



**My Future  
is Bright**

## UNIT 1: SETTING AUDACIOUS AND ATTAINABLE GOALS

Before we can teach our scholars how to develop the practical and logistical habits needed to succeed, we must first establish academic confidence and optimism for the future. Because of the cumulative nature of our education system, many scholars feel their opportunities are limited by their previous academic performance. Rather than our scholars feeling hopeless or lost, we want to equip them with the mental tools needed to confront any challenge with workable solutions. Our first lesson will be dedicated to fostering positive self-esteem and the mental fortitude needed to confront any academic or social challenge. We want our scholars to not only see the path towards success, but to see themselves walking that path.

**SCHOLAR SUCCESS CRITERIA:** *I will be able to learn about my mentor's experiences and how their journey can inform my own.*

# My Future is Bright

## My Future is Bright

### INSTRUCTIONS:

For the first 1:1 meeting with your scholar, mentors will be filling out the worksheet based on their own personal experiences. Describe a challenging moment in your past that seemed insurmountable or impossible, but that you eventually overcame.

"I thought my future wasn't bright because..."

*Describe that challenging moment and why it felt impossible to overcome at the time.*

"My thoughts impacted my actions by..."

*Describe the negative or counter-productive behaviors you displayed due to the challenging situation.*

"I proved myself wrong when..."

*Describe how you eventually overcome that obstacle and which positive behaviors/habits contributed to that success.*

### THE GOALS of this exercise are:

- To establish a commonality between the scholar and mentor
- To encourage each scholar to look outside of the realm of their own experiences, and recognize how their perceptions can deviate from the reality of a situation
- To give them a concrete example of how challenges can be overcome

### SUGGESTIONS:

This exercise is meant to establish the mutual-learning aspect of the program. By illustrating your ability to overcome a challenge, your scholar will begin thinking critically about their own challenges and their ability to also overcome them.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to observe how my mentor overcame a challenging situation in their past.*

### **My Future is Bright** (Even if it didn't seem like it at the time)

I thought my future wasn't bright because...

---

---

---

---

---

---

---

---

---

---

My thoughts impacted my actions by...

---

---

---

---

---

---

---

---

---

---

I proved myself wrong when...

---

---

---

---

---

---

---

---

---

---

## SETTING AUDACIOUS AND ATTAINABLE GOALS

**My Future is  
Bright****My Future is Bright****INSTRUCTIONS:**

Now, your scholar will be filling out the worksheet. If your scholar seems enthusiastic about starting to set goals, have them fill out the week 2 worksheet without the sub-header. If your scholar seems apprehensive or uninterested, move on to the second week 2 worksheet.

"I think my future is bright because..."

*Have them describe the positive traits they possess that could contribute to a positive future.*

"My actions can support my belief by..."

*Have them describe the positive actions they can take to reach their goals.*

"I want my future to be bright because..."

*Have them list the personal benefits of achieving the future they want.*

**THE GOALS of this exercise are:**

- To begin the dialogue on scholars' personal reasons for wanting to achieve their goals
- To establish the foundation of self-actualization and critical planning.

**SUGGESTIONS:**

Encourage your scholar to give specific examples, but also emphasize the importance of having a personal connection to their goals. Their own happiness and aspirations should be their focus and their main motivation.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to explain my motivations for building a bright future.*

### My Future is Bright

Handwriting practice area with 10 horizontal blue lines.

Handwriting practice area with 10 horizontal blue lines.

Handwriting practice area with 10 horizontal blue lines.

## My Future is Bright

### My Future is Bright

(Even if it doesn't seem like it)

#### INSTRUCTIONS:

This version of the week 2 worksheet is meant for scholars who are still apprehensive, doubtful, or unenthusiastic. If your scholar chooses not to fill out the worksheet, talk through the questions with them and write down their answers.

I think my future wasn't bright because..."

*Ask them what they think their future looks like. You can also suggest possible paths if they're unresponsive.*

"My thoughts impact my actions by..."

*Ask them if/how their self-doubt impacts their actions. If you offer your own observations, try to emphasize the normalcy of self-sabotaging behavior and that it can be overcome.*

"I want my future to be bright because..."

*Ask them what their ideal future looks like, then ask them why they want that future. Success? Security? Praise? Love?*

#### THE GOALS of this exercise are:

- To introduce more apprehensive scholars to the ideas of self-actualization and critical self-analysis
- To encourage scholars to analyze their own self-doubt and self-sabotaging behaviors
- To encourage scholars to reflect on their motivations and desires

#### SUGGESTIONS:

This exercise is meant to encourage apprehensive/doubtful scholars to think critically about the sources of their apathy and/or doubt. Even if your scholar doesn't offer a detailed or concise vision of their actions and motivations, simply introducing these questions will have a significant positive impact.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to explain any doubt or apprehension I feel about my future.*

**My Future is Bright**  
(Even if it doesn't seem like it)

I think my future isn't bright because...

---

---

---

---

---

---

---

---

---

---

My thoughts impact my actions by...

---

---

---

---

---

---

---

---

---

---

I want my future to be bright because...

---

---

---

---

---

---

---

---

---

---

## SETTING AUDACIOUS AND ATTAINABLE GOALS

**My Future is  
Bright****Why a Mentor?****INSTRUCTIONS:**

Read through the story together, alternating between paragraphs. When you're finished, answer the guided questions on the back of the activity.

**THE GOALS of this exercise are:**

- Illustrate the cumulative effect of support systems
- Give an example of how mentoring can positively impact one's future

**SUGGESTIONS:**

Mentors should read the first paragraph, so you can set the pace and tone.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

## Why a Mentor?

**1:** Celeste and Maria have been best friends since elementary school. Both of their parents work long hours, so they often bonded by spending time together and helping each other take care of their younger siblings. They loved discussing their dreams for the future. Celeste wanted to become president one day, and Maria wanted to become an astronaut. But by the time they reached high school, they usually didn't have much time to study, and their grades suffered because of it. They both had to work part-time to help out the family, and their experiences with teachers and educators were often frustrating and discouraging.

**2:** One day, while eating lunch, they heard that their school would be starting a mentoring program. Celeste rolled her eyes and laughed, "A mentoring program? How lame. Do they really think a stranger can come and help any of the students here?"

**3:** Maria agreed, "Who needs "mentoring," anyway? I already know school isn't for me. I already have a job. I'm set."

**4:** Celeste nodded, but Maria could tell she was having second thoughts.

**5:** Later that day, they both found out their advising counselor, Ms. Maple, signed them both up for the mentoring program. At first they were both angry and annoyed, since they had to come into the program during their lunch break, but they went anyway.

**6:** On the first day, Maria promised herself she wouldn't put any effort into the program. This is stupid, she thought. She remembered all her bad experiences in school and was certain these mentors couldn't do anything to improve her life. But Celeste stuck with the program and started to see positive changes in her life. Her grades improved and she started receiving letters from colleges. Her mentor helped her research scholarships so she could still pursue an education, even on her family's tight budget.

**7:** Maria felt betrayed. Instead of asking Celeste about her new experiences, she assumed her best friend felt she was too good for her, and stopped returning her texts. They started hanging out with different crowds and lost contact.

**8:** 15 years later, Maria's 13-year old daughter is starting high school and she's concerned about her. She refuses to study, and doesn't think college is important. Maria never achieved her dreams of becoming an astronaut, and wants better for her daughter. She makes an appointment with the school principal to discuss their options.

**9:** When she opens the principal's door, she sees Celeste sitting there. They talk for hours, catching up on the last 15 years. Maria is shocked, Celeste got a full-ride scholarship to her dream college, and is planning to run for governor next spring. Maria can't believe it.

**10:** "I don't understand," Maria says, "we were both failing all of our classes our first year of high school, how did you achieve so much?"

**11:** "Well," Celeste replied, "I didn't do this by myself. I made a lot of mistakes, and needed a lot of help. But I had someone encouraging me and guiding me, so that even when I felt like giving up—and I felt that way a lot—I always had someone reassuring me that I could make it."

**12:** Maria frowned, "I didn't even know there were people that cared about students enough to help them so much. Who would be dedicated enough to help you through your whole journey?"

**13:** Celeste smiled, "My mentor."

## Questions

Who do you feel you can most relate to? Maria or Celeste? Do you feel like you can't relate to either?

---

---

---

---

---

---

---

---

---

---

Were there moments where you agreed with either person? Moments you disagreed?

---

---

---

---

---

---

---

---

---

---

Why do you think their paths in life turned out so different? List at least three examples:

---

---

---

---

---

---

---

---

---

---

# I Matter



## UNIT 2: EXPLORING IDENTITY

Our schools and education system continue to diversify, and helping scholars and educators alike embrace the range of cultures that comprise us will help to increase cooperation, teamwork, and self-confidence. Understanding the various backgrounds of our scholars, celebrating those backgrounds, and having a respectful curiosity about them allows us to pursue our goal of “empowering and celebrating the Whole Child.” Not only do our scholars matter, but every facet of their identities do as well. In order to empower them academically, they must first feel comfortable and proud of the differences that make them unique.

**SCHOLAR SUCCESS CRITERIA:** *I will be able to list my positive qualities and talents, and explore how those talents can enhance my academic life.*

# I Matter

**DISCUSSION:**

On Slide 2 of the presentation, there are three guided questions that you, your scholar, and another pair will answer. If your scholar doesn't remember the challenge you presented last month, gently remind them and remind them of any consistencies you found between your example, and their current circumstances.

## I Value Myself

**INSTRUCTIONS:**

Retrieve the worksheet (Slide 4) from your binder and begin brainstorming the different traits your scholar possesses, and which ones each group in their life would value. The first two groups, "Me" and "Teachers" are given. Have your scholar decide on two other groups that are applicable to their life (Friends, Classmates, Church members, teammates, etc). Below are a list of positive attributes to get you started:

- |               |               |                  |
|---------------|---------------|------------------|
| adventurous   | honest        | quiet            |
| ambitious     | humorous      | rational         |
| brave         | imaginative   | reliable         |
| bright        | impartial     | reserved         |
| calm          | independent   | resourceful      |
| careful       | intellectual  | romantic         |
| charming      | intelligent   | self-confident   |
| communicative | intuitive     | self-disciplined |
| compassionate | inventive     | sensible         |
| considerate   | kind          | sensitive        |
| courageous    | loving        | shy              |
| creative      | loyal         | sincere          |
| determined    | modest        | sociable         |
| easygoing     | neat          | straightforward  |
| energetic     | nice          | sympathetic      |
| enthusiastic  | optimistic    | thoughtful       |
| fair-minded   | passionate    | tidy             |
| fearless      | patient       | tough            |
| friendly      | persistent    | unassuming       |
| funny         | pioneering    | understanding    |
| generous      | philosophical | versatile        |
| good          | polite        | warmhearted      |
| hard-working  | practical     | witty            |
| helpful       | pro-active    |                  |
|               | quick-witted  |                  |



# I Matter

## My Identity + My Experiences = Me

### INSTRUCTIONS:

Building upon the worksheet you completed last week, we will now explore how each scholar's identity informs their experiences in academic settings.

Using your completed "I Value Myself" worksheet, use the adjectives you chose last week as a starting point.

*If your scholar is comfortable, they can provide more specific personal attributes for each section.*

*If your scholar is apprehensive or unsure, first provide an example from your own school experiences and ask your scholar if they have any similar experiences that might be applicable.*

In the bottom "Who I Am" section:

*Have your scholar self define the parts of their identity that they identify with. (Ethnicity, country of origin, spoken language, favorite personality traits, etc)*

### THE GOALS of this exercise are:

- Have your scholar be able to articulate the various aspects of their identity
- Encourage them to think critically about how their experiences are tailored to their unique identity
- Begin the process of scholars thinking critically about personal aspects of their lives

### SUGGESTIONS:

Continue to emphasize outside vs. inside influences, and how every personality trait/attribute can be used to achieve positive goals.

For the two sections on the right-hand side, find positive spins for the "Negative" attributes given.

*EXAMPLE:*

"Too talkative" becomes "Friendly." We are building the foundation for positive self-image, and will work on practical ways to improve behavior later in the program.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to define the different aspects of my identity, and how they impact my life.*

### I Matter

I am the sum of my experiences

MY IDENTITY + MY EXPERIENCES = ME	
<p>Parts of my identity that make school easier:</p> <hr/>	<p>Parts of my identity that make school more difficult:</p> <hr/>
<p>Moments I have felt proud of my identity:</p> <hr/>	<p>Moments others have tried to make me feel bad about my identity:</p> <hr/>
<p>Who I am:</p> <hr/>	

**Outside vs Inside Influences****INSTRUCTIONS:**

Read through the given story, alternating between you and your scholar.

Answer the given questions at the bottom.

**THE GOALS of this exercise are:**

- Read a concrete example of how others' perceptions can differ from the truth.
- Be able to pinpoint the deviations between speculation and reality
- Reinforce the validity of self-identity and confidence in their self-image

**SUGGESTIONS:**

If your scholar can't think of a personal example for question 2, have them either give an example of a similar moment they witnessed, or provide an example from your own life. Question 3 is a bit more challenging, try to guide your scholar towards a practical solution.

*EXAMPLES:*

"Talk to the perpetrator directly"  
"Speak to a school administrator"  
etc.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to pinpoint how different perspectives inform people's beliefs.*

## Outside vs. Inside Influences

### Only You Know Your Story

It's been one month since Celeste has been in the mentoring program. She misses seeing her best friend Maria, and she wishes she was still in the program, but she's enjoying the program so far. She likes being able to talk with her mentor once a week, and having someone who will listen to her worries and dreams is making school a lot easier.

Celeste is also getting close with some of the other scholars in the program. On the morning of their second monthly meeting, Celeste and a few of the other scholars arrive early and start talking about school and the mentoring program. One of the other scholars, Kerry, hears that Maria is Celeste's best friend. Celeste hasn't heard from Maria in three weeks, and she doesn't see her around school often. So when Kerry tells her that she's heard some rumors about Maria, she can't help but want to know.

*Kerry's Version:* I've heard that Maria's been skipping school and hanging out with the wrong people! My younger brother goes to the same school as her younger siblings, and he told me they've been missing school, too. I think their whole family just doesn't value education.

This worries Celeste, and makes her sad for her friend. However, she knows Maria. She knows that succeeding is important to her, but life usually made it too difficult for Maria to commit to school fully. She sees Maria later that afternoon in the courtyard and asks her about the rumors. Maria is shocked, but decides she must set the record straight:

*Maria's Story:* Life at home always gets harder during the colder months. My younger siblings have been catching colds for the last few weeks, and my mom is too busy at work to take care of them. If my mom doesn't work, we won't be able to pay for rent, food, and heat in our apartment. Between taking care of my siblings, and working as much as I can, I just haven't had much time for school. Honestly, I wish I had some support and help. I miss school, and I want to do better. I just feel so alone sometimes.

Celeste is shocked. She can't believe Kerry's version was so wildly untrue. And she can't believe she believed the rumors instead of talking to Maria directly.

Celeste apologizes, and Maria accepts. She's just glad to have her best friend back.

### Questions:

What differences are there between Kerry's version of Maria's story, and the reality of Maria's story? Why do you think Kerry's version is so different?

---

---

---

---

---

---

---



How do you think Maria felt when she heard Kerry's version of her story? Describe a similar experience you may have witnessed.

---

---

---

---

---

---

---

If you had the same experience, knowing your strengths and value, how would you find a solution?

---

---

---

---

---

---

---

## Use Your Powers for Good!

### INSTRUCTIONS:

Following the instructions on the worksheet, match each scholar with a task based on their personality traits.

Question 1 Suggestions:

"She thought they wouldn't get along because they're so different"

"She defined each scholar's abilities in a negative light"  
etc.

Question 2 Suggestions:

"Yes, because they were each able to find a way to contribute to the project" "They each contributed to a different need of the group, using teamwork to achieve their goal"  
etc.

### THE GOALS of this exercise are:

- Give concrete examples of how "negative traits" can be used for positive gains
- Show how "negative" behavior can often be changed if given a proper outlet/direction
- Challenge scholars and mentors to think critically about how we frame others' behaviors and attributes

### SUGGESTIONS:

Reaffirm how each scholar in the group chose to "use their powers for good." Reassure them that sometimes, teachers/administrators will define scholars' attributes negatively, but that every aspect of their identity can be used to achieve their goals and dreams.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to recognize how different personality traits can be used to reach a collective goal.*

### Use Your Powers for Good!

Caleb, Zariah, Priya, Marco, and Ethan have all been assigned to a group project for their Social Studies class. They all run in different circles, and they don't get along with each other, but the project is worth 50% of their grade. Their teacher is concerned about them working together because she thinks each scholar's personality would make it difficult for them to work together.

Read the attributes of each scholar, then match the best scholar suited to solve each problem below. If one scholar can fit into multiple roles, draw a line between them and each role they fit.

<b>Caleb</b>	<b>Zariah</b>	<b>Priya</b>	<b>Marco</b>	<b>Ethan</b>
"Star Athlete" Energetic Athletic	"Bookworm" Academic Knowledgeable	"Too Talkative" Funny Charismatic	"Too Quiet" Perceptive Good Listener	"School Bully" Natural Leader Confident

They need some resources from the library, but the librarian is in a bad mood and refuses to help. They need someone confident enough to convince her to help them.	Almost everyone in the group is nervous about talking in front of people. They need someone to present the presentation confidently.	All of the materials they need are scattered over the school. They need someone fast who can gather everything before their deadline.	There's a lot of research that needs to be done for the project. Most scholars don't know where to start. They need someone who can research information easily.	Their teacher had mentioned ways to boost your grade on the project, but no one was listening when she explained it to them. They need someone who likely remembers what she said.
---	--	---	--	--

Questions:

1. Why do you think their teacher thought their personalities were “too difficult” to work together?

---

---

---

---

---

---

2. Do you think they will get a good grade on their project? Why or why not?

---

---

---

---

---

---

3. Have you experienced moments where someone exceeded your expectations or displayed a hidden talent? Do you have any hidden talents?

---

---

---

---

---

---

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

## Mentor & Me Survey

Use the following scale:

**1**–Strongly disagree    **2**–Disagree    **3**–Agree    **4**–Strongly agree

---

1. When I first started the program, I didn't think it would support my needs:

**1**    **2**    **3**    **4**

2. I think there will be benefits from participating in the program:

**1**    **2**    **3**    **4**

3. I feel like I will develop a positive relationship with my mentor:

**1**    **2**    **3**    **4**

4. I enjoy my one-on-one time with my mentor:

**1**    **2**    **3**    **4**

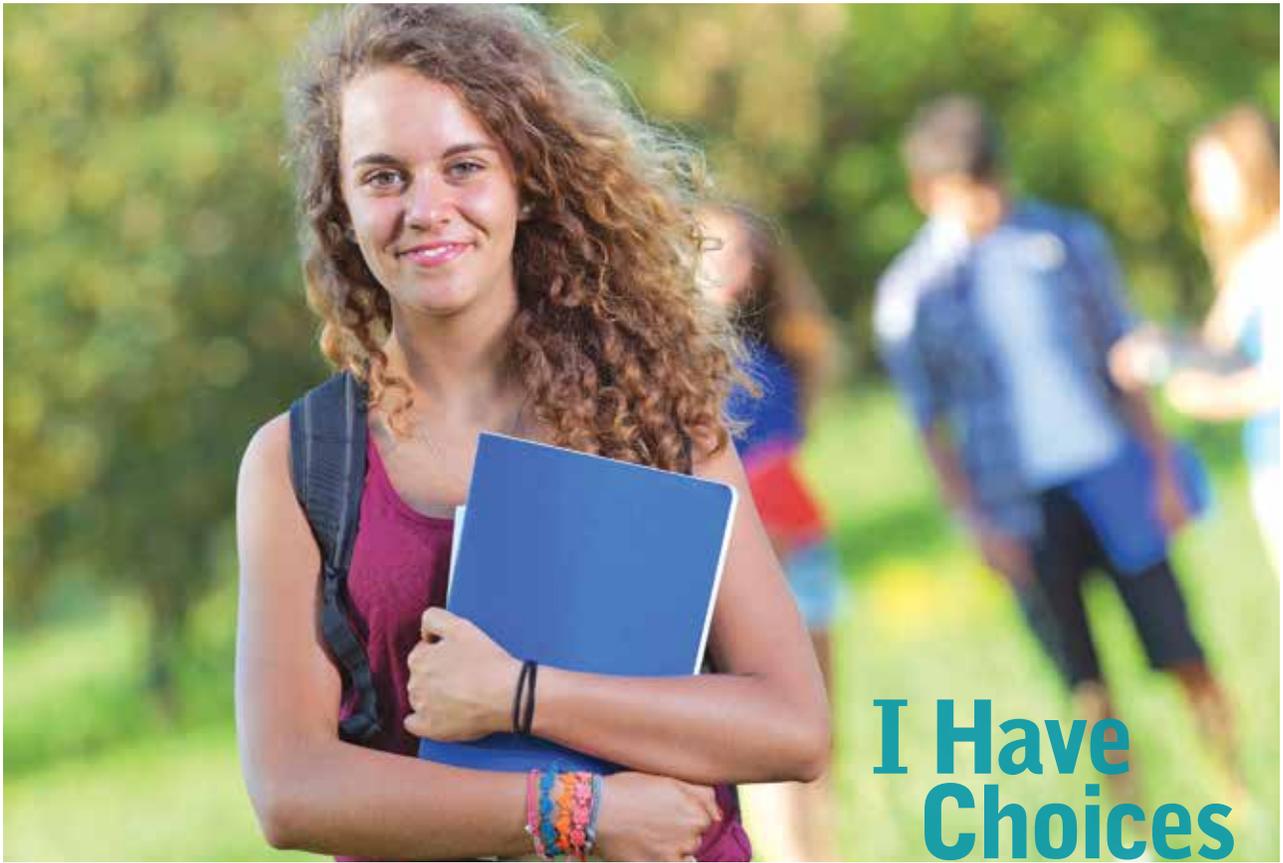
5. I am seeing changes in my life as a result of being a part of this program:

**1**    **2**    **3**    **4**

6. I am glad I joined the program:

**1**    **2**    **3**    **4**





**I Have  
Choices**

### UNIT 3: BUILDING POSITIVE PEER RELATIONSHIPS

Peer pressure in the age of social media can be a difficult factor to overcome. Social pressures, both good and bad, can have an acute impact on our scholars' behavior, performance, and overall wellbeing. However, there are tools available that will help our scholars navigate the complexities of adolescence, ensuring they succeed academically while still having an active and vibrant social life. Reinforcing the fact that our scholars have choices in every situation will help to increase their mental fortitude, convictions, and leadership skills. We will also focus on preventative choices that will spare scholars from having to make difficult choices down the line.

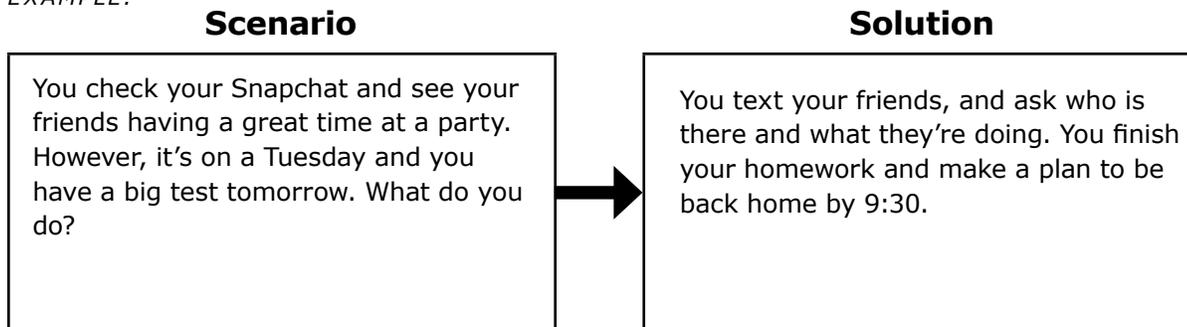
**SCHOLAR SUCCESS CRITERIA:** *I will be able to recognize an effective solution and how effective solutions can be an asset in my journey.*

**Developing a Strong Mind**

**INSTRUCTIONS:**

This activity will be the first exercise in real-word problem solving, and will primarily focus on problems involving socialization and peer pressure. Read through each box on the left and allow your scholar to provide a solution to each Scenario given. Circle the scenarios that your scholar has a difficult time providing a solution for. These are the types of scenarios scholars will want to avoid in the future.

*EXAMPLE:*



**SUGGESTIONS:**

Embrace nuanced answers. We want to provide our scholars with real solutions that still allow them flexibility and freedom in their lives. After a scholar finishes writing down a solution, ask them if they would stick to their own solution. Do they think it's practical? Do they think it's too strict? Emphasize the importance of finding the solution that works best for them and their situation.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to find practical solutions to the challenges presented and pinpoint which challenges would need preventative solutions.*

Instructions: When talking about ways to resist peer pressure, we often tell each other to just “say **no**.” But life isn’t always that simple, and sometimes we get into bad situations that can only be fixed using smart solutions. Read through the five scenarios below and answer “What would you do?” for each scenario. Pay special attention to the scenarios that stump you, these are the situations to try to avoid.

Scenario	Solution
<p>You check your Snapchat and see your friends having a great time at a party. However, it’s on a Tuesday and you have a big test tomorrow. What do you do?</p>	
<p>You’re at the party and having a great time. Some of your friends are drinking and you decide to grab a drink too. Suddenly, a kid you don’t know approaches you and offers you a substance you’ve never seen before. What do you do?</p>	
<p>You decide not to take the substance, but the friend you came to the party with does. He quickly starts to act differently, and he’s having a hard time answering questions. You’re in an unfamiliar part of town, and aren’t sure how to get home. What do you do?</p>	
<p>It’s getting late and your mom keeps calling, asking when you’ll be home. Your friend is able to walk now, so you lead him to the bus. But you don’t know which route to take home. What do you do?</p>	
<p>You don’t get home until 1:00 a.m., and your mom is furious. You also have that test tomorrow that you haven’t studied for. If you fail this test, you’ll get into even more trouble at home. What do you do?</p>	

## The Test

### INSTRUCTIONS:

“The Test” is another exercise in problem solving, only this specific scenario focuses on a school-related issue that all scholars face. Revisiting our friends Celeste and Maria, we will observe and analyze their different approaches for preparing for a big test. Read through the short introductory paragraphs, then read over each girl’s test strategy. Answer the questions below.

### SUGGESTIONS:

The purpose of this exercise is to increase introspection for the scholars, and to prompt them to analyze their own study habits and approach to challenges. Paired with last week’s assignment, this worksheet focuses on helping scholars cope with peer pressure or “quick fixes” in academic settings. This exercise is also meant to build upon the goal-oriented mindset we’re developing. On the 3rd and 4th question, make sure your scholar clearly defines the long-lasting consequences of both girls’ choices.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to pinpoint an effective solution vs. an ineffective solution, and explore how different choices could affect my future.*

## The Test

After reuniting, Maria has decided to join the Mentoring program after all. She’s happy to spend time with Celeste again, and she really likes her Mentor. Having someone to talk to has made balancing school, work and babysitting so much easier. She gets advice on how to manage her time, how to study effectively, and even how to stand up for herself to her boss at work. After two months she notices her grades improving, her relationships at school growing, and her mom even comments on how much happier she looks.

Maria and Celeste are in the same algebra class, and neither feels prepared for their upcoming test. It’s worth 20% of their grade, and they have one week to prepare. Maria’s Mentor works as a tutor in her free time and has given her a lot of tips on studying. Celeste’s Mentor encourages her to study, too, but she would rather relax and hang out with her friends instead. Besides, if worst came to worst, she could always sit behind one of the smart kids in class and copy off of their test. They both choose a different strategy to approach the test.

**Maria**

- Sets aside 45 minutes each day to study for the test
- Does practice problems and watches algebra videos
- Stops by her algebra teacher’s class after school to ask questions
- Recognizes many of the test questions from her study materials and is able to solve them quickly and easily

**Celeste**

- Doesn’t do the practice assignments
- Sits behind one of the scholars that does well on algebra tests
- Tries to copy off other scholars, but her teacher is watching closely. She ends up guessing on 70% of the questions.

1. Why do you think Celeste chose not to study? Please explain your reasoning.

---

---

---

---

---

2. Do you agree with Maria’s study plan? Do you think it will be effective?

---

---

---

---

---



3. How do you think Celeste will do on the test? If she repeats the studying choices she made, how do you think that will affect her future?

---

---

---

---

---

4. How do you think Maria will do on the test? If she repeats the studying choices she made, how do you think that will affect her future?

---

---

---

---

---

## My Future Venn Diagram

### INSTRUCTIONS:

Have your scholar fill out the Venn diagram.

On the left, have them specify skills and activities they enjoy (reading, math, new languages). On the right, skills and activities they do well (reading, studying, talking to others). In the center, find any overlap (reading + reading, learning new languages + talking with others).

In the "The Future that I want" section, have your scholar lay out specific goals for their ideal future (go to college, become an engineer, start my own business, start my own charity etc). Make sure they give a few concrete facets of their future (career, finances, educational goals etc).

### SUGGESTIONS:

For "Skills I Need to Build to Create the Future I Want" brainstorm with your scholar about different skills they would need to acquire in order to achieve their academic and professional goals.

Here are a few skills/character traits to get you started:

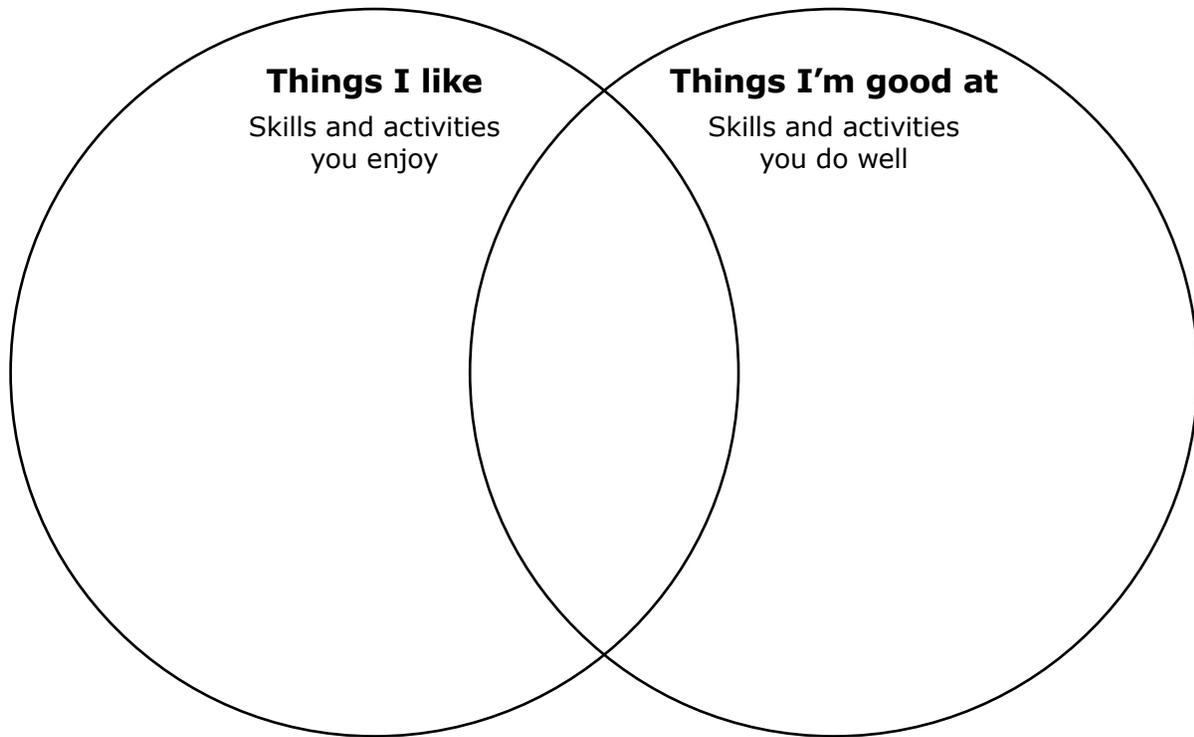
- Problem Solving
- Adaptability
- Collaboration
- Strong Work Ethic
- Time Management
- Critical Thinking
- Self-Confidence
- Handling Pressure
- Leadership
- Creativity
- Multicultural
- Bilingual

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to list the positive skills I have, pinpoint the skills I want to build upon, and clearly define the future I want for myself.*



---

The future that **I want**:

---

---

---

---

---

---

Skills **I have** that will help build the future I want:

---

---

---

---

---

---

Skills **I need to build** to create the future I want:

---

---

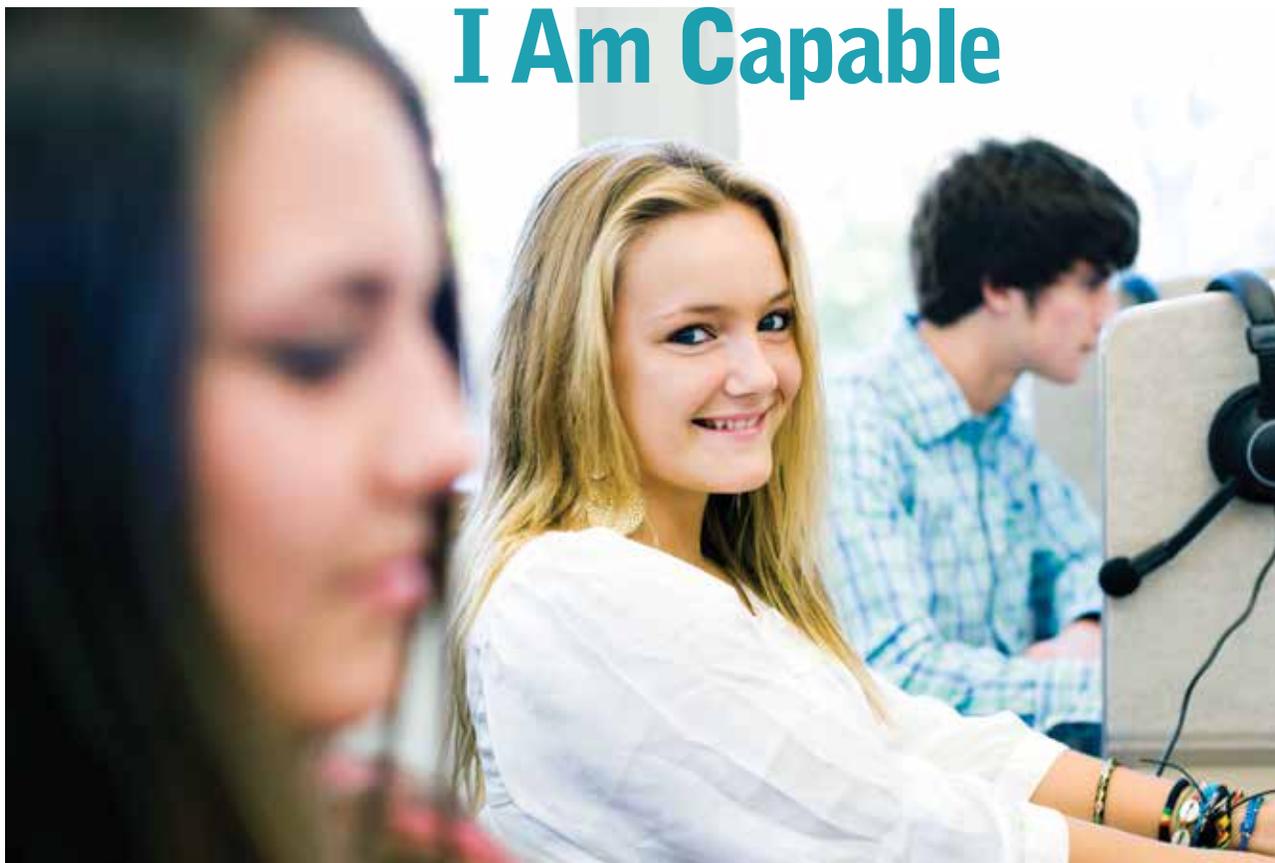
---

---

---



# I Am Capable



## UNIT 4: DEVELOPING A STRONG MIND

Within every scholar is the ability to find solutions to any problem. Challenges and mistakes are unavoidable, and are an essential part of the road to success. Rather than feeling defeated and lost when presented with a challenge, we want both scholars and mentors alike to be able to see a problem for what it's worth, find a solution that suits their personal situation, and adjust their path accordingly. When a roadblock is in front of you, you don't have to turn around, you simply have to find a way to step over it.

**SCHOLAR SUCCESS CRITERIA:** *I will be able to find beneficial solutions to any challenge presented, and practice strategies that will increase my mental fortitude.*



Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

### My Accomplishments This Year

---



---



---



---

Challenges I currently face:

---



---



---



---

Goals I plan to achieve:

---



---



---



---

#### Midway Check-In

Class 1 \_\_\_\_\_ Class 5 \_\_\_\_\_

Class 2 \_\_\_\_\_ Class 6 \_\_\_\_\_

Class 3 \_\_\_\_\_ Class 7 \_\_\_\_\_

Class 4 \_\_\_\_\_ Class 8 \_\_\_\_\_

Favorite moment of the week:

---



---



---



---

Relationships

1 2 3 4 5

Home Life

1 2 3 4 5

Mental Health

1 2 3 4 5

# I Am Capable

## Developing a Strong Mind

### INSTRUCTIONS:

This activity is meant to give a real-world example of the consequences and benefits of academic decisions. For time's sake, you may want to read each scenario with your scholar

### SUGGESTIONS:

For Question 1:

The grades Celeste receives at the end of each scenario should guide your scholar to the most beneficial approach. Ultimately, the scholar should understand that **incorporating their own advice, as well as the advice of more experienced individuals, is the best approach for any project or endeavor.**

For Question 2:

The B- scenario was due to Celeste only listening to her teacher, and not choosing the book best for her. For the C+ scenario, Celeste only considered the easiest option, instead of the best option for the assignment. Ideally, she should choose a book that's enjoyable but still challenging, like the novel in the A+ scenario.

Name \_\_\_\_\_

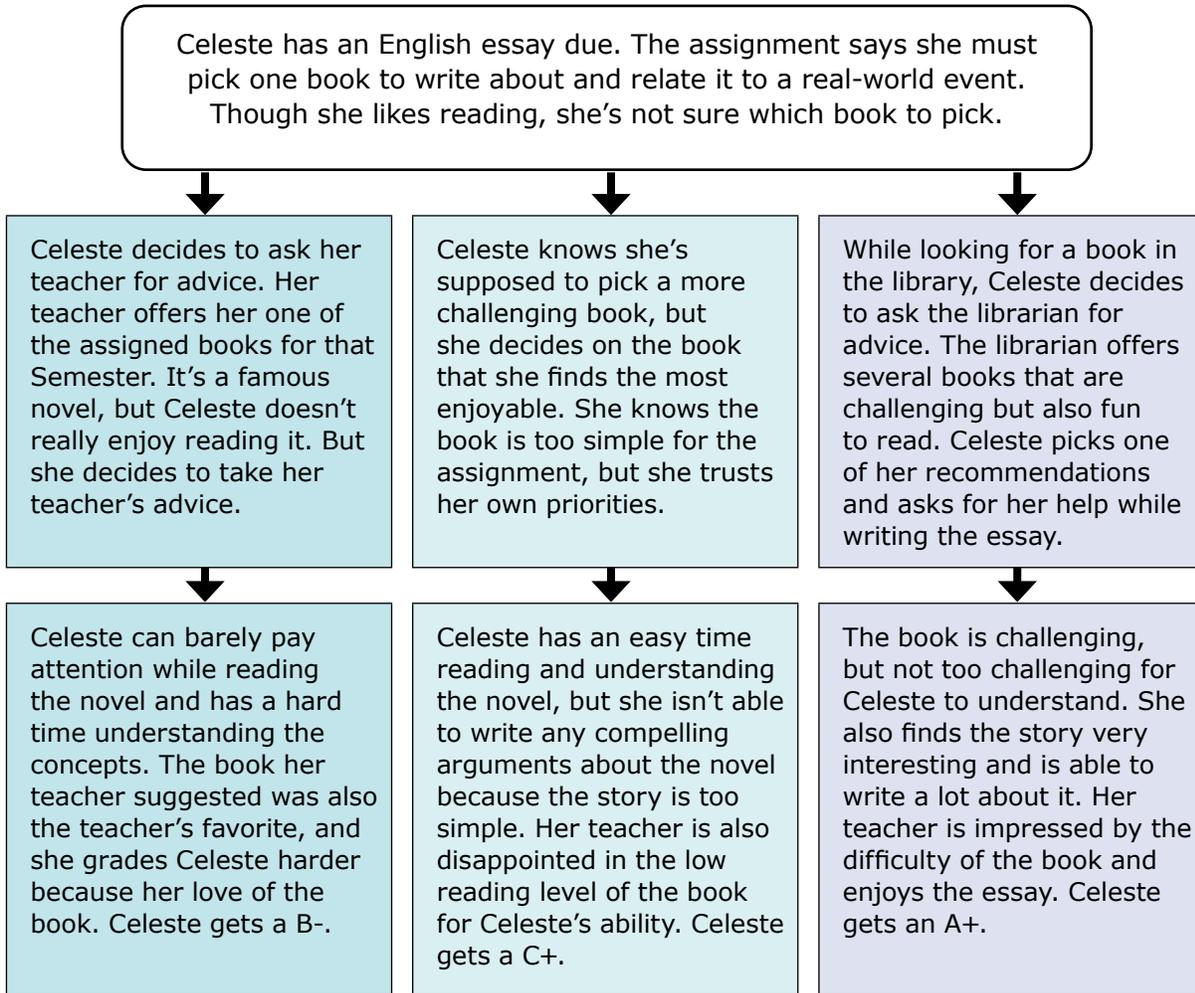
Mentor \_\_\_\_\_

Date \_\_\_\_\_

### Developing a Strong Mind

**SUCCESS CRITERIA:** *I will be able to identify whether others' advice can further my goals, and when I should trust my own judgement.*

*Read the following scenarios involving Celeste's new English essay and the advice she seeks on her book choice, then answer the questions below.*



1. Whose advice helped Celeste become the most successful?

---



---



---

2. How did the other two choices hurt her success?

---



---



---

# I Am Capable

## Your Mind Can Solve Any Problem

### INSTRUCTIONS:

This activity is the introduction to the solutions-based challenge assessment we want our scholars to become familiar with. By practicing the set of questions given, they will begin to approach challenges and stressful situations critically and thoughtfully.

### SUGGESTIONS:

Below are a few sample answers to get you started:

**1. What is the Challenge?**

Celeste has been falsely accused of disruptive behavior, and her teacher is too stressed and frustrated to admit her mistake.

**2. What Controllable Factors led to this Challenge?**

Celeste's own behavior towards the teacher, though she wasn't being talkative in that instant.

**3. What Uncontrollable Factors led to this Challenge?**

The talkative scholars in front of Celeste, Celeste's teacher's stress level.

**4. What is the Desired End Result?**

For Celeste to prove her innocence in this situation, reduce the class' disruptiveness, and avoid being mistakenly punished in the future.

**5. What Resources do I have to find a solution?**

Celeste can speak with the school counselor, speak with her teacher after class, or ask the talkative girls to advocate for her innocence.

**6. What is the Solution?**

Celeste should speak with her teacher after class and clarify the situation. She should also acknowledge her teacher's stress but still advocate for her own right not to be falsely accused. If her teacher doesn't admit the mistake, Celeste should feel comfortable advocating for herself to a school counselor.

***\*Remember to emphasize that in this specific case, Celeste's challenge is not her fault, however, we are often presented with challenges that aren't our fault. She still has the ability to find a solution to better her situation.***

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

## Your Mind Can Solve Any Problem

**SUCCESS CRITERIA:** *I will be able to assess any challenge or obstacle, and find strategic solutions for any situation.*

*Read the following Challenge Scenario and fill out the Challenge Assessment below. The first answer has been provided for you.*

Due to a recent increase in students, Celeste has been switched to a new geography class. This class is a lot louder than her previous one, and she notices how stressed her new teacher looks as soon as she enters the classroom. As the semester continues, Celeste notices how much her teacher struggles to cope with this class. She often loses her temper, and sends students out of the classroom for the smallest misbehavior. One day, the group of girls sitting in front of Celeste starts talking during silent reading. All of the girls get sent out of the classroom including Celeste. When Celeste tries to tell her teacher that she made a mistake, she ignores her and tells her to leave anyway.

1. What is the **Challenge**?

*Celeste has been falsely accused of disruptive behavior, and her teacher is too stressed and frustrated to admit her mistake.*

2. What **Controllable Factors** led to this Challenge?

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

3. What **Uncontrollable Factors** led to this Challenge?

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

4. What is the **Desired End Result**?

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

5. What **Resources** do I have to find a solution?

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

6. What is the **Solution**?

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

# I Am Capable

## Every Mistake is an Opportunity to Learn

### INSTRUCTIONS:

This activity is a continuation of the solutions-based challenge assessment, but this week, we will be using the assessment to solve a real-world challenge our scholar is currently facing. Ask your scholar to elaborate on a challenge they're currently facing, then go through the challenge assessment questions together.

### SUGGESTIONS:

Below are a few sample answers to get you started:

**1. What is the Challenge?**

Upcoming test, failing grade, poor relationship with their teacher, difficulties socializing/making friends

**2. What Controllable Factors led to this Challenge?**

Their own behavior, their own choices, their reactions during stressful situations, their words and actions

**3. What Uncontrollable Factors led to this Challenge?**

The thoughts and words of others, their teachers and friends' home life, the political and social climate

**4. What is the Desired End Result?**

To improve the relationship, to improve their grades, to be well-prepared for the upcoming test/assignment, to improve the emotional well being of a loved one

**5. What Resources do I have to find a solution?**

Teachers, Counselors, the internet, a trusted friend or relative

**6. What is the Solution?**

"I can look up study strategies to prepare for the test."

"I can speak with my teacher after school so we can begin to improve our relationship."

"I will approach my friend when they seem calm and content and thoughtfully work through the conflict with them."

***\*Emphasize to your scholar that having a methodical approach to challenges can greatly reduce the stressfulness and frustration of a situation. Also, by having a methodical approach that helps them remain level-headed, they can always maintain a level of control and comfort in any situation.***

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

## Every Mistake is an Opportunity to Learn

**SUCCESS CRITERIA:** *I will be able to assess a challenge in my own life, and find strategic solutions.*

*Write a short paragraph describing a Challenge you currently face, then fill out the Challenge assessment below.*

---

---

---

---

---

1. What is the **Challenge**?

---

---

---

2. What **Controllable Factors** led to this Challenge?

---

---

---

3. What **Uncontrollable Factors** led to this Challenge?

---

---

---

4. What is the **Desired End Result**?

---

---

---

5. What **Resources** do I have to find a solution?

---

---

---

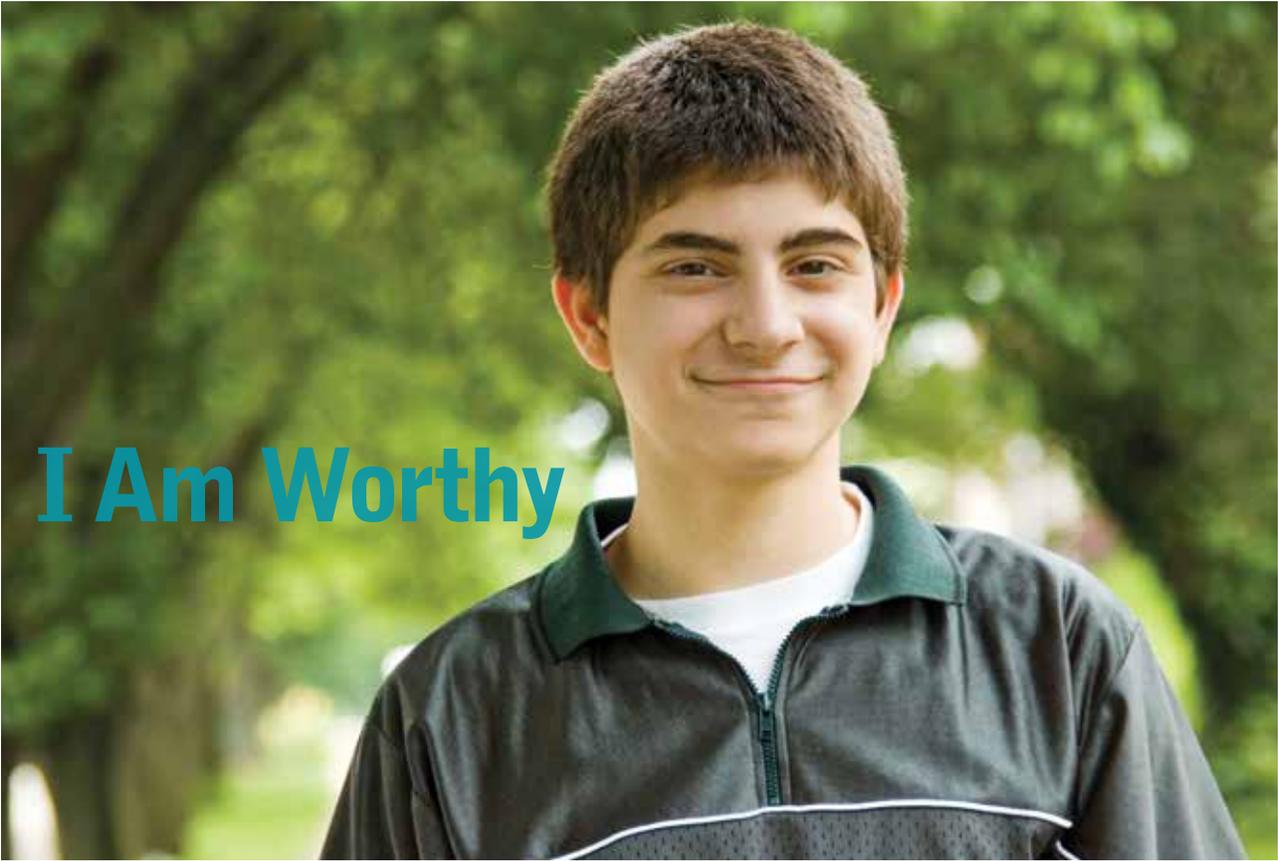
6. What is the **Solution**?

---

---

---





# I Am Worthy

## UNIT 5: REFRAMING CHALLENGES, FAILURES AND MISTAKES

You are not the person you were yesterday. As we each continue along our own journeys, we learn and grow from the challenges and triumphs we experience. Each mistake is a learning moment, and each failure is an opportunity to adjust the path you have set for yourself. Regardless of the challenges you face, there is one aspect of your journey that will never change: Your worthiness. You are worthy of achieving your dreams. You are worthy of happiness, community, love, and a sense of purpose. You are worthy of being heard, and you are worthy of being the very best person you can be.

**SCHOLAR SUCCESS CRITERIA:** *I will review key lessons and continue developing the foundation for my self-esteem and self-confidence.*

# I Am Worthy

## My Future is Bright

### INSTRUCTIONS:

This activity is intended to encourage scholars to form a clear vision of their ideal future and their motivations for pursuing their ideal future.

I think my future is bright because:

*Have your scholar detail their reasoning for self-improvement.*

*EXAMPLES:*

- "...I'm confident in my abilities"
- "...I want to prove others right/wrong"
- "...I'm willing to work hard for what I want"
- "...achieving my goals is important to me"
- "...I have potential"
- etc.

My actions can support my belief by:

*Have your scholar detail specific steps they can take to achieve their goals.*

*EXAMPLES:*

- "...improving my time management skills"
- "...improving my study skills"
- "...working on self-advocacy"
- "...applying for college/technical school"
- "...traveling/become more worldly"
- etc.

I want my future to be bright because:

*Have your scholar specify their motivations for self improvement.*

*EXAMPLES:*

- "I want to help others"
- "I want to help my family"
- "I want to pave the way for those like me"
- "I want to be safe and successful"
- "I want to better the world"
- etc.

### THE GOALS of this exercise are:

- Allow your scholar to articulate their personal reasons for self-improvement
- Encourage your scholar to claim ownership over their own success and future

### SUGGESTIONS:

Try to emphasize that self-improvement is a continuous process, and that confidence and self-advocacy stem from confidence in their own abilities, and security in their own worthiness. Remind your scholar that they deserve a bright future, and that they should remain secure in their goals and aspirations.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to describe my ideal future and the steps I need to take in order to achieve my ideal future.*

### My Future is Bright

I think my future is bright because...

---

---

---

---

---

---

---

---

---

---

My actions can support my belief by...

---

---

---

---

---

---

---

---

---

---

I want my future to be bright because...

---

---

---

---

---

---

---

---

---

---

## I Am Worthy

### My Identity + My Experiences = Me

#### INSTRUCTIONS:

Building upon the worksheet you completed last week, we will now explore how each scholar's' identity informs their experiences in academic settings.

Using your completed "I Value Myself" worksheet, use the adjectives you chose last week as a starting point.

*If your scholar is comfortable, they can provide more specific personal attributes for each section.*

*If your scholar is apprehensive or unsure, first provide an example from your own school experiences and ask your scholar if they have any similar experiences that might be applicable.*

In the bottom "Who I Am" section:

*Have your scholar self define the parts of their identity that they identify with. (Ethnicity, country of origin, spoken language, favorite personality traits, etc)*

#### THE GOALS of this exercise are:

- Have your scholar be able to articulate the various aspects of their identity
- Encourage them to think critically about how their experiences are tailored to their unique identity
- Begin the process of scholars thinking critically about personal aspects of their lives

#### SUGGESTIONS:

Continue to emphasize outside vs. inside influences, and how every personality trait/attribute can be used to achieve positive goals.

For the two sections on the right-hand side, find positive spins for the "Negative" attributes given.

*EXAMPLE: "Too talkative" becomes "Friendly."*  
We are building the foundation for positive self-image, and will work on practical ways to improve behavior later in the program.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to describe all of the aspects of my identity and explore all of the ways my identity impacts my academic experience.*

### I Matter

I am the sum of my experiences

MY IDENTITY + MY EXPERIENCES = ME	
<p>Parts of my identity that make school easier:</p> <hr/>	<p>Parts of my identity that make school more difficult:</p> <hr/>
<p>Moments I have felt proud of my identity:</p> <hr/>	<p>Moments others have tried to make me feel bad about my identity:</p> <hr/>
<p>Who I am:</p> <hr/>	

## I Am Worthy

### My Future Venn Diagram

#### INSTRUCTIONS:

Have your scholar fill out the Venn diagram.

On the left, have them specify skills and activities they enjoy (reading, math, new languages). On the right, skills and activities they do well (reading, studying, talking to others). In the center, find any overlap (reading + reading, learning new languages + talking with others).

In the "The Future that I want" section, have your scholar lay out specific goals for their ideal future (Go to college, become an engineer, start my own business, start my own charity etc). Make sure they give a few concrete facets of their future (career, finances, educational goals etc).

#### SUGGESTIONS:

For "Skills I Need to Build to Create the Future I Want" brainstorm with your scholar about different skills they would need to acquire in order to achieve their academic and professional goals.

Here are a few skills/character traits to get you started:

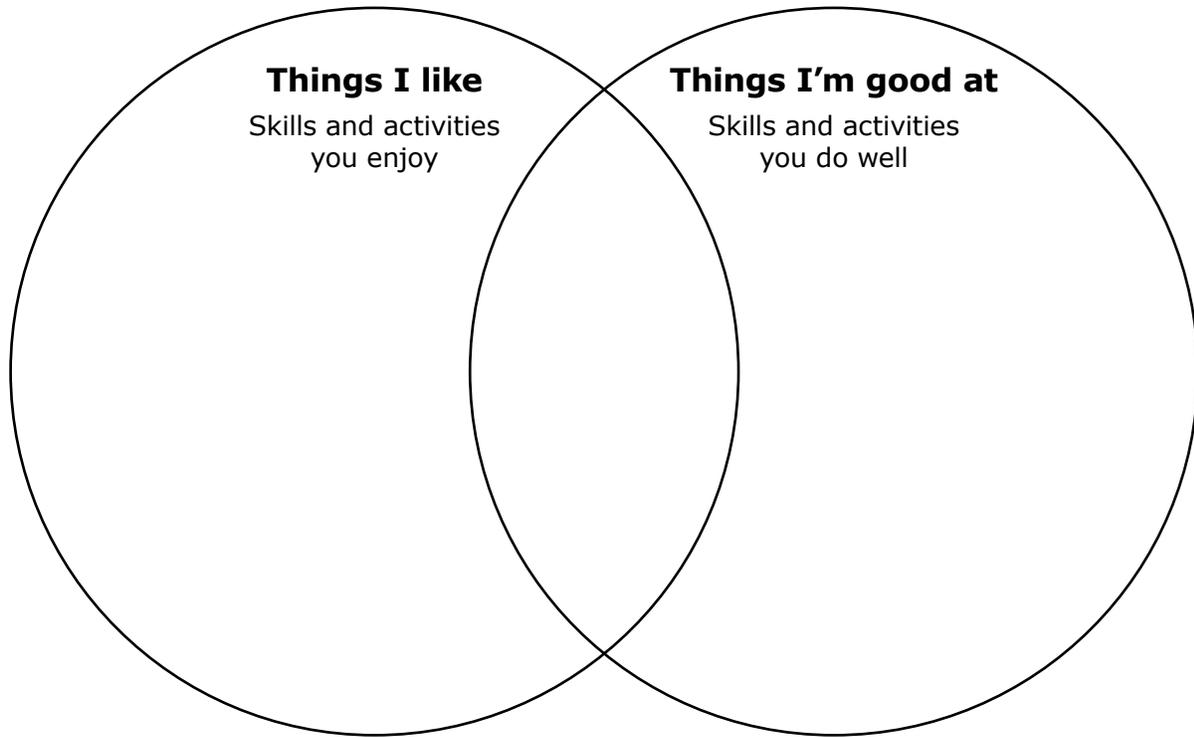
- Problem Solving
- Adaptability
- Collaboration
- Strong Work Ethic
- Time Management
- Critical Thinking
- Self-Confidence
- Handling Pressure
- Leadership
- Creativity
- Multicultural
- Bilingual

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** I will be able to list the positive skills I have, pinpoint the skills I want to build upon, and clearly define the future I want for myself.



The future that I want:

---

---

---

---

---

Skills I have that will help build the future I want:

---

---

---

---

---

Skills I need to build to create the future I want:

---

---

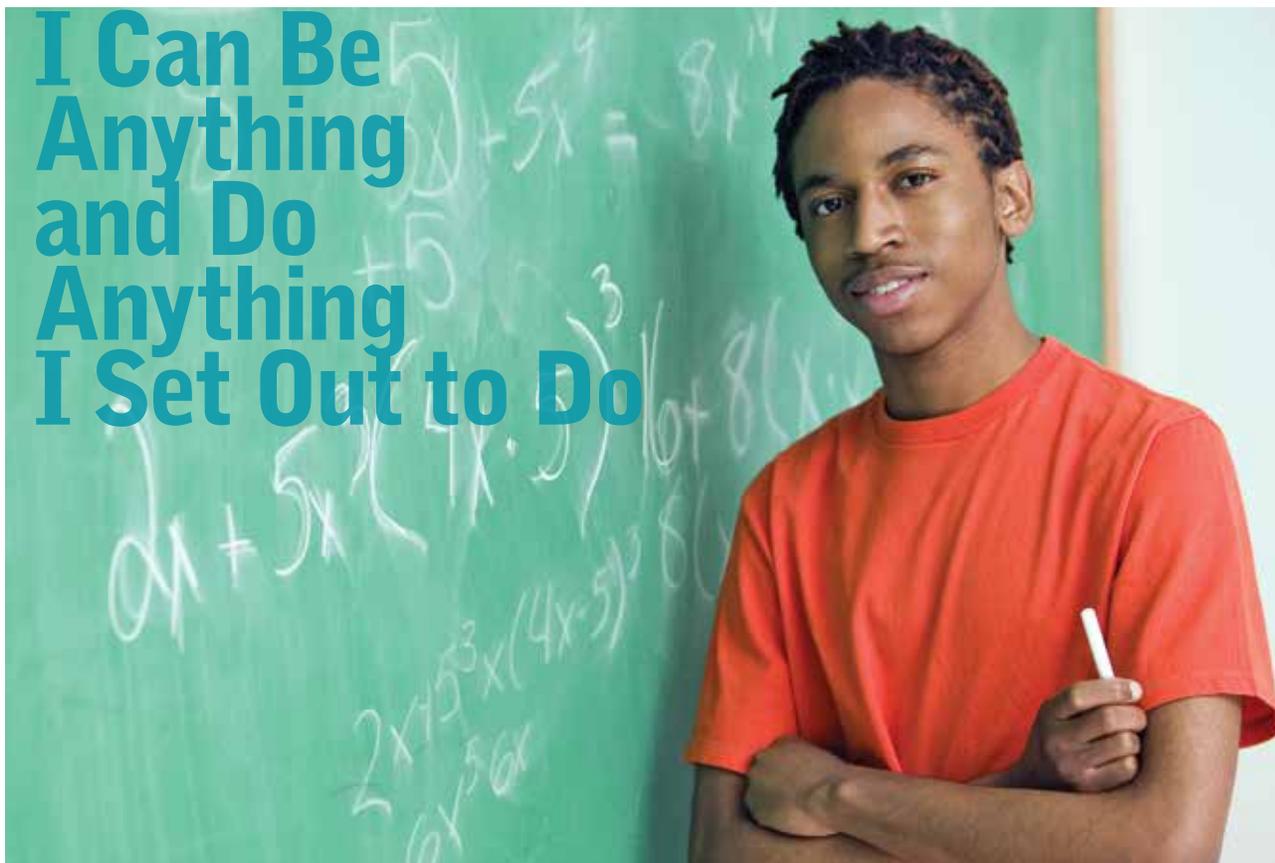
---

---

---



# I Can Be Anything and Do Anything I Set Out to Do



## UNIT 6: ESTABLISHING POSITIVE SELF-TALK

The words we use to encourage ourselves have a large impact on our happiness and success. Similarly, negative self-talk can discourage us from continuing on the path to our future, even when we're on the right track. First we worked on establishing self-esteem and belief in oneself, but in order for that to be effective, our language has to reflect our confidence and resolve. Even in the most challenging of situations, positive self-talk can be the light guiding us to the end of the tunnel. Positive self-talk is our compass for self-esteem, and if we always reassure ourselves of our potential, we will always be on the right path.

**SCHOLAR SUCCESS CRITERIA:** *I will learn specific strategies to help me maintain my confidence and focus in the face of challenges, obstacles, and doubt.*

I Can Be  
Anything and  
Do Anything  
I Set Out to Do

**Progress Checklist**

**INSTRUCTIONS:**

This activity’s primary goal is to allow scholars to clearly define their progress/growth in an academic and social context. Have your scholar circle the topics that apply in each box, then, using that as a jumping off point, have them provide specific examples to the questions below.

For “ways I can improve my community next year,” ask them how they think their school could be improved and what scholars can do to better their learning environment.

*EXAMPLES:*

- “Defend others who are being mistreated or bullied”
- “Being helpful to staff and teachers”
- “Be welcoming and kind to others”
- “Have constructive conversations with those who are different from me”

**THE GOALS of this exercise are:**

- Provide a visual checklist of your scholars’ progress
- Provide a visual checklist of their goals for growth
- Encourage scholars to clearly define the different facets of the future they’re working towards

**SUGGESTIONS:**

Try to encourage your scholar to analyze the various challenges and victories they’ve experienced this year. If they’re stuck on a question like “ways I can improve my happiness next year,” instead ask “what made you unhappy this year?” Then recommend they do/pursue the opposite. It’s often easier to identify negatives than positives, but find ways to put an active, positive spin on any negative answers.

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to pinpoint the biggest successes I have had this year, and the areas that I can still grow in.*

**Instructions:** Circle the topics that apply below, then fill out the questions that follow. Try to incorporate the circled topics in your written answers.

I have had the biggest improvements in my...

- GPA
- Attendance
- Friendships
- Relationships with my teachers
- Family/home life
- Extracurricular
- Confidence
- Self-control
- Time management
- Kindness
- Problem-solving

I still have room for improvement in my...

- GPA
- Attendance
- Friendships
- Relationships with my teachers
- Family/home life
- Extracurricular
- Confidence
- Self-control
- Time management
- Kindness
- Problem-solving

Challenges I will likely face next year:

---

---

---

---

---

---

Skills I would like to develop next year:

---

---

---

---

---

---



Ways I can improve my happiness next year:

---

---

---

---

---

Ways I can improve my community next year:

---

---

---

---

---

I Can Be  
Anything and  
Do Anything  
I Set Out to Do

## Future Roadmap

### INSTRUCTIONS:

This week, we will start mapping the various aspects of our future plans, and how we plan to overcome any roadblocks or challenges that may come our way.

**“I know I will be able to create the future I want because...”**

*Have your scholar detail the reasoning behind their self-confidence.*

*EXAMPLES:*

- “...I’m confident in my abilities”
- “...I want to prove others right/wrong”
- “...I’m willing to work hard for what I want”
- “...achieving my goals is important to me”
- “...I have potential”
- etc.

**“But I still feel fear and doubt about...”**

*Have your scholar detail the specific concerns and worries they have about the future.*

*EXAMPLES:*

- “I’m afraid I’ll fail”
- “I’m afraid my social/family/home life won’t improve”
- “I’m afraid my grades won’t improve”
- “I’m afraid I won’t overcome my mental/physical illness”
- etc.

**“When a challenge comes my way, I will...”**

*Have your scholar specify their strategies for overcoming challenges.*

*EXAMPLES:*

- “I’ll ask for help”
- “I’ll look up advice online”
- “I’ll remind myself that I’m capable of solving any problem”
- etc.

*\*Revisit Last Week’s lesson for examples for the final three boxes.*

### THE GOALS of this exercise are:

- Allow your scholar to map out the various aspects of their journey moving forward

### SUGGESTIONS:

After the worksheet has been filled out, have your scholar read through the roadmap aloud and then discuss how they feel about their journey. Do they feel confident in their success after looking at the roadmap? Or do their fears/doubts/challenges feel more significant?

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to clearly outline the different aspects of my journey that will lead to my success.*

I know I will be able to create the future I want because...

---

---

---

---

---

---

---

---

But I still feel fear and doubt about...

---

---

---

---

---

---

---

---

When a challenge comes my way, I will...

---

---

---

---

---

---

---

---

I overcame many challenges this year. For example...

---

---

---

---

---

---

---

---

I have grown and excelled in the following ways...

---

---

---

---

---

---

---

---

I have more room to grow and learn in the following areas...

---

---

---

---

---

---

---

---

I Can Be  
Anything and  
Do Anything  
I Set Out to Do

## Graduation Statement

### INSTRUCTIONS:

Answer the questions below, then read the graduation statement together and have your scholar sign their name.

**“Aspects of myself that I love:”**

“my intelligence”

“my kindness”

“my empathy”

“my bravery”

“my humor”

etc.

**“Aspects of myself that benefit my community:”**

“my openness”

“my punctuality”

“my leadership skills”

“my kindness”

etc.

**“The skills and talents I possess that guarantee my success:”**

“my intelligence”

“my time management”

“my discipline”

“my adaptability”

etc.

**“When I face a new challenge, I will reassure myself by saying:”**

“I am capable”

“I can solve any problem”

“I deserve what I work for”

“mistakes are learning opportunities”

etc.

### THE GOALS of this exercise are:

- A final reaffirmation of the positive aspects of their journey that inspire and motivate them
- A final affirmation of their goals as scholars, individuals, and members of their school community

### SUGGESTIONS:

Make sure to read the Graduation Statement together, then ask them about how they feel about the graduation statement. Do they agree with the goals of the statement? Do they think it should be narrowed or broadened? What are their hopes for their school community next year?

And make sure to thank them for being a part of this journey towards growth and success!

Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

**SUCCESS CRITERIA:** *I will be able to describe the positive aspects of myself, my journey and my community.*

**Instructions:** Answer the questions below, and explain your reasoning. Then print your name on the graduation statement at the bottom, and read it aloud with your mentor.

Aspects of myself that I love:

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

Aspects of myself that benefit my community:

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

The skills and talents I possess that guarantee my success:

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

When I face a new challenge, I will reassure myself by saying:

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

**Graduation Statement**

I, \_\_\_\_\_, am capable of achieving the future I want. I am worthy of all the successes and achievements that I work for. I will prioritize my own happiness, and contribute to the happiness and safety of others. I am an important part of my community, and I will do my best to remind my peers of their worth as well. I will do my best to understand others, and others will work to better understand me. And if I ever face a challenge, I know I can turn to my school community for support. In this school community, we will grow, thrive, and create the future we want; together!



# I Am Driven



## UNIT 7: FINDING PASSIONS AND ASPIRATIONS

Finding and exploring their passions and aspirations can allow scholars to develop a clear sense of their own talents, beliefs, and motivations. All scholars have the ability to manifest their ideals; it is simply about finding the goals and beliefs that uniquely inspire and motivate them. Similarly, having a goal that drives them will inspire them to develop their own self-reliance and commitments. Being able to visualize and proudly commit to their unique aspirations are the first steps to genuine fulfillment.

**SCHOLAR SUCCESS CRITERIA:** *I will be able to have independent weekly conversations with my mentor, based on the guided questions below.*



















Name \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

*Surveys are anonymous. Adding your name is voluntary and not required.*

## Mentor & Me Survey

Use the following scale:

**1**–Strongly disagree    **2**–Disagree    **3**–Agree    **4**–Strongly agree

1. When I first started the program, I didn't think it would support my needs:

**1**    **2**    **3**    **4**

2. I think there will be benefits from participating in the program:

**1**    **2**    **3**    **4**

3. I feel like I will develop a positive relationship with my mentor:

**1**    **2**    **3**    **4**

4. I enjoy my one-on-one time with my mentor:

**1**    **2**    **3**    **4**

5. I am seeing changes in my life as a result of being a part of this program:

**1**    **2**    **3**    **4**

6. I am glad I joined the program:

**1**    **2**    **3**    **4**

---

1. I feel like the program is currently supporting my needs:

**1**    **2**    **3**    **4**

2. I have benefitted from participating in the program:

**1**    **2**    **3**    **4**

3. I feel like I have developed a positive relationship with my mentor:

**1**    **2**    **3**    **4**

4. I enjoy my one-on-one time with my mentor:

**1**    **2**    **3**    **4**

5. I am seeing changes in my life as a result of being a part of this program:

**1**    **2**    **3**    **4**

6. I am glad I joined the program:

**1**    **2**    **3**    **4**

*(continued on back)*



Name

Mentor

Date

**SUCCESS CRITERIA:** *I will be able to list the various goals I have for the summer.*

## SUMMER BUCKET LIST

Places I want to go this summer:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

People I want to spend time with:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Skills I want to build on this summer:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Activities I want to do this summer:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





