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**Mentor/Student Guidebook**

**Aug-15**

Dear Mentors,

Thank you for your willingness to “jump in” to mentoring!

Mentor Upstate has created and supplied this Guidebook as a resource to help you and your mentee have purposeful and meaningful conversations during your meetings together. Please use as you think best.

If conversation between you and your mentee flows easily at each session, you may not need to use the Guidebook. If your mentee is very shy or does not talk easily, the activities in the Guidebook may be helpful in getting to know each other.

This Guidebook is yours to keep. You do not need to check it out or return it to the school.

We know this will be a remarkable year for you as you get to know the wonderful student you will be mentoring.

*Know that you are making a difference.*

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Resources from the Frazee Center (Anderson, SC), "Be A 6th Grade Mentor!" (Pittsburgh, PA), "Team Mates" Mentoring Program (Lincoln, NE) and KIPP schools were used in this Guidebook.

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**Character Focus for Mentor Upstate**

[From “Work Hard. Be Nice” by KIPP (Knowledge is Power Program) Schools

http://www.kipp.org/our-approach/character]

The KIPP approach to teaching character offers mentors, teachers, students, and parents a structured, meaningful way to talk about and develop character. The research of [Dr. Martin Seligman](http://www.ppc.sas.upenn.edu/bio.htm) (University of Pennsylvania) and [Dr. Chris Peterson](http://en.wikipedia.org/wiki/Christopher_Peterson_%28psychologist%29) (University of Michigan) identified 24 character strengths leading to engaged, meaningful, and purposeful lives. Using the results of a research partnership between KIPP NYC and [Dr. Angela Duckworth](http://www.sas.upenn.edu/%7Educkwort/) (University of Pennsylvania), KIPP now focuses on [seven characteristics that are highly predictive](http://www.kipp.org/strengths-and-indicators) of positive life outcomes: zest, grit, self-control, optimism, gratitude, social intelligence, and curiosity.

**7 Character Traits**

*Mentor Note--You are encouraged to focus on one of these character traits each month.*

**SELF-CONTROL**--regulating what one feels and does; being self-disciplined

**School Work** (September)

* Comes to class prepared
* Pays attention and resists distractions
* Remembers and follows directions
* Gets to work right away rather than procrastinating

**Interpersonal** (October)

* Remains calm even when criticized or otherwise provoked
* Allows others to speak without interruption
* Is polite to adults and peers
* Keeps temper in check

**GRATITUDE--**being aware of and thankful for opportunities that one has and for good things that happen (November/December)

* Recognizes and shows appreciation for others
* Recognizes and shows appreciation for his/her opportunities

**OPTIMISM--** expecting the best in the future and working to achieve it (January)

* Gets over frustrations and setbacks quickly
* Believes that effort will improve his or her future

**GRIT--**finishing what one starts; completing something despite obstacles; a combination of persistence and resilience. (February)

* Finishes whatever he or she begins
* Tries very hard even after experiencing failure
* Works independently with focus

**SOCIAL INTELLIGENCE--**being aware of motives and feelings of other people and oneself; including the ability to reason within large and small groups. (March)

* Able to find solutions during conflicts with others
* Demonstrates respect for feelings of others
* Knows when and how to include others

**ZEST**--approaching life with excitement and energy; feeling alive and activated (April)

* Actively participates
* Shows enthusiasm
* Invigorates others

**CURIOSITY**-- taking an interest in experience and learning new things for its own sake; finding things fascinating (May)

* Is eager to explore new things
* Asks and answers questions to deepen understanding
* Actively listens to others

**Five Keys to Developing Character**

**1. Believe it and model it:** “The children are ours. Every single one of them . . . Children have never been very good at listening to their elders but have never failed to imitate them.” James Baldwin

**2. Name It:** Only by labeling and talking about the character strengths can we help develop them.

**3. Find It:** Introduce kids to real-world and fictional examples (through books) that display the various character strengths.

**4. Feel It:** Help students feel the positive effects of focusing on and developing their own character strengths.

**5. Encourage It:** Provide students with precise, descriptive praise that will help them develop an understanding of and mindset about character.

**Examples of Infusing Conversations with Character:**

* "Your teacher says that you have been doing a great job reading for 20 minutes during your reading time. That requires lots of *self-control*, because you have to ignore distractions, and have lots of *grit*. It isn't easy to read without stopping for 20 minutes. I am proud of you for practicing both *grit* and *self-control* as you develop your reading skills.”
* "What are some things you are learning in science? You know, scientists are have lots of *curiosity*. They design experiments to explore new things and investigate questions about the way the world works. Have fun exercising your *curiosity* today when you explore a new experiment."
* “Your teacher said that you are presenting your projects today in class. Make sure you show *self–control* by listening to each classmate who is presenting his or her project. Don't be distracted by others. Make sure you show your *curiosity* by asking questions about any of the projects if there is something you would like to know.”
* Share examples of how you have remained calm (or not calm) when criticized or otherwise provoked (*self-control*).
* “I’m sorry you are having trouble learning how to hula hoop in P.E. class. Remember to show energy (*zest*) and try hard even if you fail (*grit*) when learning how to hula-hoop. If you keep trying, you will learn. I know you can do it!

**Session Activities**

*Mentor Note--please make sure your mentee knows what to call you. He or she needs to refer to you as Ms. (first name) or Ms. (last name) / Mr. (first name) or Mr. (last name) / Dr. (first name) or Dr. (last name).  This creates an immediate sense of respect for you as the adult.*

**Session 1--Getting To Know Each Other**

*Mentor Note--Now that you are matched, you can start to learn about each other’s interests, families, likes and dislikes. You have plenty of time this year to build your relationship, and the chart below is designed to help you get started. You can write your answers or simply talk about them.*

**Questions For the Mentee**

My First, Middle and Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Nickname \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Birthday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When I am at home, I love to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who do you live with (primary caretaker)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sisters? Brothers?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something my mentor should know about me is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My best subject in school is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What would you like to be when you grow up? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Favorites**

Food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Color \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TV Show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Movie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Restaurant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Season \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hobby/Interests \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Singer/Entertainer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Animal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions For the Mentor**

First, Middle and Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nickname \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Birthday \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My teacher’s name (when I was in your grade in school) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When I am at home, I love to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Whom do you live with (Immediate family)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extended family- sisters? brothers? parents?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something my mentee should know about me is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My best subject in school was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current job?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My Favorites:**

Food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Color \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TV Show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Movie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Restaurant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Season \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hobby/Interests \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Singer/Entertainer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Animal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have time, describe a typical Saturday.

*Mentor Note--For one of your next meetings, please bring a picture of yourself as an elementary age student.*

**Session 2--We Are Matched!**

*Mentor Note--Last week you met each other and started to get to know each other. Since you will be working together for this school year, it is important to build a solid foundation for your mentoring relationship. Today’s activities will give you a chance to talk to each other and figure out how you will work together.*

Take some time to discuss mentoring by reading and talking about the section below together.

**A Mentor is…**

**…a friend.** As you get to know your mentor, you will become friends. Like all friends, you will talk and share experiences with each other, help each other, and learn from each other.

**…someone who is proud of you.** As you grow and learn, your mentor will notice and compliment your talents and strengths.

**…an encourager.** As you share your hopes, dreams and goals, your mentor will encourage and support your actions that help you achieve your goals and make a positive difference to your family, school and community.

**Some examples of famous mentors--** Maya Angelou mentored Oprah Winfrey; Oprah Winfrey mentored Rachel Ray.

**Do you know of some other mentoring relationships?**  If possible, tell about one of your mentors either when you were a child or an adult.

**If you have time, talk about what is on your mind or answer the questions below:**

1. What is your favorite kind of candy?

2. Do you know any magic tricks?

3. Using only one word per person, what was your first impression of each other?

4. What is something that people do that really bothers you?

5. Who is the closest friend you have ever had? Why is he or she a good friend?

6. Which do you do more often: hum or whistle?

7. On a scale of 1 to 10, how well do you sing? (Ten being the best).

8. When you’re at home, do you wear shoes, socks, slippers, or go barefoot?

9. What’s the worst-tasting thing you’ve ever eaten.

10. When you talk with someone, do you keep your arms by your sides, in your pockets, crossed in front of you or do you move your arms around?

**Session 3 - When I was in \_\_\_\_th Grade**

*Mentor Note--Please share with your mentee about life for you when you were in elementary/middle school. Revisit a time when you did well academically, and a time when you did not do so well. Talk about someone who may have helped you through a tough time (academically or otherwise). Feel free to also share a photo of yourself in elementary/middle school. The questions below are to help get your conversation started.*

**Questions for mentor to answer**

1. What years were you in elementary school? 60s? 70s? 80s? 90s?

2. Who was President?

3. What clothing was in style?

4. How did you get to school?

5. Did you play sports or were you in any clubs in elementary school?

**Questions to ask your mentee**. If you are able to write down their answers, you and your mentee will be able to reflect on them later in the year.

1. I’m excited about starting \_\_\_\_\_ grade because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2. I’m nervous about being in this grade because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

3. These are some things that I’ll miss about the grade I was in last year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

4. These are some of the new things that I want to learn more about:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

5. The school subjects I’m most interested in are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Mentor Note--Make sure you meet your mentee’s teacher. Also, get the teacher’s email and phone number from the school/class website, so you can contact the teacher directly if you have a change in schedule.*

**Session 4-- Doing Your Best in School**

*Mentor Note-- Working hard in elementary/middle school is a step in the right direction for success in middle school/high school and in preparing for college. Today’s conversation will focus on the importance of doing well in school and some of the tools you need for academic success.*

*Your mentee has completed several weeks of school. Use the chart below to talk about the child's perception of his or her progress. Put a check in the box if the child thinks the subject is challenging.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Name** | **Morning or Afternoon** | **Any Academic Challenges?**  ***Write Yes or No*** | **Any Behavior Challenges?**  ***Write Yes or No*** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*Mentor Note--Celebrate how well your mentee is doing in his or her strongest subjects. Use this chart to assess your mentee’s needs and work with your mentee to develop a plan to improve in the more challenging subjects. Please ask your mentee to answer honestly and check all that apply. The more honest the child is, the better you will be able to help him or her have a great school year.*

Always Sometimes Never

|  |  |  |  |
| --- | --- | --- | --- |
| I do my homework. |  |  |  |
| I pay attention in class. |  |  |  |
| I understand things that I have read. |  |  |  |
| I have what I need for class with me. |  |  |  |
| I get along well with my teachers. |  |  |  |
| I use tricks to memorize information. |  |  |  |
| I am good at taking tests. |  |  |  |
| I ask and answer questions in class. |  |  |  |
| I get up on time in the morning. |  |  |  |
| I get along with other people. |  |  |  |
| I go to school each day. |  |  |  |
| I keep my room neat and clean. |  |  |  |
| I listen to directions the first time they are told. |  |  |  |
| I get my homework done on time. |  |  |  |
| I do what I am told to do. |  |  |  |
| I follow rules at home and at school. |  |  |  |
| I do things without being asked (ex. chores, helpful tasks). |  |  |  |

**Session 5--My Study Plan and Setting Goals**

*Mentor Note--Based on the answers from the Session 4 survey, help your mentee come up with a study plan that will show “grit and determination.” Please ask your mentee the following questions:*

1. What are my strongest subjects?

2. What are my most challenging subjects?

3. What are my goals to improve my grades in my most challenging subjects?

4. How do I continue getting good grades in my strongest subjects while improving my grades in my challenging subjects?

5. How can I maintain good behavior in school?

*Mentor Note--Most people have goals-- to do well in school, to go to college, to have a certain job, to go somewhere, to see something, etc. Today you will begin talking about goals and how they can be achieved.*

*Based on your mentee’s answers in Session 4 and 5, help your mentee come up with at least one goal in academics and one goal in behavior for the school year.*

**Goals in Academics:**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goals in Behavior:**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Session 6 – What Do I Want to Be When I Grow Up?**

*Mentor Note--In this session begin exploring careers and help your mentee understand what he or she can do now to prepare for a future career.*

*Help your mentee understand that a career is a lifelong or long-term job. Some people are in a career for 30 or more years, while others may be in a career for a shorter number of years.*

*Help your mentee complete the chart below. (If your mentee writes down NFL, NBA, rapper, singer or dancer, etc., explain that he or she will also need to prepare for a career after one in the sports or entertainment industry. ☺)*

|  |  |  |
| --- | --- | --- |
| Career | What I Know About This Career | Why I Am Interested In This Career |
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**According to the Bureau of Labor Statistics, the top 15 jobs with the largest projected employment growth for 2020 and the education required are the following:**

Registered nurse--Associate Degree (ex. Anderson Tech)

Computer Systems Analyst--College Degree

Web Developer--College Degree

Supervisors/managers of retail sales--High School Diploma

Truck drivers, heavy & tractor-trailer--High School Diploma

Retail salespersons--High School Diploma

Childcare worker--High School Diploma

Teachers--College Degree

Medical Secretary--High School Diploma

Carpenter--High School Diploma

Security Guard--High School Diploma

Accountant and Auditor--College Degree

Doctors and Surgeons--2 or 3 College Degrees

Landscaping--High School Diploma

Customer Service--High School Diploma

*Mentor Note--Please take time to “dream” for and with your mentee. Compliment your mentee about any positive character traits or skills you have seen him or her exhibit. Share any thoughts you have on what career he or she might be successful in based on gifts, talents, interests and strengths.*

*The next session will focus on “A Day in the Work Life of my Mentor!” Feel free to bring in props (a picture of your office, a map of where in the county you work, etc.) and other materials to show what a day in your work life is like.*

**Session 7 – A Day In The Work Life of my Mentor**

*Mentor Note--You and your mentee will talk about the world of work--your work. (If you are not currently working, share about your last work experience.) Share props you brought with your mentee.*

Please answer the questions below for your mentee. If your mentee can read well enough, he or she can interview you.

1. What is your current career?

2. How long have you worked in your present job/career?

3. What is your educational background?

4. When does your workday begin?

5. How many hours per day do you typically work?

6. Do you drive, carpool, or take public transportation to work?

7. Typically, what do you do when you first arrive at work?

8. What kinds of tasks/duties do you complete daily?

9. Do you work with a team of people or work alone on projects/duties/tasks?

10. How many people work in your office?

11. Do you work indoors or outdoors?

12. Typically, do you work in an office, a cubicle, or another type of space?

13. Do you travel a lot for your job? If so, how often do you travel?

14. Do you have to do work at home?

15. Do you interact with a lot of people or do you work alone a lot?

16. What do you wear to work?

17. If you travel, name one or two places you have enjoyed visiting?

18. What is one thing you enjoy most about your job?

19. What is one thing you enjoy least about your job?

20. What are some things I (your mentee) should keep in mind when I start working?

**Session 8 – Reading Body Language**

*Mentor Note: Understanding your own and others’ body language is an important part of developing relationships, preparing for jobs and for interacting with peers and adults. To begin, ask your mentee if he or she knows about body language. Explain you are going to learn more about it today.*

Use the following exercise to demonstrate the influence of body language on spoken language.

* Sit with your arms crossed and furrow your forehead. Then, while maintaining this posture, say the following phrase without any emotion.
* “Hi. It is so good to see you again. You are looking great.”
* Ask your mentee how your body language affected how he or she understood the words you were saying. Ask your mentee to greet you using a body language stance of his or her own while saying the same or a similar sentence.
* Now, using the list below, take turns with your mentee highlighting all the positive body language cues and then demonstrate them for one another.

|  |  |
| --- | --- |
| **Positive** | **Not so Positive** |
| Direct eye contact (not staring) | Avoid eye contact |
| Nodding in response to the speaker | Fidgeting /Yawning/Looking Down |
| Upright, but relaxed posture | Body Sagging, Hunched Shoulders |
| Face and body facing the person who is speaking to you | Not fully facing one another, looking off to the side |
| Warm, open smile | Tight, no smile |
| Firm handshake | Weak handshake (fingers only) |
| Feet firmly planted on the floor | Legs outstretched while seated |
| Lean forward | Lean away |
| Chin up | Chin into chest |

Discuss with your mentee how understanding body language can be helpful. How would it be helpful when running for student council? Or being captain of the basketball team? How would it assist someone in standing up to a bully? Or on a job interview?

How would negative body language work against you?

Share experiences from your life where you think body language made a big difference (either positive or negative).

*Mentor Note--During the next session, you will discuss hobbies. Please think about your hobbies and bring in something that represents your hobby.*

**Session 9 – Hobbies**

*Mentor Note--Today you and your mentee will focus on current hobbies, discover new hobbies, and discuss how hobbies can lead to a job or a career.*

Hobbies are a great way to have fun, relax, meet new people and expand talents. Share with each other a few favorite hobbies and talk about other hobbies you may be interested in pursuing. Use the list below to guide your conversation.

**Types of Hobbies**

**Collecting**

Coins

Stamps

Baseball cards

Dolls

DVDs and CDs

**Games**

Board Games

Card Games

Video Games

**Outdoor Recreation**

Fishing

Hiking

Swimming

Skiing

Camping

Kayaking

Bike riding

**Performing Arts**

Acting

Singing

Directing

Dancing

**Creative Hobbies**

Photography

Jewelry Making

Painting

Drawing

Sculpture

**Cooking**

Baking

Food decorating

Recipe development

Grilling

**Gardening**

Outdoors

Indoors (Greenhouses)

Water (growing plans in pools and ponds)

**Reading**

Books

Magazines

Newspapers

Websites

**Questions to be answered by mentors and mentees:**

What are the types of hobbies you like?

What made you start participating in this hobby?

Why do you like these hobbies?

How long have you participated in these hobbies?

Do you think you can make a career out of any of these hobbies? If so, which ones?

Did you see any hobbies you want to “take up”?

**Session 10 – Saying Thank You**

*Mentor Note--Please talk to your mentee about building confidence by thinking positively, encouraging others, and being thankful for what you have.*

When someone does something nice for you, even the smallest gesture, saying "Thank you" is easy thing to do and shows that person you appreciate what he or she have done for you.

When you say "Thank you,” state it sincerely. There is a big difference when you say "Thank you" without any emotion and when you say "Thank you" with emotion and feeling behind it. (Practice saying it both ways.)

Take time to think of someone that each of you needs to thank. (cafeteria workers, teachers, bus driver, parents, waiters, fellow students and co-workers etc.) Take a moment to think of someone to whom you are going to say "Thank You" today.

**Session 11 – Turn Up the Volume**

*Mentor Note--Please talk to your mentee about how you meet and greet people every day, and how important it is to “turn up the volume” in our voices.*

Explain that in a conversation, it is important to speak clearly and loudly enough so the other person can hear and understand what is being said. Speaking clearly is a good indicator of a confident person.

It is common for people to start speaking clearly and loudly enough but have their voices trail off in the last few words of a sentence. Remind your mentee that in speaking in any situation, do not "mumble" words. Doing so makes it difficult for others to hear. Mumbling is an indicator of someone either not confident or unsure of what he or she is saying.

During your conversation today, speak clearly to each other and then mumble to each other. Discuss the differences between the “clear conversation” and the “mumble conversation.” Encourage your mentee to speak clearly and loudly enough to be heard. What he or she has to say is important!

**Session 12- Continuing to Do Your Best in School**

*Mentor Note--Working hard in elementary/middle school is a step in the right direction for success in middle school, high school and college. Today’s conversation will focus on the importance of doing well in school and some of the tools needed for academic success.*

Your mentee has completed several more weeks of school. Have your child think about the subjects he or she is doing well in and those he or she is improving in. Put a check in the box if the subject is challenging for the student.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Name** | **Morning or Afternoon** | **Any Academic Challenges?**  ***Write Yes or No*** | **Any Behavior Challenges?**  ***Write Yes or No*** |
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*MentorNote--Celebrate how well your mentee is doing in his or her strong subjects and provide strategies for improvement in the more challenging subjects. Use this chart to help assess your mentee’s needs and work together to develop a plan. Check all that apply. Please ask your mentee to answer honestly. The more honest the child is, the better you will be able to help him or her have a great school year.*

Always Sometimes Never

|  |  |  |  |
| --- | --- | --- | --- |
| I do my homework. |  |  |  |
| I pay attention in class. |  |  |  |
| I understand things that I have read. |  |  |  |
| I have what I need for class with me. |  |  |  |
| I get along well with my teachers. |  |  |  |
| I use tricks to memorize information. |  |  |  |
| I am good at taking tests. |  |  |  |
| I ask and answer questions in class. |  |  |  |
| I get up on time in the morning. |  |  |  |
| I get along with other people. |  |  |  |
| I go to school each day. |  |  |  |
| I keep my room neat and clean. |  |  |  |
| I listen to directions the first time they are told. |  |  |  |
| I get my homework done on time. |  |  |  |
| I do what I am told to do. |  |  |  |
| I follow rules at home and at school. |  |  |  |
| I do things without being asked (ex. chores, helpful tasks). |  |  |  |

**Session 13 – Reviewing my Study Plan and Goals**

*Mentor Note--Based on the answers from the Session 12 survey, help your mentee decide on a study plan in subjects where he or she needs to show more “grit and determination.”*

Please ask your mentee the following questions:

1. What are my strongest subjects?

2. What are my most challenging subjects?

3. What are my goals to improve my grades in my most challenging subjects?

4. How do I continue making good grades in my strongest subjects while improving my grades in my challenging subjects?

5. How can I maintain good behavior in school?

Most people have goals--to do well in school, to go to college, have a certain job, to go somewhere, to see something, etc. Today talk to your mentee about his or her goals and how they can be achieved.

*Mentor Note--Based on your mentee’s answers in Session 12 and 13, help your mentee add at least one additional goal in academics and one in behavior for the school year.*

**Goals in Academics:**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goals in Behavior:**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Session 14 – Eye Contact**

*Mentor Note: Share this information and practice eye contact during your time with your mentee.*

In any conversation, looking directly at the person to whom you are speaking is very important. Making eye contact shows respect and interest in what the person is saying. Looking down at the ground or up in the air, makes the person feels as if you are not interested in him or her.

Making eye contact also shows that you are confident in yourself. Think about people you know who are confident individuals. As you think about their conversations with you, do you remember their eye contact?

Throughout your mentor-mentee time together, make as much eye contact as possible. Turn and face each other and practice eye contact by having one person tell the other about a dream vacation while making as much eye contact as possible. Then turn your backs to one another and have the other person tell about a dream vacation. Which conversation was the most effective?

**Session 15 – Be Positive**

*Mentor Note--Encourage your mentee to build confidence by thinking positively, encouraging others, and being thankful.*

There is an old expression that says, "See the glass as half-full, not half empty." This saying helps us define a positive approach to life.

Even though a glass has the same amount of lemonade, the person who sees the glass as half-full typically thinks, "Wow, look at all that lemonade!" This person views things in a positive manner and sees the good in people and situations.

The person who sees the glass as half-empty thinks "The lemonade is almost gone, " and typically has a more negative view of people and situations.

Discuss with your mentee how thinking positively allows us to take advantage of the opportunities we have because we will be focused on accomplishment and not failure. Thinking positively shows confidence.

To think positively, encourage your mentee to appreciate what he or she has, and not focus on what he or she doesn't have. Most people do not want to listen to someone who is always negative. Instead, people like to be around others who, when looking at the things in their lives, see the good, not the negative.

**Session 16 – How to Handle Being Teased**

*Mentor Note--Hurtful, mean-spirited teasing by others happens to everyone at some point and can be very hurtful. This is an important topic to discuss with your mentee. How a person handles being teased says a lot about personal self-confidence and also how that person will handle stressful times in the future.*

The first step in handling being teased is to understand that the person doing the teasing is either insecure or angry at something else. The teaser usually lashes out at others because the teaser thinks doing so will make him or her feel better or look "cool" to others. It is important for your mentee to understand that most often what the person is saying is not true or is totally unimportant. If teasing is properly handled, the person being teased can overcome the problem and minimize how upset he or she gets.

Here are some suggestions:   
  
**Ignore**One technique to handle being teased is to ignore it and not let it affect you as much as you can. The person teasing is trying to get a reaction from you. If you just ignore the person, you are in control of yourself and NOT the person teasing you. Ignoring will cause the person doing the teasing to become frustrated and many times he or she will stop.  
  
**If the Teasing Does not Stop, Get Help From a Parent/Teacher**If the teasing continues, the next step should be to talk to your parents, mentor or teachers. They can guide you on how you can handle the situation without letting the person teasing you know that you asked for help. The adult you asked has most likely been in the same situation when younger and can offer suggestions on how to handle the situation in a positive manner. Learn to trust adults and know that they want to help and can do so without getting directly involved.  
  
Teasing can be hurtful; however, properly handling teasing will build your confidence and help you overcome it!

*Mentor Note--Share about a time when you were teased about something. How did you handle it?*

*Ask your mentee if he or she has been teased recently, and if it has stopped. If not, come up with a plan to stop the teasing. Ask you mentee if he or she has been teasing anyone recently. If so, ask if he or she sees how teasing is hurtful.*

**Session 17 – Have Patience**

*Mentor Note--Remind your mentee that setting a goal and doing what is needed to get there is important, but learning patience in this process is also important*

One quality that is hard to come by in today’s society is patience. All of us want instant gratification. That is, what we want, we want now!

Learning patience requires building up self-control. It is easy to get frustrated when people do not do exactly what you requested. It is important to have patience with others in any situation.

In discussing patience with your mentee, share personal experiences about your experiences learning patience and the consequences. Encourage your mentee to practice patience with a sibling, especially a younger one. Learning patience will help develop better relationships with family and friends.

Learning patience will helps a person relax and be more confident.

Think of areas where you and your mentee can practice showing patience.

**Session 18 – Don’t Let Little Things Get You Down**

*Mentor Note--Be sure to share an example of when you overcame a setback. Share the thought process you went through to overcome it and what you learned from it.*

It is very hard at times to overcome difficulties and not let life’s day-to-day hassles get to us. Many of us overreact to the “bumps” that day-to-day activities throw at us. Rarely do these little hassles make any significant change in what we accomplish each day. Many are long forgotten by the end of the day, let alone weeks from now. So why worry and get so upset about them?

All of us would be much better off just knowing that each day will bring new challenges, and we can overcome setbacks thrown our way. Successful people tend to be the ones that can easily rise above these issues.

Think about successful people you know. Many times they are the ones who do not get discouraged or frustrated easily. When problems arise they simply "Take it in stride" and figure out what they need to do to overcome setbacks.

**Session 19 – Try New Things**

*Mentor Note--Share about a time when you tried (and enjoyed) something new!*

One of the great things about life is trying new things. Many of us become stuck in believing we only like certain foods, sports, or school subjects. We fail to realize there are many things we *think* we do not like, but we have not given them a proper chance. Life is all about trying new things. We should also not let a fear about something prevent us from trying new things.

The only way to truly know for sure if we like or dislike something is to try it!

Trying New Things:

* Try foods we do not think we like. We may actually like them.
* Try things that we are afraid of, like riding a roller coaster. Nothing gives more confidence than overcoming a fear.
* Try different sports. It is important to try different sports to know what sports we like and dislike.
* Try different hobbies.

Life is all about trying new things to discover what we like.

**Session 20 – Don’t Be A Complainer**

*Mentor Note--When discussing this topic, emphasize that you are not talking about major problems. In fact, encourage your mentee to share serious problems with parents, mentor, teachers, and friends so they can help.*

*Share with your mentee about a time when either you or someone else was seen as a “complainer.” Reflect on things you could be tempted to complain about and make a plan to avoid any complaining this week!*

Most people don’t want to be around someone who every day complains about minor problems that happen to all of us, i.e., being tired from getting up early, having a minor headache, having a lot of homework, not getting the grade wanted, etc. It is tough sometimes to be around people who are always talking about themselves, focusing on all the bad things that happen to them. They are down and bring other people down. People want to be around other people who bring them up, not down.

To avoid being a complainer, ask other people questions and make interesting conversation. Have fun with people, rather than complain about minor problems that others are not really interested in.

**Session 21- Continue to Do Your Best in School**

*Mentor Note--Your mentee has completed several more weeks of school. Have your mentee share with you how he or she is progressing and improving. In today’s conversation focus on the importance of doing well in school and the tools needed for academic success.*

Put a check in the box if the subject is challenging for the student. Working hard in elementary/middle school is a step in the right direction for success in middle school, high school and college.

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Name** | **Morning or Afternoon** | **Any Academic Challenges?**  ***Write Yes or No*** | **Any Behavior Challenges?**  ***Write Yes or No*** |
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*Mentor Note--Celebrate how well your mentee is doing in his or her strongest subjects.*

Use this chart to assess your mentee’s needs and work with your mentee to develop a plan to improve in the more challenging subjects. Please ask your mentee to answer honestly and check all that apply. The more honest the child is, the better you will be able to help him or her have a great school year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Always | Sometimes | Never |
| I do my homework. |  |  |  |
| I pay attention in class. |  |  |  |
| I understand things that I have read. |  |  |  |
| I have what I need for class with me. |  |  |  |
| I get along well with my teachers. |  |  |  |
| I use tricks to memorize information. |  |  |  |
| I am good at taking tests. |  |  |  |
| I ask and answer questions in class. |  |  |  |
| I get up on time in the morning. |  |  |  |
| I get along with other people. |  |  |  |
| I go to school each day. |  |  |  |
| I keep my room neat and clean. |  |  |  |
| I listen to directions the first time they are told. |  |  |  |
| I get my homework done on time. |  |  |  |
| I do what I am told to do. |  |  |  |
| I follow rules at home and at school. |  |  |  |
| I do things without being asked (ex. chores, helpful tasks). |  |  |  |

**Session 22 – Reviewing my Study Plan and Goals**

*Mentor Note--Based on the answers from the Session 21 survey, help your mentee decide on a study plan in subjects where he or she needs to show more “grit and determination.”*

Please ask your mentee the following questions:

1. What are my strongest subjects?

2. What are my most challenging subjects?

3. What are my goals to improve my grades in my most challenging subjects?

4. How do I continue making good grades in my strongest subjects while improving my grades in my challenging subjects?

5. How can I maintain good behavior in school?

Most people have goals--to do well in school, to go to college, have a certain job, to go somewhere, to see something, etc.

*Mentor Note--Based on your mentee’s answers in Session 21, help your mentee add at least one additional goal in academics and one in behavior for the school year.*

**Goals in Academics:**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goals in Behavior:**

**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Session 23 – Conversation is a Skill, Master It!**

*Mentor Note--The key to effective communication is to become a good listener. Developing good listening skills is necessary to success in almost any area of life*.

The ability to become a good listener helps you in many ways including:

* Developing a relationship-- People are more comfortable when persons they speak with are listening to them, rather than trying to talk over them. Think of the people you like spending time with. Don’t they listen to what you have to say?
* Helping in a situation - Understanding what another person wants from you helps you understand how you can help. A friend may seek help with a problem. To help, listen carefully to understand the problem and offer the best help or advice.

**Active vs. Passive Listener**

To become a good listener, be an active listener. An active listener is focused on understanding what the person is trying to communicate by paying close attention to what he or she is saying.

Passive listeners do not pay attention to what other people are saying even though they appear to be listening. Passive listeners are not interested in understanding what others are trying to communicate. Passive listening is disrespectful to the persons speaking, and they will notice passive listening. Instead, respect the person speaking and be an active listener.

Active listeners also ask questions--Asking questions shows interest in what others have to say. Try asking "open-ended" questions that cannot be answered by a simple "Yes" or "No." Ask questions such as "What did that feel like?", "What are you going to do?", or "How will you handle the situation?” Open-ended questions get people talking and provide more information to better understand what they are saying.

*Mentor Note-- Practice active listening with your mentee by conversing about what you both did last weekend. Be sure that both of you ask open-ended questions.*

**Session 24 – Money Management**

*Mentor Note--Money management is a very important topic for anyone. Adapt your conversations about money management to the age of our mentee.*

When people buy goods and services, they pay for the cost of those goods and services. This is called the price. There are basically four ways to pay:

* Use cash
* Use a debit card
* Write a check
* Use credit

**Paying with cash** means using money, either coins or paper. It is easy to use cash when the item bought has a low cost. But what about items that cost hundreds or thousands of dollars? It might be risky to carry large amounts of cash. The cash might be lost, stolen or a person might buy things not really needed.

**Paying with a debit card** means using a small plastic card that looks like a credit card. It has the name of a bank or credit union on the front. To pay by debit card, the person needs an account at a bank or credit union with money in the account and a service plan that lets the person use the debit card. There could be a cost to use a debit card. When paying with a debit card, the seller passes the debit card through a small machine and enters the cost of the purchase. The buyer enters a personal identification number or PIN and gets a receipt that shows the money taken from the account to pay for what was bought. A debit card is easy to use. But use it carefully:

 Don’t tell anyone your personal identification number (PIN)

 Don’t let anyone see you enter your PIN when using a bank or debit machine

 Don’t keep your personal identification number and debit card in the same place.

**Paying with a check** is a written promise on a paper check to pay the cost of what you buy. To write a check, a person needs an account at a bank or credit union with money deposited in the account. After a buyer writes a check for a purchase, the seller takes the check to the bank. The bank takes the money from the buyer’s account and pays the business or person named on the check. There can be a cost for using a check.

**Paying with credit** is offered bymany companies. They let a person buy a product or service now and pay for it later. They charge interest on the amount owed. Interest is the money paid to use someone else’s money. There are many kinds of credit including credit cards, cash loans and installment contracts. An installment contract is a type of credit used to buy expensive things like a car. The buyer makes a monthly payment of the same amount until the item is paid in full. A person has to apply for credit and has to sign a contract agreeing to certain terms and conditions about repaying the money owed. There can be problems if the person does not do what is in the contract.

Before using credit, it is important to find out the answer to these questions:

 How much will credit cost? What annual percentage rate (APR) of interest must be paid on the amount owed? The APR is the cost of credit over one year.

 How often must payments be made?

 How much will each monthly payment be?

 What will happen if a payment is late or missed?

**Session 25 – Think about Needs vs. Wants**

*Mentor Note--After your mentee understands wants versus needs, discuss saving and spending wisely.*

Saving means setting aside a certain amount of money each time a person gets paid. Say you got $5.00 a week and saved $3.00 of it each week. After a month you’d have $12.00, after two months you’d have $24.00, and after six months you’d have $72.00.

People must spend money on things they need –- like lunch, or socks, or a new tire for a bike or car. People also spend money on things they want, like an ipod or a Playstation. To know when to spend and when to save, it helps to know the difference between needs and wants.

People sometimes say, “I *have to have* that pair of jeans” or “I *need* to see that movie.” But what does "have to have" or "need" really mean? Will something horrible happen if a person doesn't get those jeans or see that movie? Probably not.

Needs are things that we truly can’t live without, such as the following:

* Nutritious food
* A place to live
* A warm winter coat
* A good pair of shoes
* Transportation

Wants are things you’d like to have, but if you don’t, you’ll still survive. In fact, you’ll be just fine. Examples are the following:

* Name-brand shoes
* Toys
* Candy
* Video games
* An iPhone

**ACTIVITY: Figure out your needs and wants**  
When trying to figure out needs and wants, ask the following questions:

What items do I need to get ready in the morning? Maybe a toothbrush, towel, shampoo, and/or a hairdryer?

How about my clothes? Do I need shoes, socks, pants, and a sweater?

Are there things I need for school? Books? Backpack? Binders? Pencils?

Do I have any sports or hobbies that need equipment? Like practice shorts, cleats, helmets, or art supplies?

**Other things to consider when trying to figure out a need vs. a want:**

Should I buy a new hairdryer? A new hairdryer that works better and faster *will* help me get to school on time and might be a good purchase. However, buying a new neon blue hairdryer that does not work any better or faster than my old green one probably is not a good purchase.

I need a new sweater for winter, but is the designer version that costs $50.00 more than another brand a good purchase? Both will keep me warm.

I need a good backpack to keep my stuff in, but do I need the most expensive one?

Think about what things are necessary for day-to-day existence. Write a list of them. Why are these things necessary? What things do you want? Write them down. Why do you want these things? Are any of your wants also needs?

**Session 26 – Social Skills for Success - Introductions**

*Mentor Note--Introduce and practice each skill with your mentee until he or she is comfortable. This activity will teach your mentee how to shake hands, introduce himself or herself and others. After practicing with you, your mentee should introduce himself or herself to another person. Remember to shake hands. The mentee can use the “practice” method that was most comfortable.*

*If you can’t find someone to help with the introductions, it's okay to pretend!*  *You can also “set up” a situation.*

**How to introduce yourself to someone you do not know**

**SHAKING HANDS**

**STEPS**

Look the person in the eye

Extend your right hand and grasp his or her extended hand firmly (no limp hands…)

Shake twice – do not over shake.

Let go of the person's hand.

**PRACTICE**

Practice shaking hands with each other

**INTRODUCING YOURSELF**

**STEPS**

Greet people with “hi” or “hello”

Say your first and last name

Ask for the name of the person you are meeting

**PRACTICE**

“Hello, I’m \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_. What is your name?

“Hello, I’m \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_. And your names are?”

“Hello, I’m \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_. We haven’t had a chance to meet?”

**Session 27 – Social Skills for Success – Introducing Others**

*Mentor Note--After answering practice questions and practicing, your mentee should introduce you to someone your mentee chooses.*

**STEPS**

Basically, you are telling someone the name of another person. Use first and last names and remember to….

Say an adult’s name before a child’s

**“Mrs. Meg Smith, this is Bobbi Adams.”**

Say a woman’s name before a man’s

**“Meg Smith, this is my father, Will Jones.”**

Say a girl’s name before a boy’s.

**“Maggie York, this is Mark Jones.”**

Say an older person’s name before a younger person’s

**“Mrs. Meg Smith, this is my mother, Janey Jones.”**

**PRACTICE**

If you are introducing your friend to your mentor – What would you do?

If you are introducing your mom to your mentor – What would you do?

If you are introducing your best friend to your grandma – What would you do?

If you are introducing your science lab partner to your mentor – What would you do?

If you are introducing your female English teacher to your uncle – What would you do?

If you are introducing the quarterback on the football team to your sister – What would you do?

If you are introducing your mentor to you best friend – What would you do?

**TASK**

**OTHER TIPS:**

* When introducing a friend to a small group, say everyone’s name.
* When introducing a friend to a large group, say, *“*Everyone, this is Mark Evert”and let all the others introduce themselves.
* If someone’s name is not understood, it’s okay to ask the person to repeat it. "I’m sorry I didn’t understand how to pronounce your name. Could you please repeat it?"
* When making an introduction, share something about the person being introduced to help get the conversation started: “Jane Moor, this is Meg Black. She’s a forward on the soccer team.”

**Session 28 – Social Skills for Success – Manners In Public**

**Manners In Public**

*Mentor Note-- This activity will teach your mentee how to behave at a cultural event (Peace Center) or movie.*

* Talk about instances when you have observed good behavior and poor behavior and what your thoughts were about the people.
* Ask your mentee what he or she thinks about people who do or do not behave properly.
* Discuss the following information with your mentee.

**Manners When Attending a Cultural Event or Movie**

* Be on time.
* Settle into your seat before the event starts (coat arranged etc.)
* No talking during ANY part of the performance.
* No rustling or rattling that keeps others from hearing. If you must have candy, cough drops, tissue, etc., take them out of the wrapper before the event starts. At the end of the performance, pick up your trash and deposit it in the trash receptacle.
* Keep your feet on the floor, not on the seats around you or on your own seat.
* Do NOT throw any items into the audience or at the performers, stage or screen.
* No booing, hissing, or rude noises. If you do not like the performance, you do not clap.
* Show appreciation with applause at the end of a performance.
* If you are late, you must wait to be seated when there is a break in the show unless there are seats in the back. If you take a back seat, BE SEATED QUIETLY without drawing attention to yourself.
* Turn off all electronics (watches, cell phones, and pagers)

**Entering Or Exiting A Row of Seats.**

* When climbing in and out of a row of seats when others are already seated, face the stage or front and press closely to the backs of the seats you are facing, being careful not to drag your coat, purse, backpack, food or anything else you might be carrying, over the heads of those seated in front of or behind you.
* “Excuse me, please,” is the natural thing to say when you have to disturb anyone to get to or leave your seat. If someone is obliged to get up and let you pass, you add “Thank you.”
* When you are seated, you must give others enough room to pass. If the seats are far enough apart, you can do this by turning your knees sideways. If there is not enough space, you must stand and let the person pass by.

**Greeting**

* Whether you are at home or in a public place, respond when spoken to. (Stop, look at the person who spoke to you, smile and respond).

**Session 29 – Social Skills for Success – True/False**

*Mentor Note--After the information in session 28 has been reviewed and discussed, have your mentee take the following True/False quiz. The goal is 100%. Work with your mentee until he or she earns a perfect score. It’s ok to read the questions and let your mentee give you a true or false answer.*

**Manners – In Public!**

1. \_\_\_\_\_ At the movie theatre you should always turn off your cell phone, pager and watch alarm.
2. \_\_\_\_\_ If you do not like a performance, it is all right not to clap.
3. \_\_\_\_\_ If you are walking down the hall and a teacher speaks to you, look at the floor, grunt and hurry away.
4. \_\_\_\_\_ When you are at the movies and someone needs to pass you, you should remain seated exactly as you are so the person won’t trip.
5. \_\_\_\_\_ If you are late for a movie, find YOUR FAVORITE seat regardless of where it is and get seated as soon as possible.
6. \_\_\_\_\_ You should always be on time for a movie or performance.
7. \_\_\_\_\_ If you don’t like a movie or play, you should tear up your program and throw it at the stage.
8. \_\_\_\_\_ Say “MOVE” if you have to disturb someone to get to or leave your seat.
9. \_\_\_\_\_ When you are seated at a theatre, if there is enough room, turn your knees sideways when someone is passing.
10. \_\_\_\_\_ You should face the front when entering a row of seats when others are already seated.
11. \_\_\_\_\_ When entering a row of seats, keep your coat, purse, food, etc. over the heads of the people in the row in front of you so you have room to get by.
12. \_\_\_\_\_ Booing, hissing, or rude noises are NEVER appropriate behavior.
13. \_\_\_\_\_ It’s OK to put your feet on the seat in front of you.
14. \_\_\_\_\_ Leave your candy wrappers and cups on the floor by your seat when you leave. (It gives the kids who work at the theatre something to do.)
15. \_\_\_\_ You should not rustle your candy wrappers or make any noise that would cause others not to be able to hear.
16. \_\_\_\_\_ You should always say “Thank you” if someone let’s you pass when entering a row of seats.

**Session 30 – Social Skills for Success – Telephone Etiquette**

**Telephone Etiquette**

*Mentor Notes: The purpose of this activity is to teach your mentee telephone etiquette. Be sure to practice the skills with your mentee.*

Review the following information with your mentee.

Talk about times you called someone and they answered the phone in an “interesting” way.

Ask your mentee if he or she has ever called someone who answered the phone differently.

Practice the skills and complete the tasks.

**Making Phone Calls**

When a person makes a call to anyone:

* Greet the person who answers the phone, immediately identify yourself, and politely ask for the individual you are calling.

Example: “Hello Mrs. Anderson. This is Sammy Jones. Is Sally there?”

The person making the call, should end the call politely and say “Goodbye.”

Example: If Sally isn’t there--*“*Thank you Mrs. Anderson. Have a nice evening. Goodbye.”

If Sally is home and you have talked with her--"Well, I better let you get back to what you were doing. We’ll see you tomorrow at school. Good-bye.”

**When Calling Someone With An Answering Machine**

Always leave a brief, clear, and concise message that includes the following information:

Your Name

The day and time of your call (some machines do not record this info)

The reason you are calling

Your telephone number s-l-o-w-l-y (numbers are always difficult to understand)

Example: “This is Sammy Jones. I am calling on Thursday afternoon to speak with Stan about going to a hockey game this weekend. Would you please ask him to call me back at 1-2-3--4-5-6-7

**Safety First**

Never give a stranger information about where your parents are.

Always ask who is calling before telling someone your parents or another adult is not home.

**Task--**Using telephone skills, a mentee should practice a mock phone call to his or her mentor to ask about the next meeting.

Using answering machine skills, a mentee should practice leaving a message on the phone of a friend for his or her mentor to hear.

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**Session 31 – Review Our Time Together**

*Mentor Note--In this session, mentor and mentee will reflect on their time together this school year.*

Think about a few things you both would like talk about in your remaining weeks together. The following questions might be helpful.

1. What was the highlight of this year for you?

2. Did you learn about a career/job that interested you?

3. What did you learn about academics that interest you?

4. What is something your mentor taught you this year?

5. What was something funny that happened?

6. What academic and behavioral goals did you succeed in accomplishing this school year?

7. Is there something you wish you could have done together this school year?

8. What are your (winter break/spring break/summer plans)?

9. Is there something you would like for us to work on together next school year?

*Mentor Note: For more activities, review the front of this booklet for conversations you can have about character qualities with your mentee. You are also welcome to read a book associated with that character quality. You can check the book out from the school or public library.*

# Appendix: A - Picture Book Recommendations for Character Traits (for Elementary)

**SELF-CONTROL**

[Strega Nona](http://www.librarything.com/work/224551) by [Tomie dePaola](http://www.librarything.com/author/depaolatomie)

[Pancakes, Pancakes!](http://www.librarything.com/work/70833) by [Eric Carle](http://www.librarything.com/author/carleeric)

[Come Along, Daisy!](http://www.librarything.com/work/70813) by [Jane Simmons](http://www.librarything.com/author/simmonsjane-1)

[Press Here](http://www.librarything.com/work/10838449) by [Hervé Tullet](http://www.librarything.com/author/tulletherve)

[The Secret Birthday Message](http://www.librarything.com/work/753256) by [Eric Carle](http://www.librarything.com/author/carleeric)

[Listen, Buddy](http://www.librarything.com/work/676297) by [Helen Lester](http://www.librarything.com/author/lesterhelen)

[Amelia Bedelia](http://www.librarything.com/work/32797) by [Peggy Parish](http://www.librarything.com/author/parishpeggy)

[Arthur's Computer Disaster](http://www.librarything.com/work/625673) by [Marc Brown](http://www.librarything.com/author/brownmarc-1)

[Thank You, Amelia Bedelia](http://www.librarything.com/work/365582) by [Peggy Parish](http://www.librarything.com/author/parishpeggy)

[Miss Mingo and the Fire Drill](http://www.librarything.com/work/8614471) by [Jamie Harper](http://www.librarything.com/author/harperjamie)

[Lilly's Purple Plastic Purse](http://www.librarything.com/work/360994) by [Kevin Henkes](http://www.librarything.com/author/henkeskevin)

Follow The Directions...and Learn by [Dina Anastasio](http://www.librarything.com/author/anastasiodina)

**Interpersonal**

[It's Hard to Be Five: Learning How to Work My Control Panel](http://www.librarything.com/work/603464) by [Jamie Curtis](http://www.librarything.com/author/curtisjamielee)

[When Sophie Gets Angry -- Really, Really Angry . . .](http://www.librarything.com/work/391600) by [Molly Bang](http://www.librarything.com/author/bangmolly)

[Elbert's Bad Word](http://www.librarything.com/work/850420) by [Audrey Wood](http://www.librarything.com/author/woodaudrey)

[A Good Day](http://www.librarything.com/work/2130604) by [Kevin Henkes](http://www.librarything.com/author/henkeskevin)

[One](http://www.librarything.com/work/7548225) by [Kathryn Otoshi](http://www.librarything.com/author/otoshikathryn)

[I'm Gonna Like Me: Letting Off a Little Self-Esteem](http://www.librarything.com/work/1409653) by [Jamie Lee Curtis](http://www.librarything.com/author/curtisjamielee)

[The Digging-est Dog](http://www.librarything.com/work/96187) by [Al Perkins](http://www.librarything.com/author/perkinsal)

[Enemy Pie (Reading Rainbow book)](http://www.librarything.com/work/241197) by [Derek Munson](http://www.librarything.com/author/munsonderek)

[Courage](http://www.librarything.com/work/233059) by [Bernard Waber](http://www.librarything.com/author/waberbernard)

[The Big Box](http://www.librarything.com/work/3227771) by [Toni Morrison](http://www.librarything.com/author/morrisontoni)

[Noisy Nora](http://www.librarything.com/work/73209) by [Rosemary Wells](http://www.librarything.com/author/wellsrosemary)

The Berenstain Bears Get the Gimmies by [Stan Berenstain](http://www.librarything.com/author/berenstainstan)

[Bad Kitty](http://www.librarything.com/work/610044) by [Nick Bruel](http://www.librarything.com/author/bruelnick)

[The Recess Queen](http://www.librarything.com/work/1091047) by [Alexis O'Neill](http://www.librarything.com/author/oneillalexis)

[Tea for Ruby](http://www.librarything.com/work/5547173) by Sarah Ferguson

[Hey, Little Ant](http://www.librarything.com/work/417949) by [Phillip M. Hoose](http://www.librarything.com/author/hoosephillipm)

[I Was So Mad](http://www.librarything.com/work/174313) by [Mercer Mayer](http://www.librarything.com/author/mayermercer)

[No, David!](http://www.librarything.com/work/80663) by [David Shannon](http://www.librarything.com/author/shannondavid)

[Ping Pong Pig](http://www.librarything.com/work/6088176) by [Caroline Jayne Church](http://www.librarything.com/author/churchcarolinejayne)

[The Very Busy Spider](http://www.librarything.com/work/80703) by [Eric Carle](http://www.librarything.com/author/carleeric)

[We Share Everything!](http://www.librarything.com/work/160030) by [Robert N. Munsch](http://www.librarything.com/author/munschrobertn)

**GRATITUDE**

[The Most Thankful Thing](http://www.librarything.com/work/1778) by [Lisa McCourt](http://www.librarything.com/author/mccourtlisa)

[Thanks for Thanksgiving](http://www.librarything.com/work/295951) by [Julie Markes](http://www.librarything.com/author/markesjulie)

The Berenstain Bears Count Their Blessings by [Stan Berenstain](http://www.librarything.com/author/berenstainstan)

[Thanksgiving Is for Giving Thanks](http://www.librarything.com/work/273067) by [Margaret Sutherland](http://www.librarything.com/author/sutherlandmargaret)

[I'm Thankful Each Day](http://www.librarything.com/work/1509232) by [P. K. Hallinan](http://www.librarything.com/author/hallinanpk)

[Gracias / Thanks (English and Spanish Edition)](http://www.librarything.com/work/9063264) by [Pat Mora](http://www.librarything.com/author/morapat)

[Where the Mountain Meets the Moon](http://www.librarything.com/work/8255512) by [Grace Lin](http://www.librarything.com/author/lingrace)

[The Secret of Saying Thanks](http://www.librarything.com/work/1693680) by [Douglas Wood](http://www.librarything.com/author/wooddouglas)

[Count My Blessings 1 through 10](http://www.librarything.com/work/4628583) by [Salina Yoon](http://www.librarything.com/author/yoonsalina)

[Thanks a Million: Poems](http://www.librarything.com/work/1126756) by [Nikki Grimes](http://www.librarything.com/author/grimesnikki)

[Feeling Thankful](http://www.librarything.com/work/914293) by [Shelley Rotner](http://www.librarything.com/author/rotnershelley)

[Thanksgiving at the Tappletons'](http://www.librarything.com/work/583425) by [Eileen Spinelli](http://www.librarything.com/author/spinellieileen)

[Thank You, Thanksgiving](http://www.librarything.com/work/294944) by [David Milgrim](http://www.librarything.com/author/milgrimdavid)

Grateful: A Song of Giving Thanks by [John Bucchino](http://www.librarything.com/author/bucchinojohn)

[A Book Of Thanks (All Of Me!)](http://www.librarything.com/work/9007802) by [Molly Bang](http://www.librarything.com/author/bangmolly)

[The Berenstain Bears Give Thanks](http://www.librarything.com/work/8689451) by [Mike Berenstain](http://www.librarything.com/author/berenstainmichael)

My Thank-You Book by [Polly Hargis Dillard](http://www.librarything.com/author/dillardpollyhargis)

**OPTIMISM**

[I'm in Charge of Celebrations](http://www.librarything.com/work/494002) by [Byrd Baylor](http://www.librarything.com/author/baylorbyrd)

[Today I Will Fly!](http://www.librarything.com/work/2682691) by [Mo Willems](http://www.librarything.com/author/willemsmo)

[The Little Engine That Could](http://www.librarything.com/work/52797) by [Watty Piper](http://www.librarything.com/author/piperwatty)

[How to Catch a Star](http://www.librarything.com/work/318561) by [Oliver Jeffers](http://www.librarything.com/author/jeffersoliver)

[Perfect Square](http://www.librarything.com/work/10790681) by [Michael Hall](http://www.librarything.com/author/hallmichael)

[A Good Day](http://www.librarything.com/work/2130604) by [Kevin Henkes](http://www.librarything.com/author/henkeskevin)

[Good News, Bad News](http://www.librarything.com/work/12641700) by [Jeff Mack](http://www.librarything.com/author/mackjeff)

[Something Beautiful](http://www.librarything.com/work/3195513) by [Sharon Dennis Wyeth](http://www.librarything.com/author/wyethsharondennis)

[Terrific](http://www.librarything.com/work/610556) by [Jon Agee](http://www.librarything.com/author/ageejon)

[The OK Book](http://www.librarything.com/work/3130779) by [Amy Krouse Rosenthal](http://www.librarything.com/author/rosenthalamykrouse)

[The Red Tree](http://www.librarything.com/work/135953) by [Shaun Tan](http://www.librarything.com/author/tanshaun)

[Cookies: Bite-Size Life Lessons](http://www.librarything.com/work/1073202) by [Amy Krouse Rosenthal](http://www.librarything.com/author/rosenthalamykrouse)

[Nutshell Library](http://www.librarything.com/work/105482) by [Maurice Sendak](http://www.librarything.com/author/sendakmaurice)

[My Very Own Room/Mi propio cuartito](http://www.librarything.com/work/2277763) by [Amada Irma Pérez](http://www.librarything.com/author/prezamadairma)

[George and Martha](http://www.librarything.com/work/30117) by [James Marshall](http://www.librarything.com/author/marshalljames)

[When I Am Old with You](http://www.librarything.com/work/647617) by [Angela Johnson](http://www.librarything.com/author/johnsonangela)

[Are You Ready to Play Outside?](http://www.librarything.com/work/6164651) by [Mo Willems](http://www.librarything.com/author/willemsmo)

[McElligot's Pool](http://www.librarything.com/work/52437) by [Dr. Seuss](http://www.librarything.com/author/seussdr)

[Jubal's Wish](http://www.librarything.com/work/137006) by [Audrey Wood](http://www.librarything.com/author/woodaudrey)

[Frida](http://www.librarything.com/work/134397) by [Jonah Winter](http://www.librarything.com/author/winterjonah)

[I'm The Biggest Thing in the Ocean](http://www.librarything.com/work/2381677) by [Kevin Sherry](http://www.librarything.com/author/sherrykevin)

[Duck Soup](http://www.librarything.com/work/4716905) by [Jackie Urbanovic](http://www.librarything.com/author/urbanovicjackie)

[Moosetache](http://www.librarything.com/work/80661) by [Margie Palatini](http://www.librarything.com/author/palatinimargie)

**GRIT**

[The Little Engine That Could](http://www.librarything.com/work/52797) by [Watty Piper](http://www.librarything.com/author/piperwatty)

[My Name Is Georgia: A Portrait by Jeanette Winter](http://www.librarything.com/work/333240) by [Jeanette Winter](http://www.librarything.com/author/winterjeanette)

[Mirette on the High Wire](http://www.librarything.com/work/171998) by [Emily McCully](http://www.librarything.com/author/mccullyemilyarnold)

Miss Bridie Chose a Shovel by [Leslie Connor](http://www.librarything.com/author/connorleslie)

[Vinnie And Abraham](http://www.librarything.com/work/2410526) by [Dawn FitzGerald](http://www.librarything.com/author/fitzgeralddawn)

[Amber on the Mountain](http://www.librarything.com/work/1563) by [Tony Johnston](http://www.librarything.com/author/johnstontony)

[The Carrot Seed](http://www.librarything.com/work/253087) by [Ruth Krauss](http://www.librarything.com/author/kraussruth)

[Horton Hatches the Egg](http://www.librarything.com/work/95234) by [Dr. Seuss](http://www.librarything.com/author/seussdr)

[Mighty Jackie: The Strike-Out Queen](http://www.librarything.com/work/1310591) by [M Moss](http://www.librarything.com/author/mossmarissa)

[The Very Busy Spider](http://www.librarything.com/work/80703) by [Eric Carle](http://www.librarything.com/author/carleeric)

[Stuck](http://www.librarything.com/work/11250086) by [Oliver Jeffers](http://www.librarything.com/author/jeffersoliver)

[Try and Stick With It](http://www.librarything.com/work/2616504) by [Cheri J. Meiners](http://www.librarything.com/author/meinerscherij)

Jam and Jelly by Holly and Nellie by [G. Whelan](http://www.librarything.com/author/whelangloria)

[Try Again Sally Jane](http://www.librarything.com/work/1617269) by [Mary Diestel-Feddersen](http://www.librarything.com/author/diestelfeddersenmary)

[Wilma Unlimited](http://www.librarything.com/work/1234622) by [Kathleen Krull](http://www.librarything.com/author/krullkathleen)

**SOCIAL INTELLIGENCE**

Henry and the Kite Dragon, by Bruce Hall

Hot Day on Abbott Avenue, by Karen English  
Horace, Morris but Mostly Delores, by James Howe  
Hunter’s Best Friend at School, by Laura Malone Elliott  
It’s My School, by Sally Grindley  
Jamaica and Brianna, by Juanita Havill  
Lionel and Amelia, by Leone Peguero  
Mary Marony and the Snake, by Suzy Kline  
Matthew and Tilly, by Rebecca C. Jones

The Recess Queen, by Alexis O’Neill  
Rosie’s Story, by Martine Gogoll  
Say Something, by Peggy Moss

Snail Started It, by Katya Reider

**ZEST**

[Amazing Grace](http://www.librarything.com/work/295848) by [Mary Hoffman](http://www.librarything.com/author/hoffmanmary-1)

[A Fine, Fine School](http://www.librarything.com/work/1555) by [Sharon Creech](http://www.librarything.com/author/creechsharon)

[Too Loud Lily](http://www.librarything.com/work/598056) by [Sofie Laguna](http://www.librarything.com/author/lagunasofie)

[Lilly's Big Day](http://www.librarything.com/work/809987) by [Kevin Henkes](http://www.librarything.com/author/henkeskevin)

[Chrysanthemum](http://www.librarything.com/work/360961) by [Kevin Henkes](http://www.librarything.com/author/henkeskevin)

[The Amazing Bone](http://www.librarything.com/work/64563) by [William Steig](http://www.librarything.com/author/steigwilliam)

[Put Me in the Zoo](http://www.librarything.com/work/3165120) by [Robert Lopshire](http://www.librarything.com/author/lopshirerobert)

[Cleversticks](http://www.librarything.com/work/440136) by [Bernard Ashley](http://www.librarything.com/author/ashleybernard)

[Stella Star of the Sea](http://www.librarything.com/work/404308) by [Marie-Louise Gay](http://www.librarything.com/author/gaymarielouise)

[Enthusiasm Makes the Difference](http://www.librarything.com/work/321738) by [Norman Vincent Peale](http://www.librarything.com/author/pealenormanvincent)

[Weslandia](http://www.librarything.com/work/96659) by [Paul Fleischman](http://www.librarything.com/author/fleischmanpaul)

[Lemonade in Winter: A Book About Two Kids Counting Money](http://www.librarything.com/work/12895215) by [Emily Jenkins](http://www.librarything.com/author/jenkinsemily)

[Musical Max](http://www.librarything.com/work/7774628) by [Robert Kraus](http://www.librarything.com/author/krausrobert-1)

[Riley and Rose in the Picture](http://www.librarything.com/work/3206020) by [Susanna Gretz](http://www.librarything.com/author/gretzsusanna)

[And Kangaroo Played His Didgeridoo](http://www.librarything.com/work/1048774) by [N. Gray](http://www.librarything.com/author/graynigel)

[Gooney Bird Greene](http://www.librarything.com/work/259733) by [Lois Lowry](http://www.librarything.com/author/lowrylois)

[Pet Show!](http://www.librarything.com/work/172016) by [Ezra Jack Keats](http://www.librarything.com/author/keatsezrajack)

[My Friend Rabbit](http://www.librarything.com/work/169394) by [Eric Rohmann](http://www.librarything.com/author/rohmanneric)

**CURIOSITY**

[Curious George](http://www.librarything.com/work/94810) by [H. A. Rey](http://www.librarything.com/author/reyha)

[Are You My Mother?](http://www.librarything.com/work/50276) by [P. D. Eastman](http://www.librarything.com/author/eastmanpd)

[Stellaluna](http://www.librarything.com/work/54725) by [Janell Cannon](http://www.librarything.com/author/cannonjanell)

[Wave](http://www.librarything.com/work/4797471) by [Suzy Lee](http://www.librarything.com/author/leesuzy)

[Meerkat Mail](http://www.librarything.com/work/1848065) by [Emily Gravett](http://www.librarything.com/author/gravettemily)

[Swimmy](http://www.librarything.com/work/308719) by [Leo Lionni](http://www.librarything.com/author/lionnileo)

[Owly](http://www.librarything.com/work/676550) by [Mike Thaler](http://www.librarything.com/author/thalermike)

[The Little Island](http://www.librarything.com/work/172050) by [Golden MacDonald](http://www.librarything.com/author/macdonaldgolden)

[A Penguin Story](http://www.librarything.com/work/6755739) by [Antoinette Portis](http://www.librarything.com/author/portisantoinette)

[Skippyjon Jones](http://www.librarything.com/work/153396) by [Judy Schachner](http://www.librarything.com/author/schachnerjudy)

[Wilfrid Gordon McDonald Partridge](http://www.librarything.com/work/74558) by [Mem Fox](http://www.librarything.com/author/foxmem)

[The Value of Curiosity: The Story of Christopher Columbus](http://www.librarything.com/work/2010476) by [Spencer Johnson](http://www.librarything.com/author/johnsonspencer)

[Kitten's First Full Moon](http://www.librarything.com/work/184338) by [Kevin Henkes](http://www.librarything.com/author/henkeskevin)

[Owl Moon](http://www.librarything.com/work/74539) by [Jane Yolen](http://www.librarything.com/author/yolenjane)

[Scaredy Squirrel](http://www.librarything.com/work/1325177) by [Mélanie Watt](http://www.librarything.com/author/wattmelanie)

[The Boy who was Raised by Librarians](http://www.librarything.com/work/2513222) by [Carla Morris](http://www.librarything.com/author/morriscarla)

[The Snowy Day](http://www.librarything.com/work/71375) by [Ezra Jack Keats](http://www.librarything.com/author/keatsezrajack)

[Stella Star of the Sea](http://www.librarything.com/work/404308) by [Marie-Louise Gay](http://www.librarything.com/author/gaymarielouise)

**Additional Websites**

**The Best Children’s Books.org**

<http://www.the-best-childrens-books.org/Character-Education-books.html>

**Reach To Teach: Character Resource List**

<http://www.ugdsb.on.ca/MontgomeryVillage/character/parent/_Book%20Resource%20List%20with%20Teaching%20Ideas%20sort.pdf>

**Chapel Hill Public Library**

<http://chapelhillpubliclibrary.org/txp/?id=198>