

Activity #1 I: Conversation Topics

1. Here is a list of conversation topics to get your student to express his/her opinions.
2. Ask your student to comment on each of these questions.
3. Use his/her answers as topics for further discussion.

1. What is the greatest lesson you have ever learned?
2. Describe yourself as a stranger might see you.
3. Describe yourself as your best friend knows you.
4. What are the qualities a best friend must possess?
5. What makes you special?
6. Describe the qualities you most admire in someone you might call a *hero*.
7. Describe your favorite relative.
8. How do people know when you are upset?
9. Describe your favorite teacher.
10. Describe the ideal job for a teenager.
11. Who has it easier -- girls or guys? Defend your position.
12. When have you been wrongly accused? Explain.
13. What must a person do to be trusted?
14. What famous person would you most like to meet? Why?
15. If you could live anywhere in the world, where would it be? Why?
16. What is the best movie you have ever seen? Why is it the best?
17. Why shouldn't parents try to pick their children's friends?

Activity #12: My Opinions

1. Ask your student's opinion on any or all of these topics.
2. From the responses you will learn much more about your student.
3. Your student will also feel good knowing that an adult cares enough to ask his/her opinion.

1. Capital Punishment

2. The Future

3. Clothes

4. The Environment

5. Gossip

6. Violence on TV

7. Manners

8. Do we have "too much" freedom in society?

9. Peer Pressure

10. Drugs

11. Responsibility

12. Heroes

13. Love

14. People Who Are Different

15. School Rules

Activity #13: My Likes and Dislikes

1. Ask your student the following questions.
2. Discuss his/her answers and write them down.
3. This survey is a good tool for getting students to reflect on their strengths and weaknesses as well as their desires and goals.
4. As you listen to your student's answers, be prepared to follow up with more questions.

1. If I could change something about myself, I would _____

2. If I could have anything I wanted, it would be _____

3. The thing I like most about school is _____

4. The thing I don't like about school is _____

5. The class that is hardest for me is _____

6. My favorite class is _____

7. When I don't do as well in school as I can, it is because _____

8. What school subjects do you do well in? _____

9. What do you think you might need extra help in? _____

10. When I have leisure time, I like to _____

11. I get upset when _____

12. I don't like people to _____

MODULE 3:

Activity #14: Being Responsible

1. This exercise is an easy way to get your student to realize that "the simple things in life can be the most important."
2. Ask your student these questions and point out the importance of these activities.
3. Don't be judgmental, but do urge your student to be honest about his/her weak areas.

Do you...	Yes	Need Improvement
1. Get to school on time? _____		
2. Have paper, pencil, and books? _____		
3. Do your class work neatly? _____		
4. Study for tests? _____		
5. Complete all assignments? _____		
6. Do extra credit assignments? _____		
7. Pay attention in class? _____		
8. Turn in your homework? _____		
9. Get good grades? _____		
10. Do your best? _____		
11. Realize the importance of school? _____		

Goal – I will try to improve in the following areas _____

Activity #15: Understanding Emotions

1. Ask your student to answer these questions.
2. Think of positive ways for your student to deal with these emotions.
3. Getting young people to reflect on the relationship between their behaviors and their feelings is an important step in their personal growth.
4. Point out that all of us have negative emotional reactions, but that these reactions don't have to lead to self-destructive behaviors or attitudes.

1. When I can't have my own way, I _____

2. When I fail at something, I _____

3. When I am nervous, I _____

4. When I am punished, I _____

5. When I get angry with my teacher, I _____

6. When I can't go out with my friends, I _____

7. When my friends make me mad, I _____

8. When I am picked on by others, I _____

9. When I'm bored, I _____

10. When I am embarrassed, I _____

Activity #16: Building Self-Esteem

1. Self-esteem is a belief in oneself and a belief in one's self-worth.
2. Here are six steps for building your student's self-esteem.
3. Ask your student to think about each step before answering.
4. Use these answers to point out the positive qualities of your student.

Step 1: Think of yourself as beautiful and talented just the way you are. You have your own unique qualities that make you your own person. What are your strengths? **Have your student write down five strengths.**

Step 2: Be responsible for yourself and your decisions. Don't be a follower. **List three decisions you need to make on your own.**

Step 3: Recognize mistakes as stepping-stones to success. No one is perfect. Don't let a defeat or a mistake cause you to lose faith in yourself. **List a mistake that helped you learn or get better.**

Step 4: Feeling good about yourself spills over to others. The people you like are probably friendly and fun to be around. Show friends you have an interest in them. **List three things you can do to show people you care about them.**

Step 5: You will feel better about yourself if you think things through. **Make a list of three things you want most to learn or improve upon.**

Step 6: Get involved in activities in which you can have success. Join a club or seek friends who are doing something that will make you a better person. **List leisure activities that you want to do to improve yourself.**

Activity #17: Valuing Yourself

1. "Self-acceptance" is a specific stage in self-discovery that occurs whenever students are willing to look at themselves objectively (with the help of an adult).
2. When they do, they will realize that their strengths far outweigh their weaknesses.
3. Ask your student to reflect on these questions and try to answer them honestly.
4. This exercise can give mentors the opportunity to validate their students' positive self-perception.

What three things do I like about myself?

1. _____
2. _____
3. _____

What are my strengths?

1. _____
2. _____
3. _____

What activities can make me a better and stronger person?

1. _____
2. _____
3. _____

Activity #18: Do You Know Your Values?

1. This worksheet gives students a chance to "evaluate their values."
2. In so doing, they will be forced to reflect upon what is most important to them.
3. Before students make decisions in their lives, they should think about their priorities.
4. Using a ten-point scale, have your student rate the following items according to how high a priority they are in his/her life.
5. Give one point to items that are not very important and up to ten points to those that are most important.
6. Students may assign the same rating to more than one item.
7. This sheet is a great way to gain insight into your student's view of things.
8. It is also a great self-discovery tool that makes goal-setting much easier.

- _____ Doing my best in school
- _____ Being popular
- _____ Friendships
- _____ Respecting other individuals
- _____ Self-respect
- _____ Graduating from high school
- _____ Honesty in myself and others
- _____ Being independent
- _____ Being responsible for my actions
- _____ Religion
- _____ Getting along with my parents
- _____ Having money
- _____ Staying drug-free
- _____ Helping others
- _____ Having a healthy body
- _____ Going to college
- _____ Being successful

Which were your highest priorities? _____

Activity #19: Problem-Solving

1. Ask your student to think of a problem that he/she has not been able to solve.
2. Use this worksheet to address the problem and come up with solutions.
3. You can use this simple method on any problem your student may have.
4. The ability to solve real-life problems is critical in the process of personal development.

Step 1: Identify the problem

1. Have your student explain the problem in detail.
2. Try to help him/her clarify all the factors.
3. Do not proceed until you both agree that you have identified the *real issue*.

Step 2: Brainstorm

1. Discuss alternative solutions with your student.
2. Agree upon a feasible set of solutions.
3. Do not proceed until all possible solutions have been identified.

Step 3: Evaluate

1. Help your student identify the pros and cons of each solution.
2. Help your student predict the possible outcomes of each solution.
3. Do not proceed until every alternative has been evaluated.

Step 4: Decide

1. Ask your student to choose the solution that has the "most pros" and "least cons."
2. Ask your student to explain why his/her solution is the best possible one.
3. Do not proceed until your student is certain of his/her decision.

Step 5: Plan

1. Help your student identify the best ways to implement his/her solution.
2. Help your student choose the best plan.
3. Encourage your student to use the plan to resolve the problem.