# Resources For Mentors

Grades

2 & 3



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# Coaching Resources for Mentors
# Grades 2 and 3

How to use these reference materials:

These materials are provided as a resource for your mentoring experience. Every mentor/ student relationship is individual and not all of these materials may apply. They are arranged by month for your convenience. Look through all the materials first and use them in any order you and your student desire. Be as creative as you want.




The longer I live, the more I realize the impact
of attitude on life.
Attitude to me, is more important than facts.
It is more important than the past,
than education, than money,
than circumstances,
than failures,
than success,
than what other people think or say or do.

It is more important than appearance,
giftedness or skill.
It will make or break an organization -
a school - a home.

The remarkable thing is we have a choice
everyday, regarding the attitude we will
embrace for that day.

We cannot change our past;
we cannot change the fact that people will
act in a certain way.
We cannot change the inevitable.
The only thing we can do is play on the one
string we have.
And that is our attitude.
I am convinced that life is 10% what happens to **me**
and 90% how I react to it.
And so it is with you.

# Getting to Know You

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | **Establish rapport** Discuss hobbies, pets, TV shows. Read the "Getting Acquainted" section of your handbook. | | |
| | **Lists** Make 2 lists with headings of "likes" and "dislikes." Take turns adding to the lists. Great for getting to know each other. | | | | **Reminder** Look for a Saturday morning community-service opportunity to do together.  | |
| | | | **Interests** Use interests to tie into an academic subject. | | | |
| | | **Talk** Discuss expectations; get agreement on goals. Use pgs. 15, 16, 17 in the YM Handbook for help. | | | | |
| | **Craft** Do a simple craft project together. | | | | | |

"I needed someone to talk to and to be my friend–
and she came into my life."

–Student, Woodward Avenue Elementary

# Elementary Student Interest Inventory

Name _____ Grade _____ Sex _____

Phone Number _____ Birthday _____

Who do you live with? _____

How many brothers and sisters do you have? How old are they? _____

_____

What school subject would you like help with? _____

Why? _____

If I could change anything about my life, it would be _____

The best thing about me is _____

I can do _____ really well.

My biggest problem in school is _____

I wish that I could be better at _____

Something you need to know about me is _____

Hobbies:

| | | |
|---|---|---|
| ___ Tennis | ___ Biking | ___ Sewing |
| ___ Dancing | ___ Cooking | ___ Art |
| ___ Crafts | ___ Music | ___ Surfing |
| ___ Football | ___ Baseball | ___ Reading |
| ___ Computers | ___ Horses | ___ Stamp Collecting |
| ___ Cheerleading | ___ Soccer | ___ Other: _____ |

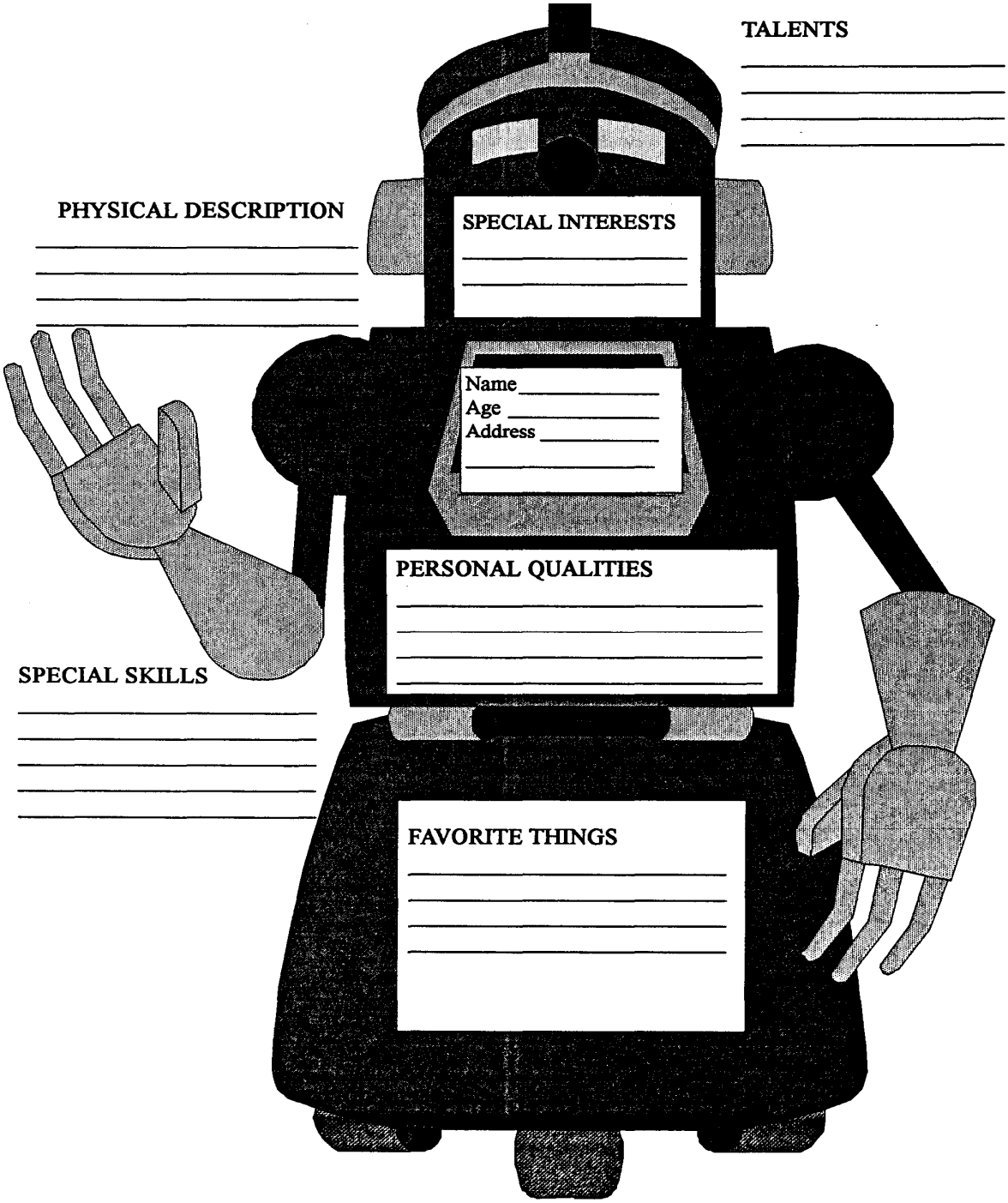
## Personality

Please describe your personality

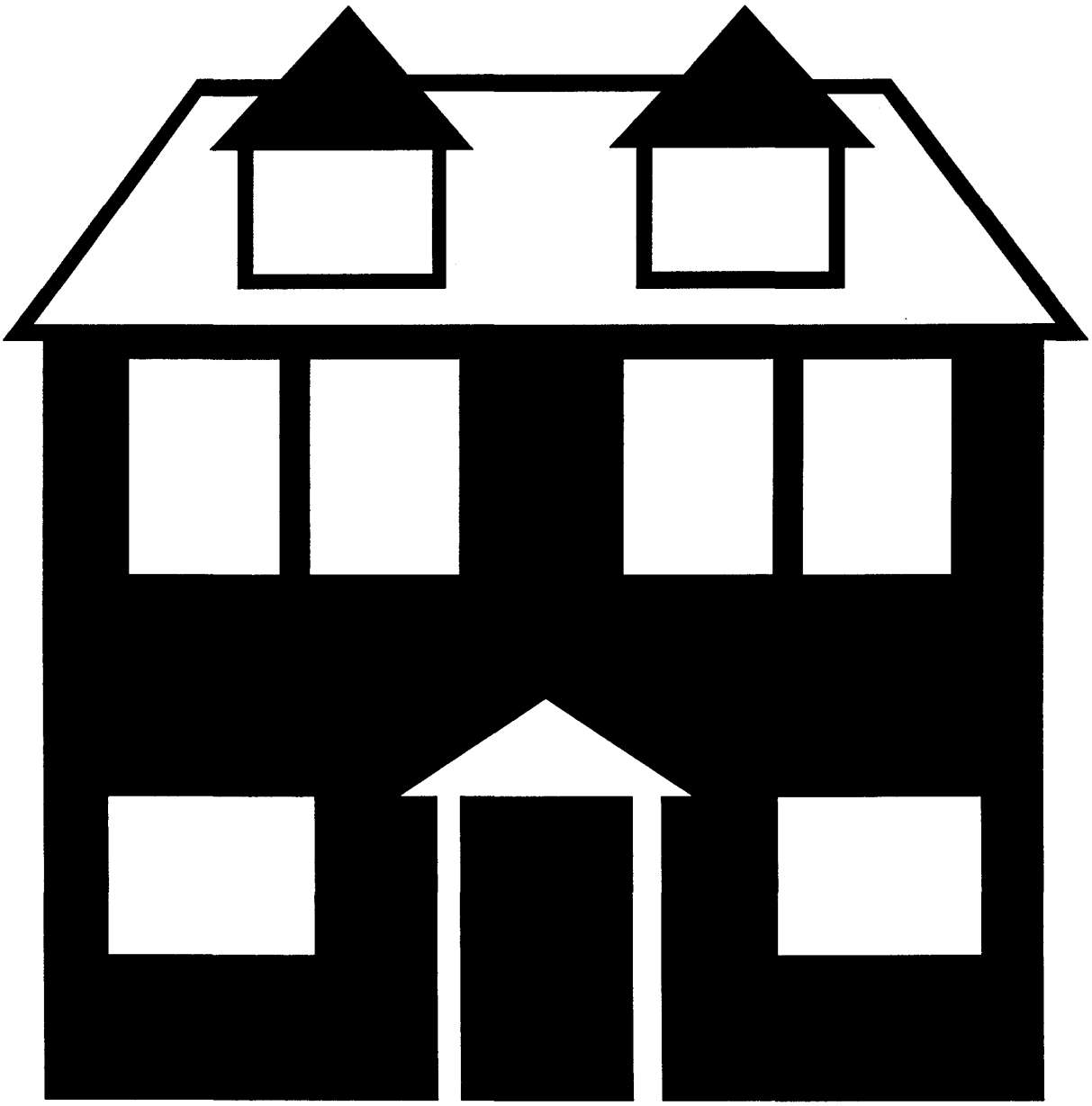
| | | |
|---|---|---|
| ___ quiet | ___ outgoing | ___ happy |
| ___ shy | ___ nervous | ___ withdrawn |
| ___ nervous | ___ friendly | ___ moody |
| ___ insecure | ___ a leader | ___ bored |
| ___ no friends | ___ honest | ___ athletic |
| ___ confused | ___ dumb | ___ wonderful |
| ___ upset | ___ hardworking | ___ serious |
| ___ clumsy | ___ dependable | ___ a follower |
| ___ lazy | ___ a listener | ___ mixed up |
| ___ smart | ___ silly | ___ average |

# CREATE A COMRADE

Imagine that you could create a perfect friend.
Describe your "creation" in the spaces provided.

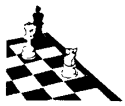


# These people live in my house.



Think about the people who live in your house. Draw pictures of those people so they are looking out of the windows of this house.

# CAN DO!

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | **Be on time**  Punctuality is a desired characteristic | | | |
| | | **Reminder**  Remember your community-service commitment | | **Play**  a board game or hangman | | |
| | **Short-term goals** reinforce and motivate. Select a goal together. Praise student's progress. | | | | | |
| | | **Grooming**  and hygiene tips. Great self-esteem builders! | | | | |
| | | | | **Read**  a book to student or have student read to you. | | |

"It may be those who do most, dream most."

–Stephen Leacock

# SCHOOL: MY RESPONSIBILITY

| Do you... | Yes | Need Improvement |
|---|---|---|
| Get to school on time? | | |
| Have paper, pencil, and books? | | |
| Do your classwork neatly? | | |
| Do your school work willingly? | | |
| Study for tests? | | |
| Complete all assignments? | | |
| Do extra credit assignments when you have the chance? | | |
| Pay attention in class? | | |
| Turn in your homework? | | |
| Get good grades? | | |
| Do your best? | | |
| Realize the importance of school? | | |

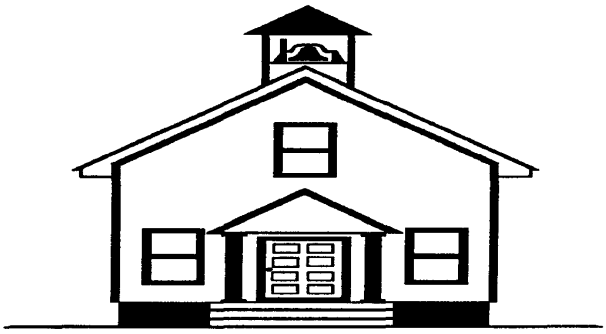
Goal – I will try to improve in the following areas: _____

_____

_____

_____

# ALL ABOUT SCHOOL



1 Our class is _____

2 I think school _____

3 I wish we _____

4 I want to _____

5 My best subject _____

6 I'd like to study _____

7 The best thing about this class is _____

8 We should all try to _____

9 I need more help with _____

10 My teacher _____

11 Grades are _____

12 If I could change one thing in my classroom _____

13 School should _____

14 Most students _____

15 Education _____

# I CAN DO IT!

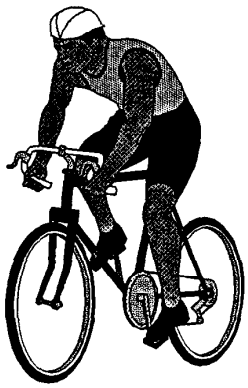



Name _____ Date _____

No one can do everything well, but everyone can do something well. You can get better at anything with practice. Think of the things you already do well. Think of things you would like to do better. Make a check mark (✓) for your answers.

| | I can do this well | I want to learn to do this better |
|---|---|---|
| Tie my shoelaces | _____ | _____ |
| Make a sandwich | _____ | _____ |
| Ride my bike | _____ | _____ |
| Use the telephone | _____ | _____ |
| Count money | _____ | _____ |
| Tell time on the clock | _____ | _____ |
| Write letters to my friends | _____ | _____ |
| Make my bed | _____ | _____ |
| Read a book | _____ | _____ |







These are three other things I want to learn to do better:

_____

_____

_____

# Who are helpers?

You can solve a lot of your problems, but sometimes you might need help. Who can you go to if you have a tough problem? There are many people who will help you. Read the problems in the center. Then, draw a line from the problem to the people who could help you solve it. Sometimes more than one person can help.



Police Officer



A Parent

You don't feel well in school.

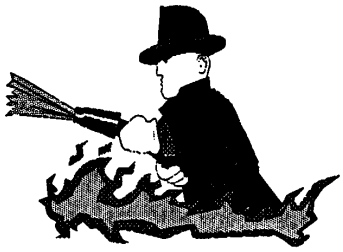
Your bike has a flat tire.

A person in your class is telling lies about you.



Older brother or sister

You see smoke coming from the window of a house.



Fire Fighter

Your jacket zipper won't close.



Nurse

You move to a new school, and you feel lonely.

Two older kids take your lunch from you.



Teacher



Principal

You need help with your work in school.

You see some kids breaking windows at a school.



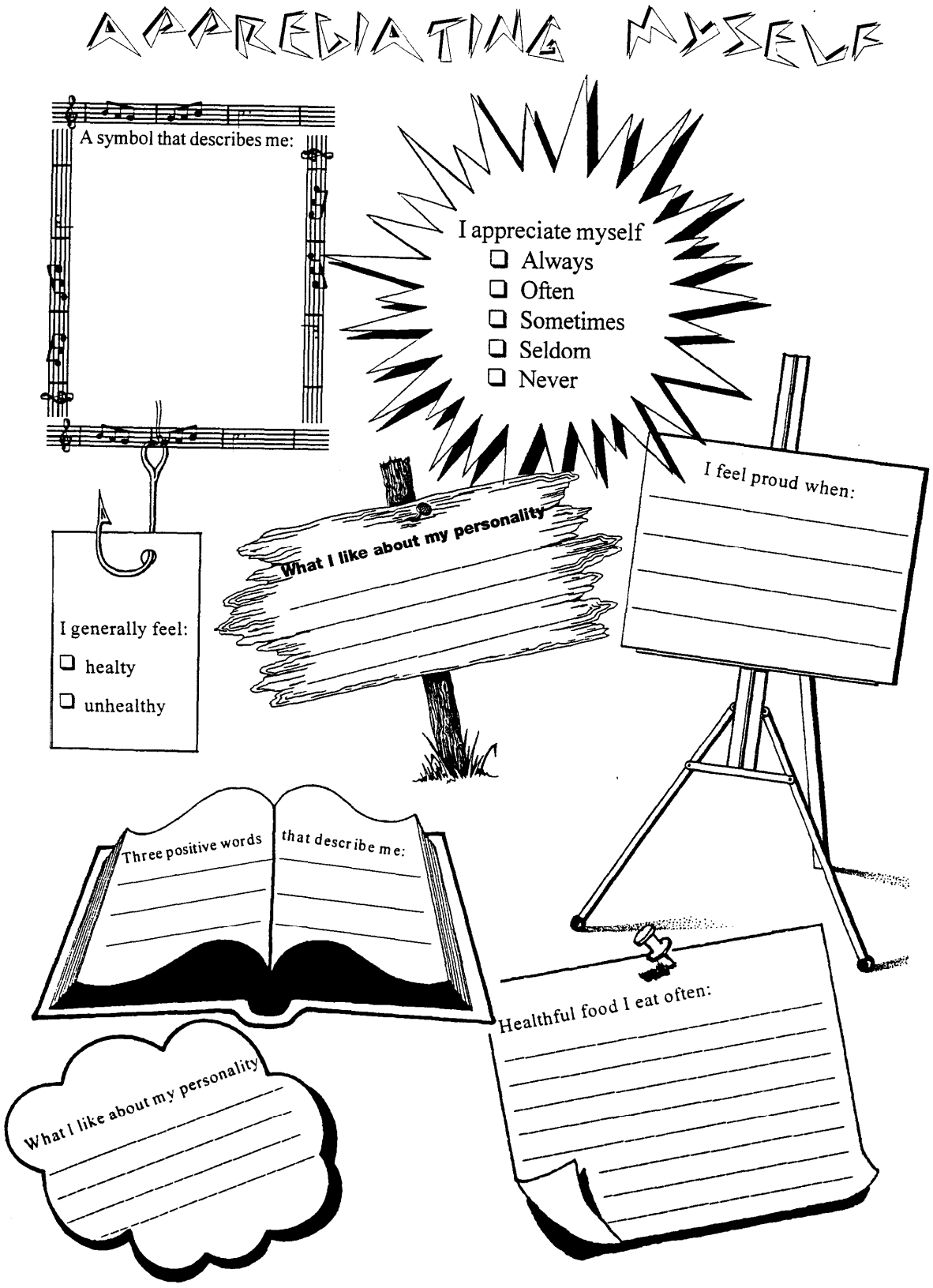
# ALL ABOUT ME

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Read**<br>Take with you the "Mini Page" from the *News Journal.* It's a nice way to begin your hour. | | | | **Reminder**<br><br>Have fun with your community-service project. | |
| | | | **Lunch**<br><br>Have fast food for lunch and ask student to count the change for accuracy. | | | |
| | **Encourage**<br>Use encouragement instead of praise with your student. Review pg 28 in the YM Handbook. | | | | | |
| | | | | | | **Go Fish**<br><br>Est. length of fishing line or depth of water. |

**"As I learn from you, I guess you learn from me..."**

**–Langston Hughes**

## Appreciate Myself



"I Can" Student Name_____

I will try to rate myself fairly on each of the following traits of good citizenship.

I will pay attention to those qualities in which I need to improve so that on future ratings, I can honestly give myself a higher score.

Date: _____

| Traits | Sometimes | Usually | All The Time |
|---|---|---|---|
| 1. I am honest, especially in little things. | | | |
| 2. I am courteous, loyal, and respectful to teachers, classmates, and parents. | | | |
| 3. I am attentive, quiet, industrious, and responsive in class. | | | |
| 4. I try to show good sportsmanship and to accept defeat without complaining. | | | |
| 5. My teachers and classmates can depend on me to do what is expected. | | | |
| 6. I work and play cheerfully with others. | | | |
| 7. I attend school regularly. | | | |
| 8. I return to the classroom promptly after lunch, playground, and art class. | | | |
| 9. I take good care of books, desks, and other property in school or at home. | | | |
| 10. I keep my promises. | | | |

PURPOSE OF ACTIVITY: To think about personal attitudes and habits.

# Who Decides??

Your parents and teachers help you make decisions everyday. Many important decisions you make for yourself, too! You will make more decisions for yourself as you grow up. On this list, circle who decides with you.

| Who makes the decision? | | | |
|---|---|---|---|
| My favorite book? | me | teacher | parent |
| What time I go to bed? | me | teacher | parent |
| If I study reading in school? | me | teacher | parent |
| What I eat for dinner? | me | teacher | parent |
| What I get for a spelling grade? | me | teacher | parent |
| Where I sit on the bus? | me | teacher | parent |
| Which friends I have? | me | teacher | parent |
| What my favorite game is? | me | teacher | parent |
| If I should help a friend? | me | teacher | parent |
| When I go to school? | me | teacher | parent |
| When I take medicines? | me | teacher | parent |
| If I'm nice to a new classmate? | me | teacher | parent |
| Where I sit in the classroom? | me | teacher | parent |

NAME_____ DATE _____

# This Is What I've Done

Name: _____

| | |
|---|---|
| My Greatest Success | A failure |
| Something I did that helped someone | Something I've done that I'm proud of |
| Something I've learned from failure | Something I didn't like doing |
| The funniest thing I ever did | Something I did that took courage |
| Something I'm afraid of | Something I'd really like to learn |

# my family

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | **Share** pictures of your family or pets  | | | | |
| | | | | | **Draw**  your family members as animals. | |
| |  **Write** a song about a family member | | | **Reminder**  Remember, community service is a lifelong learning skill. | | |
| | | |  **Bee Orderly** Order leads to discipline | | **Collect**  nature items: leaves, stones, shells, etc. | |
| | | | | | | |

**"A friend is a person with whom I may be sincere. Before him I may think aloud."**

**–Emerson**

# Home Responsibilities

1. Who does the work on the lawn and the outside of the house?

_____

2. Who cleans, washes, and takes care of the car?

_____

3. Who takes care of the babies and small children in your family?

_____

4. Who takes care of your family's pet?

_____

5. Who takes care of the garbage/trash?

_____

6. Who prepares the food that your family eats?

_____

7. Who organizes and cleans the place where your family lives?

_____

8. Who washes and dries the clothes that your family wears?

_____

9. Who repairs the things that break or stop working?

_____

10. What are some of your responsibilities? What are some of the jobs you do to help your family?

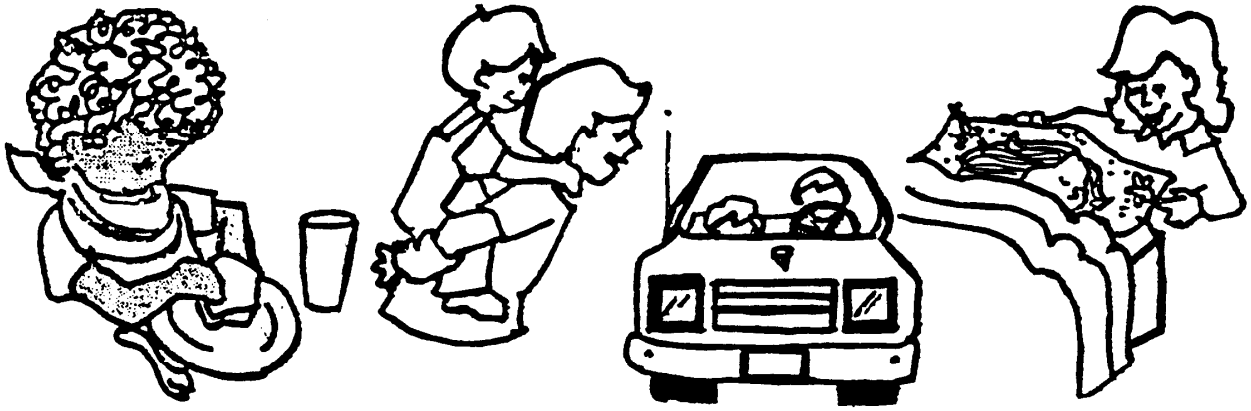
_____

_____

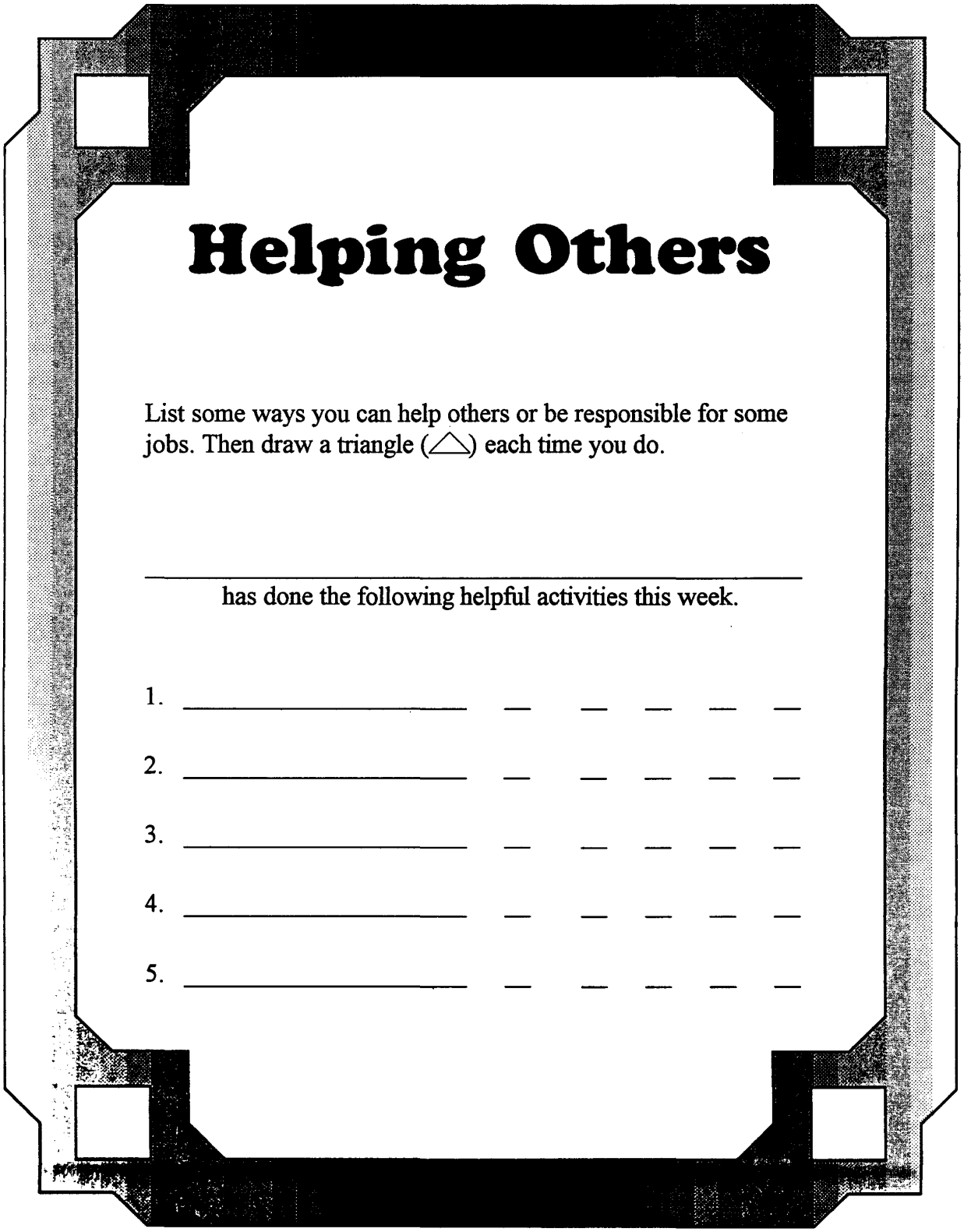
11. Do you remember to appreciate and say "thank you" to the other people in your family who are doing things to help out?

❑ Yes ❑ No

# THINGS MY FAMILY DOES FOR ME



| Color a square every time your family helps you. | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| 1. They give me a place to sleep. | | | | | | | |
| 2. They give me food to eat. | | | | | | | |
| 3. They give me clothes to wear. | | | | | | | |
| 4. They take me places. | | | | | | | |
| 5. They give me books. | | | | | | | |
| 6. They do my laundry. | | | | | | | |
| 7. They listen to my stories & ideas. | | | | | | | |
| 8. They show me how to do things. | | | | | | | |
| 9. They love me. | | | | | | | |
| 10. Other | | | | | | | |



# Helping Others

List some ways you can help others or be responsible for some jobs. Then draw a triangle (△) each time you do.

_____

has done the following helpful activities this week.

1. _____ — — — — —
2. _____ — — — — —
3. _____ — — — — —
4. _____ — — — — —
5. _____ — — — — —

# We All Need Friends

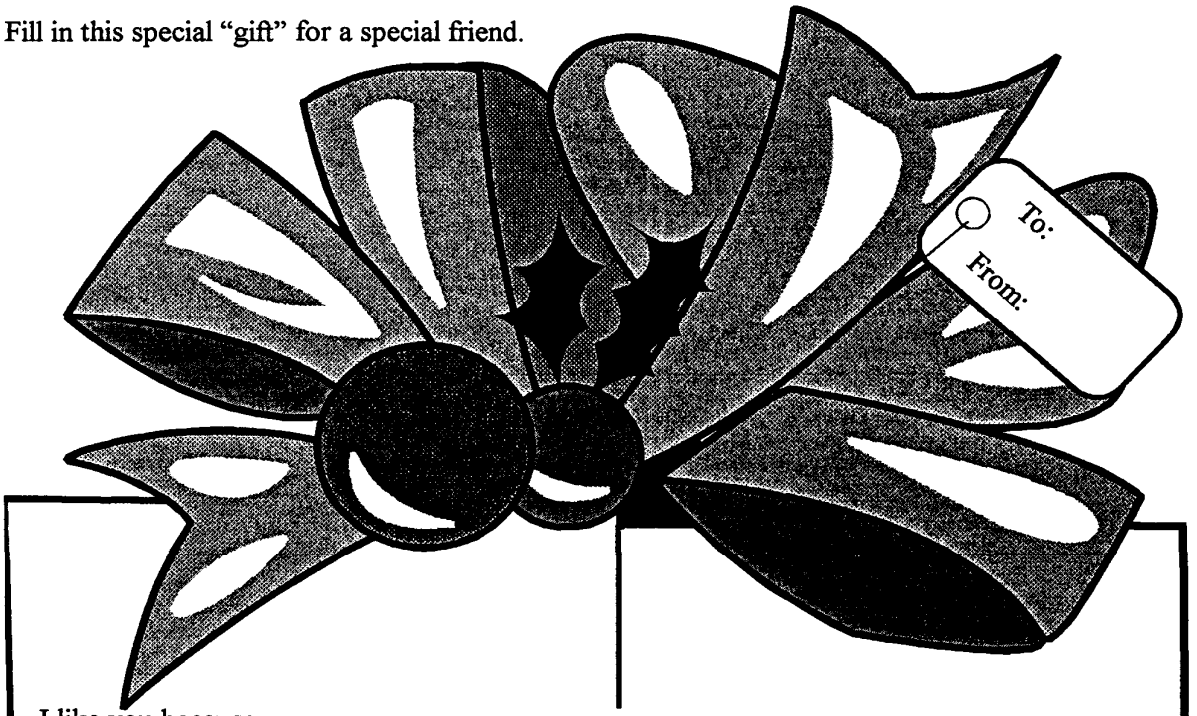
| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | |  **Write** a want ad for the perfect friend | |
| | **Cut out** magazine pictures and make a "friend collage"  | | | | | |
| | | **Share** something that a friend gave you | | **Reminder**  Include your community service in your thoughts of Thanksgiving | | |
| | | | **Discuss** the pilgrims' and Indians' friendly deeds | | **Have lunch** at school with your student and his/her best friend | |
| | | | | | | |

"It takes two to speak the truth–
one to speak and another to hear."

–Thoreau

# *For a Friend*

Fill in this special "gift" for a special friend.




I like you because _____

_____

Something very special about you is _____

_____

Four words I think describe you are:

1. _____
2. _____
3. _____
4. _____

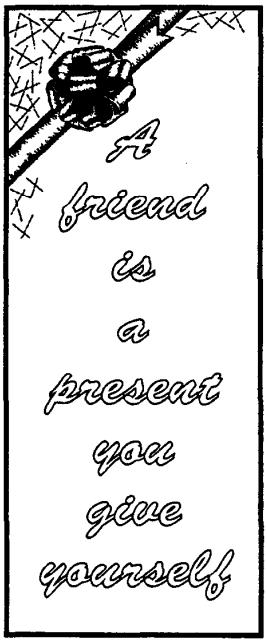
One thing you did that I will always remember is _____

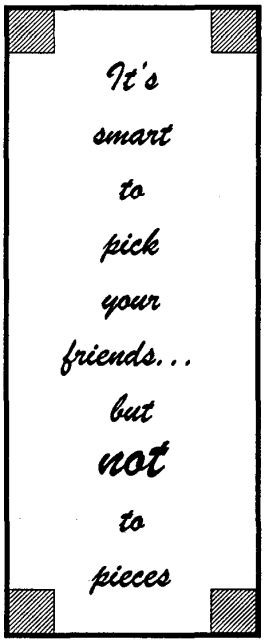
_____

If I had lots of money, I would buy you _____

_____

## My Friendship Slogan










Write a friendship slogan. Make a poster of your slogan. Give your poster to a friend. Cut out the above slogans as book marks.

# My Friendship Slogan

_____

_____

_____

_____

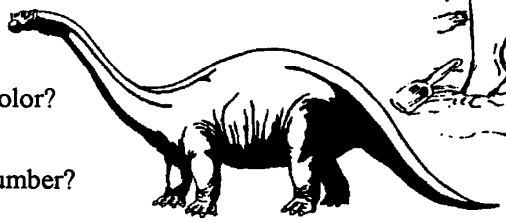
_____

# MAKING A NEW FRIEND

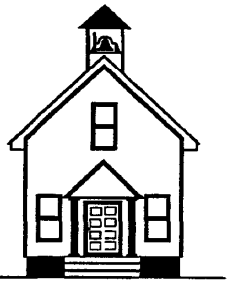


Discuss the following questions with each other:

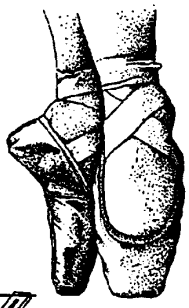
1. How many brothers and sisters do you have?
2. Would you like to have more or fewer brothers and sisters? Why?
3. What is your favorite color?
4. Do you have a lucky number?
5. What is your favorite movie?
6. What is your favorite book?
7. What is your favorite TV show?
8. What do you like most about school?
9. What do you like least about school?
10. Do you have a hobby?
11. What are some things you enjoy doing?
12. What is the most exciting thing you have ever done?
13. What would you like to be able to do someday?
14. What is a wish that you hope comes true?
15. What do you worry about?

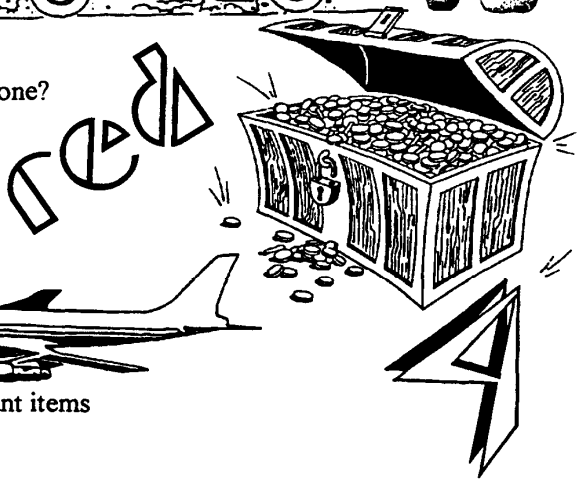








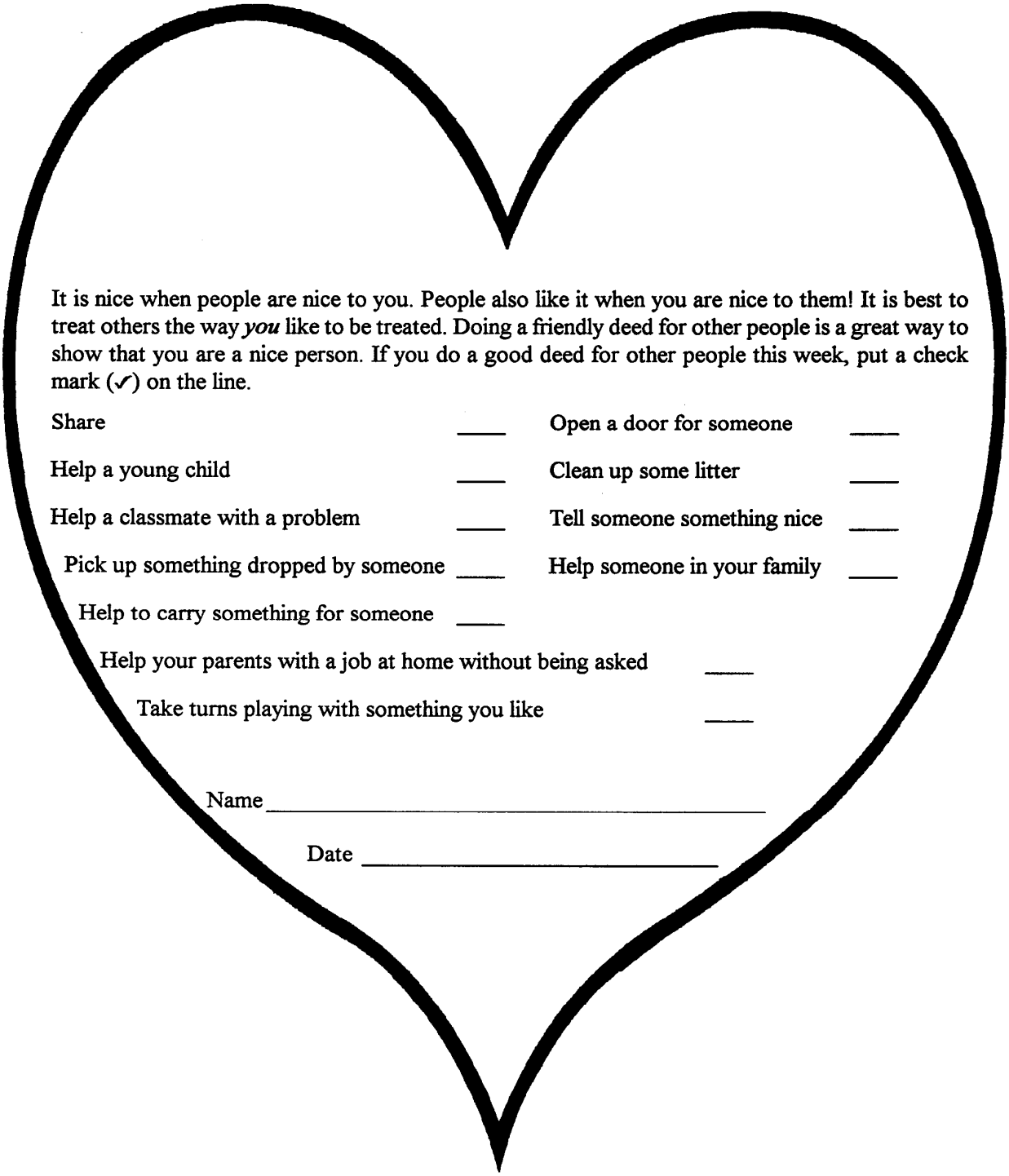






After the conversation, discuss one of the most important items your friend discussed with you.

# Friendly Deeds



It is nice when people are nice to you. People also like it when you are nice to them! It is best to treat others the way *you* like to be treated. Doing a friendly deed for other people is a great way to show that you are a nice person. If you do a good deed for other people this week, put a check mark (✓) on the line.

| | | | |
|---|---|---|---|
| Share | ____ | Open a door for someone | ____ |
| Help a young child | ____ | Clean up some litter | ____ |
| Help a classmate with a problem | ____ | Tell someone something nice | ____ |
| Pick up something dropped by someone | ____ | Help someone in your family | ____ |
| Help to carry something for someone | ____ | | |

Help your parents with a job at home without being asked ____

Take turns playing with something you like ____

Name _____

Date _____

# Friends & Family

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | |  **Bee Dedicated** Although it is a busy season, you are helping a young person step into the future. | |
| | **Share** stories about past holiday activities | | | **Reminder**  'Tis the season of giving— don't forget your community service | | |
| | | **Visit**  the Media Center and make a greeting card on the computer | | | | |
| | | | | | | |

**"Ideals are like stars—we never reach them, but like the mariners on the sea, we chart our course by them."**

**—Carl Schurz**

## Letter to a Friend

# *Dear Friend*




street address

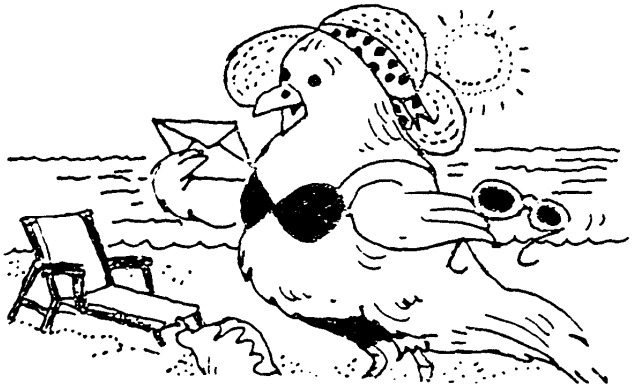
city or town, state zip code

today's date

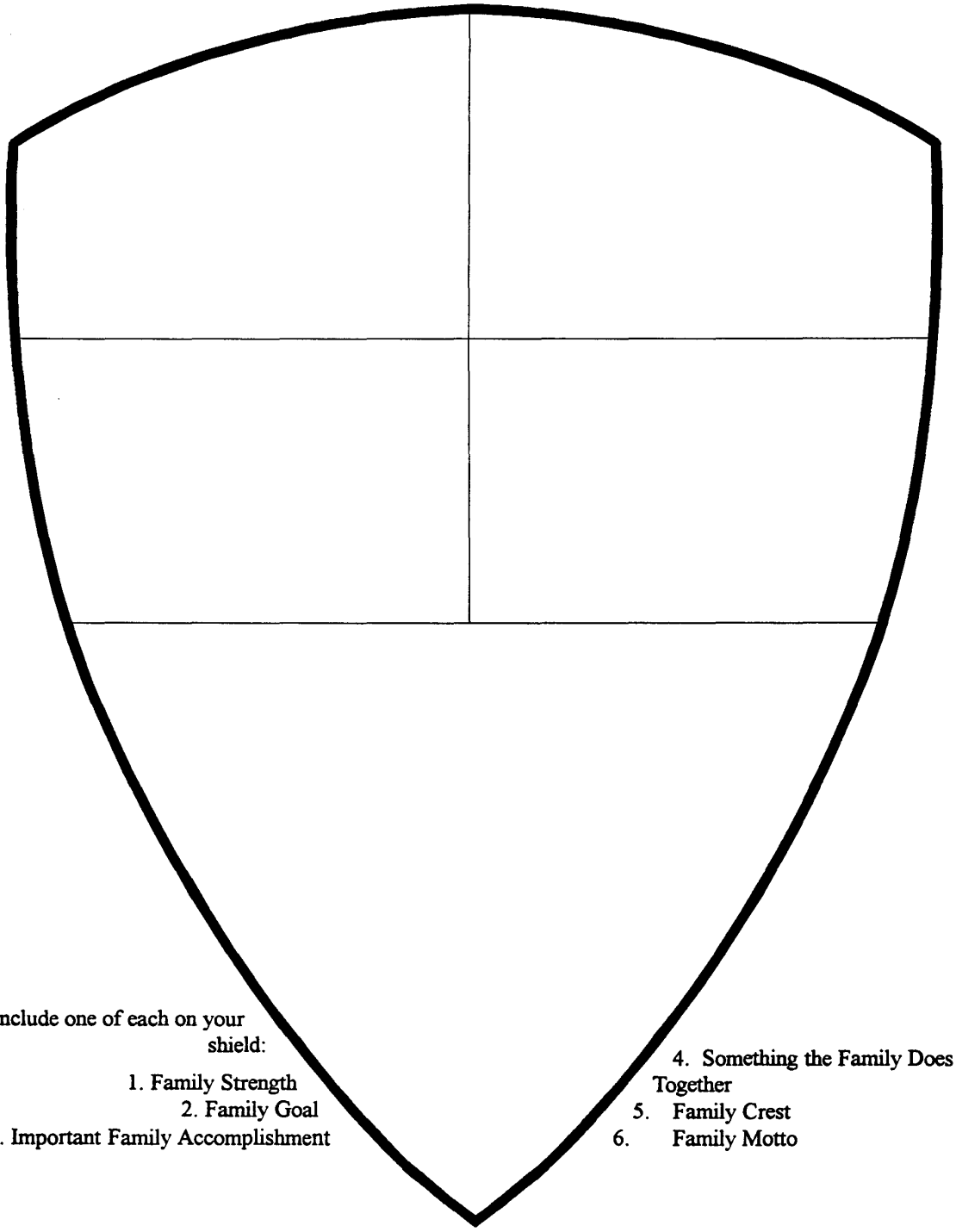
greeting

affectionate closing

signature



# Family Shield Pattern

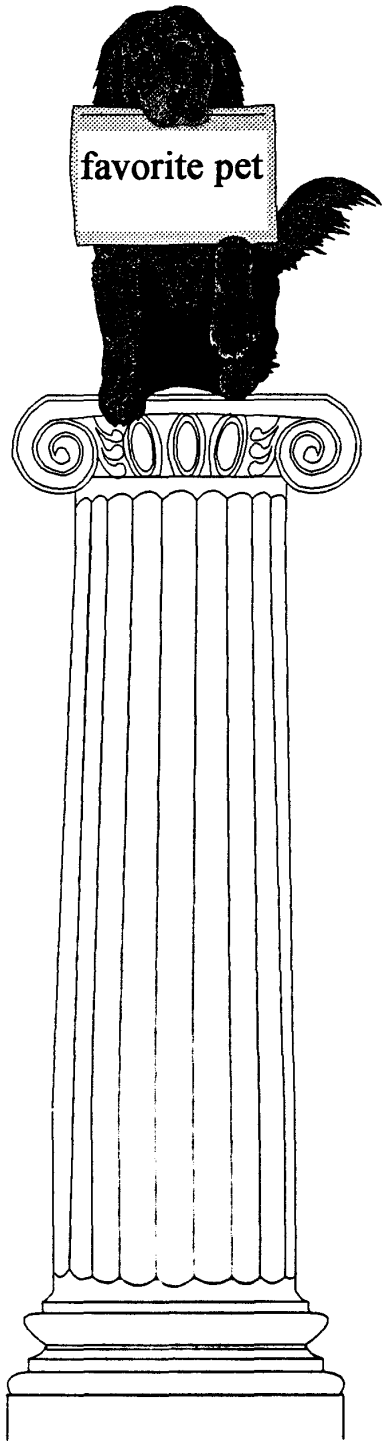


Include one of each on your shield:

1. Family Strength
2. Family Goal
3. Important Family Accomplishment
4. Something the Family Does Together
5. Family Crest
6. Family Motto

# Individual Contributions

Write the name of an immediate family member or relative after each situation that best describes that person. You can use the name of a person more than once.




1. The person with whom you most enjoy going to a movie.

   _____

2. The person you would ask to take care of your favorite pet.

   _____

3. The person with whom you would like to be stranded on a deserted island.

   _____

4. The person you'd like to take care of you when you're sick.

   _____

5. The person with whom you would like to go camping.

   _____

6. The person to whom you would go when you're feeling discouraged.

   _____

7. The person to whom you would go when you're in trouble.

   _____

8. The person to whom you would go when you need advice.

   _____

9. The person with whom you would share a secret.

   _____

10. The person who is presently in most need of your support and encouragement.

    _____

# Friendship Scale

There is a need for each of us to know more about what we are like. This is to help you describe yourself. Answer these according to your feelings. It is important for you to give your own honest answer.

| | | Nearly Always | About half the time | Not very often |
|---|---|---|---|---|
| 1. | Trustworthy | _____ | _____ | _____ |
| 2. | Friendly | _____ | _____ | _____ |
| 3. | Reliable | _____ | _____ | _____ |
| 4. | Loveable | _____ | _____ | _____ |
| 5. | Good Listener | _____ | _____ | _____ |
| 6. | Cooperative | _____ | _____ | _____ |
| 7. | Not a Tattletale | _____ | _____ | _____ |
| 8. | Civilized | _____ | _____ | _____ |
| 9. | Polite/Courteous | _____ | _____ | _____ |
| 10. | Helpful | _____ | _____ | _____ |
| 11. | Nice | _____ | _____ | _____ |
| 12. | Thoughtful | _____ | _____ | _____ |
| 13. | Generous/Sharing | _____ | _____ | _____ |
| 14. | Cheerful/Sense of Humor | _____ | _____ | _____ |

To get along with people better, I need to be more _____

_____

Name _____

# MAKING CHOICES

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | **Wishes** If you had 3 wishes, what would they be?  | | |
| | | |  **Bee Positive** Offer encouragement and suggest positive ways to solve problems | | | |
| | **Play** miniature golf. Ask student to keep score or count putts on each hole.  | | | | | |
| | | **Use** the "Mini Page" in the *News Journal* (available in the Media Center) | | | **Play** a game of jacks. Pick them up by 2's or 3's. | |
| | | | | | | |

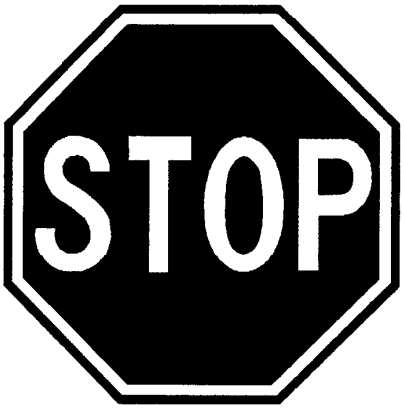
"Success is a journey, not a destination."

–Ben Sweetland

# HOW TO SAY "NO!"
## The Art of Making Choices

If someone tries to get you to do something bad, there are lots of ways to protect yourself. Read this story, then talk with your family about the different ways to say "no."

> Bob and his friends were throwing a baseball after school one day. They were getting bored when Tom said, "Let's practice our pitching by throwing rocks at passing cars."
>
> Bob said, "I don't think we should do that."
>
> Tom told Bob, "Don't be a chicken. We'll only throw small rocks, okay?"




What could Bob do next? Discuss how Bob could practice these ways to say "No!" in that situation.

1. Bob could *CHANGE THE SUBJECT* by:
   - ❑ making a joke and saying he wants to keep throwing the baseball.
   - ❑ reminding his friends how much trouble they could get in.
2. Bob might also try to *STAND UP FOR HIMSELF* by:
   - ❑ pretending to be shocked that his friends would do something so dangerous.
   - ❑ saying, "No, I'm not going to do it. It's dumb!"
3. If that didn't work, Bob could *GET AWAY* by:
   - ❑ making an excuse to leave, like, "I've got to be home in time to eat dinner."
   - ❑ just walking away from his friends who are pressuring him.
4. Finally, Bob could *GET HELP* by:
   - ❑ going to tell an adult what happened.
   - ❑ asking an older brother or sister to help.

Put a check (✓) next to the ways to say "No!" *you* think would work best. Talk about a time you stopped someone from doing something dangerous.

# CHOOSING...

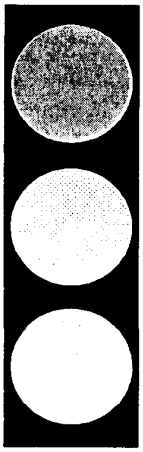
## On the Way to School

We had better leave for school.
We don't want to be late.

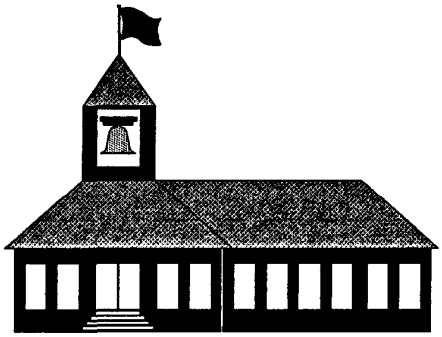
Here's the corner where we cross the street.
The light is turning yellow.

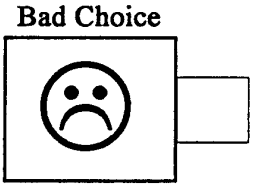
The crossing guard says, "Wait!"

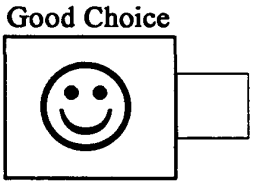
We are in a hurry. My friends wait, but I don't want the teacher mad at me. So I go ahead.









# CHOOSING...

## On the Way Home

My friend _____ and I are walking home from school.

I say, "Look at the candy bar by that tree. Someone left it there."

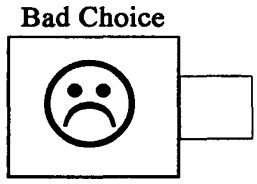
My friend says, "Let's eat it!"

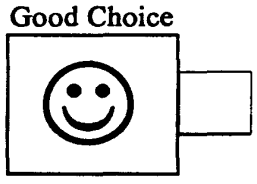
I say, "It looks good. Yes, let's eat it."

Then I stop and think. My Dad said we should not eat things we find. They might be "polluted."

But it looks so good! My friend eats some, but I don't.



# CHOOSING...

## What Choice Will I Make?

| | Choices | |
|---|---|---|
| | GOOD | BAD |
| 1. Your mother says to be home by five o'clock. At five minutes to five, your friend asks you to go to the 7-11 store. You go. |  |  |
| 2. A strange man offers you candy. You say, "No!" and run away. |  |  |
| 3. Your mother bakes a cake for guests. It has pretty frosting. You put your fingers into the frosting. |  |  |
| 4. You have to watch your younger sister. You stay with her all the time. |  |  |
| 5. Mother asks you to bring her a cup of bleach. You take a long time because you want to screw the top tightly back on the bottle. |  |  |

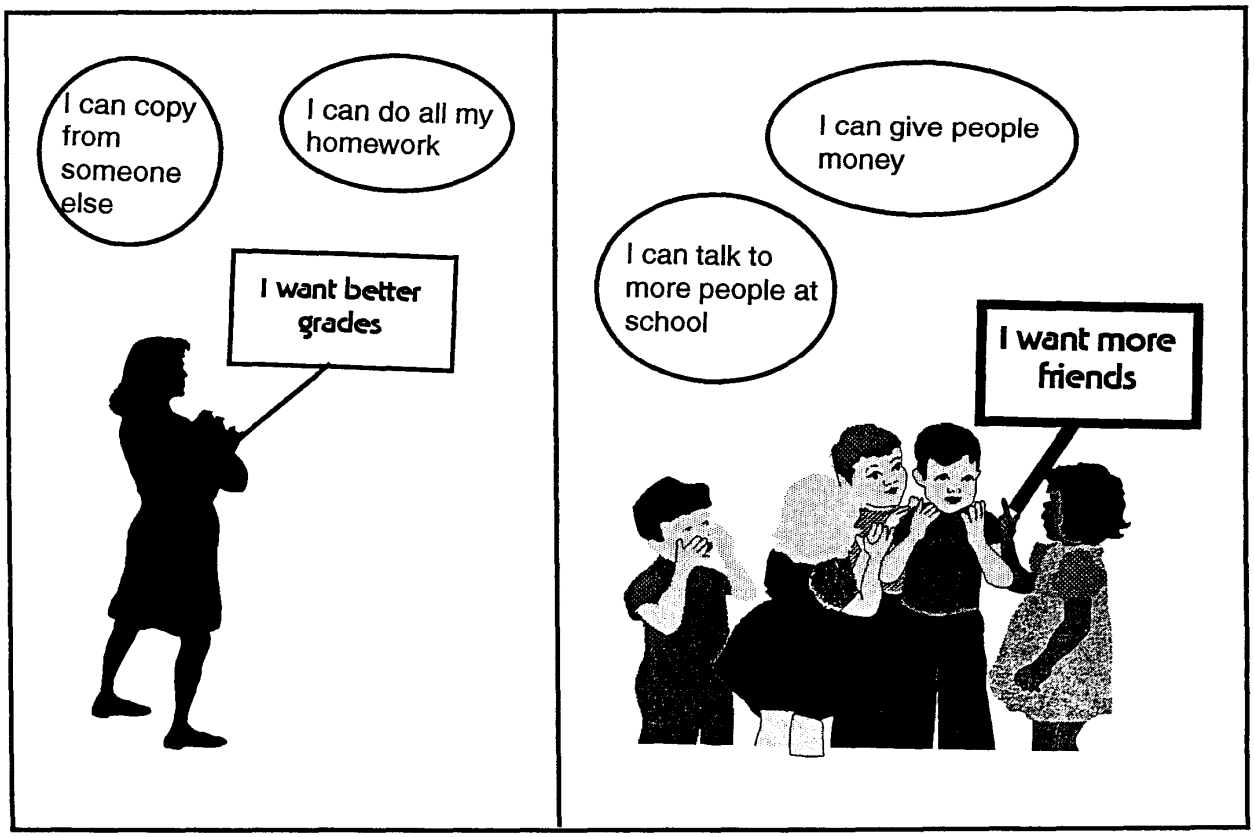
**Dangerous Swimming**

Sometimes things that look like fun are really dangerous!



# What Should I Choose?

Whenever you have a problem, there is usually more than one solution. Joey and Ann each have a problem to solve. There are some different choices in the toy box. Help them each make the best choice. Draw a line between their hands and the ball with the best solution to each problem.




Talk about a problem that made you make a choice: _____

_____

Two of my choices were

1. _____

2. _____

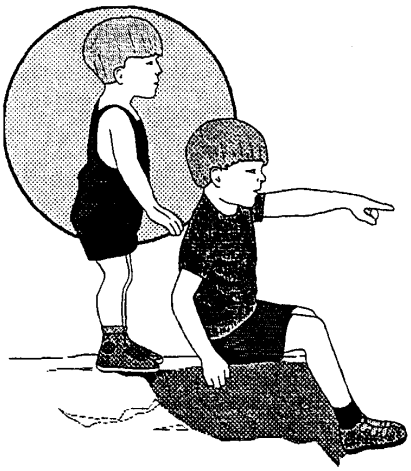
I chose number _____ as my best solution.

# Feelings

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | |  **Share** a happy or sad moment in your life | | |
| | **Discuss** your feelings when someone cuts in line ahead of you | | | | | |
| | | | **Reminder**  Volunteers have big hearts! | | | |
| | |  **Bee Neat** Visit student's desk area and commend neatness | | | **Get** a wordless picture book from the Media Center and discuss expressions of feelings | |
| | | | | | | |

"Dreamers are the architects of greatness."

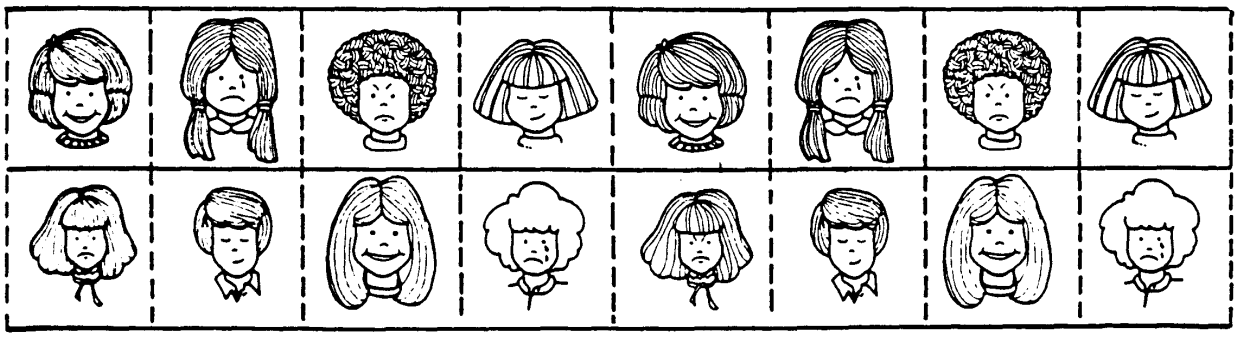
–Herbert Kaufman



# How I Feel About Friends

Cut out the faces at the bottom of the page and paste them in the boxes.

| | |
|---|---|
| 1. When I go to a new place where there are others I don't know, I feel... | 4. Sometimes my friends won't play the games I want to play, so I feel... |
| 2. When I meet an old friend after school, I feel... | 5. When I want to make new friends, I feel... |
| 3. Sometimes my friends share their toys with me, and I feel... | 6. Sometimes my friends and I get into trouble. Then I feel... |



# FEELING CHARADES

My sister broke my model airplane.
I received an A on my math homework.
My grandmother sent me a present.
My mom and dad just told me we're moving up north.
I ate lunch, and now my stomach hurts.
Today is the last day of school.
Today is the first day of school.
My best friend is mad at me.
I struck out in my Little League baseball game.
My teacher picked me to run an errand.
I got a D in reading.
Someone in my class called me a mean name.
I got up late, and I'm late for school.
Someone pushed me in line.
I won a contest.
Some big kids in the 5th grade said they were going to beat me up after school.
My teacher told me I had to stay after school.
I lost my new watch.
I hear a noise outside my bedroom when I'm in bed.
I was supposed to go to the beach, but it rained all day.
It's my first day in a new school.
I feel sick from a bad cold.
My dog is lost.
I won a relay race in P.E.
I forgot to do my homework.
My best friend had a party and didn't invite me.
My parents won't let me ride my bike for two weeks.

# Negative Connections

Briefly describe what could happen in each situation given in this negative connection chain.

Make a list of three other actions that would probably cause negative results.

If I get angry and hit a friend

_____

_____

_____

If I don't do my chores

_____

_____

_____

If I ignore someone who needs a friend

_____

_____

_____

If I refuse help from the teacher

_____

_____

_____

If I always complain

_____

_____

_____

If I refuse to do my part in group activities

_____

_____

_____

If I won't take turns

_____

_____

_____

# HOW TO START A QUARREL

Once there was a careless old hen. She didn't watch where she was going and accidentally stepped on a duck's foot. It did not hurt the duck, but the duck got cross and quacked, "You'll pay for that!"

As the duck flew at the old hen, his wing struck a goose. The old goose thought he had been hit on purpose and angrily squawked, "You'll pay for that!"

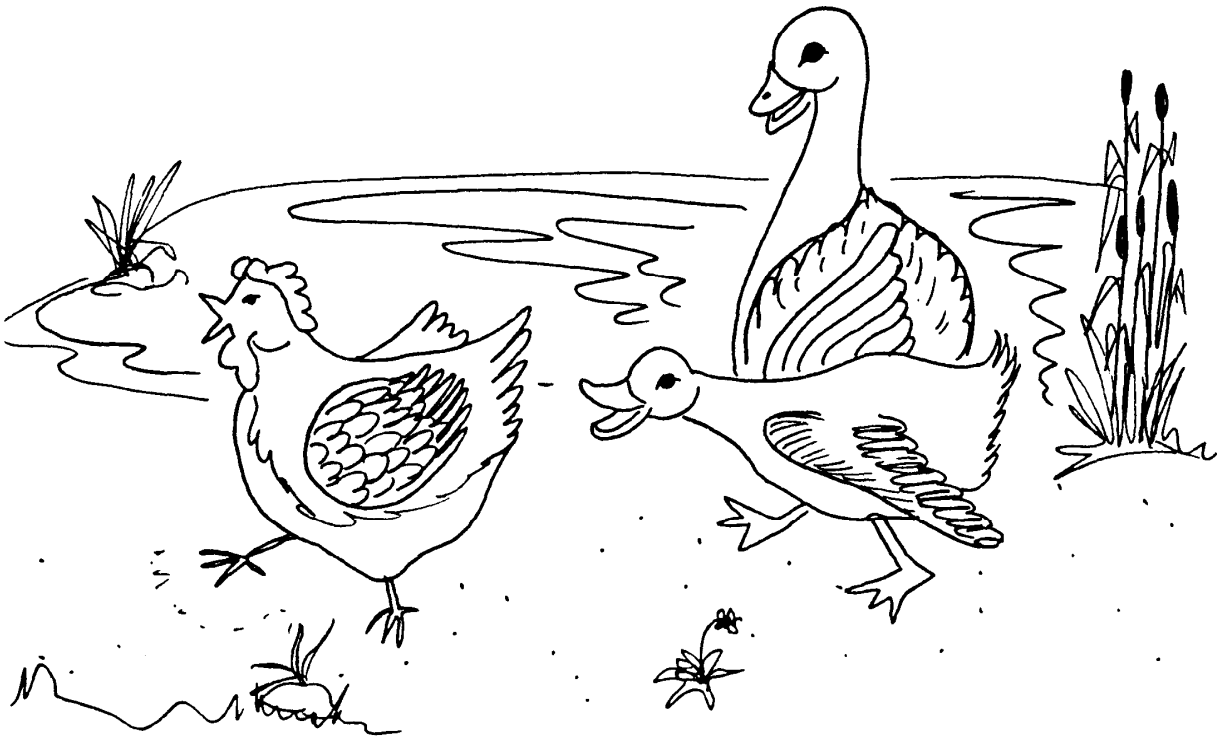
Honking noisily, he flew at the duck to get even. He didn't see the cat taking a sunbath, and his feet tore some of the cat's fur. "You'll pay for that!" screeched the cat, and he jumped up to pounce on the goose.

But just then, a dog ran around the corner and was scratched by the angry cat. "You're going to pay for that!" howled the dog, and he began to chase the cat. He moved so fast that he could not stop in time to avoid the cow munching grass by the gate. He ran smack-dab against her.

"You'll pay for that!" bellowed the cow as she took off after the dog. But the dog dodged behind a horse, and the cow, in her haste, scratched the horse in his ribs with her horn.

"You'll pay for that!" neighed the horse loudly, and he rushed pell-mell after the cow.

What a tumult there was in that yard! The duck chased the hen, the goose flapped after the duck, the cat scrambled after the goose, the dog dashed after the cat, the cow stampeded after the dog, and the horse galloped after the cow. And all because the hen accidentally stepped on the duck's foot.



## Quarrel – Second Part

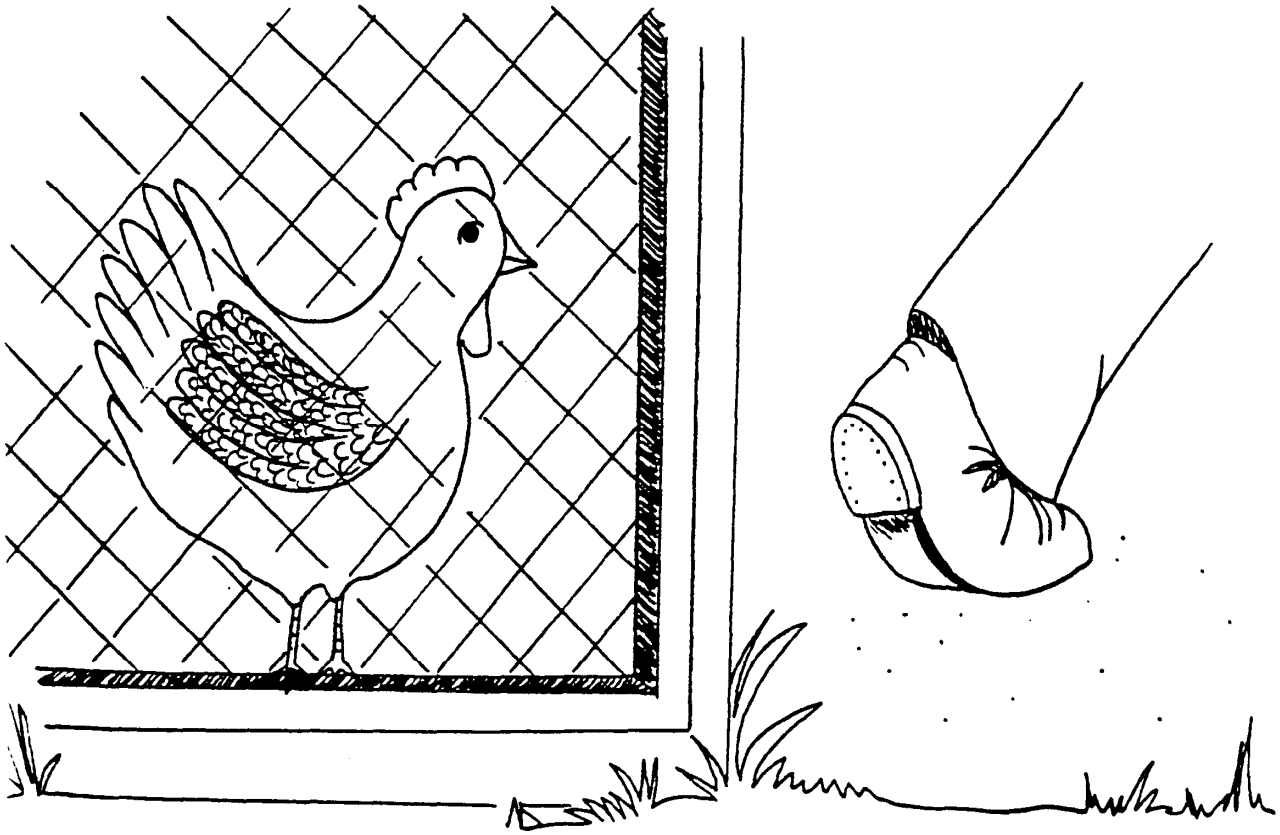
"Hey, hey!" yelled the farmer when he came around the corner of the barn and saw the great commotion and heard all the loud noises. "What's going on here? What is all of this, anyway?"

Then he ran into the middle of the group and stopped their squawking, screeching, and chasing each other. He caught the hen and shut her up in the chicken coop. "You stay right there," he said, "until you promise to be more careful where you go and what you do."

"And, you," the farmer said to the duck and goose, "both go to your pens and stay there the rest of the day." Then the farmer put the cat into the shed, the dog into his doghouse, and the cow and horse into the barn.

AND SO ALL THEIR GOOD TIMES WERE OVER FOR THE DAY, ALL BECAUSE THEY WOULD NOT OVERLOOK A LITTLE HURT THAT HAD NOT BEEN MEANT AT ALL!

–Author unkown



# ATTITUDES & DECISIONS

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | | |  **Go bowling!** Keep score |
| |  **You're stranded!** What do you need to survive? to enjoy your new life? | | | | **Reminder**  March right in and volunteer | |
| | | | |  **Plant** some seeds in a plastic cup | | |
| | |  **Bee Observant** Notice something nice about your student | | | **Visit** a museum: Gamble Place or the Pioneer Art Settlement | |
| | | | | | | |

"It may be those who do most, dream most."

–Stephen Leacock

# ABOUT ME AND WHAT I THINK

I like _____

School is _____

My best friend _____

My class is _____

At home I _____

When I play, I _____

I get mad when _____

I get scared when _____

Sometimes I wish _____

People think that _____

I wonder if _____

I worry about _____

My parents think school is _____

I am very good at _____

I wish I were better at _____

My best school subject is _____

My worst school subject is _____

On the playground, I _____

At school, I am afriad that _____

At home, I am afraid that _____

I wish my parents knew that _____

I wish my teacher knew that _____

# OWNING MY BEHAVIOR

Being responsible for your behvior is another important way of belonging to the school community. What *do* you think *you* should *do* if you:



1. borrow someone's pencil and lose it?

   _____

   _____





2. bump into someone who is carrying his/her lunch tray and spill it?

   _____

   _____



3. accidently break something in the classroom?

   _____

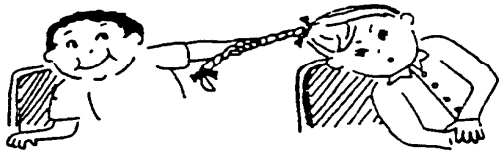
   _____



4. constantly interrupt when others are speaking?

   _____

   _____



5. disturb others on the school bus?

   _____

   _____

# LET'S NOT GET UNRULY

Pretend you were assigned the job of making rules for others. What would be the most important rules you could make for the following people?




Yourself _____

Parents _____

Teachers _____

Siblings _____

Friends _____

Relatives _____

Policemen _____

You must follow rules at home and school. What rule do you feel is the ***most***...

important. _____

unnecessary. _____

difficult to follow. _____

helpful to you. _____

Discuss with your mentor the advantages and disadvantages of rules.

# FLIP SIDE

Read these situations and answer the questions. After you have completed this side of the sheet, flip it over and read the other side of the story. Answer the questions with this new information.

## Situation #1




Do you think this situation is fair: _____
Give reasons for your answer.

_____
_____
_____
_____
_____

## Situation #2




Do you think this situation is fair: _____
Give reasons for your answer.

_____
_____
_____
_____
_____

## The Other Side of the Story

Situation #1

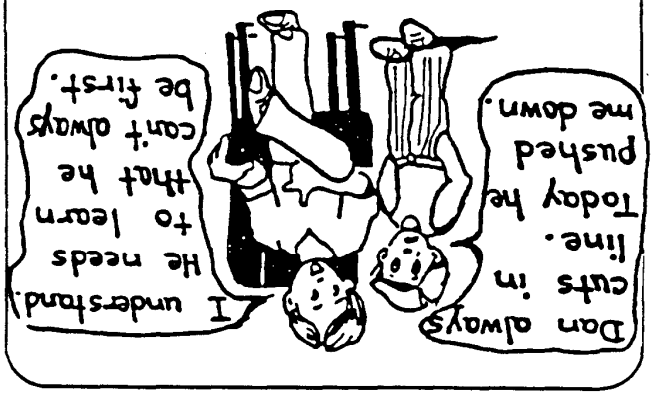



Now that you've read this side of the story, do you think the "no gum rule" is fair? _____
Give reasons for your answer.

_____
_____

*Suggest another solution to this situation.*

Situation #2




Now that you've read this side of the story, do you think Dan has been treated fairly? _____
Give reasons for your answer.

_____
_____

*Suggest another solution to this situation.*

# YOUR BEST EFFORT

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | **Think** of something you do every day. With a little extra effort, how could you make it better? | | | |
| | **Reminder**  Spring into your community service | | | **Try** an act of kindness when you usually get angry | | |
| | |  **Bee Warm** Your personal attention may be improving your student's behavior | | | | |
| |  **Reward** an extra effort with an ice cream cone or candy bar | | | | **Walk** around the campus and note the efforts of those who keep it beautiful  | |
| | | | | | | |

"Children need models more than they need critics."

–Joseph Joubert

# How Am I Doing In Willingness To Work?

Rate yourself on your willingness to work. Write "yes," "no," or "sometimes" in the space after each question.

When you see that there is work to be done at home, do you...

Take off as fast as you can to get out of the work? _____

Hide? _____

Pretend you are sick? _____

Do what you are asked willingly? _____

Make a face and give your parents a hassle? _____

Lie around until you feel like doing it? _____

When you are school, do you...

Pay attention in class? _____

Try to complete all of your assignments? _____

Always do your very best work? _____

# What's Getting Along With Others All About?

## Ban Bossiness

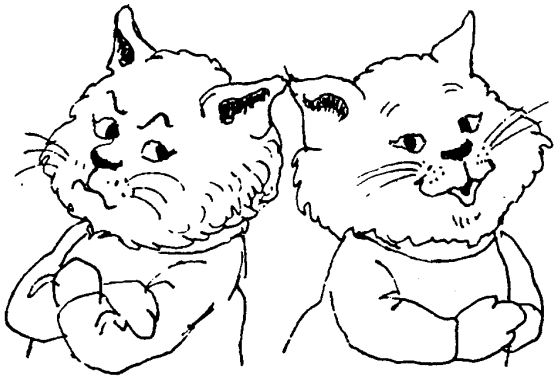
There are many people around, such as parents, teachers, and police officers whose job it is to give orders, but no one needs to have friends tell them what to do. Below are the kinds of things that "bossy" people say. Help them say it in a nicer way. Write on the line across from the "bossy" words a "non-bossy" way of saying it.

| BOSSY TALK | NON-BOSSY TALK |
|---|---|
| Won't you ever learn? | _____ |
| That's enough! | _____ |
| You're too slow. | _____ |
| Hold the door. | _____ |
| Get out of here! | _____ |
| Shut up! | _____ |
| You're in my chair. | _____ |
| That's the wrong answer. | _____ |
| You make me tired. | _____ |
| Act your age. | _____ |
| That was dumb. | _____ |
| You're in the way. | _____ |
| That's not right. | _____ |
| Do it this way. | _____ |
| You're wrong. | _____ |
| Cut that out! | _____ |

# EXTRA-EFFORT AWARDS

Duplicate and cut these awards out. When appropriate, hand them to your student.

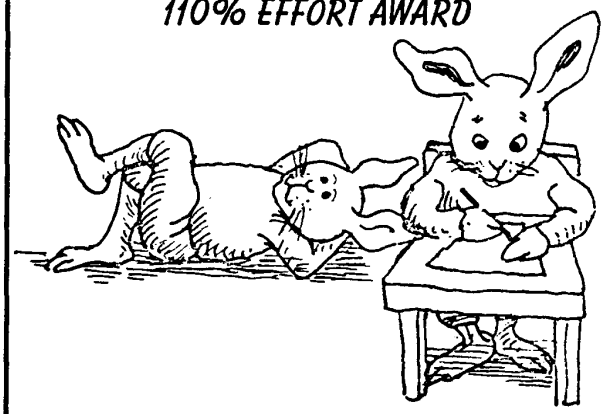
110% EFFORT AWARD



GIVEN TO _____
FOR MOST IMPROVED ATTITUDE THIS WEEK!

_____
SIGNED

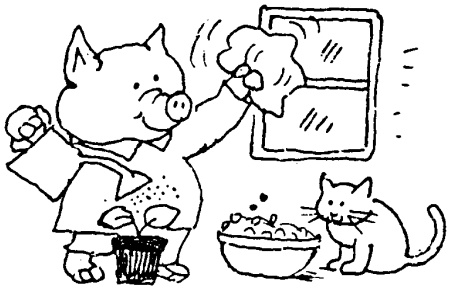
110% EFFORT AWARD



GIVEN TO _____
FOR MOST IMPROVED WORK HABITS!

_____
SIGNED

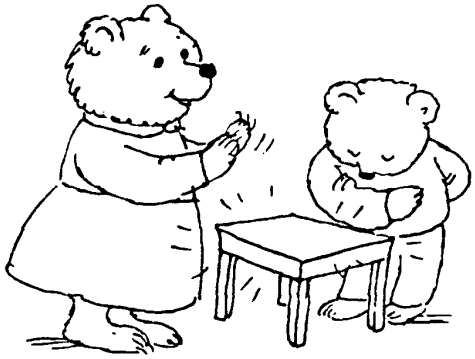
110% EFFORT AWARD



GIVEN TO _____
FOR MOST HELPFUL TO A GROUP!

_____
SIGNED

110% EFFORT AWARD



GIVEN TO _____
FOR MOST IMPROVED ATTENDANCE!

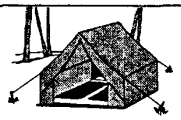
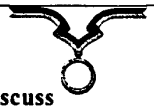
_____
SIGNED

# WHO IS RESPONSIBLE?

Here are 10 different children. Each one is either responsible or irresponsible. Try to mark the right box for each child.

| | | Responsible | Irresponsible |
|---|---|---|---|
| 1. | Jimmy told his mother he was going to Carl's house. Then he went there. | ❑ | ❑ |
| 2. | Robby took good care of his pencil so he wouldn't lose it. | ❑ | ❑ |
| 3. | Mary threw her trash paper on the floor. | ❑ | ❑ |
| 4. | Cathy tasted her mother's cough medicine. | ❑ | ❑ |
| 5. | Lydia held her little sister's hand when she took her for a walk. | ❑ | ❑ |
| 6. | Elaine's job was to set the table. She stayed outside to play. | ❑ | ❑ |
| 7. | Mother asked Peter to give the dog his supper. Instead, Peter gave the dog a drink of water. | ❑ | ❑ |
| 8. | Dad phoned Janet to say he would be late for dinner. Janet did not tell her mother. | ❑ | ❑ |
| 9. | Walter found 40 cents on the floor. He gave it to his teacher. | ❑ | ❑ |
| 10. | Phyllis said she would be home by 5:00. She went home when she said she would. | ❑ | ❑ |

# FEEDBACK

| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | | | | **Share** with each other how meaningful your experience as a mentor has been | | |
| |  **Discuss** summer activities & set some personal goals | | | | | |
| | | | **Read** a joke book from the Media Center and laugh freely | | | |
| | | **Reminder** Volunteers are VIPS!  | | |  **Look Up!** Look for shapes in the clouds | |
| |  **Discuss** some annual awards or scholarships that have been newsworthy | | | | | |

**"Potential is so completely unknown to us that we dare not underestimate any student."**

**–Author unknown**

# GETTING ALONG WITH ADULTS

1. One thing the adults I know do that I especially like is _____

_____

2. One thing the adults I know do that I just hate is _____

_____

3. One thing I do that the adults I know especially like is _____

_____

4. One thing I do that adults I know just hate is _____

_____

5. One thing the adults I know could do to make life easier and more pleasant for kids is _____

_____

6. One thing I could do to make life easier and more pleasant for the adults I know is

_____



7. One thing I think adults and kids should talk about more is _____

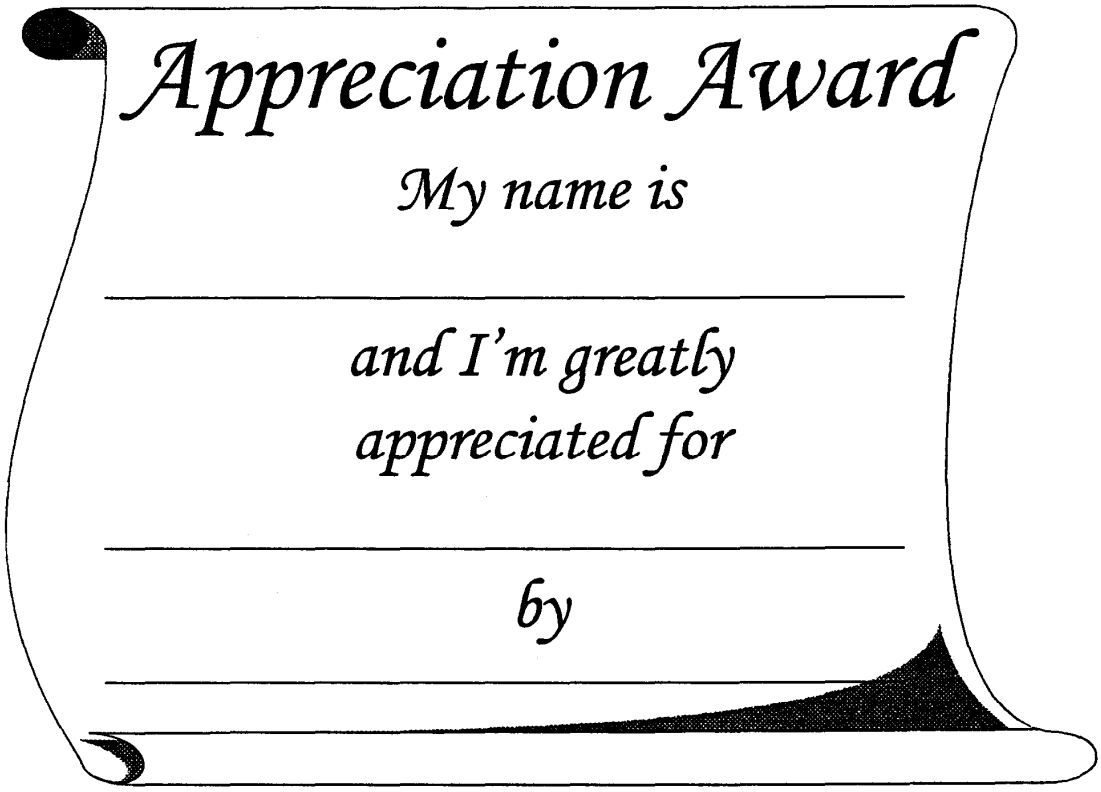
_____

8. One thing I think adults and kids should do together more often is _____

_____

9. One thing I hope I will remember to do for kids when I am grown up is _____

_____


Appreciation Award
My name is
and I'm greatly
appreciated for
by


SPECIAL AWARD
this certifies that you,
are truly someone special

# Comment Request Form

Dear Student and Mentor:
Please take a moment to provide us with a sentence or two about your relationship with each other or comment on a special achievement you have accomplished with the help of your mentor.

Student Name _____ Grade _____

School _____

Mentor Name _____

Student Comments _____

_____

_____

_____

_____

_____

Mentor Comments _____

_____

_____

_____

_____

_____

# INDIVIDUALITY

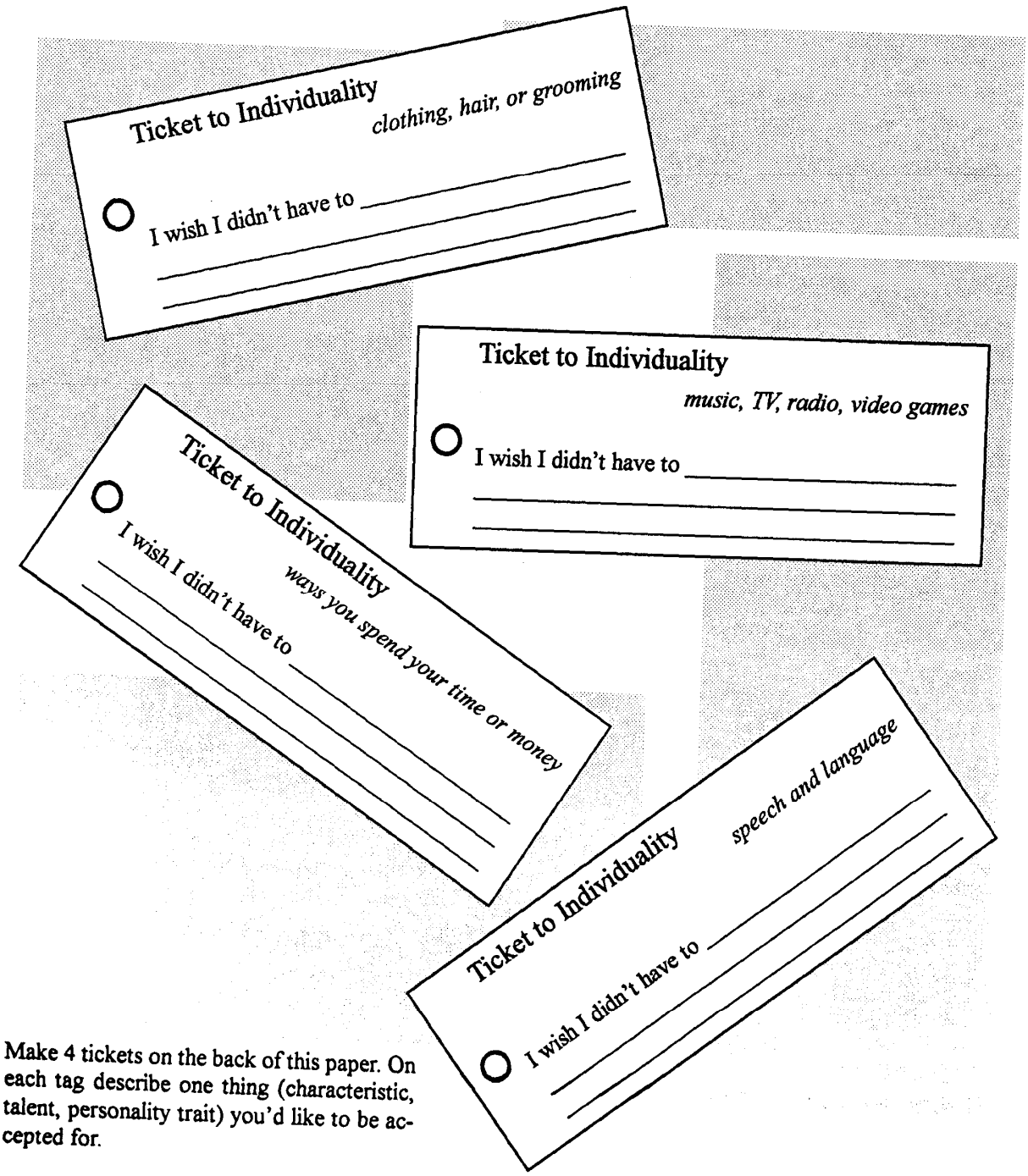
| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat. |
|---|---|---|---|---|---|---|
| | |  **Bee Assured** you make a difference in another's life | | | | |
| | | | |  **Discuss** summer safety | | |
| | | **Reminder**  Community service is a hot topic | | | **Go** to a library puppet show | |
| | **Look**  at flowers and discuss uniformity and individuality | | | | | |
| | | | | | | |

"As I learn from you, I guess you learn from me."

–Langston Hughes

# Ticket to Individuality

Do you find that you have to do things that you don't want to do in order to be accepted by your friends and classmates? Here's your chance to assert your individuality and speak out about those behaviors that make you "one of the crowd." On each ticket, write an example of the type of things that you do not like having to do in order to belong and be accepted.




Make 4 tickets on the back of this paper. On each tag describe one thing (characteristic, talent, personality trait) you'd like to be accepted for.

# SELF-CONCEPT

Each of us needs to know more about what we are like. This is to help you describe yourself. There are no *right* or *wrong* answers; each person may have different ideas. Describe yourself according to your feelings. It is important for you to give your own honest answers.

Think carefully and check the answer that best describes how you rate yourself.

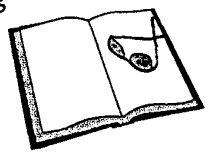
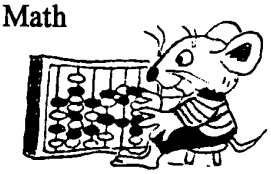
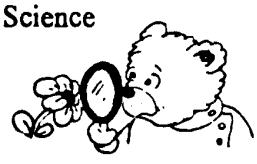
| | | Nearly Always | About Half the Time | Just Now and Then |
|---|---|---|---|---|
| 1. | Friendly | _____ | _____ | _____ |
| 2. | Obedient | _____ | _____ | _____ |
| 3. | Honest | _____ | _____ | _____ |
| 4. | Thoughtful | _____ | _____ | _____ |
| 5. | Brave | _____ | _____ | _____ |
| 6. | Careful | _____ | _____ | _____ |
| 7. | Fair | _____ | _____ | _____ |
| 8. | Mean | _____ | _____ | _____ |
| 9. | Lazy | _____ | _____ | _____ |
| 10. | Truthful | _____ | _____ | _____ |
| 11. | Smart | _____ | _____ | _____ |
| 12. | Polite | _____ | _____ | _____ |
| 13. | Clean | _____ | _____ | _____ |
| 14. | Kind | _____ | _____ | _____ |
| 15. | Selfish | _____ | _____ | _____ |
| 16. | Helpful | _____ | _____ | _____ |
| 17. | Good | _____ | _____ | _____ |
| 18. | Cooperative | _____ | _____ | _____ |
| 19. | Cheerful | _____ | _____ | _____ |
| 20. | Jealous | _____ | _____ | _____ |
| 21. | Sincere | _____ | _____ | _____ |
| 22. | Studious | _____ | _____ | _____ |
| 23. | Loyal | _____ | _____ | _____ |
| 24. | Likeable | _____ | _____ | _____ |
| 25. | A good sport | _____ | _____ | _____ |
| 26. | Useful | _____ | _____ | _____ |
| 27. | Dependable | _____ | _____ | _____ |
| 28. | Bashful | _____ | _____ | _____ |
| 29. | Popular | _____ | _____ | _____ |
| 30. | Happy | _____ | _____ | _____ |

# BIOGRAPHICAL POEM

| | | Example |
|---|---|---|
| Line 1 | Your first name only | *Brian* |
| Line 2 | Four Traits that describe you | *Thin, 10, quiet* |
| Line 3 | Sibling of/daughter of/son of and friend of | *Son of Jack and friend of Scotty* |
| Line 4 | Lover of (3 ideas or people) | *Lover of Nintendo, scary movies, and camping* |
| Line 5 | Who feels (3 items) | *Who feels frustrated, annoyed, and nervous* |
| Line 6 | Who needs (3 items) | *Who needs friends, puppies, and a new boogie board* |
| Line 7 | Who gives (3 items) | *Who gives time to his bird, money to his brother, and a hard time to his sister* |
| Line 8 | Who fears (3 items) | *Who fears failing math, his brother, and monsters* |
| Line 9 | Who would like to see (3 items) | *Who would like to see Mars, his grandfather, and a dinosaur movie* |
| Line 10 | Resident of (student's street name and city) | *Resident of Creek End Road, DeLand* |
| Line 11 | Your last name | *Harker* |

# THE WEEK'S WORK CALENDAR

Use this work calendar to keep track of classwork or homework assignments. Check them off as you complete them.

| Week of _____ | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Reading  | | | | | |
| Math  | | | | | |
| Language Arts  | | | | | |
| Social Studies  | | | | | |
| Science  | | | | | |
| Other  | | | | | |

## Vision Statement

Through the individual commitment of all, our students will graduate
with the knowledge, skills, and values necessary
to be successful contributors to our democratic society.

School Board approved and adopted – January 14, 1997

## School Board Members

Mr. Stan Schmidt, Chairman
Dr. Al Williams, Vice-Chairman
Ms. Candace Lankford
Ms. Judy Conte
Mrs. Diane Smith

## Superintendent of Schools

Dr. Margaret A. Smith

## Volunteer/Partnership Programs

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http://www.MyVolusiaSchools.org