

- Explain that each time something is said that is hurtful or mean, they are to make a fold on their paper heart.
- Here is a list of hurtful words and actions if needed to get the discussion started:
Saying – You can't sit here.; You're not my friend.; I don't want to play with you.; You can't be on our team.; You can't play the game with us.; Your clothes aren't cool.
Doing – Pushing someone out of line.; Knocking books out of someone's hands.; Tripping someone as they walk out the door.
- Ask, "What kinds of things do others say and do to help you feel better?" Tell them that each time something is said that is kind, they are to unfold one of the folds in their hearts. List kind words and actions until they have unfolded their whole heart. Some examples to get the discussion going are:
Saying – Would you like to sit by me during lunch?; I would really like it if you were my friend.; Will you play with me at recess?; Would you like to join our team.; Please play the game with us.; You look really nice today.
Doing – Take someone by the hand and invite them to stand next to you in line.; Helping someone pick up their books that have been knocked onto the floor.; Helping someone up off the ground that has just been tripped.
- Have your student smooth out their heart as much as possible. Ask them what they still see. They should observe that even though the heart isn't all folded up, the marks from the folds are still there.
- Explain that even though the hurtful things that happened didn't last forever, and some nice things even happened to help them feel better, whenever something hurtful is done or said to someone that bad feeling sticks around for a longer time and is still remembered inside. We can never completely undo a hurtful action or word, so the best thing is to keep it from happening in the first place.

Art Share

Art About Me

As you get to know your student, they'll be curious to know more about you, too. These projects are great ways for both of you to share things about yourselves with one another.

- Bring a large piece of cardstock, magazines, and markers to make an all about me collage.
- Make a collage of words to describe your unique characteristics.
- Create a dream/life board to share important milestones in your life or your dreams and goals for the future.

Open-ended Questions

Continue to ask open-ended questions to put the child at ease.

Some question ideas are:

- I bet your teacher reads stories to your class. One of my favorites is "The Cat in the Hat." What are some of your favorite stories?
- My favorite animal is the cheetah because it can run very fast. Which animals do you like?
- What TV programs do you watch on television?

Lifetime List

Top 25

Each of you make a list of 25 things you want to do or accomplish during your lifetime. Include a section of things you'd like to do during your time meeting together.

Word Fun

Wonderful Words

Expand vocabulary as you each seek out new and interesting English words and share them. Make your own book of definitions. What is onomatopoeia? Find out!

Action

Play It Out

Find a play at the library that you can read out loud and act out.

November

Being Thankful

***International Games Day
is the third Saturday of
November***

*Make sure to check the schedule
for Holiday break*

Thankful for Special People

Set Goals

Play Games

Awe and Amaze

What makes someone special to you?

This project will help mentees identify a person they admire and respect.

1. Ask the mentee who is a person he or she admires. This person might be a family member, a friend or celebrity.
2. Have the mentee write the answer to these questions:
 - a. Who is this person, and what do you admired about them?
 - b. What makes this person so special to you?
 - c. What characteristic of this person would you like to have? List them.
 - d. Now repeat this exercise but have the mentee choose a person and describe his or her admired characteristics.

What's Your Plan?

- Depending on the maturity of your student, look at what they'd like to accomplish and think about a plan to turn it into action.
- The plan can be as short or long term as you would like.
- If your mentee has an interest in having a certain kind of job some day or to acquire a certain skill, use open ended questions to help them think through what steps need to be accomplished along the way towards realizing their goal.
- If possible see if you could see the child's classroom. Ask to see students' folder work. Praise them and ask question about their favorite subject.
- Talk about their classes, what is working, what isn't working?

Spend time talking about **Time Management Skills**. Make a list for the future of some goals.

Games Galore

- "Check mate!" Teach each other how to play chess, checkers, or other games of your choice.
- Get a book from the library to figure out how.
- Bring a game with you and teach your mentee how to play it.

Play Frisbee.

Mix It Up

There's nothing like science to create a sense of wonder and amazement and instill a new interest in a subject students don't always appreciate!

Take a Tour

Fun with Words

School Tour

Let your mentee give you a tour of their school.

Creative Expression

Write a haiku or poem.

January
National Mentoring Month
Birthday of Martin Luther King,
Jr. – January 15th; celebrated 3rd
Monday in January

Free At Last

Language Sampler

Draw With Me

Songwriter

Piece it Together

What Mentoring Means to Me

I Have a Dream

Read this famous, inspiring speech together or read a book about the visionary leadership of Martin Luther King, Jr. Talk about what freedom means to us.

A New Language

Identify a language you'd like to learn a little about.

- Learn Sign language, Spanish, Latin, or any other language of your choice.
- Teach each other a new word or phrase at each session.
- Write them down to keep track and see how many you can remember.
- Explore culture(s) that speak different languages and learn about customs, heritage, and where in the world many of the people live who speak it.

Partner Drawings

Supplies:

- Paper
- Crayons or markers

Directions:

1. With the child, agree how many turns you will take to make a drawing together.
2. Make a line or small part of a drawing on the paper.
3. Have the child continue the picture by adding another line or series of lines.
4. Take turns until you reach the number previously agreed upon.
5. Together, decide what you have created.
6. Have your student write a caption or story to accompany the drawing, offering him support as needed.

Creative Composer

Write a rap or a different style of song, especially as a method to help them remember key facts for a test or spelling words.

Puzzle Fun

Put together a puzzle.

Conversation Starter

Talk about your mentoring relationship and what it means. How has it affected the both of you?

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| <p>February <i>Volunteer Appreciation Month</i></p> <p>Think and Share</p> <p>Special Sharing</p> <p>Word Games</p> <p>What is the Opposite Of...?</p> <p>Positive Thoughts</p> | <p>What Would You Do If...? See if the school has the "Kids Book of Questions" Pick a question and spend the time talking about your answers.</p> <p>Show and Tell! You and your mentee can both bring in photos or items that have a special meaning and share them with one another.</p> <p>Word Chains: 1. Begin by saying a word aloud (you or the mentee can go first). 2. The next player says a word that starts with the last sound of the first player's word. 3. The next person begins his word with the last one's ending sound. 4. Take turns making words, following this pattern. For example, cat — ton — nut — take — cane — nothing, etc. Note that cane begins with a hard /c/ sound and it fits the pattern because take ends with a hard /c/ sound. The e is silent. Focus on the last sound heard in the word rather than the last letter. Variation: • Depending on the skill of the player(s), you can make all sorts of additional rules—e.g., the words must be only 3 letters long, the words must be more than 3 letters long, the words must rhyme, etc.</p> <p>Opposites Game 1. Ask the child a question about a subject that has an opposite. For example: <i>What is the opposite of light? The child answers your question and then asks you a question in a similar manner: Dark. What's the opposite of hard? Soft. What's the opposite of on?</i></p> <p>Imagine Practice positive imagery and relaxation techniques with your mentee. Find an area you would like to work on or improve and use positive imagery to start to make it happen!</p> <p>Go on the internet and download a printable Valentine Word Search Puzzle</p> |
| <p>March <i>Youth Art Month</i></p> <p>Picture This</p> | <p>Tuning in to Art Sharpen observation skills and be creative with the following supplies and ideas: To Bring:</p> <ul style="list-style-type: none"> • A variety of pictures from magazines and newspapers. Choose some pictures corresponding to a topic that interests your mentee. Animals are almost always inspiring subjects. |

- Glue sticks
- Scissors
- Pencil and eraser; colored pencils, crayons and/or markers.
- Pieces of sturdy paper to glue a picture to and draw on

1. Have your student sort through the pictures to find one that is interesting.
2. Have a conversation about the picture to help the student take note of its details.
3. Ask them to describe and write a scene or story to accompany the picture. Or, have the student dictate the story for you to write down.
4. Ask your student to make a drawing to show what might happen before or after the chosen picture.
5. Cut a picture in half; glue either half of the picture to one half of a piece of paper, leaving enough room on the other half to finish the drawing. When drawing the other half, your student can choose to draw it realistically or make up a different continuation of the glued on half.

Being Truly You

Think For Yourself

Talk about Peer Pressure – Talk about the positive and negative aspects of peer pressure. Talk about the difficulty of resisting negative peer pressure. Did they ever feel peer pressure and how did they handle it? Discuss how they would respond if their following values were questioned, and a peer tried to get to act in a different way than what they feel is right.

- Doing my best in school
- Being popular
- Friendships
- Respecting others
- Self-Respect
- Graduating High School
- Honesty in myself and others
- Being independent
- Getting along with parents

What's It About?

Play the “Who, what, when, where, why, how” Game

You will need a storybook that can be read in a few minutes to play this game, paper, and something to draw and write with.

- Using 6 small pieces of paper, write one of the following words on each: who, what, when, where, why and how.
- Read a story, and take turns drawing a picture on each piece of paper to illustrate and describe each story characteristic.

This game is a great way to work on reading comprehension in a fun way.

April
National Science Month
National Library Week (2nd wk.)
Earth Day (22nd)

Explore an Experiment

Make a Balloon Rocket

What You Need:

- 6 feet (1.8 m) of string
- 4-inch (10 cm) piece of drinking straw
- 2 chairs
- 9-inch (23 cm) round balloon
- Spring clothespin
- Transparent tape

What You Do:

1. Thread the string through the straw.
2. Tie the ends of the string to the backs of the chairs.
3. Position the chairs so that the string between them is as tight as possible.
4. Inflate the balloon. Twist the open end of the balloon and secure it with the clothespin.
5. Move the straw to one end of the string.
6. Tape the inflated balloon to the straw.
7. Remove the clothespin from the balloon.

What Happened:

- The straw with the attached balloon quickly moves across the string.
- The movement stops at the end of the string or when the forces acting on the balloon are balanced.

Why?

- When the inflated balloon is closed, the air inside pushes equally in all directions.
- The balloon doesn't move because all the forces are balanced.
- When the balloon is open, the action-reaction pair of forces opposite the balloon's opening is unbalanced.
- One force is the walls of the balloon pushing on the gas inside the balloon. This force pushes the gas out of the balloon's opening.
- The other force is the gas pushing on the balloon's wall opposite the opening. This force pushes the balloon in the direction opposite the opening.

Reading is Fun

Read and Share

Bring some favorite, classic books with you to read together. Take turns reading to one another.

That's Garbage

Thrown Away But Not Gone

The list below helps all of us think about what we're doing to our environment! It notes how long it takes for different kinds of garbage to

decompose in the environment. Here's a "kid friendly" definition of decompose to help you explain:
Separate (substances) into constituent elements or parts; break down.
Similar Words: break up, break down, rot, disintegrate, decay.

Item

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|-------------------------------|-----------------|
| Glass Bottle..... | 1 million years |
| Monofilament Fishing Line... | 600 years |
| Plastic Beverage Bottles..... | 450 years |
| Disposable Diapers..... | 450 years |
| Aluminum Can..... | 80-200 years |
| Foamed Plastic Buoy..... | 80 years |
| Foamed Plastic Cups..... | 50 years |
| Rubber-Boot Sole..... | 50-80 years |
| Tin Cans..... | 50 years |
| Leather..... | 50 years |
| Nylon Fabric..... | 30-40 years |
| Plastic Film Container..... | 20-30 years |
| Plastic Bag..... | 10-20 years |
| Cigarette Butt..... | 1-5 years |
| Wool Sock..... | 1-5 years |
| Plywood..... | 1-3 years |
| Waxed Milk Carton..... | 3 months |
| Apple Core..... | 2 months |
| Newspaper..... | 6 weeks |
| Orange or Banana Peel..... | 2-5 weeks |
| Paper Towel..... | 2-4 weeks |

Information Source: U.S. National Park Service; Mote Marine Lab, Sarasota, FL.

Let's Chat

Conversation Topics:

1. What is a lesson you have learned?
2. Describe yourself as a stranger might see you.
3. What makes you special?
4. Describe your best friend and why they are your best friend.
5. Describe your favorite relative.
6. What famous person would you like to meet and why?
7. If you could live anywhere in the world where would it be and why?
8. Who has it easier boys or girls? Why?
9. What do you do when you're off from school, like over Spring or Summer Break?

More Fun

Check out these website for kids:

- <http://www.peacecorps.gov/kids>
- <http://www.nasa.gov/audience/forkids/kidsclub/flash/index>
- Make your own cereal dispenser
<http://pbskids.org/zoom/activities/sci/cerealdispenser.html>
- Make your own water filter!
<http://pbskids.org/zoom/activities/sci/waterfilter.html>

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| <p>May Mentoring comes to a close for the school year.</p> <p>Please consider continuing to mentor your student next year.</p> <p>Contact the school liaison to confirm that you will follow the mentee.</p> <p>Thank you! You have made an investment.</p> | <p>Closure: Letting go and moving on... If you are not continuing to mentor the student next year. Start to discuss the process of closure now.</p> <ul style="list-style-type: none"> • State positive messages: "I'm proud of how far you have come..." • Be honest about whether or not you're able to continue mentoring and what it has meant to you. • Confirm the last date of your meeting and plan a celebration. • Talk about what next year will look like...for students transitioning to the next level. Transitioning to Middle or High School. |
| <p>June – No summer mentoring</p> | <p><i>See you in the new school year!</i></p> |