sure the pivotal role of mentor realistically fits into your life:

You should have no problem making the commitment to mentor if:

* You can easily prioritize the monthly Thursday mentor meeting without conflicts.
* You can make a commitment to be on time at every single scheduled meeting.
* Follow-through is one of your strengths; you can go above and beyond the required meetings.
* You have the dedication and patience to help your students open up in conversation.
* You will be available to communicate regularly with your mentees (once per 2 weeks) via email.
* You are able to see the program through to completion.

You should think twice before making the commitment to mentor if:

* You are in the process of switching careers.
* You foresee a major life change this year that will restrict time (wedding, baby, long vacation, etc.)
* You plan to move out of San Diego in the next 9 months.
* Your work requires you to travel unexpectedly for long periods of time.
* Your schedule is very unpredictable and/or inflexible.
* You can already see a conflict with two or more of the scheduled meeting days/times.

**II.5 - THE RESPONSIBILITIES OF AN ACADEMY MENTOR**

Once committed to mentoring, mentors should recognize that they will have a significant impact on their student’s life. Throughout the mentoring process, mentors are expected to:

**Make time:** The most important responsibility of the mentor is being reliable and showing up to every meeting. Since mentors have all the dates and times in advance, we ask that they commit to coming to every meeting. It is very difficult for students to watch their peers meet with their mentors without getting to participate.

In case of an unavoidable conflict, we ask that mentors schedule an alternate meeting date with students during the same week, and, if possible, notify the student and ACADEMY coordinator at least one week prior to the missed meeting. Please do this sparingly, as it is very challenging to reschedule students’ class time, reserved library time, and coordinator availability.

**Be reliable:** A commitment made to a mentee for a meeting, activity, or contact should be a mentor's priority, barring emergencies. Consistent accountability builds trust, establishes a positive example, and creates constructive mutual expectations. Mentors should be on time to every meeting and communicate with the coordinator if there is a conflict. Mentors are also expected to reply to student e-mails in a timely manner.

**Be prepared.** The meeting agendas have already been prepared, but in order to make the best use of time with your student, it is necessary to *prepare* for all meetings by reading through the agenda materials ahead of time.

**Be a role model.**Role modeling involves pointing out, demonstrating and explaining actions and values that offer the best opportunities for success and happiness and helping mentees see and strive for possibilities beyond what they may see in their present environment.

**Listen**. Keep an open mind. Other adults in a young person's life may not have the time, interest, or ability to listen. Mentors should encourage young people to talk about their fears, dreams, and concerns. A mentor may, in fact, be the only adult in the mentee's life that truly listens.

**Encourage**. Mentors should help the mentee build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths.

## SECTION III. EFFECTIVE MENTORING RELATIONSHIPS

*What is an effective mentoring relationship? In a recent study, Public/Private Ventures attempted to define effective adult/youth relationships and determine if such relationships do in fact develop in an intergenerational setting. Based on this study, the following are recommended strategies for interacting with your youth:*

***1. UNDERSTAND A YOUTH'S RELUCTANCE TO TRUST.*** Many young people have been disappointed by previous relationships with adults. It may take a while for the mentees to overcome hesitance and develop trust.

***2. VIEW THE PURPOSE OF MENTORING AS GIVING***; understand that initially the meetings may be one-directional.

***3. OFFER REASSURANCE, SUPPORT, AND KINDNESS*;** show caring for and belief in the mentees. Too many young people rarely hear someone tell them they really care and want to listen with concern. Attempt to understand the students’ family, social class, and culture.

***4. SUGGEST WAYS TO SOLVE PROBLEMS*.** Whenever possible, approach issues and problems in a positive way by building on related strengths that the mentees may have demonstrated. For example, if reading is a problem, start by reading about things of interest to the mentee.

**5.** ***LISTEN CAREFULLY AND OFFER POSSIBLE SOLUTIONS WITHOUT PASSING JUDGMENT.*** Try to relate to the students’ personal experiences by giving examples of your own. Practical suggestions rather than criticism are most helpful. Try to solve problems together as a group rather than lecturing on what should be done.

***6. HELP THE MENTEES MAKE THE CONNECTION BETWEEN THEIR ACTIONS OF TODAY AND THE DREAMS AND GOALS OF TOMORROW.*** For example, if a mentee dreams of graduating with classmates, point out how skipping school will affect the chances of completing school on schedule, if at all. Bring in examples of others who have struggled that are real to the students, such as local heroes or community leaders.

***7. IDENTIFY THE MENTEE'S INTERESTS AND TAKE THEM SERIOUSLY.*** Be aware of learning opportunities and "teachable moments." If a mentee expresses an interest in someone or something, no matter how slight, take advantage of the situation and encourage the interest. Over time students may learn to be aware of and creative with their own potential. For example, if interest is expressed in a local politician, try to arrange to hear the politician speak or clip news articles about that person for the mentee to read. Think of ways to transform a casual interest into a learning experience using your energy and connections.

***8. DO NOT IMMEDIATELY ASK THE MENTEES TO DISCUSS VERY PERSONAL ISSUES****.* Delving into a young person's deep personal or family life, particularly early in the relationship, is usually not productive. The mentees may be embarrassed in front of their peers, may be ashamed of a poor school performance, a criminal record or abusive family behavior. These topics may be appropriate later when trust has been developed in the group. If there is resistance, do not press; silence does not necessarily mean rejection. *It is important not to measure a relationship's success by the extent of the youth's disclosure.*

***9. ON THE OTHER HAND, A MENTEE MAY SHARE A GREAT DEAL WITHOUT ANY PROMPTING OR INQUIRY****.* You may even be hearing more than you want to know at first, especially about other family members. This is usually more true with young teens than mid to older adolescents. Try to determine why this information is being given so early and fully. The mentee may be seeking advice or may just be making conversation. There is also the possibility that the young person is testing to see if you are "shock proof."

***10. HAVE REALISTIC EXPECTATIONS*.** Mentors may be discouraged when the mentee is not "turning his life around" or making great improvements. Mentors certainly have an impact on youth, but it is unlikely that he or she will be totally transformed by this relationship. There are, nonetheless, signs of progress. Adjust expectations and understand that the mentee may not always express gratitude directly.

**SECTION** **IV. RELATIONSHIP DEVELOPMENTAL PROCESS**

*Typically, the mentor-student relationship goes through three stages: developing trust, reaching goals, and ending the relationship.*

**STAGE 1: THE BEGINNING -- BUILDING TRUST**. “Mentoring kids is like a big puzzle. You have to keep trying things until you find something that works.” Building trust can take weeks. One of the best ways to build trust is to model how to open up by trusting your students and sharing things about your own life with them. Another great method is to help your mentees accomplish something that is important. But at the beginning of any relationship, there is always a trial period. In this initial phase, you may experience some of the following:

Testing: Initially, and particularly if a mentee is from an unstable background where they have been repeatedly disappointed by adults, mentees may go through a testing period. They may be slow to give their trust because they expect the inconsistency and lack of commitment they have received in the past or they may not trust their peers. The mentor's and group’s trustworthiness and commitment may be tested for the first few meetings. Once the mentor and group “pass” the test, the real relationship can begin. Though this difficult state will not occur in all relationships, it is important for you to be prepared, understand, and refrain from personalizing this "test" as much as possible. During the testing phase you may expect mentees to:

* Be shy or quiet
* Fail to return emails promptly
* Look uncomfortable during meetings
* Display sullen, unresponsive, or inconsistent behavior

Remember the issue is not whether the mentees likes the mentor, they are protecting themselves from disappointment. From their perspective, not having a relationship at all seems better than trusting, and losing someone or trusting and being made fun of by their peers. Your mentees may come from a family where nothing can be taken for granted:

* + People living in the household may come and go
  + Frequent moves may occur during the course of a year
  + Finances may be a constant struggle

Predictability can build trust. You can help by being consistent. Be on time for meetings, bring promised information and materials, respond to e-mails, and follow through on all agreements that you make with your mentees. One misstep at this state, though it may seem trivial to you as a responsible adult, can have great importance in a negative sense to your mentees.

**STAGE 2: THE MIDDLE -- REACHING GOALS**

After the initial testing stage, you and your student mentees will probably reach a point where you are comfortable with each other. This is a time of closeness in the relationship. In general, mentees at this stage will tend to view their mentors as:

* Trustworthy
* Someone to talk to
* Important in their lives
* An advisor
* Supportive
* A confidante
* A sounding board

This is the mentor’s golden opportunity to capitalize on the trust they’ve built. Mentors will have the chance to really make a difference in their students’ motivation-level, educational success, and self-esteem. Students may begin to open up more about their struggles and be very responsive to the mentor’s and group’s advice. Mentors should be keenly aware that every meeting during this stage has the potential to be extremely productive. Now, mentors can really start to challenge their students to meet their goals. They can also hold their students accountable for areas of laziness or needed improvements because they know that the mentor has their best interests in mind. In this phase of the relationship, mentors are encouraged to:

* Expect excellence from their students in terms of effort, reliable communication, and follow-through
* Give honest feedback to students about work, unmet goals, and areas for improvement
* Continue to lavish their students with positive reinforcement for baby steps towards goals
* Challenge their students to try new avenues or to reach even higher goals and hold them accountable to high standards in these areas

In this second phase of the relationship, mentors may also begin to notice that their students are opening up about personal issues and may feel so comfortable that they might display rare behaviors such as:

* Behaving too informally or causally in meetings
* Confiding in the mentor/ group about a family issue or friend/romance-related conflict
* Sharing with their mentor/ group about a personal struggle that may be serious (drugs, abuse, etc.)
* Inviting the mentor to do things outside of the scheduled meetings
* Becoming clingy or dependent on the mentor
* Contacting the mentor excessively or at inappropriate times
* Asking the mentor a question that is too personal

What should mentors do in these situations? First, remember that many students are still learning the fine line between personal and professional. The goal of the mentorship is to help the students establish a professional relationship with a positive role-model. They already have peers, friends, parents, and teachers with whom they can discuss very personal matters. We recommend keeping conversation focused on topics that revolve around school, career, future, and tools for success. This is not to say that the mentor should not show a vested interest in their personal life. If students bring up something that is very personal, mentors should use their discretion about whether to continue the conversation or lay down boundaries.

### If a student asks you a question that is too personal, please explain to them gently that the topic is not really an appropriate one and explain why. Please do not tell the students that anything they say will be kept confidential. If a student says anything about being hurt, wanting to hurt himself or herself, or someone else, or any sort of serious addiction or depression, please notify the ACADEMY immediately and we will in turn notify the school counselors who will decide upon the appropriate course of action. Mentors should realize that, while it is a testament to the trust the student has in them to confide these sorts of things, they are not responsible for single-handedly solving any of the student’s problems.

**STAGE 3: THE END – COMPLETING THE MENTORSHIP**

The last stage of the relationship is that of closure: recognizing your successes as well as failures and saying good bye. Help the mentees plan for the future with or without your support. Be clear about your commitment from the beginning. Near the end of the program, have an informal discussion with your mentees about "where we were then and where we are now.” If students and mentor do agree to meet further or stay in contact through e-mail, we recommend doing so by clearly outlining parameters. Also, feel free to let the students know if you want them to keep in contact with you via e-mail if they ever need a recommendation or a lead finding an internship or job. Thank your mentees for the experience, for their willingness and their trust. If you have learned something new, share this with your mentees. Let them know they are valuable contributors to our society.

** SECTION V. HELPFUL MENTOR GUIDLINES & TIPS**

**V. 1 - LEADING SCHEDULED MEETINGS:**

* Keep the atmosphere professional, but informal. (A little fun mixed with learning goes a long way.)
* Be aware of cultural differences. A student's avoidance of eye contact may not be an indication of a lack of interest or dislike, but rather a cultural response. The student may be embarrassed by the lack of proficiency in a particular subject, their language skills, or they may just be shy.
* Make all students feel important in the group. Do not allow one of them to monopolize all of the time.
* Take the initiative. Don't wait for students open up on their own.
* Encourage quiet students to talk by asking them open-ended questions.
* Show a genuine interest in what each of your students has to say.
* Encourage the students to do research outside of the meetings and then report back to you.
* Encourage students to try even when work appears too difficult. Do not tell a student, "I know you can do it because it is easy.” Instead, tell that student that it may be difficult, but that you think he/she can do it.
* Focus on a student's strengths and potential, rather than limitations. Let students make their own decisions; assist by listing options or asking others in the group to share ideas.
* Don't be afraid to admit that you don't know something. Use the opportunity to show your students how to access and use the resources that contain answers.

**V.2 - DEALING WITH COMMUNICATION BARRIERS**

**Students Who Are Reluctant To Talk:** During the mentor meetings, you may find that one or all of your students are shy or reluctant to talk at first. Please keep in mind that students will be naturally intimidated to speak face-to-face to an adult for one whole hour! Having a whole conversation with a business professional will definitely be a new (and important) experience for many of our students. Students are also still getting to know each other. Finally, several of our students speak English as a second language, so they may be embarrassed about their verbal communication skills. We ask that you bear these things in mind during your meetings. Sometimes, it may be frustrating if a student doesn’t appear to want to talk, but we urge mentors to remember that students have to be *taught* how to be effective communicators. The best way to encourage students to speak up is to ease the tension by speaking a lot about yourself, not showing irritation or impatience at their shyness, and asking them many questions about their lives. After some time, we guarantee all of your students will open up. Also, keep in mind that even if a student is not very talkative, it does not mean they are not benefiting from the mentorship. Some of our quietest students have been the ones who expressed the greatest benefit from their mentorship.

**Students Who Appear Distracted**: During meetings or events, a student may appear distracted or uninterested. First, mentors must remember that many times a student may appear this way, but may actually be paying more attention than you think! Some of our students need guidance on good listening skills. Mentors should not be afraid to remind students that in the workplace, one-on-one conversations require good eye contact and confirmation cues such as nodding or agreeing. If a mentor determines that a student really is distracted or uninterested, mentors should address this directly with student, privately, by asking them if anything is bothering them. 99% of the time, students are thinking about a personal issue in their life that is inhibiting their focus on the conversation; mentors should not automatically assume that this mentee is bored or does not want a mentor.

**Students Who Are Inconsistent:** During the course of the mentoring program, a student may become complacent or forgetful about proper communication protocol or they may not follow through on meeting items. This might show up in the form of not replying promptly to e-mails or phone calls or not meeting benchmarks for goals as discussed. Patience is essential. Mentors should gently teach students proper communication etiquette or continue to press students to not give up on their goals without expressing disappointment in the student.

**V.3 – MENTORING THROUGH E-MAIL**

Another component of the Mentoring Program is “e-mentoring:” extending the mentor-student relationship to conversation via email. We encourage mentors and students to use e-mail in between meetings. This can be a very valuable opportunity for our students. In this day and age, kids are skilled at electronic communication; however, they have very little experience with *professional* e-mailing. Students need to learn the difference between casual messaging (abbreviations, acronyms, improper grammar, etc.) and formal, workplace messaging. Mentors should encourage their students to practice the latter.

While students are participating in the mentorship program, they will be assigned e-mail correspondences to their mentors roughly once every two weeks. These e-mails will be brief in nature and may involve confirming meeting dates, following up on items from meetings, telling the mentors about their progress, or asking advice on an issue. The emails will not be lengthy, and mentors should not feel they have to write lengthy responses. The idea is to have a constant channel of dialogue open between mentor and students which maintains continuity and trust between meetings. Additionally, we feel it is important for students to become familiar with e-mail protocol that they may need to use in the workplace (using the subject line, proofreading, properly including attachment, etc.) E-mailing his or her mentor back and forth accomplishes this through consistent practice.

The mentor may also want to initiate e-mails to check-in on a certain student’s progress. We encourage mentors to use a degree of formality when writing e-mails to their students. This is not to say e-mails should be rigid or unfeeling, but they should model good workplace e-mail etiquette such as: spell-checking, writing words out fully, exercising proper punctuation and capitalization, avoiding slang or symbols, using titles and polite language, and utilizing the subject line. If a student writes an e-mail full of errors or slang, we recommend you ask them to revise it and send it again. Hearing it from a business professional makes them think twice!

**V.4 – SUGGESTIONS FOR OPTIONAL MENTOR-STUDENT ACTIVITIES (outside of scheduled meetings)**

Should a mentor wish to interact with their student outside of the scheduled meetings and e-mail correspondences, they should feel free to consider a few of the following options:

**Attend student activities.**Many of our students are involved in extra-curricular activities at school or with a club. If one of your students is involved in an extracurricular event such as a sports game, dance competition, or theater or music performance, you could attend as a way of showing support.

**Plan a recreational, cultural, or fun activity together or with another mentor group.**Many students are not exposed to enriching activities such as visits to museums, plays, or sporting events. These experiences can pique interest and encourage students to pursue new areas of learning. You could also just do something for fun like bowling, ice skating, mini-golf, LASER tag, etc. With parent and coordinator permissions, you could set up one of these activities on a non-school day. This could be a bonding activity, or a chance to meet up with other mentor groups.

**Be a Tutor.**Mentors can feel free to help students with homework. If it is on campus, no additional permissions would be required. Getting involved with curriculum is a good way to relate to students, and a good way to gain insight into the education system. The ACADEMY already has a built-in tutoring day once a week after school; this would be an excellent time to meet your mentees, if you choose.

**Mentoring Contract -10th Grade**

**Academic Year 2013-2014**

IN ORDER TO PARTICIPATE IN THE ACADEMY MENTORSHIP PROGRAM, ALL MENTORS MUST AGREE TO THE GUIDELINES OUTLINED BELOW. PLEASE READ THIS MENTORING CONTRACT CAREFULLY AND INITIAL NEXT TO EACH LINE ITEM. PLEASE SIGN AND DATE.

**Mentor Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Company:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Mentor Code of Ethics:**

\_\_\_\_\_\_ I agree to foster a professional mentoring relationship with my students by encouraging them to pursue higher learning and vocational goals while providing access to varying points of view. I agree to present information carefully, without distortion, and give every point of view a fair hearing.

\_\_\_\_\_\_ I agree to foster a professional mentoring relationship by respecting the uniqueness of each of my student’s backgrounds. I agree to honor the integrity of each student and influence them through encouragement, constructive criticism, and positive feedback. I agree to empower them to make “right” decisions without actually deciding for them.

\_\_\_\_\_\_ I agree to foster a professional mentoring relationship with my students by protecting their health and safety at all times. I will seek advice from the program coordinator if ever in doubt about the appropriateness of an event or activity. I will inform the program coordinator immediately about any persons, activities, or situations which could affect the safety or health of the students.

\_\_\_\_\_\_ I agree to foster a professional mentoring relationship with my students which shall not be used for private advantage or involve the students in schemes for commercial gain.

\_\_\_\_\_\_ I agree to foster a professional mentoring relationship with my student by conducting myself in a professional manner at all times. This includes dressing and speaking appropriately, avoiding inappropriate conversation topics, and following all school district volunteer rules.

**II. Mentor Responsibilities:**

\_\_\_\_\_\_ I commit to mentoring my students for the full duration of this academic school year. I also commit to attending all mentor meetings (see Mentor Meeting Schedule). In the event that a schedule conflict arises which cannot by rearranged, I agree to do my utmost to notify the program coordinator and my students *at least five days prior* to the scheduled meeting. I further agree to take full responsibility in rescheduling the missed meeting with my student group during school hours either on a day before the original meeting date or no later than one week after the original meeting date.

\_\_\_\_\_\_ I commit to arriving prepared and on time for every meeting. I agree to contact the program coordinator by phone if a situation arises which may cause me to arrive later than the scheduled meet time.

\_\_\_\_\_\_ I commit to communicating with my students via e-mail to confirm meetings and follow up on meetings. I agree to reply to e-mails from my students in a timely manner, and encourage my students to reply using professional e-mail etiquette. I further agree to notify the program coordinator if a student does not respond to my e-mails in a timely manner.

Mentor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Meeting Materials**



\*Scheduled Dates & Times

\*Mentor-Student Meeting Agendas

\*Materials & Worksheets

**Scheduled Mentor-Student Meeting Dates 2013-14**

**\*PLEASE NOTE: Mentor-student meetings are scheduled on the 3rd Thursday of each month (with minor exceptions). Meetings are generally 1-2 hours each. It is very important that mentors attend each and every meeting. If there is a conflict with one of the dates below, mentors must reschedule the missed meeting on an alternate day with their students *during the same month* as the original meeting date; this reschedule should be arranged during the previous month’s meeting.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MO | MEETING TOPIC | DAY/ TIME | LOCATION | DESCRIPTION & DETAILS |
| *Sept* | ***Mentor-Group Meeting 1****:*  Intro: Ice Breakers, Personality Profiles | **Thur, Sept. 26, 2013**  1:00 – 2:15 pm | Clairemont High  Library | At the first meeting, mentors will meet their student group, answer questions, do ice breaker activities, and discuss personality profiles. |
| *Oct* | ***Mentor-Group Meeting 2:*** Team Building***,*** Goals, Mission Statements & Individual Check-Ins\* | **Thur, Oct 24, 2013**  1:00 – 3:00pm\* | Clairemont High  Library | Mentors & student group will do team building and goal-setting. Students will share some prepared goals and a Mission Statement. Mentors will then meet individually with each student. |
| *Nov* | ***Mentor-Group Meeting 3:***  Mentor Team "Business" Olympics | **Thur, Nov. 21, 2013**  1:00 – 2:15 pm | Clairemont High  Outdoor Soccer Field | Mentors and student groups will compete against each other in some fun, business-themed challenges for the Olympics Trophy. |
| *Der* | ***Mentor-Group Meeting 4:***  A Good Habit: Time  Management | **Thur., Dec. 19, 2013**  1:00 – 2:15 pm | Clairemont High  Library | Mentors and student groups will do two interactive activities: one that illustrates how students spend their time, and one on backward planning. |
| *Jan* | ***Mentor-Group Meeting 5:***  Personal Business Plan & Academic Reflection | **Thur., Jan. 16, 2014**  1:00 – 2:15 pm | Clairemont High  Library | Mentors will guide their student group to reflect on their semester, consider how to prepare for finals, and discuss student’s Personal Business Plan. |
| *Feb* | ***Mentor-Group Meeting 6:***  Group Mock Job Interviews & Individual Check-Ins\* | **Thur., Feb. 20, 2014**  1:00 – 3:00 pm\* | Clairemont High  Library | Mentors will conduct a mock job interview with student group, then meet with each student one-on-one to give feedback on interview and resume. |
| *Mar* | ***Mentor-Group Meeting 7:***  Educational Group  Fieldtrip Day | **A day in March**  *(not: 13th, 14th, 18th, 19th) Exact time TBD by mentor* | Location chosen by mentor & students | Mentors and students will take an educational fieldtrip to a college or workplace (or both) of the group’s choosing. Trips must be approved by Academy staff at least 2 wks prior. |
| *Apr* | ***Mentor-Group Meeting 8:***  College Forum & Debrief | **Thur., Apr. 17, 2014**  1:00 – 2:15 pm | Clairemont High  Library | All mentors will sit on a panel to answer questions about college experiences. Mentors will then debrief with their groups about college goals. |
| *May* | ***Mentor-Group Meeting 9:***  Affirmations, Recognition & Luncheon | **Thur., May 15, 2014**  1:00 – 2:15 pm | Clairemont High  Library | Mentors and student groups will celebrate achievements of the mentoring experience with positive recognition, and lunch together. |
| *June* | ***Mentor-Group Meeting 10:***  Performance Review of Personal Business Plan | **Thur., Jun 12, 2014**  9:30 am - 11:30 am | Clairemont High  TBA | Mentors are invited to attend students' final presentation for the year: their Life Business Plan. Note time change; this is the last day of school - a minimum day. |

**10th Grade Mentor Program Meeting # 1 Agenda**

Introductions, Personalities & Commonalities

**Thursday, September 26, 1:00 – 2:15 P.M.**

**Purpose:** To match up with your students, introduce yourself to them (by allowing students to ask you questions) and build the foundations of the mentoring relationship by identifying personality types and commonalities amongst members of the group.

**Preparation/Materials:** Before meeting: Be sure to preview all the forms (included in this handbook) for today’s session including the *Personality Test Descriptions* and *Things We Have in Common Ice Breaking Activity.*  Bring to meeting: Be sure to bring your Mentor Handbook, mentor profile form, business cards, and a pen. Another handy item to bring for this meeting is a watch or timer (one on your phone works just great!) Everything else will be provided for you. \*Please note: You will likely be taking a photo with your student group at this meeting!

**1. Match-Up Activity** (10 minutes)

Mentor Directions: As you come in for the first meeting, you will be given a sticker to wear on your back. This will be used as an ice breaker and an activity to match you to your student group. Your sticker will have a theme on it that you will have to determine by asking other students or mentors to look at your back and then answer your yes or no questions. The students will also have stickers on their backs when they enter. Your theme will match items listed on your three students’ backs. For example, a mentor sticker might read “Types of Fruit” and the three students who have been matched with that mentor will have individual stickers that match the theme like “Banana,” “Apple,” and “Watermelon.” Once all mentors and students have figured out what is written on their backs, they will be able to group up based on theme. These will be the mentor-student group matches for the remainder of the year.

**2. Meet the** **Mentor** (5-10 minutes)

Mentor Directions: Tell students that you are going to be a team this year and support each other. You will start by getting to know and trust one another. First, they will get to know you, then they will each share about themselves. Tell your students that they have 10 minutes to “grill” you by asking anything they want to know about you! Allow students to rotate asking the questions. Feel free to set guidelines before beginning. For example, you could say something like: “Now remember, we are all making first impressions here, so let’s have fun but be respectful and considerate! If you ask a question I feel is inappropriate, I reserve the right to say, “‘next questions, please.’” For this activity, your students will have done a class brainstorm prior to the meeting and prepared a list of questions. Obviously, the purpose of this activity is for students to get to know you and trust you as much as possible. Please feel free to elaborate on answers to their questions.

**3. Student Introductions & Personality Types** (2-3 minutes per student)

Mentor Directions: Now, direct each student to take a turn and spend two to three minutes (time them!) introducing himself or herself. (Keep in mind there is a good chance the students in your group will not know each other well).Tell them that they can use their Student Profiles and their Personality Types Results (they took a Myers-Briggs-based Personality Test in class prior to meeting) and touch on any of the following: personality traits, strengths and weaknesses, where they grew up, family, where they attended elementary and middle school, why they joined Academy, what classes they are taking, what extra-curricular activities they participate in, interests, goals after high school, what they are looking forward to, etc.

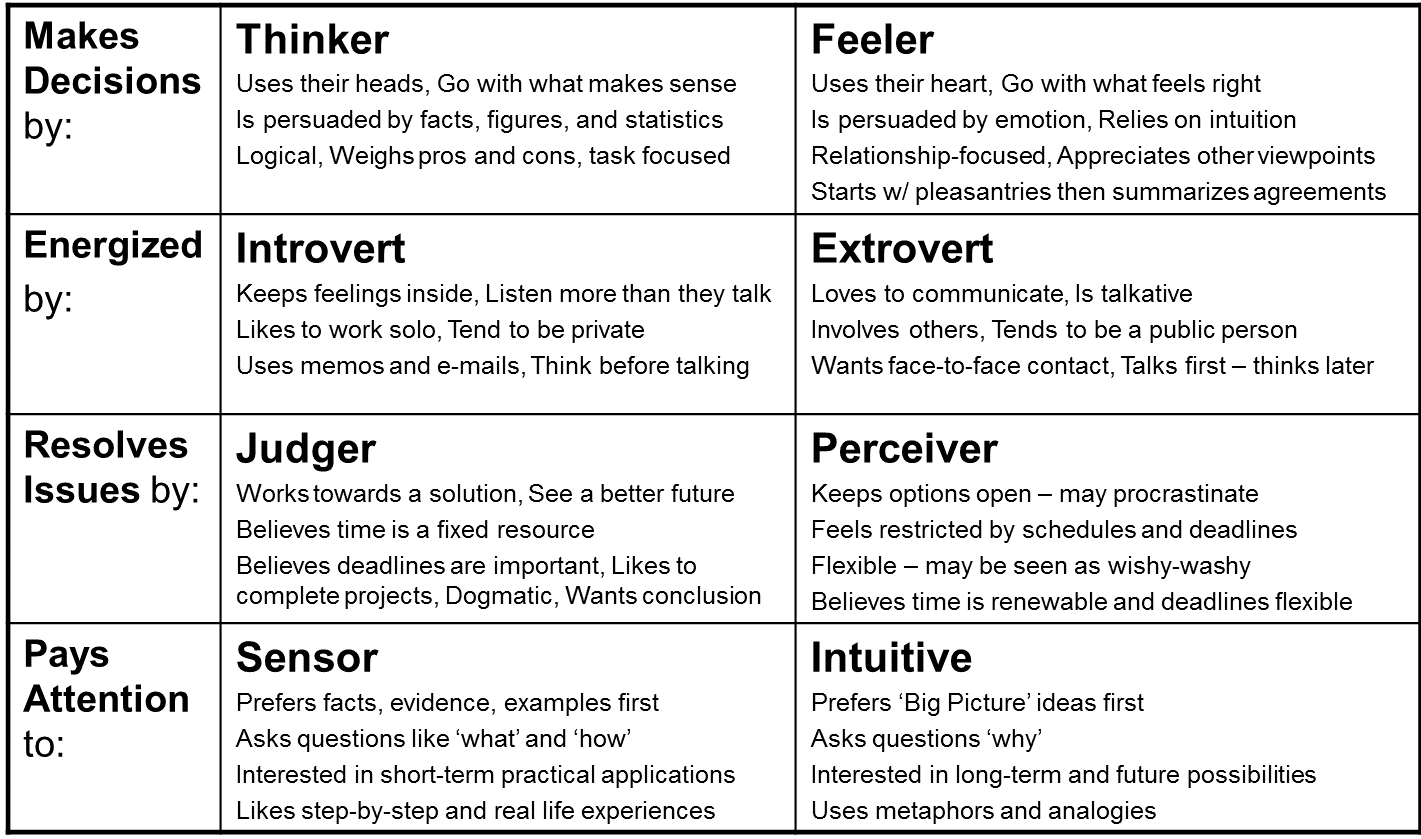
**4. Things We All Have in Common (**20 minutes)

Mentor Directions: Tell your student that you will now do a fun activity to help them see everything they have in common with you and each other. Use the included *Things We Have in Common Activity Sheet* on the next page to find areas in which everyone in the group shares something in common. The goal of this activity is for mentor and students to really break the ice, feel comfortable with each other, and build a trusting relationship.

**Personality Types Overview**

**For Mentor Review**

The below descriptions are simplified descriptions of the 16 Personality Types as identified by the Myers Briggs test. Students took a free version of the test online and analyzed their results. Personality tests can be useful and insightful for getting to know team members, but keep in mind that they should not be used to “box in” a person into a certain personality. The 16 types are explained by the chart below and results descriptions are explained underneath it. For more info about each personality type, or to take the online test yourself, visit this link: <http://www.personalitypage.com/html/high-level.html>.



**ISTJ - The Duty Fulfiller**

Serious and quiet, interested in security and peaceful living. Extremely thorough, responsible, and dependable. Well-developed powers of concentration. Usually interested in supporting and promoting traditions and establishments. Well-organized and hardworking, they work steadily towards identified goals. They can usually accomplish any task once they have set their mind to it.

**ISTP - The Mechanic**

Quiet and reserved, interested in how and why things work. Excellent skills with mechanical things. Risk-takers who they live for the moment. Usually interested in and talented at extreme sports. Uncomplicated in their desires. Loyal to their peers and to their internal value systems, but not overly concerned with respecting laws and rules if they get in the way of getting something done. Detached and analytical, they excel at finding solutions to practical problems.

**ISFJ - The Nurturer**

Quiet, kind, and conscientious. Can be depended on to follow through. Usually puts the needs of others above their own needs. Stable and practical, they value security and traditions. Well-developed sense of space and function. Rich inner world of observations about people. Extremely perceptive of other's feelings. Interested in serving others.

**Personality Descriptions – Continued**

**ISFP - The Artist**

Quiet, serious, sensitive and kind. Do not like conflict, and not likely to do things which may generate conflict. Loyal and faithful. Extremely well-developed senses, and aesthetic appreciation for beauty. Not interested in leading or controlling others. Flexible and open-minded. Likely to be original and creative. Enjoy the present moment.

**INFJ - The Protector**

Quietly forceful, original, and sensitive. Tend to stick to things until they are done. Extremely intuitive about people, and concerned for their feelings. Well-developed value systems which they strictly adhere to. Well-respected for their perseverance in doing the right thing. Likely to be individualistic, rather than leading or following.

**INFP - The Idealist**

Quiet, reflective, and idealistic. Interested in serving humanity. Well-developed value system, which they strive to live in accordance with. Extremely loyal. Adaptable and laid-back unless a strongly-held value is threatened. Usually talented writers. Mentally quick, and able to see possibilities. Interested in understanding and helping people.

**INTJ - The Scientist**

Independent, original, analytical, and determined. Have an exceptional ability to turn theories into solid plans of action. Highly value knowledge, competence, and structure. Driven to derive meaning from their visions. Long-range thinkers. Have very high standards for their performance, and the performance of others. Natural leaders, but will follow if they trust existing leaders.

**INTP - The Thinker**

Logical, original, creative thinkers. Can become very excited about theories and ideas. Exceptionally capable and driven to turn theories into clear understandings. Highly value knowledge, competence and logic. Quiet and reserved, hard to get to know well. Individualistic, having no interest in leading or following others.

**ESTP - The Doer**

Friendly, adaptable, action-oriented. "Doers" who are focused on immediate results. Living in the here-and-now, they're risk-takers who live fast-paced lifestyles. Impatient with long explanations. Extremely loyal to their peers, but not usually respectful of laws and rules if they get in the way of getting things done. Great people skills.

**ESTJ - The Guardian**

Practical, traditional, and organized. Likely to be athletic. Not interested in theory or abstraction unless they see the practical application. Have clear visions of the way things should be. Loyal and hard-working. Like to be in charge. Exceptionally capable in organizing and running activities. "Good citizens" who value security and peaceful living.

**ESFP - The Performer**

People-oriented and fun-loving, they make things more fun for others by their enjoyment. Living for the moment, they love new experiences. They dislike theory and impersonal analysis. Interested in serving others. Likely to be the center of attention in social situations. Well-developed common sense and practical ability.

**ESFJ - The Caregiver**

Warm-hearted, popular, and conscientious. Tend to put the needs of others over their own needs. Feel strong sense of responsibility and duty. Value traditions and security. Interested in serving others. Need positive reinforcement to feel good about themselves. Well-developed sense of space and function.

**Personality Descriptions – Continued**

**ENFP - The Inspirer**

Enthusiastic, idealistic, and creative. Able to do almost anything that interests them. Great people skills. Need to live life in accordance with their inner values. Excited by new ideas, but bored with details. Open-minded and flexible, with a broad range of interests and abilities.

**ENFJ - The Giver**

Popular and sensitive, with outstanding people skills. Externally focused, with real concern for how others think and feel. Usually dislike being alone. They see everything from the human angle, and dislike impersonal analysis. Very effective at managing people issues, and leading group discussions. Interested in serving others, and probably place the needs of others over their own needs.

**ENTP - The Visionary**

Creative, resourceful, and intellectually quick. Good at a broad range of things. Enjoy debating issues, and may be into "one-up-manship". They get very excited about new ideas and projects, but may neglect the more routine aspects of life. Generally outspoken and assertive. They enjoy people and are stimulating company. Excellent ability to understand concepts and apply logic to find solutions.

Click [here](http://www.personalitypage.com/html/ENTP.html)for a detailed description of ENTP.

**ENTJ - The Executive**

Assertive and outspoken - they are driven to lead. Excellent ability to understand difficult organizational problems and create solid solutions. Intelligent and well-informed, they usually excel at public speaking. They value knowledge and competence, and usually have little patience with inefficiency or disorganization.

**C:\Users\Elizabeth Rush\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZIGPEWX2\MC900299723[1].wmf Things We All Have In Common**

**Mentor – Student Group Activity**

**Directions**: Allow each student two minutes to review the questions and individually write down a few answers. Then, use your forms to determine some commonalities amongst the group. Feel free to let these items lead to discussion! Be careful that students do not feel “bad” if they do not like something that everyone else in the group likes. Guide the conversation by saying things like, *“I know it’s tough because we are all individuals, but I’ll bet if we really try, we can think of something that ALL of us agree on.”* The goal here is to appreciate individuality while simultaneously building trust among group members. Answering every single question is not necessary.

1. Foods we all like include:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A food we all dislike is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Movies or TV shows we all like include:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Places we all want to travel to someday are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Time periods from history we all find interesting are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A historical figure we all wish we could meet is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Some things that make us all smile or laugh are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Some things that make us all hurt and/or angry are:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Something we all wish we could change in the world is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Two traits we all agree make someone a good friend include:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10th Grade Program Meeting # 2 Agenda**

Success, Goal-Setting & Check-Ins

**Thursday, October 24, 1:00 – 3:00 P.M.\* \* NOTE: later end time**

**Purpose:** For students to understand the relationship between success, attitude, and goals. Mentors will guide students through an activity which shows how a positive attitude can inspire success in goal achievement. \*The second hour of this meeting, you will meet with each student in your group individually for 15 – 20 minutes.

**Preparation/Materials:** Before meeting: Be sure to preview all the forms in this handbook for Meeting 2 including this agenda, the *Secrets of Success Activity*, *Goal-Setting the SMART Way*, *Writing SMART Goals Worksheet*, *Action Words for SMART Goals* and individual student *Goals Sheets.* Bring to meeting: Mentor Handbook, index cards or sticky notes, pen, blank paper.

**1. Ice-Breaker: “How’s the Weather?”** (5 minutes)

Mentor Directions: Tell students you’re all going to do a quick activity to check-in with each other before the session today. Ask everyone to go around and share how they are doing in one minute by starting with a synonym for their mood in weather terminology. Are they feeling: sunny, partly cloudy, stormy, cool and windy, etc.? Have some fun with it, but ask students to explain why they chose that weather term to describe them today. Mentors go first!

**2.** **SMART** **Goal-Setting Discussion** (10-15 minutes)

Mentor Directions: Review the included reading called *Goal-Setting the SMART Way* with your group (they have already used this to start a few goals prior to meeting). Discuss what techniques go into effective goal-setting. Ask each student to share one of their goals with the group. As a group, check each goal to make sure it meets the criteria of being a “SMART” goal. (Goals should be specific things they can accomplish by the end of this school year.) NOTE: Four identical copies of this sheet have been provided in this handbook, so that you can record the different information for each of your students. Students will each only have only their own one copy. You will refer back to these sheets throughout the year.

**3. Secrets of Success Activity (**15 minutes)

Mentor Directions: Now tell students you are going to do an activity to help discover the secrets of being successful in fulfilling their goals. Let them know that you want them all to participate equally. Use the step-by-step directions on the *Secrets of Success Activity* on the following page, which will lead the students through an exercise that shows how positive attitude may be the most important part of reaching goals.

**4. Attributes of Success & SMART Goals Action Plan (**15 – 20 minutes)

Mentor Directions: Tell students you are now going to follow up on your discussion up by doing an activity where they will each get to choose one attribute of success and then consider how they can practice it in relation to the goals they’ve set. (See *SMART Goals Action Plan Sheet*).For example, if the attribute is “Reliable,” and the student’s goal was to achieve a 3.0 GPA, what steps toward that goal can the student take that practices reliability? The student could show up for tutoring twice per week, always turn in homework, come to class on time, etc. These can be listed as Action Steps next to the goals on their sheet.

**5. One-on-One Check-Ins:** (45 min. total, 10-15 min. per student). The school day will end, but tell students that you will now be available to meet with them each individually about their goals. Assign an appointment time for each to return. PLEASE NOTE: Some students may have after-school activities that require them to leave when the bell rings. In this case, you may want to agree to follow up with the student via phone or email.

**Time:\_\_\_\_\_\_ Student 1 (name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (This student should remain in library)

**Time:\_\_\_\_\_\_ Student 2 (name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (return to library at appointed time)

**Time:\_\_\_\_\_\_ Student 3 (name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (return to library at appointed time)

**Time:\_\_\_\_\_\_ Student 4 (name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (return to library at appointed time)

Goal-Setting the SMART Way

**Why set goals? Motivational speaker Brian Tracy said, “**[**People with clear, written goals, accomplish far more in a shorter period of time than people without them could ever imagine.**](http://www.brainyquote.com/quotes/quotes/b/briantracy173268.html)**” Developing sound goals is critical to your own success. In this activity, you will set goals for the upcoming year. Use S.M.A.R.T. goals that support your personal mission and vision, and are related to the vision of this academy.**

**A SMART goal is defined as one that is Specific, Measurable, Achievable, Relevant (and Realistic), and Time-bound. Below is a definition of each of the SMART goal criteria:**

**Specific**: Goals should clearly define what you are going to do, and be simplistically written. A specific goal is not general or ambiguous; it details exactly what is expected, why is it important, who’s involved, and which attributes are important.

**Measurable**: Goals should be measurable and result-driven so that you have tangible evidence that you have accomplished the goal. How will you know if you have met your goal? Goals should measure outcomes, not activities. State the “how” by building what the goal will actually look like completed in terms of percentages, amounts, end product, etc.

**Achievable:** Goals should be achievable; they should stretch you slightly so you feel challenged, but should be able to be broken down into smaller, attainable steps. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal. You can meet almost any goal when you plan your steps wisely and establish a timeframe for action – even goals that may have seemed too challenging when you started. Achievement is all about *action*, so think about what you will actually have to *do* in order to reach your goal.

**Relevant & Realistic**: Goals should matter; that is, they should be important to not only you personally, but also to a larger cause. Relevant goals (when met) drive the individual, team, department, or organization forward. Make sure your goals are worth the time and effort you will put into them, and make sure they are linked somehow to the “bigger picture.” Goals also need to be realistic. If a goal starts out so huge, vague, or difficult that it feels impossible to achieve, you may not even *try* to accomplish it. Realistic and relevant goals motivate. Impossible or insignificant goals discourage.

**Time-Bound:** Goals should be grounded in a time frame with a target date of completion. A commitment to a deadline helps you focus on accomplishing the goal and prevents you from being overtaken by the day-to-day crises of less important, time-consuming tasks. A good time-bound goal is intended to establish a sense of urgency; it helps you push yourself. **Without such tension, procrastination is easy, and the goal is unlikely to produce an outcome.**

**Example Student SMART Goals:**

Goal A: to find a job after school

SMART Goal A (better): Secure an after-school job as a hostess for work experience (*Specific*) by submitting applications & resumes, and preparing for job interviews (*Achievable*) at 8 or more local restaurants *(Measurable*) by Nov. 31 (Time-bound). *Make sure you ask yourself if this is relevant & realistic!*

Goal B: to get a higher GPA

SMART Goal B (better): Earn at least a 3.0 GPA (*Measurable*) to become university-eligible by the end of first semester, (*Specific & Time-bound*) by attending tutoring twice per week, recording all assignments in my calendar, and setting aside 2 hours each night for homework (*Achievable*). *Make sure you ask yourself if this is relevant & realistic!*

**Writing SMART Goals Worksheet**

**Use the worksheet to get started on forming your goals. Remember, though, that in its completed stage, a goal should be able to be clearly stated in just one or two short lines.**

|  |  |  |
| --- | --- | --- |
|  | **SMART Questions**  **(First, think through your goal by answering these questions)** | **SMART Starters**  **(Use any of these helpful starters to begin to phrase your goal)** |
| **Specific:** | -What: What do I want to accomplish?  -Why/Purpose:What are some reasons for accomplishing the goal? How will reaching this goal benefit you, your team, or your organization?  -Who: Who is involved? | **I want …**  ***To accomplish… (*what)**  ***So that…* / *Because...* / *In order to…* (why)**  ***With…* / *For…* / *To…* (who)** |
| **Measurable** | **-How will I measure this?**  **-How much?**  **-How many?**  **-How will I know when it is accomplished?**  **-What will be the result?** | **I will measure by…**  **(Try to attach a number, percent or amount to your result)**  ***Complete \_\_\_\_\_\_\_\_# or %***  ***Meet \_\_\_\_\_\_\_\_# or %***  ***Increase by \_\_\_\_\_\_\_\_ # , %, or amt.***  ***Earn \_\_\_\_\_\_\_\_\_\_\_# or amt.***  ***Create \_\_\_\_\_\_\_\_\_ # or %*** |
| **Achievable** | -What action(s) must I take to achieve my goal?  -What are the steps? | **Carefully choose an action verb**  **(see Action Verb chart on next page; the main verb usually goes at the beginning of your goal statement and you can include others, if necessary for major steps)** |
| **Relevant** | -Is my goal important?  -Is my goal worthwhile?  -Does it match the vision & mission?  -Can the goal be realistically accomplished? | **My goal is important because …**  **My goal is realistic because …**  **(Answer these, but you may not need to actually write out answers in your goal statement. Just check yourself!)** |
| **Time-Bound** | -When will I do this?  -What can I do six months from now?  -What can I do six weeks from now?  -When can I fully achieve it? | **I will accomplish this by (when? time?)…**  ***By a certain date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Within a set amount of time\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***By an event \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***By a certain test/evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** |

**Now put it all together with this formula! Usually, this is the order in which we write our goal statement:**

**SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)**

EXAMPLE: “Save $650 to buy a new iPad by the time I enroll in college by putting 20% of my paycheck each month into my savings account and not touching it until June 30th.

**Action Words for SMART Goals:**

**Most SMART goals begin with a powerful action word. Try using one form the list below**

**Accelerate**

**Accompany**

**Achieve**

**Acquire**

**Adapt**

**Address**

**Adjust**

**Administer**

**Advance**

**Advertise**

**Advise**

**Advocate**

**Allocate**

**Analyze**

**Anticipate**

**Apply**

**Appreciate**

**Arrange**

**Assemble**

**Assess**

**Assign**

**Assist**

**Audit**

**Authorize**

**Balance**

**Brief**

**Budget**

**Build**

**Calculate**

**Catalogue**

**Centralize**

**Chair**

**Change**

**Clarify**

**Classify**

**Collaborate**

**Collect**

**Command**

**Communicate**

**Collect**

**Command**

**Communicate**

**Complete**

**Compose**

**Conceive**

**Condense**

**Conduct**

**Construct**

**Contract**

**Contribute**

**Control**

**Convert**

**Cooperate**

**Coordinate**

**Correlate**

**Correspond**

**Create**

**Cultivate**

**Customize**

**Decide**

**Define**

**Delegate**

**Deliver**

**Demonstrate**

**Design**

**Determine**

**Develop**

**Devise**

**Direct**

**Discover**

**Display**

**Document**

**Double**

**Draft**

**Earn**

**Edit**

**Educate**

**Effect**

**Eliminate**

**Enact**

**Encourage**

**Enforce**

**Engineer**

**Enhance**

**Employ**

**Establish**

**Evaluate**

**Exceed**

**Execute**

**Exhibit**

**Expand**

**Expedite**

**Explain**

**Explore**

**Facilitate**

**Finalize**

**Finance**

**Focus**

**Forecast**

**Formalize**

**Form**

**Foster**

**Found**

**Fundraise**

**Generate**

**Govern**

**Graduate**

**Guide**

**Handle**

**Head**

**Hire**

**Identify**

**Illustrate**

**Implement**

**Improve**

**Improvise**

**Incorporate**

**Increase**

**Influence**

**Inform**

**Initiate**

**Innovate**

**Inspire**

**Install**

**Instruct**

**Insure**

**Integrate**

**Intensify**

**Interpret**

**Interview**

**Invent**

**Investigate**

**Justify**

**Launch**

**Lead**

**License**

**Locate**

**Log**

**Maintain**

**Manage**

**Manufacture**

**Market**

**Master**

**Mediate**

**Mentor**

**Minimize**

**Mobilize**

**Modify**

**Monitor**

**Motivate**

**Negotiate**

**Nominate**

**Obtain**

**Officiate**

**Operate**

**Orchestrate**

**Order**

**Organize**

**Originate**

**Outline**

**Participate**

**Perceive**

**Perfect**

**Perform**

**Persuade**

**Pilot**

**Pinpoint**

**Pioneer**

**Place**

**Plan**

**Prepare**

**Preside**

**Prevent**

**Prioritize**

**Process**

**Procure**

**Produce**

**Program**

**Project**

**Promote**

**Propose**

**Prove**

**Provide**

**Publicize**

**Publish**

**Purchase**

**Qualify**

**Quantify**

**Realize**

**Recommend**

**Reconcile**

**Recruit**

**Reduce**

**Reinforce**

**Reorganize**

**Report**

**Research**

**Resolve**

**Respond**

**Revamp**

**review**

**revise**

**Schedule**

**Screen**

**Secure**

**Select**

**Serve**

**Simplify**

**Solve**

**Spearhead**

**Specialize**

**Staff**

**Standardize**

**Streamline**

**Strengthen**

**Structure**

**Succeed**

**Summarize**

**Supervise**

**Support**

**Survey**

**Synthesize**

**Systematize**

**Tabulate**

**Target**

**Teach**

**Test**

**Train**

**Transfer**

**Transmit**

**Translate**

**Tutor**

**Unify**

**Update**

**Upgrade**

**Use**

**Utilize**

**Verify**

**Volunteer**

**C:\Users\Elizabeth Rush\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZIGPEWX2\MC900340546[1].wmfSecrets of Success Activity:**

**Mentor–Student Group Activity for Meeting 2**

**Objective**: (do not share this with students yet!) The purpose of this activity is for students to identify the traits that make a person successful and eventually realize that, most of the time, success is the direct result of a **positive attitude**. Help guide discussion to get students to this realization.

**Time**: From start to finish, this activity should take no more than 15 minutes.

**Mentor Directions:**

Step 1. Distribute index cards (or post-its) and pens to each student in your group. Ask the students to take a few seconds to write down (silently and individually) someone they know personally who is “successful in life.” This can be a friend, parent, teacher, etc. Tell the group that they will not need to name the person they are thinking of out loud.

Step 2. Now ask the group to write down (again silently and individually) three or more descriptive words that answers the question: "What is it about your person that enables them to be successful?" Give the group time to think.

Step 3. After a minute or two, ask the group to share the words (not names) they are thinking of. Write the words on a blank paper that everyone can see. When you have about eight or more words on the group list, ask the group for their comments and observations about the words. Allow the group conversation to take shape.

Step 4. After a few minutes, specifically ask: "What *type* of characteristics are (most of) these words?" (Most of the time, the answer should be the same: the words will mostly or entirely describe **attitudinal** characteristics, that is, attributes that describe *attitudes*, rather than skills, knowledge, or experience.)

From here, develop the discussion in way that emphasizes this main point: *With a positive* ***attitude*** *we can do almost anything. Attitude also governs how we develop skills, knowledge and experience. Attitude - in whatever way works best for each of us, because we are all different - is the single most important factor for success in anything.* ***The “secret” of success is a positive attitude. \*\*\****This would be an excellent place for mentors to now tell a story from your personal life or observation where positive attitude positively impacted success, or a story about when a bad attitude negatively impacted success.

Step 5. IMPORTANT NOTE: The Academy of Business’s focus or motto is: “Success is a Choice.” The students have been told this is our focus. Ask the group how the discussion today relates to our motto.

Step 6. To close the activity, ask each student to individually pick one **attitudinal** attribute of success (they can look at the group list) that they want to *choose* to work on in their own personal life. They can add this to the goals they brought with them today. Please reference the SMART Goal setting sheets following this agenda.

**SMART Goals Action Plan**

Student 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_

**Directions: You will write out four SMART goals that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.**

**SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)**

|  |  |
| --- | --- |
| **Goal** | **Action Steps:** |
| ***1. Type first goal here*** | ***List specific steps here*** |
| ***2. Type second goal here*** | ***List specific steps here*** |
| ***3. Type third goal here*** | ***List specific steps here*** |
| ***4. Type fourth goal here*** | ***List specific steps here*** |

**SMART Goals Action Plan**

Student 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_

**Directions: You will write out three SMART goals that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.**

**SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)**

|  |  |
| --- | --- |
| **Goal** | **Action Steps:** |
| ***1. Type first*** | ***List specific steps here*** |
| ***2. Type second goal here*** | ***List specific steps here*** |
| ***3. Type third goal here*** | ***List specific steps here*** |
| ***4. Type fourth goal here*** | ***List specific steps here*** |

**SMART Goals Action Plan**

Student 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_

**Directions: You will write out three SMART goals that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.**

**SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)**

|  |  |
| --- | --- |
| **Goal** | **Action Steps:** |
| ***1. Type first*** | ***List specific steps here*** |
| ***2. Type second goal here*** | ***List specific steps here*** |
| ***3. Type third goal here*** | ***List specific steps here*** |
| ***4. Type fourth goal here*** | ***List specific steps here*** |

**SMART Goals Action Plan**

Student 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_

**Directions: You will write out three SMART goals that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.**

**SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)**

|  |  |
| --- | --- |
| **Goal** | **Action Steps:** |
| ***1. Type first*** | ***List specific steps here*** |
| ***2. Type second goal here*** | ***List specific steps here*** |
| ***3. Type third goal here*** | ***List specific steps here*** |
| ***4. Type fourth goal here*** | ***List specific steps here*** |

**10th Grade Program Meeting #3 Agenda**

Team-Building Olympics

**Thursday, November 21, 2013 1:00 – 2:15 PM**

**Purpose:** To have some fun and build camaraderie through competition with your students and other mentors!

**Preparation/Materials:** For this session, you will need to be comfortable enough to move around in a few relays. Comfortable shoes are recommended. The activities will not be physically strenuous. Other than that, no pre-planning is required…just be sure to bring a sense of humor and positive attitude ☺

We’ve done the planning for you! The Academy teachers will be directing the events on this day, while mentors and students simply participate.

**Team-Building Activities:** (45 minutes)

The activities for this day are top secret! All that mentors and students need to know is that there will be some friendly competition, a lot of fun, many laughs, and there will be prizes for the champions of several of the activities.

To put your mind at ease: None of the activities will involve strenuous physical activity or getting dirty. Come prepared to move around a little, bond, and have some fun, and compete to hold the ACADEMY Olympics Trophy with your team!

**10th Grade Program Meeting # 4 Agenda**

A Good Habit: Time Management

**Thursday, December 19, 1:00 – 2:15 P.M.**

**Purpose:** To help students recognize the importance of managing their time wisely and keeping organized, and to help them make the connection between these habits and academic success.

**Preparation/Materials:** Before meeting: Be sure to preview all the forms in this handbook for this Meeting including this agenda, the *How Do I spend My Time Activity and Worksheet*, and the *Backward Planning Activity Sheet.* Bring to meeting: Up to three pictures of yourself (baby, childhood, high school, etc.), Mentor Handbook, calendar, and pen.

**1. Ice Breaker Activity: “My Pictures!”** (5 minutes)

Mentor Directions: Welcome your group back. Tell your student group that you are all going to take a minute to share about the pictures you brought. This is for fun and to get to know each other a little better. Tell students you will start, and then they will each go around and have one or two minutes to show and share.

**2. Time Management Activity** (30 minutes)

Mentor Directions: Tell the students that you are now going to do an interactive, eye-opening activity to see how each person spends their time every day. Follow the step-by-step directions and use table worksheet on the following page entitled: “How Do I spend My Time?” (We recommend mentors also do this activity and then share their own results!) Tell students you will all take a few minutes to do the worksheet individually and then you will share with the group when you are finished.

This eye-opening may reveal that some students devote a lot of free time to things other than academic success or future planning. Use results of the activity to show students how much time they could be investing in activities that might help them achieve better grades (tutoring, studying) and/or help them prepare for their futures (research colleges, get a job, participate in a club or sport, do community service, etc).

**3. Backward Planning Activity** (15 -20 minutes)

Mentor Directions: Tell students that one great strategy to help with effective time management is called backward planning. Use the step-by-step directions on the following page called *Backward Planning Activity Sheet*. Students can either each do this individually and share, or, as a group, you could all pick one sample project and practice the steps together.

Wrap up by explaining to students that learning this strategy can really help them stay on top of planning for important assignments, due dates, events, goals, and more.

****

**How Do I Spend My Time?**

**Activity Directions & Worksheet to be used in Time Management Meeting**

**Directions:** This activity will help you map out and evaluate how much time you devote to various activities throughout a typical day and week. You will need to use the table on the next page. Let’s get started!

**Step 1:** Using the table on the next page, take 10 minutes to carefully fill in the hours and minutes you spent on each activity *this week*. You may not count anything that is done during class hours (7:20 – 2:15 pm) because this time is scripted out for you and you usually do not have any control over how you spend your minutes. You should count: before school time, lunch time, after school time and evenings. Try to be as exact as possible. If you did not spend any time on a given activity, then write in a 0.

For this activity to be meaningful, the most important thing is to be honest! Once you have filled in each row, you will total each activity time for the week in the right-hand column.

**Step 2**: Now that you have filled in your individual time table, spend 5-10 minutes quietly considering the following questions. You will be sharing your responses with the group.

*A. Which activity had the most time devoted to it this week? Is this typical? Explain:*

*B. Which activity had the least amount of time devoted to it this week? Is this typical? Explain:*

*C. What surprised you about how you spent your time this week?*

*D. Is there anything you wish you had spent more time on this week? Why?*

*E. How might your decisions on how you spend your time affect various areas of your life like: your relationships, grades in school, etc? Explain.*

**Step 3:** Now spend some time sharing and discussing with your group. Share the answers to some of your questions above. Make sure everyone in your group gets a chance to speak.

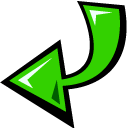
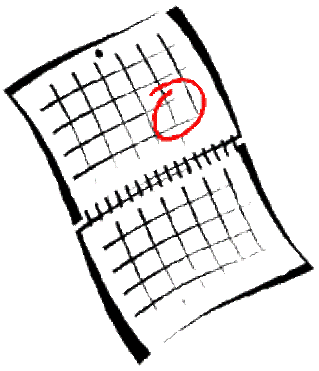
As a group, determine what you have learned about yourself and your group from this activity.

**Step 4:** Finally, brainstorm with each other what you can each do to manage your time more effectively. Set goals for where you would like to spend more time and where you’d like to spend less time. You may find that the simple act of thinking about these things will eventually bring about a change!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MON.** | **TUES.** | **WED.** | **THUR.** | **FRI.** | **SAT.** | **SUN.** | **TOTALS** |
| **Electronic Communication**  (Talking on the phone, texting, e-mailing, video chatting) | Hours:  Min: | Hours:  Min | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Internet/ Social Networking** (websurfing, video games, Facebook, blogging, etc.) | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Watching TV**  (shows or movies at home, on internet, Netflix, DVR, etc) | Hours:  Min | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Napping or Lounging**  (do not include sleeping at night) | Hours:  Min | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Exercise**  (sports teams, games, competitions, individual work-outs, etc) | Hours:  Min | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Extra-curricular Activities**  (non-aerobic activities like clubs, youth group, instruments, work, etc) | Hours:  Min | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Eating/ Snacking**  (also include time cooking) | Hours:  Min | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Time with Family**  (at home or an outing) | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Time With Friends**  (hanging out, talking face-to-face, activities together, etc.) | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Chores**  (Cleaning, dishes, babysitting, yard work, etc.) | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Homework / Studying**  (daily assignments, project research, paper-writing, reading, studying ) | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |
| **Other:**  (What else do you spend a lot of time doing before/ after school?) | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | Hours:  Min: | **Hours:**  **Min:** |

**How Do I Spend My Time Table Worksheet**

**Backward Planning Strategy Activity**



**Use this activity in the Time Management Mentor Meeting**

**One great strategy for managing your time is to use a method called backward planning. If you have a project or goal, but don't know where to start, try starting from the end for a change!**

Intro: Many people have trouble getting started on a project or goal because the end result seems so far away and impossible to reach. Sometimes, when you start out with an idea and a blank sheet of paper and look into the future, all you see is lots and lots of unfinished research, reading, planning, and work. Through a process called backward planning, you may be able to overcome the feeling of being overwhelmed by all the parts you need to finish. Follow these easy steps to practice backward planning:

Step 1: Start with an example project, paper, or test you have coming up and have a calendar handy. Now imagine the project completed--and with a great passing grade.

**Write down the project title and grade you want:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Step 2: Now, look at a calendar and determine when this project is due. Write down the date BEFORE the due date…this will be your "project completed" date.

**My project will be completed on (day and date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Step 3: Next, take a close look at your project and analyze its parts. How many sources, paragraphs, diagrams, pages, experiments, etc. are necessary? Make a list of everything you can think of that has to be done and determine how much time you think it will take to complete each part.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will take\_\_\_\_\_\_\_\_\_\_\_\_min/hours**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will take\_\_\_\_\_\_\_\_\_\_\_\_min/hours**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will take\_\_\_\_\_\_\_\_\_\_\_\_min/hours**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will take\_\_\_\_\_\_\_\_\_\_\_\_min/hours**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will take\_\_\_\_\_\_\_\_\_\_\_\_min/hours**

Step 4: Now you have a realistic idea of how long this project will actually take you. Count backward from your completed project date and make a deadline for *starting* each individual part of the project.

**I will start\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on (date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I will start\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on (date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I will start\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on (date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I will start\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on (date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I will start\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on (date):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The point of this method of planning is taking a new look at your work timeline. Deadlines are difficult to assign and even tougher to stick to. If you look at your project from a "finished" point of view, you can see more clearly the necessity of sticking to self-imposed time tables. This method takes some practice and time to get used to, but you may find that it helps you overcome the anxiety of starting from nothing. If you start with a finished project and count backwards, the hurdles and deadlines may pass more easily. Don’t be afraid to try this on your own!

**10th Grade Program Meeting # 5 Agenda**

Academic Reflection & Personal Business Plan

**Thursday, January 16, 2014, 1:00 – 2:15 P.M.**

**Purpose:** To encourage students to reflect on their academics this semester in order to identify areas of weakness and ways to prepare for upcoming semester finals. (Semester 1 finals are the last week of January.) In this meeting, students will share with you their “Personal Business Plan,” which is a an ongoing project they have been working on in their Academy classes, as well as their academic progress reports

**Preparation/Materials:** Before meeting: Be sure to preview all the activities below for this Meeting. Especially read over the *Skittles Ice Breaker* and put some thought into how you will direct the academics discussion. It may also be useful to preview the Educational Fieldtrip Day Agenda (meeting 7) since you will be brainstorming where you might want to go as a group at the conclusion of this meeting. Bring to meeting: Mentor Handbook, pen. \*You will also need a bag of skittles for each student, but these will be provided.

**1. Ice Breaker**: **Skittles Conversations** (5-10 minutes)

Mentor Directions: Distribute a bag of skittles to each student in your group. Tell them you are going to do an activity and then they can eat the rest ☺ Ask students to each choose two colors to pull out of their own bag and put them on the table in front of them. (Mentor should also do this). Tell students that you will now ask them to each answer **two** questions about themselves based on the colors they have chosen. You can demonstrate by going first. Use the key below (or make up your own questions prior to meeting, if you wish):

**Red Skittle** -- Ask: *What was one of the happiest days or events of your life*?

**Orange Skittle** – Ask: *What is one of your favorite movies and why?*

**Yellow Skittle** – Ask: *If you could meet one person from history, who would it be and why?*

**Green Skittle** – Ask: *What is one place you’d really like to visit and why?*

**Purple Skittle** – Ask: *What is something you have done in your life that you are really proud of?*

**2. Personal Business Plans** (20 - 25 minutes)

Mentor Directions: Now direct your students that you will each be going around to share about your Personal Business Plans. Each student will have about 5 minutes to share. Tell students they may reference any paper or notes they brought, but they should talk to the group without reading from their notes word-for-word. Allow each student to share in turn, and encourage the whole group to ask questions and provide constructive feedback after each turn.

**3. Academic Reflection: Semester Grade Predictions** **& Finals Prep** (20-25 minutes)

Mentor Directions: Now, tell your students that you will be spending the rest of today focusing on their academics. Share with your student about your own personal academic experiences in high school. Explain: academic strengths and weaknesses, lessons you learned, how high school affected your experiences in college and/or work.

Now, ask students to each share about their own general academic strengths and weaknesses. (They should have an academic progress report in front of them.) Students may choose to share their academic grades, but do not have to. Instead they could say something like, “My weakest area this semester is... ” Allow the group to discuss and “problem-solve” areas that in which students are weak. Ask: *“What tips might we give (student) so that they might improve in that academic area?”* What do they predict will be their grades at the end of the semester? How do they feel about this? What should students do in the next two weeks in order get the permanent grades they want on their semester report card.

**10th Grade Program Meeting # 6 Agenda**

Mock Group Interviews & Check-Ins

**Thursday, February 20, 2014, 1:00 – 3:00 pm\*NOTE: later end time**

**Purpose:** (1)To guide student group through a practice job interview and then give each student individual feedback; (2) to brainstorm ideas for the Educational Fieldtrip (for March Meeting ).

**Preparation/Materials:** Before meeting: Preview all the forms in this handbook for Meeting 6 including this agenda, and the *Group Mock Interview Questions.* Bring to meeting: Mentor Handbook, pen.

**1.** **Ice Breaker:** **Catch-Up Time & “What I Wanted to Be When I Grew Up”** (5-10 minutes)

Mentor Directions: Spend some time catching up. Ask students what is new with each of them. Share about how things are going for you. Next, tell students that to introduce today’s session, you are all going to share (as best as you can remember) what each of you, as a child, thought you wanted to be when you “grew up.” What influenced your decisions at this young age? How have childhood interests changed? What career fields are you considering now? Are you interested in getting a job in the near future? What kind? Take turns sharing.

**2.** **Practice Job Interviews (**35 minutes, this activity needs to be over by 2:05 pm)

MentorDirections: Your student (along with all Academy 10th graders) will be filling out a sample job application prior to this meeting. In order to further prepare your students for the world of job interviewing, you will do a mini practice group job interview during this session. To alleviate anxiety, you may want to first share about your own interview experiences, and give your students a few quick interview tips.

Before you begin the “interview,” warn students that you will be “taking off your mentor hat and putting on your interviewer hat” for this activity. Everyone will participate as though this is a real job interview for an entry-level part time job. Feel free to make it interesting by choosing an actual business and/or job position that your students can focus on. Encourage students to answer confidently and not use answers that their teammates have said. Tell students that you will not give any feedback during the “interview,” but will meet with each of them afterwards to give individual feedback, pointers, and more practice, if needed. Once you are ready, commence with the interview by using the sample interview questions in this handbook. We recommend you ask each question to the group and then select who answers in what order. (It is best to vary the answering order.)

**3. Educational Fieldtrip Brainstorm** (5-10 min).

Mentor Directions: Tell students that before you leave today, you want to brainstorm ideas for your group Educational Fieldtrip. Allow students to offer ideas about where they would like to visit. Destinations must be related to college or career. (Read more details about planning this trip in the agenda for March meeting).

**4. One-on-One Check-Ins:** (45 min. total, 15 min. per student). Tell students that you will now be meeting with them each individually to have a private discussion about their interview and anything else they want to discuss. Assign them each a time to report back to you before they are released. PLEASE NOTE: Some students may have after-school activities that require them to leave when the bell rings. In this case, you may want to agree to follow up with the student via phone or email.

**2:15 pm: Student 1 (name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (This student should remain in library)

**2:30 pm: Student 2 (name):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (return to library at appointed time)

**2:45 pm: Student 3 (name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (return to library at appointed time)

**3:00 pm: Student 4 (name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (return to library at appointed time)

# Group Practice Interview Questions

Directions: Ask each question and let students answer in turn. Take notes on students’ answers so you can provide feedback afterward.

1. **“Tell me a little about yourself. “**

Notes on student responses:

1. **“What are your qualifications and/or strengths for this job?”**

Notes on student responses:

1. **“Give an example of a goal you had to set and tell me about your progress in reaching that goal.”**

Notes on student responses:

1. **“Give an example of a problem situation you encountered at work or school with a teammate or peer. How did you handle the situation?”**

Notes on student responses:

1. **Additional Questions (Mentor Choice):**

Notes on student responses:

**10th Grade Program Meeting #7 Agenda**

Educational Fieldtrip

**Choose a Day in March (except for March 13th, 14th, or 18th )**

**Preparation/Materials:** Before fieldtrip day: Be sure to carefully read through the information below about the logistics of the fieldtrip day. Mentors and students will need to correspond via e-mail or phone to coordinate the day and times of the event. You will also need to make sure to fill out two forms included in this handbook: (1) *Volunteer Use of Vehicle Form.*

**Choosing & Planning Your Educational Fieldtrip Day Purpose & Guidelines:**

Discuss with your student group where they would like to visit and why. Could you all visit a college campus together? Is there a university giving a class, seminar, or admissions presentation? Are their multiple sites your students would like to visit? Would visiting your workplace be an educational experience for your students? The more “hands-on” this experience can be made for students, the better. There is a lot of flexibility for this day, so discuss it thoroughly in your group until you have all come up with a plan that sounds good for everyone!

**Scheduling Your Educational Fieldtrip Date & Time:**

***Date:*** We ask that you please schedule this fieldtrip on a week day within the window listed above.

***Time:*** Times for the educational fieldtrip must fall between 7:20 AM and 2:15 PM (school hours). We are flexible on how long students are gone. You can keep them out for the whole school day, or take them for part of the day. We do ask, though, that you release them for a minimum of three hours on whatever day you choose to make it worth missing class. \*Please note: Wednesdays are usually scheduled “early-out” day for our students. If you plan a fieldtrip for this day, please plan on it being over by 12:50, which is the regular release time for students on minimum days.

Once the day and time have been finalized, please complete the Educational Fieldtrip Registration Form online on the AcademyCHS.org website. You can use the Worksheet following this agenda to pin down the details of your trip before submitting the final info on the electronic form. You will need to consider: date, times, location(s), street address, lunch plans, and transportation method.

**Logistics of the Educational Fieldtrip Day:**

***Transportation****:* Please discuss transportation options with your students in advance. Our sophomore students do not drive and many take the bus to school. The easiest method of transportation for the students on the job shadow day may be for you to pick them up from Clairemont High and return them. Other options include arranging for your students’ parents to drop them off to meet you, or helping them to find a bus route to your work site. We are having parents sign release forms, and they must give permission for each of these options. IMPORTANT NOTE: If you will be providing transportation for your students on this day, you must fill out the transportation release form (included in this handbook) at least one week prior to the fieldtrip date with proof of drivers’ license, registration, and insurance. If you have any questions or concerns, contact the coordinator.

***Lunch****:* Please keep in mind that our students are used to eating lunch every day at 11:30 am. If you plan to have them out during that time, we ask that you arrange a time and place to eat. You can ask them to bring a sack lunch, money, or you can provide lunch for them, if you prefer.

***Dress Code****:* Please let students know in advance what the dress code is for your fieldtrip day, so that they can come dressed appropriately.

**Mentor Volunteer Use of Vehicle on School Business Form**

School: Clairemont High School Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Driver:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Registered Owner of Automobile:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Auto Insured by (Company):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Minimum Liability Insurance**

Bodily Injury - $50,000/$100,000 yes\_\_\_\_ no\_\_\_\_ amt.\_\_\_\_

Property Damage - $25,000 yes\_\_\_\_ no\_\_\_\_ amt.\_\_\_\_

Medical - $2,000 per person yes\_\_\_\_ no\_\_\_\_ amt.\_\_\_\_

**Driver’s License #:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_expiration date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Make/Model of Vehicle:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_license no.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach a photocopy of driver’s license, current insurance, and current registration to this form.**

Mentor Volunteer Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**10th Grade Mentor Program Group Meeting # 8 Agenda**

College Forum & Debrief

**Thursday, April 17, 2014 1:00 pm – 2:15 pm**

**Purpose:** To encourage students to start thinking about college now and to answer some of the questions they might have about what college is like, the application process, majors, etc.

**Preparation/Materials:** Before meeting: Be sure to preview the agenda for this meeting. Bring to meeting: Mentor Handbook, any items you might want to give or show students regarding college or your personal college experience. (examples: your degree, pictures, pamphlets, URL’s to helpful websites, etc.)

**1. College Forum** (30 minutes)

Directions: This meeting will begin with all mentors seated as a panel, poised to answer questions from the audience (students). The students will take turns asking the “panel” about their college experiences. Students will be preparing the questions ahead of time and any mentor who has an answer is welcome to respond.

**2. Discussion of Post-Secondary Academics:** (15 -20 minutes)

Mentor Directions: Now, mentors and students will return to their respective groups. Talk to your students for a few minutes about anything you did not touch on during the panel time regarding your college experiences. Allow them to ask any questions that they did not get to ask.

Now, ask your students to go around and share about what they are considering doing after graduating. Is college in the plan? Why or why not? Does a two-year or four-year appeal to them? Would they like to stay in San Diego? Explain. If there are any questions you cannot answer in this meeting, agree to do some research later and correspond via e-mail. Encourage students to start doing their own research on great websites like CollegeBoard.com or CSUMentor.edu. What steps should students be taking right now or over the summer to begin preparing for college?

\*NOTE TO MENTORS: Students will soon be starting an extensive class cross-curricular ACADEMY project called College Quest. To preview this project and learn more about what they will be doing during it, please visit our project page at:AcademyCHS.org. (Go to *For Students & Parents* tab, dropdown to *Courses & Projects. 10th Grade>* and click on *College Quest*.)

**10th Grade Program Meeting # 9 Agenda**

Recognition & Luncheon

**Thursday, May 15, 2014, 1:00 – 2:15 P.M.**

**Purpose:** To affirm students, celebrate this year’s progress, recognize mentor and student, and eat lunch!

**Preparation/Materials:** Before meeting: Be sure to preview the agenda for this meeting. Bring to meeting: Mentor Handbook, pen, completed Mentor Feedback form (if done), anything else you wish to give to your students (cards, pictures, etc.).

**1. Thank-You Luncheon**:

Kick off your celebration by eating lunch together. The students have put on a potluck just for you!

**2.** **Assessment of Year’s Progress & Affirmations** (15 minutes)

Mentor Directions: Spend some time wrapping up. How is the year ending up? Revisit students’ success attributes and goal sheets. Have any of these goals been accomplished? Why or why not? Check off goals that have been met. What accomplishments should the students be proud of as this school year closes? Have students spend a few minutes giving each other affirmations: say one thing about another person in the group that they admire or that they are thankful for.

**3.** **Future Outlook (**15 minutes)

Mentor Directions: Discuss what the students’ futures might look like over the summer and next year. What colleges are they considering? What goals might they set on their own next year? Have their career interests changed at all? What useful things could students be doing over the summer to prepare for junior year, college, and/or a career?

**4.** **Closing: Goodbye and Future Contact** (10 minutes)

Mentor Directions: Discuss your participation in the mentorship program. How have each of you benefited from knowing each other? How might you stay in contact in the future (keeping in mind that the official mentorship has ended.) May the students contact the mentor in the future if they need a lead finding a job or internship? Sign and exchange: certificates, pictures, business cards, etc. Say goodbye!

**5. Mentorship Program Feedback Form** (5-10 minutes)

Mentor Directions: If you haven’t already, please take a few minutes to give us some valuable feedback by filling out the Mentorship Program Feedback Form.

**Academy of Business 10th Grade Mentorship Program**

Mentorship Program Feedback Form

*The Academy of Business thanks you for your participation in our Mentorship Program. You have provided an outstanding experience for our students this year. We value your feedback and ask that you take a few moments to comment on several aspects of the program (2 pages):*

Mentor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Business / Company:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_ E-mail:\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What was your overall reaction to participating in the ACADEMY Mentorship Program?

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2. Do you feel you and your student group were well-matched? Please explain.

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3. Were your students polite, respectful, and dependable at all times? Please explain:

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4. Do you believe the meetings were a good use of time? Were the students comfortable with each other? Please explain:

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5. Please give us your feedback on the educational fieldtrip day (how day went, was it clearly organized, etc):

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6. Please comment on the communication and correspondence you received throughout the program from the coordinator and students (was communication helpful, adequate for planning, etc):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. Please tell us how you believe we could improve this program for the future. Feel free to honestly address any aspect of the program: choosing mentees, organizing communication, preparing students, choosing meeting topics, number of meetings, etc.

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8. Next year, we will have a new class of tenth and eleventh-graders who will need mentors. Would you like us to contact you next year to place future mentees? Please check one and feel free to comment:

*Yes. Please contact me. I definitely want to participate again. Comments:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Maybe. Please contact me in September and I will decide then. Comments:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*No. Please do not contact me in September. Comments:*

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*I have a co-worker/ friend who may want to participate. Please contact me regarding them.*

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**10th Grade Program Meeting # 10 Agenda**

Finals Presentations

**Thursday, June 12, 2014, 9:30 - 11:30am**

**Purpose:** To watch and assess students as they deliver their final presentation for the year.

**Preparation/ Materials:** Prior to meeting: If you have anything you want to give your student such as a letter of reference, encouragement card, picture, goodbye gift, etc., please bring it to this final meeting.

**1.** **Finals Presentations:**

This final meeting will simply be an opportunity for you to watch your student and his or her classmates take the stage to a final, brief presentation called “My Personal Business Plan.” Students will write out a speech expressing a personal mission statement and plan that looks forward to their upcoming senior year, graduation, and next steps into the “real world.” Each student will speak for one minute and 30 seconds.You will get to watch the presentations, and offer feedback in the shape of an assessment form. Your feedback will be incorporated into the students’ final scores on this assignment.

**2. Mentor Program Closing & Follow Up:**

This is the last official meeting of the Academy Mentoring Program for 2013-14, but if you formed a meaningful bond, we encourage you to keep in touch with your student through the summer and fall of next year as they apply for colleges and prepare to graduate! Our students love hearing from their mentors, and they are usually very eager to keep in touch for advice, networking, etc.

All of these 11th grade students will also be looking for an internship next February of their senior year. If you have any useful contacts that you think might lead to an internship in a professional setting (especially in a field or company where the student has expressed an interest), please notify your student and let them know that they should contact you next winter to follow up. You can also contact the mentor program coordinator if you have potential contacts you would like us to follow up with. You can find more information about our Academy of Business Internship Program on our Website www.AcademyCHS.org under “For Industry Partners” > Internships.

Thank you for the impact that you have made this year. You have changed a life!

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