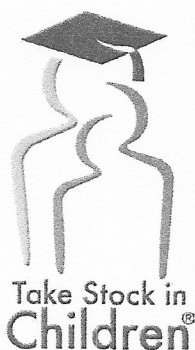


# MENTOR TOOLKIT



Take Stock in  
Children®



# Section 1

## PERSONAL GROWTH AND LIFE SKILLS

### activities 1-17

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

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

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

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

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

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

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



## » Resource List:

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

**[www.viacharacter.org](http://www.viacharacter.org)** - free character strengths evaluation

**[www.kevan.org/johari](http://www.kevan.org/johari)** The Johari Window tool allows individuals to draw on feedback from friends and family members in order to create a personality map

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

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





### Learning Objective:

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



### Materials Needed:

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



### Instructions:

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

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



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







# exploring personal interests

## A FEW OF MY FAVORITE THINGS

2

ACTIVITY



### Learning Objective:

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



### Materials Needed:

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



### Instructions:

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

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



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

**Learning Objective:**

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

**Materials Needed:**

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



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

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



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





### Learning Objective:

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



### Materials Needed:

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



### Instructions:

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

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



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

**Learning Objective:**

The student will discover their personality type.

**Materials Needed:**

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

**Instructions:**

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

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

**Total "Yes"** \_\_\_





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



# exploring personal interests

continued **IT'S ALL ABOUT ME**

5

ACTIVITY

» Do you like to take ideas and make up songs, artwork, or stories about them? (A)

Yes

No

— —

» Do you often decide things without looking at the facts? (A)

— —

» Do you make pictures or words in your mind when others talk? (A)

— —

» Do you enjoy working with others to brainstorm ideas? (A)

— —

» Do you enjoy music and plays? (A)

— —

**Total "Yes"** —

» Do you like to work with people? (S)

— —

» Do you like doing volunteer work? (S)

— —

» Do you like to make new friends? (S)

— —

» Do your friends come to you with their problems? (S)

— —

» Do you like to teach others how to do things? (S)

— —

» Do you like to go to parties or have parties? (S)

— —

» Do you like English and social studies? (S)

— —

» Can you tell what people are really like? (S)

— —

» Are you good at dealing with people older than you? (S)

— —

» Do you enjoy being a member of clubs and participating in club activities? (S)

— —

» Would you rather "do good" than make a lot of money? (S)

— —

» Are you good at explaining things to people? (S)

— —

» Do you like to work at jobs just for the fun of it, when no one knows you have done them? (S)

— —

**Total "Yes"** —





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



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

Total "Yes" —

Total "Yes" **R** —Total "Yes" **I** —Total "Yes" **A** —Total "Yes" **S** —Total "Yes" **E** —Total "Yes" **C** —**Personality Types:**

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

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

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





# setting realistic goals

## S.M.A.R.T. GOALS

6

ACTIVITY



### Learning Objective:

The student will gain an understanding of setting goals.



### Materials Needed:

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



### Instructions:

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

**Goals:** what you would like to achieve

**Objectives:** how you will reach your goals

An example of a goal would look like this:

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

### Specific

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

### Measurable

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

### Achievable

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

### Relevant

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

### Timely

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



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



# setting realistic goals

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

7

ACTIVITY



### Learning Objective:

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



### Materials Needed:

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



### Instructions:

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

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

### Goal

### Objectives

My Goal: \_\_\_\_\_

Type of Goal (check one): \_\_\_\_\_ Academic \_\_\_\_\_ Career \_\_\_\_\_ Personal \_\_\_\_\_

**S**pecific (Who, What, When): \_\_\_\_\_

**M**easurable (How much/many): \_\_\_\_\_

**A**chievable (Steps I'll take): \_\_\_\_\_

**R**elevant (Important because): \_\_\_\_\_

**T**imely (I will achieve by): \_\_\_\_\_



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



### Learning Objective:

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



### Materials Needed:

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



### Instructions:

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

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

PICTURE	EXPLANATION



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





## setting realistic goals

### LOOKING THROUGH THE CRYSTAL BALL

9

ACTIVITY



#### Learning Objective:

The student will think about long-term life goals.



#### Materials Needed:

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



#### Instructions:

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

#### » Things you would like to own:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » Family life you would like to have:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » Places you would like to live:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » Things you would like to know:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » Places you would like to visit:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » Skills you would like to have:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » Jobs you would like to have:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_

#### » People you want to be like:

- 1 year \_\_\_\_\_
- 5 years \_\_\_\_\_
- 10 years \_\_\_\_\_



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

**Learning Objective:**

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

**Materials Needed:**

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

**Instructions:**

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

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



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

**Learning Objective:**

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

**Materials Needed:**

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



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

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



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





# Building Positive Values

## TAP INTO POSITIVE EMOTIONS

12

ACTIVITY



### Learning Objective:

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



### Materials Needed:

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



### Instructions:

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

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

#### Positive Emotions

Joy  
Gratitude  
Serenity  
Interest  
Hope

Pride  
Amusement  
Inspiration  
Awe  
Love

When I \_\_\_\_\_ I feel \_\_\_\_\_.  
(positive emotion)

Images that remind me of this feeling include:

_____	_____
_____	_____
_____	_____



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



**Learning Objective:**

The student will understand the relationship between responsibility and success.



**Materials Needed:**

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



**Instructions:**

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

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



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

**Learning Objective:**

The student will engage in meaningful conversation with an adult.

**Materials Needed:**

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

**Instructions:**

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

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

» What are your strengths and unique talents?

---

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

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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

» List a mistake that helped you learn or improve.

---

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

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Step 5: Think things through.**

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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

» List extracurricular activities that interest you.

---



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





**Learning Objective:**

The student will build their vocabulary on bullying.



**Materials Needed:**

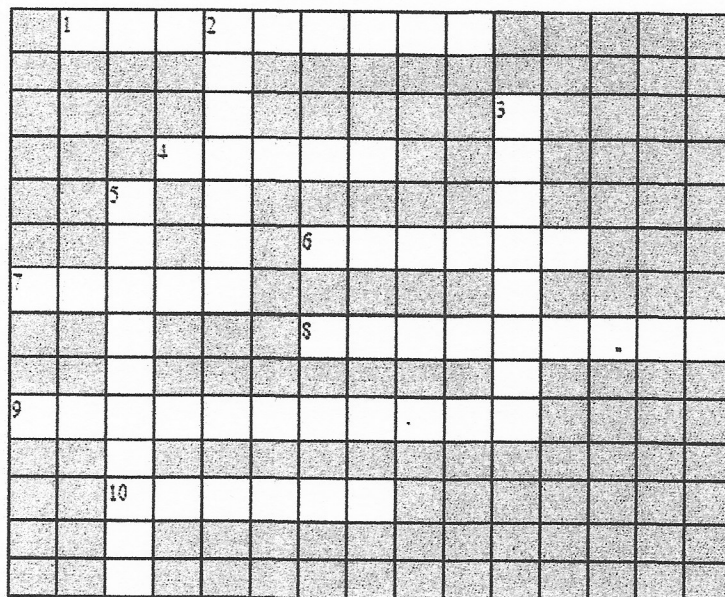
Copy of "Cross Out Bullying" activity sheet, pen/pencil



**Instructions:**

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

**BULLYING VOCABULARY CROSSWORD**



**ACROSS**

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

**Word Bank**

Empathy	Victim	Ethics
Bully	Relentless	Ridicule
Intervene	Taunt	
Alternative	Influence	

**DOWN**

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

**Learning Objective:**

The student will gain a basic understanding of bullying.

**Materials Needed:**

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

**Instructions:**

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

**<http://www.discoveryeducation.com/teachers/free-lesson-plans/cruel-schools.cfm>**

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

**[bullyingstatistics.org](http://bullyingstatistics.org)**

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



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

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

**Learning Objective:**

The student will develop time management skills.

**Materials Needed:**

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

**Instructions:**

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

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

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



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

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