

# Mentor Guide 2019-20



Session 1: September 27th

Dear Menlo-Atherton Academy Mentors,

Thank you again for being a part of our 2019-20 mentor program. I am very excited about your willingness to participate and hope that you are equally excited about the difference you are about to make in these students' lives simply by being present this morning and during our other 3 scheduled meetings this year on Friday November 15th, February 7th, and March 27th. I am thankful for the number of people who have generously offered their time to support this program and the experience each of you bring with you. With your support, we have been able to pair each of our 11th grade students with a mentor this year.

We believe the success of our students in recent years stems from the many unique opportunities we offer as a program. First and foremost, being able to partner one of our students with a mentor is an incredible benefit to our students as they get a break from the core subjects and have an opportunity to take a moment to plan and prepare for the future. One major difference that you will notice this year is the significantly smaller group. I am very excited about a new program for our Sophomores that I am in the process of developing. As a result, only our Junior Academy students and a handful of Senior's are paired with a one to one mentor. I will share a bit about the Sophomore program at the beginning of our first meeting. If you are looking to get involved beyond the four morning sessions please do not hesitate to contact me.

A lot has happened here in the Academy already this year. We have been keeping the students busy in and out of the classroom since day one and many of our students are off to a strong start this first quarter. Our goal as always is to push our students to earn a 3.0 when the first quarter ends on October 11th. We are very proud of the students in our program and their desire to find success in school. Every one of our students has gone through an application process and was interviewed before being granted admission. This is our way of checking each student's commitment to doing well in school. We also offer many incentives to our students to encourage them to come to school and work hard on a daily basis. As a result, over 1/3 of our students are earning a 3.0 or above in rigorous college prep courses, something we are incredibly proud of.

This year we already kicked off the year with a series of community building activities. We took our sophomores to Hidden Villa in Los Altos for day of activities and seminars that we felt would help them as they work towards a successful high school career. We took our juniors to San Francisco where we hiked from Ocean Beach along the shore and under the Golden Gate Bridge. Finally, we took our Seniors on their final community building trip at M-A to Half Moon Bay State Beach where they participated in our Academy Olympics. While each of these field trips provided plenty of opportunities for fun, they also offered our students an opportunity to get to know each other as we work to build a supportive network of students and a smaller community within Menlo-Atherton High School.

Not all field trips we take in the Academy, however, are focused around fun. Our students will travel to SAP, Microsoft, Univision and Electronic Arts this year to get a glimpse into how some of the technology they are learning here at M-A is being used in the business world. These activities are helpful for our students as it gives them an idea of the opportunities available to them after high school and why their education is such an important factor.

While we are proud of our student accomplishments and what is happening here at M-A we are also thankful for your support. An important goal of ours is to ensure students in the Academy reach their long term goals by partnering them with a mentor. Being able to match all of our 11th graders with a mentor is incredibly exciting to me. While some of you may find that the student you are working with is ready to focus on college and career planning, most of you will find that your student still needs support in developing ways to be successful in high school and developing long term goals as opposed to simply working to survive the day to day grind. Together, if we can set realistic and desirable goals for our students' future and help outline a pathway to accomplish said goals, their desire to graduate and go on to college will increase.

As the coordinator of this program I want to ensure that I have clearly explained the goals for this year. I will provide a small packet for each mentor session with guided activities and expected outcomes. I do understand that there is a need for flexibility since each student has unique needs but I encourage you to work with the student to complete each session's guided activity. The Academy is unique and we are excited to have you be a part of it. It is comprised of six teachers who work to create a warm, nurturing, well disciplined, positive environment where we can equip our students with core essential knowledge and skills. We utilize district and government funding to offer our students smaller class size and work with them individually and in small groups to develop a personal educational plan based on their interests and lifelong learning goals while simultaneously ensuring that they have a successful high school career. While a motivating program to prepare them for post secondary education is offered, ample opportunities are given to develop essential career skills and become aware of various career options.

I am excited for our students to have the opportunity to work with each of you. It is amazing how much knowledge, experience and professionalism this year's group of mentors brings with them. While there is so much to accomplish, one thing this program truly offers each student is a second to pause and take a glimpse into what options the future holds for them. From my experience with this program, the wisdom you share with your mentee will inform them of countless opportunities they never imagined.

Thank you again for your support of both our students and the M-A Academy Program.

Sincerely,

A handwritten signature in black ink that reads "Cassia Bradbury". The script is fluid and cursive, with a large, stylized 'C' at the beginning and a long, sweeping tail at the end.

Cassia Bradbury

# Session 1: WHO ARE YOU?

## OBJECTIVE FOR TODAY:

Get to know each other OR reconnect if you are continuing with your mentee.

- ☐ In order to learn more about each other a series of questions have been included in the packet. This is an opportunity for the mentor and student to share a bit about themselves and establish this new relationship.

## TODAY'S CHECKLIST:

- ☐ Do at least one of the getting to know you Activities: 20 questions or Self Esteem Builder
- ☐ Complete the Mentor/Student Agreement
- ☐ Work on Visioning Goals and Academic Goals (This is a lot and can be revisited at a later date if you aren't able to complete it!)
- ☐ Develop Your Life Timeline!! (Or Option #2 for Juniors continuing with their mentor)

## ADDITIONAL INFO:

I hope that you and your mentor/mentee will set and accomplish many goals! I have included a few activities that address your life experiences. These questions/activities have been included as a guide. You do not need all of these questions but I think it is important for each of you to share some of your life experiences. I hope that your discussion will spark a dialogue and encourage collaboration and mutual respect. Please make sure that both the student and mentor speak ... one thing our students are not short on are experiences. Take some time to hear about what they have experienced in their lives already. I hope that through this discussion it will be obvious how this experience can benefit both the student and mentor. Thank you, the mentor, in advance for your efforts in establishing this relationship and providing your mentee with the necessary constructive feedback, honesty and guidance.

After completing these introductory, ice breaker type activities, feel free to move onto our main activity of the day – Developing Your Life Timeline.

## JUST A NOTE:

\*\* While there is a checklist of activities for you and your student to accomplish, if the conversation leads elsewhere feel free to develop that relationship organically!! Just note that college and career planning, as well as looking at grades and communicating with teachers will be the focus of later sessions. Just get to know each other for now!

## ICE BREAKER ACTIVITY #1

### 20 QUESTIONS

**Goal:** To help mentor and student get acquainted by having fun.

**Materials:** The following questions! Ideally you and your mentee will each share your responses. Take turns reading each “would you rather” to each other. Whoever reads the question, the other person answers first but both the mentor and mentee answers each question and shares their reaction to each others response. In the end, share with each other which of each other's responses most surprised or interested you and why. These questions provide a quick opportunity to get to know each other through asking a series of thought provoking and not so thought provoking questions and giving explanations as to why you chose the option you did.

Have fun!

- Would you rather find true love or \$1 million?
- Would you always have to say everything on your mind or never speak again?
- Would you rather be gossiped about or never talked about @ all!?
- Would you rather have stars in your eyes or eyes on the back of your head?
- Would you rather have x-ray vision or bionic hearing?
- Would you rather end hunger or hatred?
- Would you rather publish your diary or make a movie about your most embarrassing moment?
- Would you rather be caught singing in the mirror or spying on your crush?
- Would you rather be a dog named killer or a cat named fluffy?
- Would you rather give up movies or music?
- Would you rather be stranded on a desert island alone or w/ someone u hate?
- Would you rather get even or get over it?
- Would you rather always lose or never play?
- Would you rather be forced to lie to your best bud or tell the truth to your parents?
- Would you rather know it all or have it all?
- Would you rather get 1st dibs or last laugh?
- Would you rather give bad advice or take it?
- Would you rather have sand in your shorts or water in your ear?
- Would you rather forget your sunscreen or your sunglasses?
- Would you rather kiss a jellyfish or step on a crab?
- Would you rather own a ski lodge or a surf camp?
- Would you rather forget who you are or who everyone else was?
- Would you rather have 1 wish granted today or 3 10 yrs from now?
- Would you rather give up your computer or your pet?
- Would you rather be the sand castle or the wave?
- Would you rather overthrow a dictatorship or lead one?
- Would you rather write the worst book in history or record the worst song?

## ICE BREAKER ACTIVITY #2

### SELF ESTEEM BUILDER

**Goal:** To help mentor and student identify personal attributes that foster self-esteem and to help mentors understand the student's perspective, values and attitude towards self.

**Materials:** The following questions! Ideally you and your mentee can both answer the questions and share your responses.

Take turns reading each question to each other. Whoever reads the question, the other person answers first but both the mentor and mentee answers each question and shares their reaction to each others response. In the end, share with each other which of each other's responses most surprised or interested you and why.

1. What do you think is your greatest accomplishment/personal achievement to date? Why?
2. What do you like most about your family? Why?
3. What do you value most in life? Why?
4. List at least 3 things you are good at.
5. List one thing about yourself you would most like to improve.
6. What is the one thing you would like to be remembered for in life?
7. If your house caught on fire, what material possession would you try and save first? Why?
8. What do your friends most like about you? Do you agree with them? Why? Why not?
9. Who do you most admire? Why?
10. If you could go anywhere in the world, where would you go? Why?

## The Mentor-Student Agreement

This activity is a great way for mentors and students to reach a common understanding about what they want and expect from the mentoring relationship. It will also serve as a good self discovery activity for both you and your student. Work together to complete each of the sections.

What do we want to accomplish together? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What will we do to accomplish this goal?

Mento Namer:

Student Name:

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

How will we let each other know if we must miss our appointment?

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

I will do my best to complete the terms of this agreement.

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

# VISIONING GOALS

## MY VISION OF SUCCESS

Ask your student to answer these questions. This worksheet is a good tool to help mentors discover how their students view themselves and the world. What does your student consider "success" and "failure"? What things does he/she fear most? These are very important questions because they enable you to see things from the perspective of your student. Talking about the meanings of success and failure is a great way to focus on the future.

**Directions:** Please finish each sentence and discuss with your mentor.

1. My greatest success:

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2. A failure:

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3. Something I did that helped someone:

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4. Something I've done that I'm proud of:

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5. Something I've learned from failure:

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6. Something I didn't like doing:

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7. The funniest thing I ever did:

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8. Something I did that took courage:

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9. Something I'm afraid of:

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10. Something I'd really like to learn:

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## IMAGINING THE FUTURE:

Focusing on your dreams is another great way to think positively about the future. Work together to think about ways to transform dreams into plans.

Tell about your dream for the future. \_\_\_\_\_

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What must be done to make this dream a reality. \_\_\_\_\_

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## WHAT ARE YOUR GOALS IN LIFE?

This activity will help you focus on ways to achieve these goals. Students who have concrete goals in life are more likely to be motivated to succeed. Ask yourself "how will I get there from here?" questions to think practically and realistically. Mentors feel free to share first and then have the student tell you theirs!

Things you would like to own:

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

Place you would like to visit:

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

Job you would like to have:

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

Things you would like to know:

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

Person you want to be like:

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

# ACADEMIC GOALS

## EVALUATING YOUR ACADEMIC GOALS

Use this activity as an opportunity to prioritize your academic goals and to begin to chart short term objectives. Students can list the activities they intend to accomplish this grading period and put a number beside each activity from the most important (1) to the least important (5). (This will be revisited to check on completion! Try to think specifics!!)

My Goals for This Grading Period ending in December:

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

| GOAL | RANK OF GOAL | GOAL COMPLETED |
|------|--------------|----------------|
|      |              |                |
|      |              |                |
|      |              |                |
|      |              |                |
|      |              |                |

What three things will I have to do to accomplish these goals?

- o \_\_\_\_\_
- o \_\_\_\_\_
- o \_\_\_\_\_

## BEING RESPONSIBLE

Sometimes "the simple things in life can be the most important?" Answer these questions and discuss the importance of these activities. Be honest about your areas of strength and weakness.

| DO YOU                         | YES | NEEDS IMPROVEMENT |
|--------------------------------|-----|-------------------|
| Get to school on time?         |     |                   |
| Have paper, pencil, and books? |     |                   |
| Do your class work 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? |  |  |

### MY SCHOOL LIKES AND DISLIKES

Ask your student to answer these questions. This worksheet is a good starting point for discussing strengths and weaknesses as well as desires and goals. Encourage a discussion around each.

| QUESTION  | RESPONSE |
|---|----------|
| The thing I like most about school is                     |          |
| The thing I don't like about school is                    |          |
| The class that is hardest for me is                       |          |
| My favorite class is                                      |          |
| When I don't do as well in school as I can, it is because |          |
| What subjects do you do well in?                          |          |
| What do you think you might need extra help in?           |          |

### DO YOU KNOW YOUR VALUES?

Using a ten point scale, rate the following items according to how high a priority (or how important they are) in your life. Give one point if the item is not very important and up to ten points to those that are most important. You can assign the same rating to more than one item.

|                                    |  |
|------------------------------------|--|
| _____ Doing my best in School      | _____ Being responsible for my actions |
| _____ Being Popular                | _____ Getting along with my parents    |
| _____ Friendships                  | _____ Having Money                     |
| _____ Respecting other Individuals | _____ Staying drug-free                |
| _____ Self-Respect                 | _____ Helping others                   |
| _____ Graduating From High School  | _____ Having a healthy body            |
| _____ Honesty in myself and others | _____ Going to College                 |
| _____ Being independent            | _____ Being Successful                 |
| _____ Religion                     |  |

# Developing your LIFE timeline!

## **DO THIS IS YOU AND YOUR MENTEE ARE JUST MEETING FOR THE FIRST TIME**

Today, each mentor/student pair will be provided with an 11x17 sheet of paper and colored pencils/markers. With these tools, the student (with mentor support) will create the most informative and creatively organized timeline you can highlighting key moments in your life. If you think it would be more fun, you can both create your own timeline. This timeline will be divided (in some way) into meaningful chunks. While I am more than happy to offer flexibility in terms of how the timeline is divided, I would imagine that the following might be included:

- ☐ Early childhood
- ☐ Childhood
- ☐ Teenage/High School years
- ☐ College
- ☐ Young adult
- ☐ Adult
- ☐ Etc.

For each of these sections, you will illustrate (through both images and words) key places, events, and people who have made an impact on your life and goals you accomplished. You can create a timeline that includes high and low points as part of the timeline or it could simply be the path you have followed and the path you plan to create for yourself moving forward.

**Each person is encouraged to be as creative as possible but be sure to draw pictures and tell a great story about your life – both past, present and future!**

While I understand that creating a meaningful timeline will take time, work together with your mentor/mentee to brainstorm all of the things that could be added and discuss how past events have shaped who you are today. In addition, while it is easy to ramble off the things we want to accomplish in the future, a key aspect to this assignment will also be developing a plan and **pathway** for how you will accomplish all of the realistic goals you have highlighted on your timeline to accomplish in the future!

Ultimately, I hope that this activity provides a fun and relaxing activity to kick off this year's mentor program. I hope that as we get underway this project allows each of you to learn a little more about each other and, more importantly, a little more about the hopes and desires of our students so we can help each of them stay motivated and continue to develop clear goals for their future.

Note: All posters, whether complete or not, should be submitted to Mrs. Bradbury before the end of our session today.

## **Option #2 for Those Continuing with their Mentors:**

**DO THIS IF YOU ARE CONTINUING WITH YOUR MENTEE FROM LAST YEAR!**

Divide the extra paper in the student's folder into 3 parts and title them:

- ☐ Freshman Year
- ☐ Sophomore Year
- ☐ Junior Year

For each section you should add symbols or words that summarize that year for you. It could relate to family, sports, influential people, school, friends, etc. These moments can be high and low moments!

For the Junior Year section it should be full of words and symbols that represent what you are hoping or excited for this upcoming year!

**Each person is encouraged to be as creative as possible but be sure to draw pictures and tell a great story about your past two years – and this upcoming year!**

Please place the activity in your folder and return to Mrs. Bradbury by the end of the session. Even if you didn't finish!