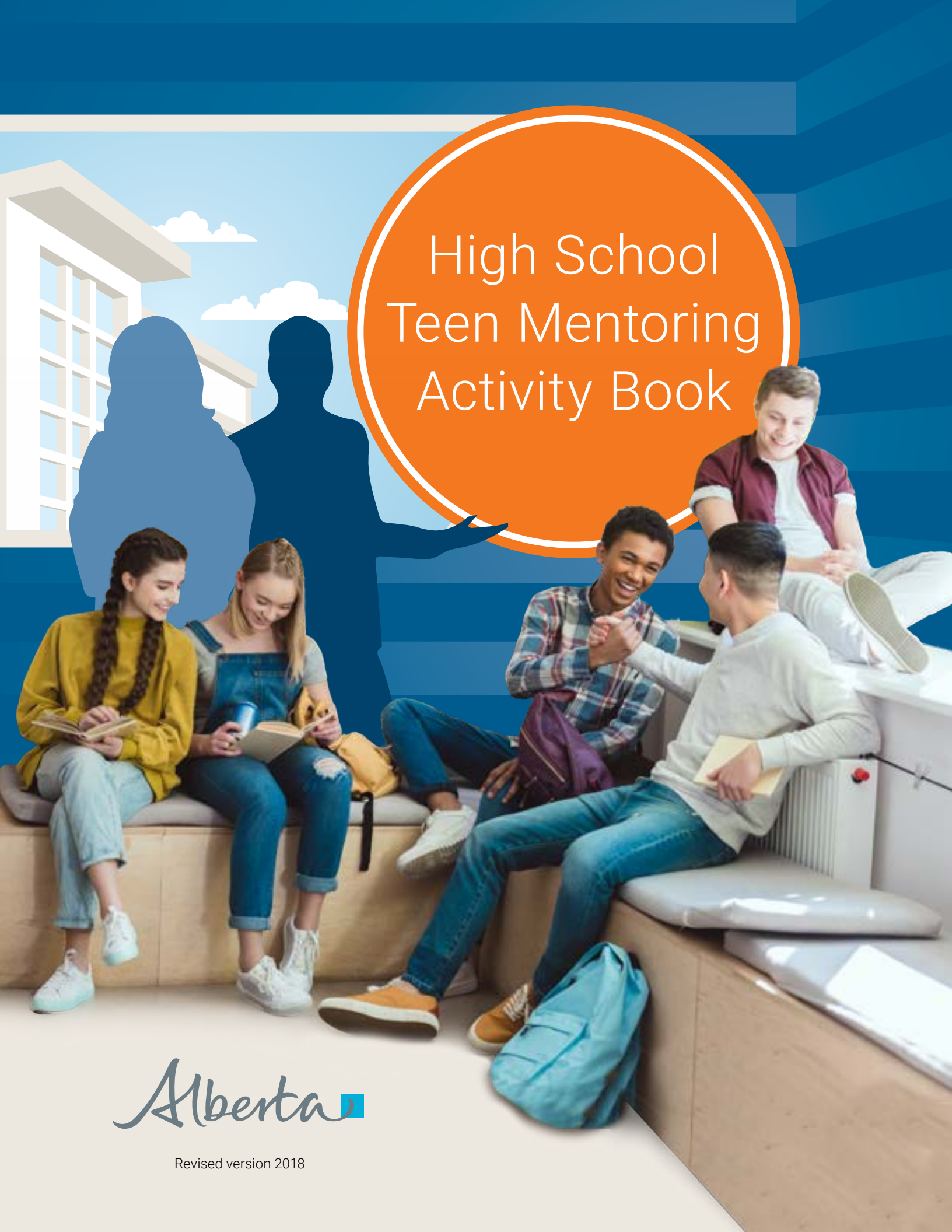
High School Teen Mentoring Activity Book



Alberta

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Foreword

The High School Mentoring Activity Book is the result of multi-year pilot by Alberta Advanced Education, in partnership with Boys & Girls Clubs Big Brothers Big Sisters of Edmonton Area, and supported by Alberta Education. This activity book is designed to be used with the High School Teen Mentoring Handbook, which can be downloaded as a PDF file at alis.alberta.ca/publications and https://albertamentors.ca/mentoring-in-schools/high-school-teen-mentoring-toolkit

These two resources are available free in Alberta for use in various mentoring courses and initiatives province-wide, such as:

- Career and Technology Studies (CTS) mentoring courses in Alberta schools,
- Extra-curricular mentoring opportunities,
- School partnership mentoring opportunities, or Mentoring programs, courses or activities through other organizations.

The *High School Teen Mentoring Activity* Book provides fun and engaging activities to assist mentees in discovering:

- their interests and personal strengths
- how they learn best
- possible career pathways
- learning after high school
- how to set goals and start planning.

This publication is available to view online or download at alis.alberta.ca/publications

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This information was accurate, to the best of our knowledge, at the time of printing.

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Introduction

Welcome

Congratulations on making the commitment to be a teen mentor. You're now part of a growing group of high school students who are making a lasting impact in the lives of younger students (mentees) in grades three to nine.

You're about to start a journey that will not only make a difference for a young person in need of a friend and role model, but also influence your own life in many positive ways.

The *Mentoring Handbook* provides detailed information on mentoring that will help you throughout your involvement as a mentor. Combined with ongoing training and support from your teacher, the *Mentoring Handbook,* in conjunction with this *Mentoring Activity Book,* will give you the tools you'll need to be an effective mentor.

This *Mentoring Activity Book* provides step-by-step instructions for activities that mentors can complete with their mentees. These activities have been designed to explore career planning and make learning active and meaningful for both the mentee and mentor. In some schools, teachers may choose the activities and in other schools mentors will choose activities, in consultation with their mentees. Whatever the case, we hope you find the activities fun and engaging.

Thank you for your commitment to making a positive difference in the life of a child

Strategies for being an effective teen mentor

Talk to your mentee

It's important to talk to your mentee to show that you're interested in them and are there to help.

Here are some suggestions to get the conversation started:

- What's new in your world?
- How did you spend your day?
- What made you smile today?
- Tell me the top two things from your day, thus far.
- What are you looking forward to this week?

Be a good role model

One way to support mentees is to share your own experience and to model career exploration and planning. For example, you can talk with mentees about:

- positive work or volunteer experiences you've had
- the importance of balance in life—that healthy combination of hard work, having fun, and looking after your own health and well-being.

Another way to support mentees is to do some of the activities side-by-side. For example, when mentees are designing a CD cover to introduce themselves to you, you might also want to design a CD cover to introduce yourself. Look for opportunities to model having fun, problem solving, stick-to-itness and the willingness to share ideas and reflect on what you are learning.

Always be sensitive to the individual learning needs and preferences of mentees. In some cases it may be more supportive to help them complete their cover by asking questions, offering suggestions or recording some of their ideas. What is most important is that the focus be on the mentee, and creating a friendly and supportive experience for them.

Tips for making the most of your mentoring activity sessions

Keep the activities fun and engaging

Many take only about 20 minutes to complete and sometimes it might be possible to do two activities in one mentoring session.

Take a few minutes to discuss the goal of the activity with your mentee

This will help make the activity more meaningful for both of you.

Take time to reflect on what you learned from each activity

Take time before ending the session. Use the Reflection and Discussion Questions to help you with these important conversations.

Look for ways to keep your mentee the most engaged

This may mean changing things up from one session to another, as people's needs may vary from day-to-day. It also means being sensitive to how much support to offer. For example, sometimes it might be helpful to read material aloud for your mentee, other times it might be more meaningful if they read to you. Be open to finding ways to maximize mentees' participation, increase their confidence, and expand their possibilities.

Record which activity you did on the Mentor Activities Record and Reflection

There is additional room for you to make notes on the activities, such as: Was it too hard or easy? Did your mentee find the activities interesting and fun? Was there something you changed about the activity to make it work better? Involve your mentee in this reflection and record your comments at the end of each session. See Appendice.

The purpose of the activities record is to track the activities completed and identify which ones provided the most learning but were also the most engaging for the mentee. This will help you both decide which activities you want to do in future sessions and also what type of activities you both enjoy.

Create a system for collecting completed tasks

Such task include discussion guides, activity sheets and drawings. This could be as simple as a file folder or a large envelope. This will allow you and your mentee to look back what on what you learned and build on this learning.

At the end of the session, decide which activity you and your mentee would like to do the next time you are together

This gives you time to gather materials for the activity or to let the teacher liaison know if you need help gathering the needed materials.

Keep current

You will need to do a little research to identify workplace trends, find out about various occupations and learn more about career exploration. The ALIS website contains a wealth of information that you can easily access at: alis.alberta.ca/highschool .

Help mentees build their personal networks

You can help mentees build a web of support among the people who play an important role in their life. There are activities to help identify these people and discuss the importance of building a network of support.

Career Coaching

A coach is a guide, a helper, a supporter, an encourager and a partner. Coaching is about being an ally helping your mentees explore new ideas, realize their dreams, plan goals, and make decisions.

Part of your role might include some career exploration. As a mentor you will encourage and support mentees as they:

- explore their interests and find their passions built on positive career-related experiences in their life and yours
- explore career and educational possibilities
- set challenging but achievable goals.

Supporting classroom learning

Many of these suggested mentoring activities support and align with learning outcomes from Career and Technology Foundations (CTF), an optional program for grades 5 to 9 in Alberta schools. The CTF curriculum is designed around challenges or tasks that create opportunities for students to explore occupational areas belonging to five clusters: Business, Communication, Human Services, Resources and Technology.

A number of the mentoring activities reinforce and build on the following CTF learning outcomes:

- I explore my interests and passions while making personal connections to career possibilities.
- I plan in response to challenges.
- I communicate my learning.
- I develop skills that support effective relationships.

What is Career Exploration?

The purpose of these career exploring and planning activities is to give mentees information and resources to help them discover their interests, strengths and preferences. This will help them make informed decisions about potential career pathways, choosing school courses, and potential post-secondary education.

Mentees don't need to worry about making any big career decisions that they'll have to live with the rest of their life and neither do you!

Career exploration for you and your mentee is a life-long journey—not a single decision. Mentoring is an opportunity to start exploring the kind of decisions you will have to make at many points of this exciting journey.

Career	Occupation	Job
The sum total of your life's experience—schooling, hobbies, paid and unpaid work (volunteering and service learning) and activities for fun, self-expression and adventure (e.g., sports, music, arts, hiking and travel).	A group of similar jobs with similar characteristics found in various industries or organizations (e.g., nursing is an occupation; there are nurses that work in various settings including hospitals, schools, work sites, service organizations, clinics etc.).	A clearly defined working relationship between a specific individual and an employer to complete a defined series of tasks (e.g, a nurse has a job in the Emergency Department of the hospital).

Steps of Career Exploration

1. Who Am I? (Getting to know yourself)
2. What Occupations Are Out There? (Exploring the possibilities)
3. What Is Right For Me? (Choosing a direction)
4. How Do I Get There? (Making it happen)

Activities to support career exploration

This activity book offers sample activities for each of the career-exploration steps. Each activity includes a learning goal, supplies needed, instructions for completing the activity, and questions for reflection and discussion.

To maximize the benefits of the teen mentoring experience, and help mentees reach their full potential, aim to complete a minimum of **nine activities from the first five sections, plus My Summary Worksheet and My Action Plan** from the final How Do I Get There? Section. Ideally, complete at least **16 activities** for full-year matches. Those activities should consist of at least one activity from each of the following sections:

Getting to Know Each Other	How I Learn	Who am I?
Mentees and mentors will share information about themselves in fun ways.	Mentees will get to know themselves as learners and identify their learning preferences and strategies that will help them be better learners.	Mentees will get to know themselves through identifying, describing and exploring some of their interests, values, personality traits, skills, and abilities.
What occupations Are Out There?	**What is Right for Me?**	**How Do I Get There?**
Mentees will explore possibilities by learning about different occupations and career paths.	Mentees will start to consider what they may kinds of work and possible further education options would they be most be most interested in pursuing.	Mentees will learn how to set goals and develop action plans.

SECTION 1

Getting to Know Each Other

"I didn't know I could make such a difference by doing such a simple thing."

–MENTOR

1.1 Design a CD Cover

Grades 3 to 9

GOAL OF ACTIVITY

- Mentee and mentor will introduce themselves to each other by completing a creative activity.
- Mentees will begin identifying personal interests, strengths, values and aspirations for the future.

Supplies

- CD Cover template (2 copies for each participant)
- Scissors
- Pencil
- Pencil crayons or felt markers

What to do

Use two copies of the CD cover template, one for the cover and one for the back, to design a CD case to house a CD all about you.

1

Design the front cover with pictures, symbols and words that represent you, your life, and your hopes and dreams.

2

Choose a title.

3

On the back cover, list song titles (real or made-up) that describe you, your life and/or your dreams for the future.

4

Share your CD covers with each other and discuss.

5

Questions for reflection and discussion:

- What is the most important picture, symbol or word on your CD cover? Why?
- Which picture, symbol or word surprised you?
- Which picture, symbol or word would you like to know more about?

6

Record this activity on your Mentor Activities Checklist and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing the activity. Put a copy of completed CD covers in the mentoring file.

TEMPLATE Design a CD Cover

1.2 Let's Get the Conversation Started!

Grades 3 to 9

GOAL OF ACTIVITY

- Mentees and mentors will get to know each other by completing conversation prompts.
- Mentees will begin identifying personal interests, strengths, values and aspirations for the future.

Supplies

- Conversation Starters **template A** (for younger mentees), or
- Conversation Starters **template B** (for older mentees)
- Pen or pencil

What to do

1

Read each question aloud and invite your mentee to finish the sentence.

2

Write down their responses.

3

Experiment with different ways of answering. For example, responding to the questions as quickly as possible can create some interesting and unexpected answers. It can also be a way to keep the activity light-hearted and fun. Do a sample question for your mentee to show how answering questions quickly can be fun and will sometimes produce the most interesting answers.

4

After completing five or so questions, consider going back and asking your mentee to add more details to one or more of their answers.

5

After all questions are completed invite your mentee to choose some of the questions to ask you.

6

Questions for reflection and discussion:

- What answer surprised you the most?
- What question was the most challenging to answer? Why?
- What question made you think the most?

7

Record this activity on your *Mentor Activities Record and Reflection* and complete the rating scale. Be sure and involve your mentee in reflecting on the completed activity. Put a copy of the responses in the mentor file.

TEMPLATE A
(for younger mentees)

Let's Get the Conversation Started!

The best thing about being my age is

The best thing about school right now is

In school, I do best when

If I could change just ONE thing about school, it would be

I am happiest when

My idea of a fun day is

If I had a million dollars, I would

My friends think I am

I'm proud that I

I appreciate when people

The first thing I notice about a person is

The most important thing about a friend is

Next mentoring session I would like to

If I could have any animal in the world as a pet, it would be a

If I could have one super power I would choose .... because

If I could invent one thing, it would be

The world needs this new kind of invention because

If I could know one thing about the future, it would be

If I had a chance to learn from a famous athlete, actor, writer or musician, I would choose to learn

When I grow up, I want to try

I think an interesting career would be

The most important thing about me is

TEMPLATE B
(for older mentees)

Let's Get the Conversation Started!

The best thing about being a teenager is

The best thing about school right now is

In school, I do best when

If I could change just ONE thing about school, I would change

My idea of a fun day is

I'm most happy when

I'm proud that I

If I had a million dollars, I would

I appreciate when people

The first thing I notice about a person is

My friends think I am

Three kinds of jobs that I could see myself doing in the future are

Next mentoring session I would like to

If I could have one super power I would choose

If I could invent one thing it would be

The world needs this kind of new invention because

If I could know one thing about the future, it would be

If I had a chance to learn from a famous athlete, actor, writer or musician, I would like to learn from

I think the biggest issue in Canada that young people will have to solve is

If I could live anywhere in the world, I would choose

The most important thing about me is

Next mentoring session I would like to

1.3 All About Me

Grades 6 to 9

GOAL OF ACTIVITY

Mentee will identify and share information about themselves

Supplies

- *All About Me* template
- Pencil or pen

What to do

1

Review the prompts on the *All About Me* activity sheet.

2

Experiment with different ways of completing the activity. For example:

- Read one prompt together, each of you write down your answers to that prompt, and then you both share them, with your mentee going first.
- If your mentee needs help recording answers, consider reading the prompt aloud, discussing possible answers and then inviting your mentee to dictate their response with you recording.

3

Questions for reflection and discussion:

- Which section was the most challenging to do? Why do you think?
- Which section was the easiest to do? Why?
- Which section made you really think?
- Which section was the most fun to answer?

4

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity.

ACTIVITY

All About Me

10 positive words that describe me

4 everyday things I do well

4 favourite books or things to read

3 people I admire

3 activities that are fun for me

3 favourite television programs and/or movies

3 things people should know about me

3 types of careers I'm interested in

2 things I would like to learn more about

2 things I really enjoy in school

1 thing I find challenging about school

1.4

Two-Way Interviews

Grades 3 to 9

GOAL OF ACTIVITY

Mentee and mentor will get to know each other by taking turns asking interview questions of one another

Supplies

- *Two-Way Interview* Questions template (cut apart)

What to do

1

Cut up the interview questions on the template and place in hat or other container.

2

Mentees and mentors take turns asking questions of each other. They can either select a new question from the hat, or they can use the last selected question.

3

The Two-Way Interview is completed when there are no remaining questions in the hat.

4

Questions for reflection and discussion:

- What question was the most fun?
- What question did you find the most challenging to answer? Why?
- What question was the easiest to answer? Why?
- What did was the most interesting thing you found out about you mentor (or mentee) from asking these questions?

5

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity.

ACTIVITY

Two-Way Interviews

What do you think is the best thing about school?	What is the most exciting job you can think of?	What is your favourite thing to do for fun?
What do you like least about school?	What is one job you are sure you would never want to do?	If you could go on any adventure, what adventure would you choose?
If you could have any part-time job in the world while you were a student, what would that be?	If you could travel anywhere in the world, where would you go?	If you could live anywhere in the world, where would it be?
What kind of machines or special equipment would you like to learn to use?	What kind of tools can you use?	What kind of occupations would you like to learn more about?
If you could invent a job for yourself, what would it be?	MAKE UP YOUR OWN QUESTION!	Who in your family has a job you are interested in?
Do you think you would like to be a teacher? Why or why not?	What is one kind of volunteer work that you are curious about?	When you need to find out specific information, how do you look for it?

1.5

More Alike than Different

Grades 5 to 9

GOAL OF ACTIVITY

Mentee and mentor will identify interesting things they have in common

What to do

Use the More Alike than Different activity sheet to brainstorm things you and your mentee have in common.

1

Read the first prompt and talk about some ordinary things you might have in common (e.g., likes and dislikes, physical features, neighbourhood, sports you play etc.) Record your answers on the activity sheet.

2

Then think about something that is a little unusual about yourself and invite your mentee to think about something a little out-of-the-ordinary about themselves. Keep asking questions until you hit on one not-so-ordinary thing that you both have in common.

For example, 3 ordinary things we have in common:

- have a dog
- like comic books
- bike to school

And one not-so-ordinary thing we have in common:

- We both visited Newfoundland this summer

3

Continue the questions and brainstorms for the next questions about what you both like to do for fun, and what new things you have tried recently and would like to try in the future.

4

Questions for reflection and discussion:

- Was it difficult to find things you had in common? Why or why not?
- What was the most surprising thing you had in common?
- What are you glad you learned about your mentor (or mentee)?

5

Record this activity on your *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Include a copy of the completed activity in the mentoring folder..

ACTIVITY

More Alike than Different

Three ordinary things we have in common

And one not-so-ordinary thing we have in common

Three things we both like to do for fun

And one thing that lots of people may think is fun but we don't

One new thing we have both tried in the last year

And, three things we would both like to try someday

1.6

People Hunt

Group activity

Grades 4 to 9

GOAL OF ACTIVITY

Mentees will meet other mentees and mentors by identifying things they have in common.

Supplies

- *People Hunt* template
- Pencil or pen

What to do

1

Read over the statements on the People Hunt activity sheet with mentees.

2

Set a time (e.g., ten minutes) for participants to find others in the group that fit each of the descriptions on the activity sheet.

3

Encourage mentees to ask questions to help them quickly identify a person for each description.

4

A person's name can only be used once.

5

Encourage mentees to talk to everyone in the room. Mentors may choose to participate in this group activity.

6

Questions for reflection and discussion:

- How did you feel about having to ask people questions?
- What was the most interesting question for you?
- What new things did you learn about your classmates?

7

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity.

ACTIVITY

People Hunt

Find someone who plays on a sports team

Sport:

Name:

Find someone who takes lessons outside of school

Kind of lessons:

Name:

Find someone who likes to hike

Name:

Find someone who plays a musical instrument

Instrument

Name:

Find someone who can speak a language other than English

Language:

Name:

Find someone who has read a good book in the past month

Book:

Name:

Find someone who rides a bike

Name:

Find someone who can do a magic trick

Trick:

Name:

Find someone who likes board games

Game:

Name:

Find someone who likes to make things.

Kind of things:

Name:

Find someone who likes to play video games

Game:

Name:

Find someone who likes to tell jokes

Joke:

Name:

SECTION 2

How I Learn

"I have a new found respect and appreciation for what teachers have to go through."

– MENTOR

2.1 Learning Preferences Inventory

Grades 3 to 9

GOAL OF ACTIVITY

Mentee will identify their personal learning preferences

Supplies

- *Learning Preferences Inventory*
  A: Grade 3 **B:** Grades 4-6 **C:** Grades 7-9
- Pen or pencil

What to do

1

Introduce the concept of learner preferences

"We all have different ways of learning and becoming more aware of what helps us learn will make us better learners.

It is interesting to know that how we learn best may change depending on what we are learning. For example, we may like to use hands-on materials to learn new math concepts, but we may find that talking about ideas works best for learning new concepts in social studies.

Doing the learning inventory today will give us information we can use to help us plan mentoring activities that will be the most engaging and meaningful for you."

2

Work through the inventory with mentees by reading each statement on the inventory and having them decide whether this is true for them:

- most of the time
- some of the time, or
- all of the time.

3

Record the summary scores in the score box at the bottom of the inventory by counting up the total responses in each column and:

- multiplying the number of "Most of the Time" responses by 3
- multiplying the number of "Some of the time" responses by 2
- multiplying the number of "Not often" responses by 1.

Add up the values from across each row and record the total number for each of the five categories in the "Total" box.

4

This summary information will provide a snapshot of the kind of learner preferences the mentee has, including how strong their preferences are for:

- working in groups
- working alone with time to think
- making and using pictures to learn
- talking about new ideas and new information
- moving and trying new things.

5

Discuss the results with your mentees and invite them to share examples of successful learning experiences they have had.

6

Questions and reflections:

- Describe a time when you worked in a small group. Did it make learning more fun? Easier? More difficult?
- Have you ever learned something on your own? Was this a good experience for you?
- Can you think of an example when making or using pictures helped you understand something better?
- Do you like to talk about new things you are learning? If so, who do you like to talk with?
- What is something new that you tried in the last month? How did this feel?

7

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Include a copy of the Learning Inventory in the mentoring folder.

ACTIVITY A

Learning Preferences Inventory

Grade 3

	Most of the time	Some of the time	Not Often
I like to work with a partner			
I like to work in a group			
It helps me understand if I can talk with classmates about what I'm learning			
I like to listen to what my classmates have to say			
I like to help my classmates when they are learning			
Hearing what others have to say helps me to think			
I think out loud to remember what I am learning			
I like to write about my ideas			
I prefer to be alone to think about things			
I like to learn by reading			
I learn best when I try something by myself			
I like to work by myself			
I like to show what I am learning by drawing			
I understand things best when they are in a chart or graphic			
I like to look at picture books			
Pictures that I draw or imagine help me to remember things			
I remember things better if I can write about them			
When I close my eyes, I like to imagine pictures.			
I like to tell stories and jokes			
I say the words in my head to help remember things I am learning			
I like to explain things to my classmates			
I like to share ideas when we are talking			
I share my ideas best by talking			
I like to share what I know with others			
It helps me to listen, if I play with something like my pencil or if I draw			
It helps me to think if I can move around			
I like to build and make things			
I like to act out things to help me understand			
I like to try out things and see how they work			
I like to understand how things work			

Score Box

Questions	Total	Most of the time (13 to 18)	Some of the time (8 to 12)	Not often (7 or lower)
1 – 6: work in groups				
7 – 12: work alone with time to think				
13 – 18: make and use pictures to learn				
19 – 24: talk about new ideas and information				
25 – 30: move and try things out				

ACTIVITY B

Learning Preferences Inventory

Grades 4-6

	Most of the time	Some of the time	Not Often
I like to work with a partner			
I like to work in a group			
I like to talk about things with my classmates in order to understand them			
I like to listen to what my classmates have to say			
I like having a chance to teach others			
When I need to remember something, I think out loud			
I like to learn by reading			
I prefer to be alone to think about things			
I like to try things out for myself			
I like to write about my ideas			
I like to work alone			
I like to show what I am learning by drawing			
I like to look at pictures or watch something while I am learning			
When I want to remember something, it helps if I make or imagine a picture			
I remember what I'm learning better if I write it down			
I draw or imagine pictures to help me remember things			
I find charts, diagrams and graphs easy to understand			
I often see pictures when I close my eyes			
I like to tell stories and jokes			
I like to contribute to discussions			
I learn when I have the chance to discuss things with my classmates			
I share my best ideas by talking			
I say the words in my head to help remember things I am learning			
I like to share what I know with others			
It helps me listen better if I can hold or play with an object like my pencil or if I draw			
I think better when I can move around			
I like to build and make things to demonstrate my learning			
When I am not sure how to spell a word, I write it out to see if it looks right			
I like to try things out and see how they work			
I like to understand how things work			

Score Box

Questions	Total	Most of the time (13 to 18)	Some of the time (8 to 12)	Not often (7 or lower)
1 – 6: work in groups				
7 – 12: work alone with time to think				
13 – 18: make and use pictures to learn				
19 – 24: talk about new ideas and information				
25 – 30: move and try things out				

ACTIVITY C

Learning Preferences Inventory

Grade 7-9

	Most of the time	Some of the time	Not Often
I like to work with a partner			
I like to work with others in a group			
I like to listen to what my classmates have to say			
My classmates and friends often seek my opinions or ideas			
I learn better when I have the chance to teach others			
Hearing what others have to say helps me think			
I use self-talk to help me organize my thinking and use my memory skills			
I like to write down my ideas			
I like to experiment with new ideas and information by myself			
I like to find new information on my own			
I learn best when I try something by myself			
I like to complete my work alone			
I draw to express my ideas			
I find charts, diagrams and graphs easy to understand			
I like looking at pictures or watching something to help me remember information			
When I think to myself, I see pictures			
I like to write things down when I need to remember them			
I like to use or create visual images to help me remember information			
I enjoy sharing stories and telling jokes			
When I try to remember something, I can hear it in my head			
I learn when I have the chance to discuss ideas with my classmates			
I contribute to discussions by asking questions and sharing my ideas and opinions			
I prefer to talk about what I know			
I learn from opportunities to show others what I know and can do			
I like to hold something like a pen or pencil when I'm listening to others			
I think better if I move around			
I like to build and make things to demonstrate my understandings			
When I am not sure how to write a sentence, I try to write different versions to see what works best			
I like to handle things that I am using to learn			
I like to understand how things work			

Score Box

Questions	Total	Most of the time (13 to 18)	Some of the time (8 to 12)	Not often (7 or lower)
1 – 6: work in groups				
7 – 12: work alone with time to think				
13 – 18: make and use pictures to learn				
19 – 24: talk about new ideas and information				
25 – 30: move and try things out				

2.2 What Helps Me Learn

GOAL OF ACTIVITY

Mentee will identify opportunities to learn and try new things at school, at home and in the community

Grades 6 to 9

Supplies

- *What Helps Me Learn* discussion guide
- Pen or pencil

What to do

1

Use the *What Helps Me Learn* guide to ask mentees questions about what will help them learn best. Questions to discuss include:

- What can you tell me about your reading? Is that a good way for you to learn new things?
- What can you tell me about your writing? Do you enjoy writing? Do you find a good way to express yourself? Do you find it a good way to remember things?
- Do you like drawing and doing art projects? Does that help you explore new ideas?
- Do you enjoy talking about things you are learning?
- Do you find it helpful to listen to people explaining new things?
- Do you find it easy to ask questions or do you like to find out things in other ways?
- What else would you like me to know about how you learn?

2

Use this information as you select and plan for activities for future mentoring sessions. Knowing how your mentee learns best will help you provide the right supports and conditions for them to feel comfortable and engaged.

3

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Include a copy of the completed activity in the mentoring folder.

ACTIVITY

What Helps Me Learn

What can you tell me about your **reading**?
Is that a good way for you to learn new things?

What can you tell me about your **writing?**
Do you enjoy writing?
Do you find it a good way to express yourself?
Do you find it a good way to remember things?

Do you like **drawing** and doing **art projects**?
Does that help you explore new ideas?

Do you enjoy **talking** about things you are learning?

Do you find it helpful to **listen** to people explaining new things?

Do you find it easy to **ask questions** or do you like to find out things in other ways?

What else would you like me to know about how you learn?

2.3 New Things to Try

GOAL OF ACTIVITY

Mentee will identify opportunities to learn and try new things at school, at home and in the community

Grades 6 to 9

Supplies

- *New Things to Try* discussion guide
- Pen or pencil

What to do

1. Introduce the *New Things to Try* activity guide by reading through the sections with your mentee.

2. Help them brainstorm ideas for new things they may be interested in trying at school, at home or in the community.

3. Use this information as you select and plan for activities for future mentoring sessions. Knowing new things your mentee is interested in trying can help you choose and plan activities that are fun and engaging for them.

4. Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Include a copy of the completed activity in the mentoring folder.

ACTIVITY

New Things to Try

Activities to try at school

My school offers the following extra-curricular activities (or school clubs):

One **NEW** extra-curricular activities I want to try is

One **NEW** skill or interest this activity could help me develop is:

Two **NEW** skills or interests each of these activities will help to develop:

Activities to try in my community

My community offers these programs for fun and learning (for example, sports teams, music or dance lessons and art or cooking classes):

Two **NEW** things to try in my community:

Two **NEW** skills or interests each of these activities will help me to develop:

Volunteer activities to try

My school and community offer these volunteer activities for someone my age:

One **NEW** volunteer activity to try at school (for example, helping with younger students or with the bake sale table during a school event):

One **NEW** volunteer activity to try in the community (for example, delivering community newsletters or helping with a clean-up campaign in a local park):

Two **NEW** skills or interests each of these activities will help me to develop:

Activities to try around home

One **NEW** activity to try at home (for example, helping with dinner one night a week or babysitting younger brothers and sisters):

Two **NEW** skills or interests each of these activities will help me to develop:

SECTION 3

Who Am I?

"I now understand how different students are motivated by different things."

–HIGH SCHOOL STUDENT

3.1 I Like... Collage

Grades 3 to 6

GOAL OF ACTIVITY

Mentee will identify personal likes and preferences by creating a collage

Supplies

- Old magazines (to cut up)
- Glue
- Scissors
- Felt markers or pencil crayons
- Cardboard or paper for background

What to do

1

Ask your mentee what some of their interests and hobbies are. What kind of activities do they enjoy? What kind of things do they like learn about?

2

Look through old magazines for images and words that represent these likes and interests. (Alternatively, make a list of six to eight interests and do an online search for images that represent each of these interests. The images can be printed and cut out for a paper collage, or downloaded to create a digital version of a collage.)

3

Arrange these images and words on a background.

4

Add words and other graphics.

5

Questions for reflection and discussion:

- What is the most important picture, symbol or word on the collage?
- Which picture, symbol or word surprised you?
- Which picture, symbol or word would you like to know more about?

6

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Include a copy of the collage in the mentoring folder.

3.2 Know Your Strengths

GOAL OF ACTIVITY

Mentee will identify personal strengths

Grades 6 to 9

What to do

Supplies

- *Know Your Strengths* template
- Pencil or pen

1

Read the introduction on the activity sheet together and discuss.

2

Work through the activity with your mentee, one prompt at a time.

3

Experiment with different ways of completing the activity. For example:

- Read one prompt together, take a minute or two of quiet think time, then invite your mentee to write down their answer.
- Do the activity as an interview. The mentor reads the prompt and records the mentee's response.
- Don't stay stuck on a prompt. If your mentee does not have a response, even after a few additional prompting questions, skip it and try returning to it when you have worked through the remaining prompts.

4

Questions for reflection and discussion:

- Which prompt was the most challenging to answer? Why do you think?
- Which prompt was the easiest to answer? Why?
- Did any of your answers surprise you? If so, which one?
- Did you find out something new about yourself from doing this activity?
  If so, what did you learn?

5

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity in the mentoring folder.

ACTIVITY Know Your Strengths

Identifying your strengths is an important part of developing self-knowledge. The more you know about yourself, the greater your ability to make decisions about your future. Discovering and building upon your strengths helps you make the most of your opportunities and address challenges. Use the following activity to identify and build on the skills you already have.

List 4 everyday things you do well

List 2 things you could teach someone else

List 2 things that really matter to you

List 3 successful experiences you have had in the past year.

List 2 things you can do that will always make you feel better

List 5 positive words to describe yourself

List 2 people you can count on for help and support

3.3 Imagine Yourself in This

Grades 5 to 9

GOAL OF ACTIVITY

Mentee will identify personal strengths and how they can use them in difficult situations

Supplies

- *Imagine Yourself in This* template
- Pencil or pen

What to do

1

Ask mentees to imagine themselves in the following three scenarios:

- They've lost the keys to their house.
- The lights go out at school.
- They find a lost dog or cat.

2

Review the completed sample on the *Imagine Yourself in This activity* guide. Ask mentees to identify additional things they might do in this situation.

3

Work through the three examples, helping mentees brainstorm all of the things they might do in each of these situations, and then identifying what personal strengths these actions demonstrate.

4

Questions for reflection and discussion:

- Which scenario did you find the easiest to talk about? Why?
- Which strength on your list is something you haven't really thought of before?
- What strength on your list is very important to you?

5

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity in the mentoring file.

ACTIVITY

Imagine Yourself in This

Your friend gets seriously hurt

I would:

- call 911
- alert an adult (if one is nearby)
- put my jacket over my friend
- stay with my friend
- use what I know from first aid and stop the bleeding

Personal strengthens used:

- staying calm
- asking for help
- being a good friend
- using what I know

You lost the keys to your house

I would:

Personal strengthens used:

The lights go out at school

I would:

Personal strengthens used:

You find a lost dog or cat

I would:

Personal strengthens used:

3.4

My Favourite Things to Do

GOAL OF ACTIVITY

Mentee will identify personal interests and the specific strengths and skills that relate to or are part of these interests

Grades 5 to 9

Supplies

- *My Favourite Things to Do* template
- Pencil or pen

What to do

1

Ask your mentee to tell you about some of their favourite sports, hobbies, books, movies and outdoor activities.

2

Work through the activity with your mentee, one prompt at a time.

3

Experiment with different ways of completing the activity. For example:

- Read one prompt together, take a minute or two of quiet think time, then invite your mentee to write down their answer.
- Do the activity as an interview. The mentor reads the prompt and records the mentee's response.

4

Now ask your mentee why that sport, hobby, book, movie or outdoor activity is their favourite. Try to help them think of three reasons, and then record these reasons in the corresponding shape.

For example: If their favourite sport was soccer, they might enjoy this sport because they like making friends, being on a team or being outside.

5

When your mentee has recorded these ideas, use a blank sheet to brainstorm jobs that include the reason why your mentee likes their favourite activity. Be creative and help mentees find the connections between their favourite activities now and possible careers in the future.

For example, if being on a team is important to your mentee, help them identify jobs that depend on teamwork.

6

Questions for reflection and discussion:

- How did you feel about being asked "Why" more than once?
- Which question did you find the most interesting to answer?
- Were you surprised at any of your answers? If so, which ones?

7

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity.

ACTIVITY

My Favourite Things to Do

My favourite sport is

Reasons:

My favourite hobby is

Reasons:

My favourite movie is

Reasons:

My favourite book is

Reasons:

My favourite outdoor activity is

Reasons:

3.5

The Five Whys

Grades 7 to 9

GOAL OF ACTIVITY

Mentee will begin to identify why they like certain activities and how these activities engage and motivate them

Supplies

- *The Five Whys* discussion guide
- Pencil or pen

What to do

1. Discuss the importance of asking "Why" questions, and how it can help people dig deeper and come up with expanded (and sometimes surprising) answers.
2. Start by asking your mentee one of the questions on the discussion guide.
3. For each question, after your mentee's initial response, ask "Why?" Continue to ask "Why" until they run out of ideas for that question.
4. Record responses on the discussion guide.
5. Questions for reflection and discussion:
   - How did you feel about being asked "Why" more than once?
   - Which question did you find the most interesting to answer?
   - Were you surprised at any of your answers? If so, which ones?
6. Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity.

DISCUSSION GUIDE

The Five Whys

Describe a school project or class activity you really enjoyed.

Why?

What is another favourite activity you like to spend time on?

Why?

What is your favourite physical activity?

Why?

Who is your hero?

Why?

If you could spend the whole day doing anything you wanted, what would you do?

Why?

3.6 My People Tree

GOAL OF ACTIVITY

Mentees will begin to identify who some of the important people are in their lives

Grades 3 to 6

Supplies

- *My People Tree* template
- Pencil or pen

What to do

1

Mentees draw a large tree with many branches (with mentor's help, if necessary), or use the My People Tree template.

2

Mentees write the names of people that are important to them on each tree branch, including:

- Family members
- Friends
- Teachers and other school staff
- Other adults in their lives.

3

Questions for reflection and discussion:

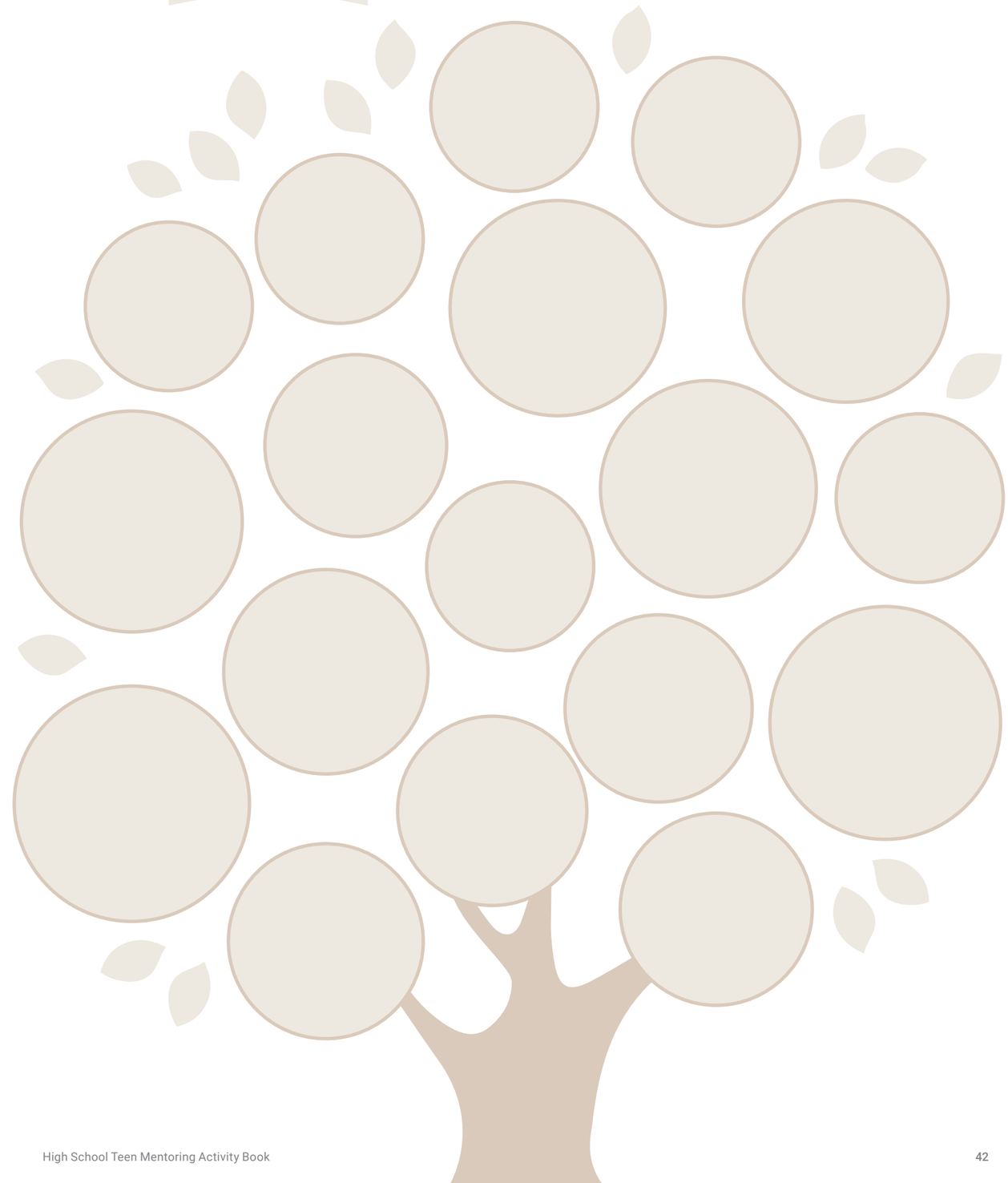
- Who is the oldest person on your tree?
- Who is the youngest person on your tree?
- Who on your tree is the same age as you?
- Who on your tree works in a job that you might be interested in?
- Who on your tree has a special skill that you would like to learn more about?
- Who on your tree would be a good person to discuss careers with?

4

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity.

ACTIVITY

My People Tree



3.6 My Personal Network

GOAL OF ACTIVITY

Mentees will identify who some of the important people are in their lives

Grades 7 to 9

Supplies

- *My Personal Network* template
- Pencil or pen

What to do

1

Introduce the idea of a personal network. For example:

"Each of us need other people in our lives to spend time with, talk with, and do things with. These people form a network of support and at different times, can help and support us in many ways. Support is a two-way street, we can also offer help and support to the people in our network."

2

Using the *My Personal Network* template, mentees write the names of people in their lives who are important to them. Categories include:

- Family
- Friends
- People at school
- Adults in the community
- Other people.

3

Questions for reflection and discussion:

- Who in your network has a job that you might be interested in?
- Who in your network has a special skill that you would like to learn more about?
- Who in your network would be a good person to discuss careers with?

4

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity in the mentoring file.

ACTIVITY

My Personal Network

SECTION 4

"The future belongs to those who believe in the beauty of their dreams."

– ELEANOR ROOSEVELT

What Occupations Are Out There?

4.1 Dream Big

Grades 6 to 9

GOAL OF ACTIVITY

Mentees will begin to think about possibilities for their future

Supplies

- *Follow Your Dream* story
- Paper
- Felt markers

What to do

1

Read the "Follow Your Dream" story with your mentee.

2

Help your mentee explore their own dreams by reflecting on the following questions:

- Where will you be living as an adult?
- Where will you work? What kind of things will you be doing at your job?
- What kind of things will you be doing for fun and adventure?
- How will you be involved in your community?
- What kind of new things will you be learning?

3

Help your mentee create a mind map or draw a picture about their dream.

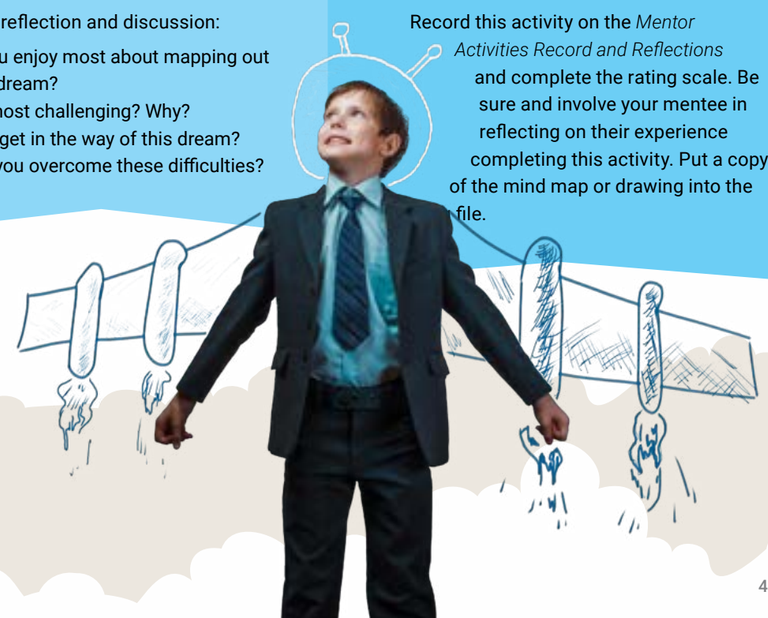
4

Questions for reflection and discussion:

- What did you enjoy most about mapping out your future dream?
- What was most challenging? Why?
- What could get in the way of this dream? How could you overcome these difficulties?

5

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the mind map or drawing into the file.



Follow Your Dream

When Sara Carlson was in Grade 3, she had two cats: a young one name Button, with big blue eyes and fluffy grey fur; and an old cat, Zipper. When Zipper was little, he used to zip around with a lot of energy, running under furniture and on top of tables. He especially liked to play with balls and squeaky toys. As he got older, he slowed down a lot until what he mostly did was have naps. But Sara loved them both and she had a dream.

She loved her pets so much that her dream was to be an animal doctor when she grew up—a veterinarian. When she told her teacher about her plan, her teacher replied, "Oh, Sara. How do you know what you want to do? You are too young to know now. You need to think about all the other things you can do when you grow up."

Sara's parents moved around a lot and didn't make a lot of money. But they liked doing the work they did. Whenever they moved, Button and Zipper came along. As Sara got older, her dream about being a veterinarian stayed with her.

In high school, one of her teachers asked the class to write a story about what they wanted to do after high school. Sara wrote a long story about becoming an animal doctor, adding details about the animal hospital she would have. She had thought about what town she would live in and the people who would help her take care of the sick animals. She drew a picture of the number of rooms there would be in the hospital—where she would examine the animals and where she would store her medical supplies and animal food. In her plan, she also drew what the kennels would look like and where the animals would stay overnight while getting healthy.

Sara shared her story with the four students in her study group. One student said that Sara's dream wasn't realistic. He said, "Medical school is very expensive and then it costs a lot of money and time to build a clinic and establish a business. Who wants to go to school for another seven years? You might want to think about doing something else so you won't be disappointed."

Sara talked to her parents that night. Her mom hugged her and said, "It's up to you, honey. You have a strong dream. This sounds like something you really want to do. Yes, its important to recognize that it will take a lot of work to make your dream a reality, and of course you don't know how things will work out. But it is your life and you get to decide what is important enough to work toward."

Years later, a man brought his big old Labrador dog, Scouty, into a hospital clinic. Scouty was old and seemed to be going blind in one eye. The doctor came out to talk to the man. She said, "Taylor, is that you? It's me, Sara. You were in my high school group."

Sara had kept her dream by working part-time jobs to pay for her medical training. She had her own animal clinic in a town close to where her parents now lived. Sara looked at Scouty and said to Taylor, "I think I can help Scouty see better. I can give you a prescription that will help."

Taylor was grateful. "This is amazing, Sara. When we were in high school I thought you becoming a veterinarian was not very realistic. And look at you now. I guess I was wrong. You followed your dream and now you are living the life you imagined so long ago."

You can make your own choices about your career and the life you want to live. It is up to you! If you really want to do something, you can find a way to make those dreams come to life.

4.2 Making Sense About Work

GOAL OF ACTIVITY

Mentees will identify different types of jobs by connecting them to specific senses (such as seeing, smelling, hearing, tasting or touch) or specific parts of the body

Grades 3 to 4

Supplies

- *Making Sense About Work* template
- Pencil or pen

What to do

1

Use the Making Sense About Work template to record names of different kinds of jobs.

2

Start with touch, and invite mentees to brainstorm as many jobs as they can think of that for which people primarily rely on the sense of touch or their hands (for example: artists, surgeons, dentists, seamstresses, mechanics). Record the names of these jobs on or near the hand in the body outline.

3

Work through each of the senses and brainstorm and record examples of jobs that rely on them:

- hearing (e.g., singer, teacher, news reporter)
- seeing (e.g., life guard, detective, graphic designer)
- smell (e.g., chef, plumber, florist)
- taste (e.g., chef, baker, winemaker)

4

Discuss that although some jobs require more specialized senses, most jobs require people to use their senses, their body and their mind. In the middle of the body shape make a list of at ten additional kinds of jobs that require people to use their body, mind and senses.

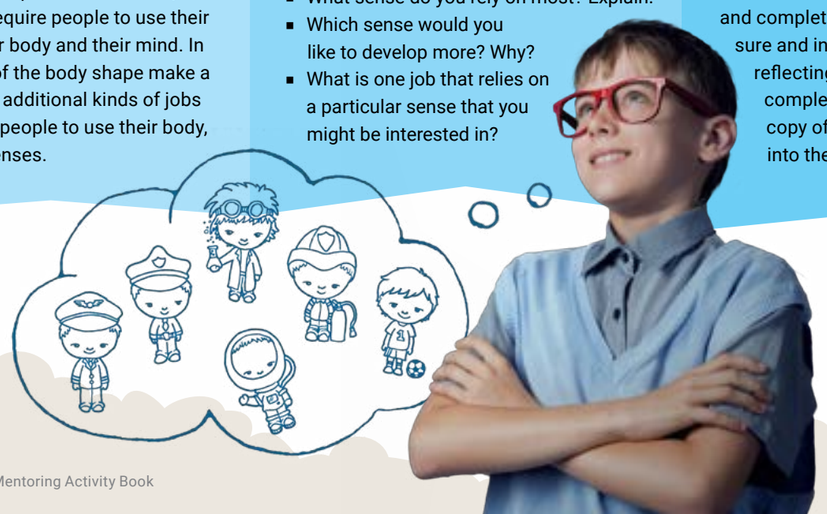
5

Questions for reflection and discussion:

- What sense do you rely on most? Explain.
- Which sense would you like to develop more? Why?
- What is one job that relies on a particular sense that you might be interested in?

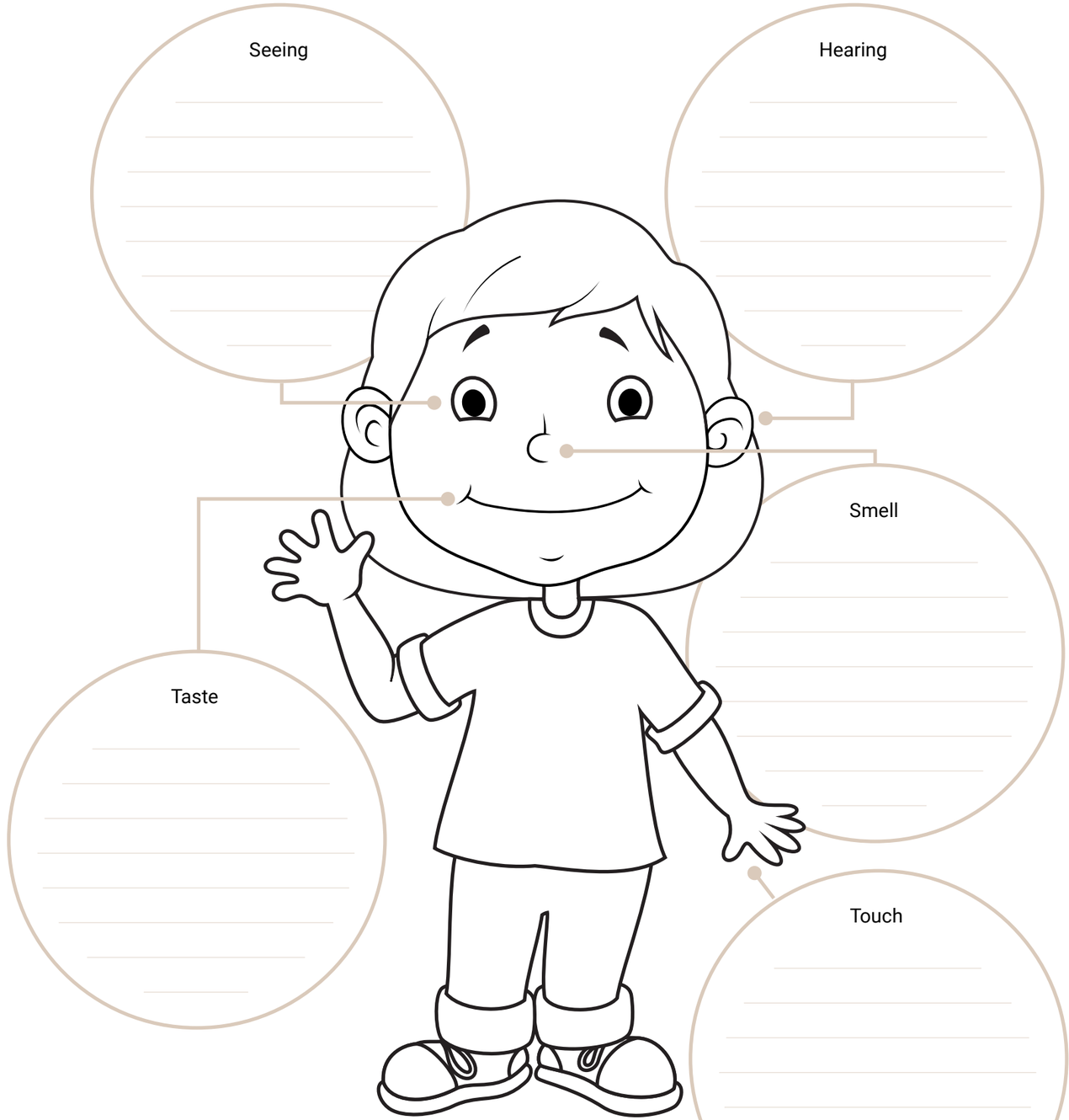
6

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.



ACTIVITY

Making Sense About Work



4.3 Hobby Reflection Videos

Grades 3 to 6

GOAL OF ACTIVITY

Mentee will learn how young people's hobbies could lead to certain occupations or jobs by viewing a video

Supplies

- Internet access to ALIS website, Youth Reflections: Hobbies https://alis.alberta.ca/explore-education-and-training/post-secondary-education-and-training-testimonials/youth-reflections-hobbies/
- Hobby Video discussion guide
- Pen or pencil

What to do

1

Ask mentees what kind of hobbies, extracurricular (e.g., school clubs or teams) or community activities (e.g., sports, scouts, guides, air cadets, musical theatre) they are involved in.

2

Discuss how interests when you are young could lead to certain occupations or jobs when you are older.

3

Go to https://alis.alberta.ca/explore-education-and-training/post-secondary-education-and-training-testimonials/youth-reflections-hobbies/ and scan the titles of videos available. Ask mentees to choose a topic they would be interested in viewing.

4

After watching the video, use the discussion guide to explore and record responses to the following questions:

- What kind of jobs might the hobby in the video lead to?
- How does this hobby help these youth prepare for a career in their area of interest?
- What kind of additional training and experience would they need to have a career related to this hobby?
- Do you have a hobby or interest that could lead to a possible career or occupation? If so, please explain.
- What kind of additional training and experience would you need to have a career related to this hobby?

5

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.

Some mentees may find it helpful to watch the video a second time as they are responding to the questions.

ACTIVITY

Hobby Reflection Discussion Guide

Topic of video

What kind of jobs might this hobby lead to?	How does this hobby help them prepare for a career in this area of interest?

What kind of additional training and experience would they need to have a career related to this hobby?

And now, think about your interests

Do you have a hobby or interest that could lead to a possible career or occupation? If so, please explain.	What kind of additional training and experience would you need to have a career related to this hobby?

4.4 Future Works

GOAL OF ACTIVITY

Mentees will use their imaginations to explore how the work environments of the future will look

Grades 7 to 9

Supplies

- *The Future Works* story
- Paper
- Coloured felts or pencils

What to do

1

Read *The Future Works* Story with your mentee and review the pictures.

2

Invite your mentee to explore what a future job might look like for them. They can either choose from one of the careers described in The Future Works story, or from a career category from the list below:

- Medical/Health
- Transportation
- Education (School/Learning)
- Natural and Applied Sciences
- Business/Administration
- Sports/Recreation
- Entertainment
- Other Technologies such as robotics
- Trades

3

Help your mentee create a drawing or mind map imagining what that job might look like in the future. Include as many details as possible, and includev written labels to explain unique ideas.v

4

Questions for reflection and discussion:

- What futuristic aspect of work do you find most exciting?
- What aspect of work in the future will probably remain very much like the present?
- How can we prepare for the work of the future when we aren't sure what it will be?

5

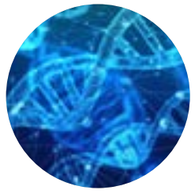
Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of this drawing or mind map into the mentoring file.

The Future Works Story

Imagine it is 2030 and the world is a new and exciting place. Your robot companion wakes you up and hands you your breakfast. It's a pill that will feed you not only breakfast, but lunch and dinner too, as real food isn't really used anymore. After you shower and get dressed, your robot companion helps you put on your coat and you head out to the nearest teleporter station, so you can get to work in an instant.

What job will the teleporter take you to? Here are a couple of examples:

Gene or DNA Screener



In the future, a genetic screen could be as common as a going to the doctor for a check up. In an instant you could know what medical conditions you may get and how to prevent them. Will you be a doctor of the future?

Dirigible Pilot

Dirigibles are aircrafts that are cheap to operate, don't require runways for take-off or landing, and can stop in mid-air to drop off passengers or deliver things. We'll need pilots in the future to fly them. Do you want to fly a dirigible?

Teleport Specialist

Imagine walking to a teleport station at the end of the block, dematerializing and reappearing at work. Someone will have to build and maintain the teleport stations. Could it be you?

Robot Mechanic

Eventually we will be able to buy robotic personal assistants or companions. These robots will need repairs and maintenance check-ups. Do you want to work on robots?

Animal Guardian

We will need special people to represent animal interests and protect them. Do you want to be an animal guardian?

Quarantine Enforcer

If a deadly germ, bacteria or virus starts spreading rapidly, someone will have to guard the community and keep the people safe from getting sick. Will this person be you?

Hollywood Holographer

Holography will be the 3D movies of the future and we'll need people to make them. Do you want to be a holograph producer?

Space Tour Guide

Soon we'll be taking trips to space for fun and people will need someone to show them around. Do you want to be a space guide?

Adapted from www.forbes.com website.

4.5 Interview Your Mentor

Grades 3 to 9

GOAL OF ACTIVITY

Mentees will learn about career possibilities by interviewing their mentors about their post-secondary and career goals

Supplies

- *Mentor Interview* guide
- Pencil or pen

What to do

1

Review the following interview questions and be prepared to respond to them in an interview with your mentee. (You may need to do some research for some of the questions to ensure your answers are informative and accurate.)

- What do you want to do for work when you finish high school?
- Why do you want to do this type of work?
- Do you know anyone who is doing this kind of work? If so, what did you learn from them about this work?
- What kind of schooling would you have to take to do this kind of work?
- Where would you go to school?
- Where would you like to do this job?
- Do you have a job now? If so, what is it? What do you like most about this job? What are you learning on this job?

2

Explain the interview format to mentees, and give them the interview questions to ask you. They can decide if they want to jot down notes from your answers.

3

Questions for reflection and discussion:

- What answer from the interview surprised you? Why?
- Does this sound like a career you might be interested in? Why or why not?
- What other questions do you have about your mentor's career interest?

4

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of this drawing or mind map into the Mentoring file.

ACTIVITY

Interview Your Mentor

1

What do you want to do for work when you finish high school?

2

Why do you want to do this type of work?

3

Do you know anyone who is doing this kind of work? If so, what did you learn from them about this work?

4

What kind of schooling would you have to take to do this kind of work?

5

Where would you go to school?

6

Where would you like to do this job?

7

Do you have a job now? If so, what is it? What do you like most about this job? What are you learning on this job?

4.6 What Does That Person Do?

Grades 5 to 9

GOAL OF ACTIVITY

Mentees will learn how to find basic information about various occupations

Supplies

- Internet access
- *Occupation List*
- *Occupation Research* guide
- Pencil or pen

What to do

NOTE

If this activity is done as a group activity it may take two sessions to complete.

- During the first week mentees and mentors work together to research and prepare their presentations.
- The following week all participating mentees and mentors present their information to the group.
- If this activity is done as an individual activity the mentee and mentor may be able to complete research and present it to one another in a single session.

1

Review the terms 'job' and 'occupation'.

Job: a place where a person works for a specific employer

Occupation: a group of similar jobs

2

Review the *Occupations List* with your mentee and invite them to pick out one occupation they would like to learn more about.

3

Work with your mentee to complete the *Occupation Research* guide. Information to do this is available at alis.alberta.ca/occinfo .

4

Use the information from the research guide to prepare a three-minute presentation on the occupation. If presenting to a group, use Google images to find a picture of a person in this occupation.

5

If this task is done as an individual activity, the mentee can present the information to the mentor. If this task is done as a group activity, practice the presentation with your mentee so they will be comfortable and confident presenting to the group. If helpful, mentors can co-present with mentees. Before the mentee introduces their occupation to the group they can show a picture of a person working in a related job and have the group guess the name of the occupation.

6

Questions for reflection and discussion (Individual activity):

- What information from your mentor's presentation surprised you? Why?
- Does this sound like a career you might be interested in? Why or why not?
- What other questions do you have about your mentor's career interest? (Group activity)
- Which occupations from the presentations interested you the most? Why?

7

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of completed research guide and presentation notes into the mentoring file.

Occupational List

Occupation	Description
Actuary	predict and monitor if future events are going to happen
Apiarist	beekeeper
Arborist	plant and take care of trees
Barrister	lawyer
Bellhop	help guests to their rooms, carry guests bags
Blaster	breaks up rock by using explosives
Cardiologist	doctor who treats heart problems
Caterer	prepares food for events
Chauffer	drives people from place to place
Cosmetician	sells makeup to people and tells them how to use it
Critic	reviews and comments on books, food, movies, etc.
Demographer	studies groups of people and looks at numbers, ages and growth
Dental Assistant	help's the dentist work on people's teeth
Denturist	makes false teeth for people
Ecologist	studies the environment and the living things in it
Electrician	installs and repairs electrical systems such as lights
Entomologist	study bugs as well as plan and run various bug related programs
Firefighter	puts out fires and protects people from the dangers of fire
Floral Designer	create floral arrangements as well as sell and care for flowers
Food Scientist	studies what food is made of
Gemologist	studies and indentifies various precious and semi-precious stones e.g. diamonds
Geologist	studies the earth's crust and help to develop resources from it e.g. oil and gas
Glazier	cuts and installs glass to make windows, glass doors and other glass or mirror products
Hairstylist	cuts, styles, colors and perms people's hair
Historian	researches history
Hydrologist	studies water on earth
Illustrator	draws pictures
Interior Decorator	decorates homes or work places
Interpreter	translates language including sign language
Ironworker	works with steel and metals to build buildings, bridges, etc.
Jeweler	makes and repairs jewelry
Landscape Gardener	designs and installs gardens, lawns, parks, etc,
Law Enforcement Officer	enforces the law, apprehends criminals, assists victims of crime, promotes traffic safety, etc.
Librarian	helps people find books and makes sure the library has books people are looking for
Locksmith	installs and repairs locks, makes keys and may install security systems

Occupational List

Occupation	Description
Makeup Artist	applies makeup for performers on stage, TV and in photos
Massage Therapist	gives massages to people
Meteorologist	studies and predicts the weather
Nail Technician	cleans, shapes and paints finger and toe nails
Nanny	takes care of children in private homes
Oceanographer	studies the ocean and everything in it
Office Equipment Technician	fixes office equipment such as fax machines, photocopiers and printers
Optical Technician	makes, puts together and fixes eyewear
Optometrist	an eye doctor who examines people's eyes and prescribes treatment
Paramedic (Emergency Medical Responder)	provides pre-hospital emergency medical care and transportation for the sick and injured
Park Warden	responsible for the public safety and law enforcement in Canada's national parks
Pediatrician	a doctor for children
Pharmacist	provides medical drugs prescribed by a doctor and promotes healthy living
Podiatrist	a foot doctor
Public Health Inspector	educates the public and enforces health rules
Railway Car Technician	inspects and fixes passenger and freight railway cars
Recording/Sound Engineer	use equipment to alter or record sound e.g. record a song
Refuse Collector	garbage collector
Reporter	gathers information and writes articles for print, radio or television
Rig Technician	operates oil and gas drilling rigs
Sculptor	creates art out of clay, wood, metal, stone, sound or virtual reality
Set Designer	designs sets for plays, TV and movies
Sheet Metal Worker	designs, creates and installs sheet metal products e.g. heating vents
Swine Technician	involved in all areas of hog (pigs) production, or may be involved in caring for and breeding hogs at a certain stage
Telemarketer	calls people to sell products or services, ask for donations or conduct surveys
Theatre Director	in charge of creating of a play
Tool and Die maker	builds and repairs special tools used for manufacturing (making) stuff
Turfgrass Management Specialist	maintains, manages and designs grass landscapes
Upholsterer	covers furniture with fabric or leather
Vending Machine Route Worker	fills, cleans and maintains vending machines
Veterinarian	animal doctor
Visual Merchandiser	creates displays that capture peoples attention
Water Well Driller	drills to find water for homes and businesses
Web Designer	creates websites

ACTIVITY

Occupation Research Guide

Occupation name:

Why do we need this occupation?

Where would people in this occupation work?

What are some related jobs found in this occupation category? (Visit OCCinfo at www.alis.alberta.ca/occinfo)

What type of activities would people do who are employed in this occupation?

When do they work? (e.g. mornings, days, weekends, night shifts, seasonal etc.)

What kind of school or training is needed to work in this occupation? (Visit EDinfo at www.alis.alberta.ca/edinfo)

What school subjects relate to this occupation? (Visit OCCinfo at www.alis.alberta.ca/occinfo)

How much money do people make in this occupation? (Visit WAGEinfo at www.alis.alberta.ca/wageinfo)

SECTION 5

What is Right For Me?

"Choose a job you love, and you will never have to work a day in your life."

– ELEANOR ROOSEVELT

5.1 Career Clips

Grades 3 to 9

GOAL OF ACTIVITY

Mentees will learn about various jobs and what it is like to work in them

Supplies

- *Video Clip Discussion* guide
- Internet access
- Pen or pencil

What to do

1

Log on to the ALIS website at www.alis.alberta.ca/video and click on "Occupations."

2

Scroll through the choices and invite your mentee to select one or two specific occupations that they might be interested in.

3

View the video clip together (each video is about seven minutes long).

4

Discuss the following questions and record responses:

- Is the job what you expected? Why or why not?
- Are you still interested in this type of work? Why or why not?
- What would be your favourite part of the job?
- What would be your least favourite part of the job?
- What kind of training do you think you'd need to get this type of job?
- Do you know anyone who has this job? Who?
- What additional kind of things would you like to learn about this job?

5

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.

Some mentees may find it helpful to watch the video a second time, looking for answers for specific questions.

ACTIVITY

Career Clips Discussion Guide

1

Is the job what you expected? Why or why not?

2

Are you still interested in this type of work? Why or why not?

3

What would be your **favourite** part of the job?

4

What would be your **least favourite** part of the job?

5

What kind of training do you think you'd need to get this type of job?

6

Do you know anyone who has this job? Who?

5.2 My Life Story

Grades 7 to 9

GOAL OF ACTIVITY

Mentees will make connections between what they are doing now and their goals for the future

Supplies

- *Story of My Life* template
- Pencil or pen

What to do

1

Invite mentees to write a story about their life by imagining what their life could be like in the future and comparing it with their current life.

2

Use the *Story of My Life* template to record information about where they lived and what they liked to do as a baby. Talk about what a baby's job is (e.g., to learn about the world) and all the things they are learning.

3

Next, mentees fill in the information about where they are living now, what they like to do for fun, what their job is (e.g., to be a student) and what kind of things they like to learn about.

4

Now is the time to start imagining. Mentees reflect on what they would like life to be like when they are a teenager: where they will live, what they will do for fun, what kind of job they will have (e.g., perhaps a part-time job in addition to being a high school student) and what kinds of things they would like to be learning.

5

Finally, they imagine their life as a young adult and where they would like to live, what they will do for fun and adventure, what kind of job they might have and what kinds of things they will be learning about.

6

Questions for reflection and discussion:

- What was the most challenging part of this task? Why?
- What part of the task did you find the most interesting? Why
- What could get in the way of your dream for the future? How could you overcome these difficulties?

7

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.

ACTIVITY

My Life Story

Baby	Now (Aged _____)	Age 16	Adult
I Live ...	I Live ...	I Live ...	I Live ...
What I do for fun and adventure:	What I do for fun and adventure:	What I do for fun and adventure:	What I do for fun and adventure:
Kinds of things I want to learn about:	Kinds of things I want to learn about:	Kinds of things I want to learn about:	Kinds of things I want to learn about:
Kind of job I have:	Kind of job I have:	Kind of job I have:	Kind of job I have:

5.3 Where Should I Work?

GOAL OF ACTIVITY

Mentees will identify working conditions that align with their personal preferences, strengths, and ways of learning

Grades 6 to 9

Supplies

- *Where Should I Work?* activity guide
- Pencil or pen

What to do

1

Mentees read the statements on the Where Should I Work activity guide, and check all the work settings and conditions they would like in a job.

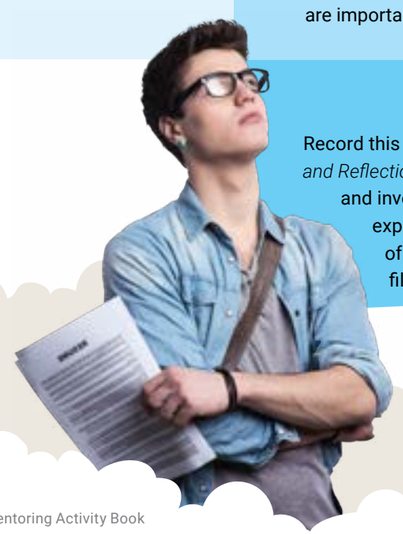
2

Help mentees reflect on the activity by discussing the following questions and recording their responses on the activity guide:

- What are the five most important things that you selected in the Work settings and Conditions checklists?
- What two additional settings or conditions are important to you but were not on the list?
- What do these things have in common?
- What are three or more jobs that match these settings and conditions?

3

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.



ACTIVITY

Where Should I Work?

Work setting

Check all the settings that you would enjoy working in:

- ☐ Outdoors
- ☐ In the city
- ☐ In the forest
- ☐ On the water
- ☐ Underground
- ☐ Travelling
- ☐ High in the air
- ☐ Driving a vehicle
- ☐ At home
- ☐ Indoors
- ☐ In an office
- ☐ At a desk
- ☐ Sitting down
- ☐ Standing up
- ☐ Walking and moving
- ☐ Operating equipment
- ☐ On a computer
- ☐ In a big open space
- ☐ In a small space
- ☐ In a quiet place
- ☐ In a noisy place

Conditions

Check all the conditions that you would enjoy working in:

- ☐ Alone
- ☐ With a partner
- ☐ With a team
- ☐ With other adults
- ☐ With children
- ☐ With animals
- ☐ With hand tools
- ☐ With power tools
- ☐ With machines
- ☐ With numbers
- ☐ In casual clothes
- ☐ Different tasks every day
- ☐ Routine tasks most days

List the five most important things that you selected in the Work settings and Conditions checklists:

List two additional settings or conditions that are important to you but were not on the list:

What do these things have in common?

List three or more jobs that match these settings and conditions:

5.4 Tell Me All About

Group or individual activity

Grades 3 to 9

GOAL OF ACTIVITY

Mentee will identify a specific occupation they would like to learn more about and reflect on what they learned

Supplies

- Internet access
- Interview Guide
- *Interview Reflection Guide* (individual activity)
- *Interview Reflection Guide* (group activity)
- Paper
- Pencil or pen

What to do

NOTE

This activity requires at least one-week preparation on the part of the mentor. Mentors need to identify an occupation that is of special interest to their mentee, and then come the next week with researched answers for the interview questions. They will be role-playing a person who works at a job within that occupation. Information on the occupations is available on the ALIS website at: alis.alberta.ca/occinfo .

This activity can be done individually where the mentor and mentee do the role-play, and then reflect on the information.

It can also be organized as a group activity in which each mentor sits at a table with a sign advertising their occupations and mentees take turns going to different tables and interviewing mentors for 5-10 minutes about the occupations they are most interested in.

1

At the end of a weekly mentoring session, brainstorm a list of occupations with mentees and invite them to identify a specific occupation they would like to learn more about.

2

Over the next week use the ALIS website to find answers for all the questions on the Interview guide. Consider what kind of props you might bring in to bring your role-play to life.

3

Individual Activity

If this is an individual activity, set up at a table and have your mentee interview you, using the Interview guide. After the role-play is complete, work through the Interview Reflection guide with your mentee.

Group Activity

If this is a group activity, set up a table and be available for interested mentees to interview you. After the interviews are complete, join your mentee and work through the Interview Reflection guide together.

4

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Include a copy of the completed activity guides in the mentoring folder.

ACTIVITY

Interview Guide

Job title: _____

Where are you employed? _____

What steps, including post-secondary students, have you taken to prepare for this job?

_____

_____

What are your job responsibilities?

_____

_____

_____

What do you do on a typical day?

_____

_____

_____

What are the positive aspects of your job?

_____

_____

_____

What are the more challenging aspects of your job?

_____

_____

_____

What suggestions would you give to those who are interested in a job like this one?

_____

_____

INDIVIDUAL ACTIVITY

Interview Reflection Guide

Name of occupation:

What was the most surprising thing you learned about this occupation?

What other questions do you have about this occupation?

Based on information from today's interview, do you think this occupation might be right for you? Why or why not?

GROUP ACTIVITY

Interview Reflection Guide

List the occupations you explored in your interviews:

Which occupation was the most interesting to you? Why?

Which occupation sounded like it was not for you? Why?

Which occupation seemed to best fit your skills and interests?

If you are interested in this occupation, what steps can you take to find out more?

SECTION 6

How Do I Get There?

"This is a wonderful program. The kids that are chosen are always excited and willing to participate."

– ELEMENTARY SCHOOL TEACHER

6.1 My Summary

Grades 3 to 9

GOAL OF ACTIVITY

Mentees will reflect on all they have learned over the course of their mentoring sessions and create a summary profile highlighting the personal interests, strengths, and occupational interests they identified and explored

Supplies

- *Summary of What I Learned About Myself* (younger mentees)
- *Summarizing My Learning* (older mentees)
- Pen or pencil

What to do

1

Choose a summary activity for your mentee to use to create a profile of their learning

2

Review the categories, and discuss all the activities you have completed over the course of the mentoring sessions. It may be helpful to refer back to the mentoring file and review some of the information from completed activities.

3

Complete the profile with mentees.

4

Questions and reflection:

- What surprised you most about what you learned?
- Which activities were the most fun for you?
- Which activities were the most challenging for you? Why?
- How are you going to use all that you learned in the mentoring sessions?

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.

ACTIVITY

Summary of What I Learned About Myself

How I Like to Learn

Activities I Like to Do

Things I Want to Learn About

My Strengths

Interesting Jobs

Places I Would Like to Work

Working Conditions I Prefer

ACTIVITY

Summarizing My Learning

Personal Strengths

How I Like to Learn

Key People in My Personal Network

Adventure I Would Like to Try

Activities I Like to Do

Working Conditions I Prefer

Places I Would Like to Work

Occupations that Interest Me

Questions I Have About Careers

6.2 My Action Plan

GOAL OF ACTIVITY

Mentee will choose a personal goal and create an action plan to reach that goal

Supplies

- *Goal-setting Guide* (for younger mentees)
- *SMART Goal-setting Guide* (for older mentees)
- Pencil or pen

What to do

1

Discuss the role of goal-setting.

"During our mentoring sessions we talked a lot about dreams and the kind of things we would want to happen in the future. It is not enough to dream, we have to take action to make sure things happen. One way to do this is to set goals and develop an action plan to help reach those goals."

2

Brainstorm a list of meaningful personal goals with mentees. Prompts to help identify a goal could include:

- What kind of new skills would you like to have?
- What kind of new experiences or adventures would you like to experience?
- What would you like to get better at?
- What would you like to be different?

3

To provide a meaningful example, consider sharing a personal goal that you have and using the guide to create a plan of action to demonstrate the process to your mentee.

4

Choose a goal-setting guide that matches your mentee's needs and work through it step-by-step.

5

Questions and reflections:

- What was the most challenging part of today's goal-setting activity?
- What part of the goal-setting process did you find the most interesting?
- Can you think of other areas of your life where goal-setting might be helpful?

6

Record this activity on the *Mentor Activities Record and Reflections* and complete the rating scale. Be sure and involve your mentee in reflecting on their experience completing this activity. Put a copy of the completed activity into the mentoring file.

ACTIVITY
(for younger mentees)

Goal-setting

GOAL #1

My goal:

Steps I will take to achieve my goal:

I will know I have reached my goal when:

GOAL #2

My goal:

Steps I will take to achieve my goal:

I will know I have reached my goal when:

GOAL #3

My goal:

Steps I will take to achieve my goal:

I will know I have reached my goal when:

ACTIVITY
(for older mentees)

SMART Goal-setting

S	Specific	Shouldn't be too broad
M	Measurable	Should be measurable to determine when the goal has been achieved
A	Achievable	Needs to be realistic and achievable
R	Relevant	A goal should be relevant to overall personal or professional goals
T	Time-framed	An expected timeframe should be decided on to achieve the goal

GOAL #1

My goal:

Steps I will take to achieve my goal:

I will know I have reached my goal when:

I will review my progress and reach my goal by (date):

GOAL #2

My goal:

Steps I will take to achieve my goal:

I will know I have reached my goal when:

I will review my progress and reach my goal by (date):

GOAL #3

My goal:

Steps I will take to achieve my goal:

I will know I have reached my goal when:

I will review my progress and reach my goal by (date):

I am committed to this plan of action.

Mentee Signature

Date

Mentor Signature

Date

Mentor Activities Record and Reflection

Use the box below to keep a record of all activities completed. At the end of each mentoring session, complete an Activity Reflection by rating how fun and engaging the activity was, and whether it was a learning experience. There is space any other additional comments you or your mentee might have.

1 Getting to Know Each Other

- ☐ 1.1 Design A CD Cover
- ☐ 1.2 Let's Get the Conversation Started!
- ☐ 1.3 All About Me
- ☐ 1.4 Two-Way Interviews
- ☐ 1.5 More Alike Than Different
- ☐ 1.6 People Hunt

2. How I Learn

- ☐ 2.1 Learning Preferences Inventory
- ☐ 2.2 What Helps Me Learn
- ☐ 2.3 New Things To Try

3. Who Am I?

- ☐ 3.1 I Like … to Collage
- ☐ 3.2 Know Your Strengths
- ☐ 3.3 Imagine Yourself in This
- ☐ 3.4 My Favourite Things to Do
- ☐ 3.5 The Five Whys
- ☐ 3.6 My People Tree
- ☐ 3.7 My Personal Network

4. What Occupations Are Out There?

- ☐ 4.1 Dream Big
- ☐ 4.2 Making Sense About Work
- ☐ 4.3 Hobby Reflection Videos
- ☐ 4.4 The Future Works
- ☐ 4.5 Interview Your Mentor
- ☐ 4.6 What Does That Person Do?

5. What is Right For Me?

- ☐ 5.1 Career Clips
- ☐ 5.2 My Life Story
- ☐ 5.3 Where Should I Work?
- ☐ 5.4 Tell Me About Your Job

6. How Do I Get There?

- ☐ 6.1 My Summary
- ☐ 6.2 My Action Plan

Activity Reflection

Activity # _____

Date _____

We rate this activity:
- ☐ fun and engaging
- ☐ mostly fun and engaging
- ☐ just okay
- ☐ not helpful

Doing this activity helped us:
- ☐ learn something new
- ☐ build on what we know
- ☐ clarify what we know
- ☐ confirm what we know

Activity Reflection

Activity # _____

Date _____

We rate this activity:
- ☐ fun and engaging
- ☐ mostly fun and engaging
- ☐ just okay
- ☐ not helpful

Doing this activity helped us:
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Activity Reflection

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Activity Reflection

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Activity Reflection

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- ☐ clarify what we know
- ☐ confirm what we know

Activity Reflection

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- ☐ clarify what we know
- ☐ confirm what we know

Activity Reflection

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Date _____

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- ☐ mostly fun and engaging
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- ☐ not helpful

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- ☐ build on what we know
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- ☐ mostly fun and engaging
- ☐ just okay
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High School Teen Mentoring Activity Book

This Mentoring Activity Book provides fun and engaging activities to assist mentees in discovering:

- their interests and talents
- how they learn best
- possible career pathways
- learning after high school
- how to make decisions and
- start planning