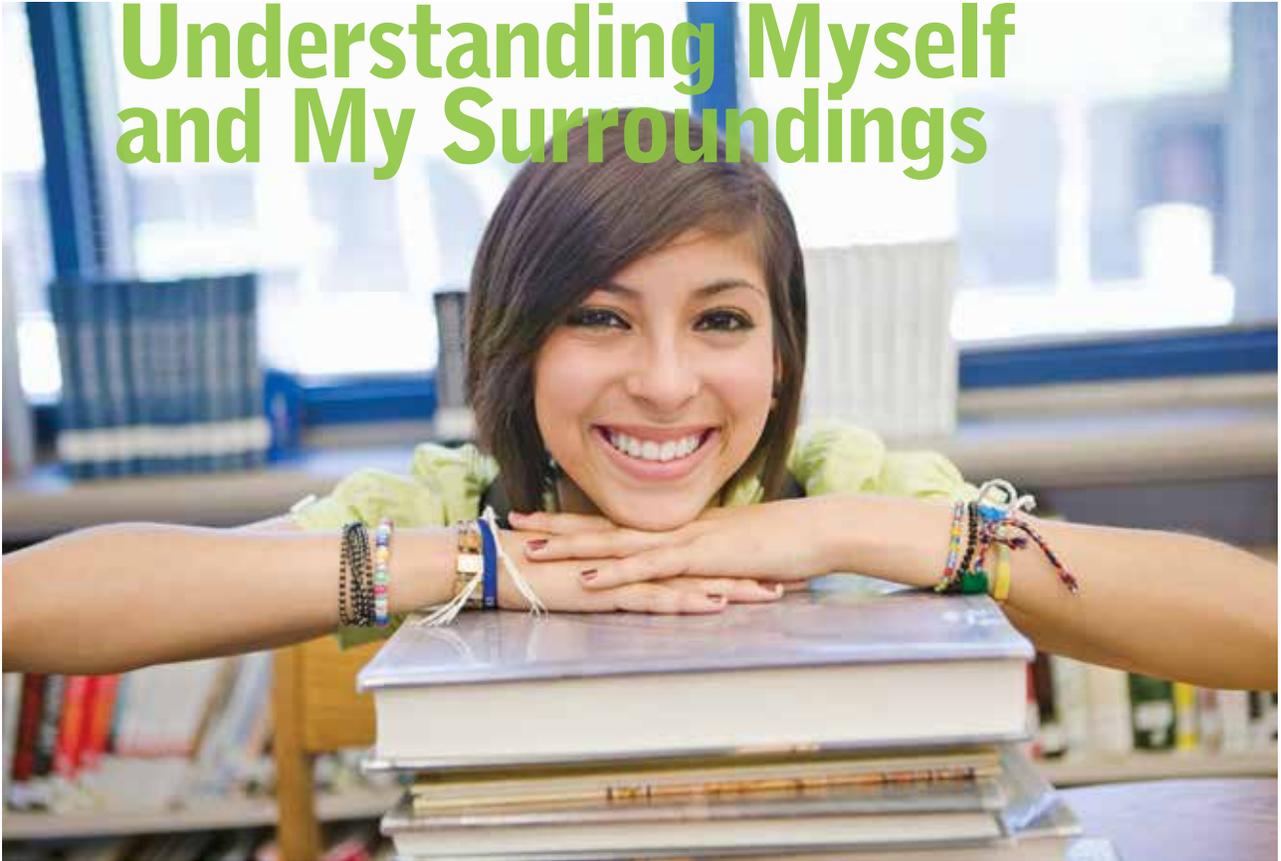


Understanding Myself and My Surroundings



UNIT 1: SCHOOL YEAR FOUNDATION, PART 1

Once the foundation of self-esteem and community has been established, scholars will now be ready to learn how to navigate our own lives, our school community, and our world at large. Developing the practical tools that are needed to navigate the different systems in our lives will create new opportunities, better solutions, and a clear pathway to our own happiness and fulfillment. Unit 1 is the beginning of our journey into Year 2 of the program, and focuses on understanding ourselves, recalling our strengths and challenges, and planning for the coming year.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

Understanding Myself and My Surroundings

Goals and Challenges Checklist

OBJECTIVE:

For scholars to account for all of the activities, accomplishments and challenges that took place during their summer break, as well as their impact on the coming school year.

INSTRUCTIONS:

Following the directions, have your scholar give examples of the activities they did, places they went, and relationships they built over the summer. Then, in the second set of boxes, have them give examples of the challenges they faced and the solutions they found this summer.

For the guided questions at the bottom, encourage them to give specific examples.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to recall my summer experiences, and any lessons I learned while on summer vacation.*

Goals I Accomplished This Summer

<p>What I did:</p> <hr/>	<p>Where I went:</p> <hr/>	<p>Relationships I built:</p> <hr/>
--	--	---

Challenges I Overcame This Summer

<p>Challenges I faced this summer:</p> <hr/>	<p>Solutions I found:</p> <hr/>	<p>Challenges that haven't been resolved:</p> <hr/>
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1. Are there any unresolved challenges that might impact your school life?

2. Did you learn anything this summer that may benefit you this school year?

Understanding Myself and My Surroundings

Worldview Checklist

OBJECTIVE:

For scholars to define the various aspects of their environment and experiences, as well as their ideal environment.

INSTRUCTIONS:

In the first set of boxes, have your scholar give examples of the various aspects of their life. Encourage them to paint a complete picture of each environment. Then, in the second set of boxes, have them give detailed examples of what they want their world to look like.

SUGGESTIONS:

If your scholar is having trouble defining their ideal world, ask them what type of environment would have made their life easier. Approaching the question with solutions in mind may make the process easier.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to describe the different aspects of my life, and identify what I want my life to look like.*

What My World Looks Like

<p>My home life:</p> <hr/>	<p>My school experience:</p> <hr/>	<p>My country:</p> <hr/>
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What I Want My World to Look Like

<p>My home life:</p> <hr/>	<p>My school experience:</p> <hr/>	<p>My country:</p> <hr/>
--	--	--

1. In your opinion, what aspects of the world are stopping progress?

2. What kind of progress would you like to see in the world?

Understanding Myself and My Surroundings

School Year Checklist

OBJECTIVE:

For scholars to pinpoint their primary goals for the school year, as well as the biggest challenges they face.

INSTRUCTIONS:

Have your scholar go through the checklist and check off their primary focuses for the school year, then have them give examples of their accomplishments from last year, as well as the challenges they still need to resolve.

For the guided questions at the bottom, encourage them to give specific examples.

The 'Weekly Check-In' section will be a reoccurring section on Year 2 curriculum materials. Scholars will fill in their grades for the week, as well as their favorite moments, and the state of their mental health, home life, and relationships. Students can access their grades via the online school portal, so they should eventually become accustomed to having their grades on hand before meeting with their mentor.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to pinpoint my focuses for this school year, and take account of the commitments I still have from last school year.

My Focuses for This School Year

- GPA
- Extracurriculars
- Decision-making
- Attendance
- Confidence
- Resisting peer pressure
- Friendships
- Self-control
- Problem solving
- Relationships with my teachers
- Time management
- Financial security
- Family/home life
- Kindness

Accomplishments from last year I want to maintain:

Problems from last year I will have to resolve:

1. Describe the goal you feel the most passionate about:

2. Describe the biggest challenge you face this school year:

Weekly Check-In

- Class 1 _____ Class 5 _____
 Class 2 _____ Class 6 _____
 Class 3 _____ Class 7 _____
 Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Understanding Myself and My Surroundings

Life Experience Checklist

OBJECTIVE:

For scholars to analyze how their past experiences influence their present behaviors and environment.

INSTRUCTIONS:

In the first set of boxes, have scholars summarize the circumstances they were born into, the circumstances they lived in as a child, and their circumstances now. They will use this information to answer the guided questions below, analyzing how their past influences their present.

SUGGESTIONS:

Because this activity primarily deals with scholars' personal histories, try to be patient and respectful of their own personal boundaries. Emphasize how understanding our pasts can help us navigate the future. Also, understanding your scholar's past may help you in understanding their limitations and/or behaviors today.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to recall my past experiences and describe how those experiences impact my present and future.

<p>Where I was born:</p> <p>_____</p> <p>Who supported me/took care of me:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Challenges my family faced:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Where I spent my childhood:</p> <p>_____</p> <p>Who supported me/took care of me:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Challenges I faced:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Where I live now:</p> <p>_____</p> <p>Who supports me/takes care of me:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Challenges I currently face:</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---	--

1. What are the biggest differences between your childhood and your life now?

2. Are there any challenges that you experienced when you were younger that you still struggle with now?

3. Do you think any other scholars at your school are going through similar challenges?

4. How do you think your past experiences influence your life today?

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

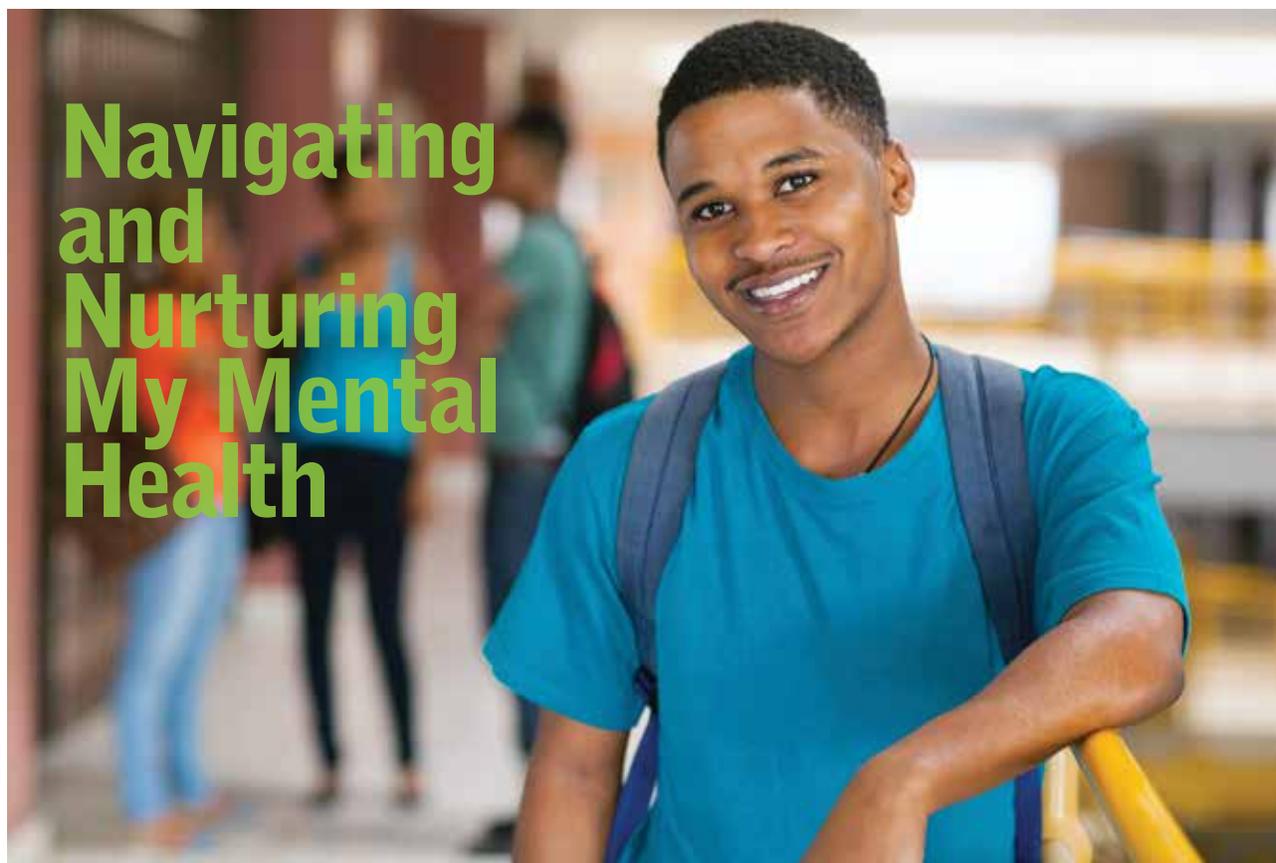
1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5



Navigating and Nurturing My Mental Health

UNIT 2: MENTAL HEALTH / TOXIC HABITS, PART 1

Mental health impacts every aspect of life, and understanding our mental health and how it can impact behavior, can make navigating school, home life, and friendships more enjoyable and fun. By working to understand the complexities of our emotions and thoughts, as well as the complexity of those in our community, we can create an environment of genuine fulfillment and acceptance of our unique differences. Unit 2 focuses primarily on understanding the root of our habits, mental health, and self-care.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

Navigating and Nurturing My Mental Health

Stress Checklist

OBJECTIVE:

For scholars to pinpoint the primary sources of their daily stresses.

INSTRUCTIONS:

In the top set of boxes, have your scholar give examples of the various sources of stress in their life, as well as the various tactics they use to overcome that stress.

For the guided questions below, encourage them to give specific examples. If they struggle with defining “healthy ways” to deal with stress, ask them whether the tactic is ultimately beneficial, or will eventually lead to more stress. Healthy stress relief should have little to no negative consequences. Conversely, unhealthy stress relief can often cause more conflict and challenges further down the road.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to pinpoint my primary sources of stress, and describe healthy and unhealthy ways to deal with that stress.

<p>My biggest source of stress in school:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>My biggest source of stress outside of school:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Tactics I use to overcome stress:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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1. Can you describe a healthy way to overcome the stresses you mentioned above?

2. To you, what does it mean to overcome stress in a healthy way?

3. Can you describe a time you dealt with stress in an unhealthy way?

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

**Navigating
and Nurturing
My Mental
Health**

My Mental Health Map

OBJECTIVE:

For scholars to rank the primary sources of stress in their lives, as well as the primary sources of their relief.

INSTRUCTIONS:

Have your scholar rank, on a scale of 1-10, the various sources of stress and relief in their life.

SUGGESTIONS:

This week's lesson will be the first introduction to self-care and stress management. Encourage your scholar to start thinking critically about the impact of stress on their life, as well as the ways they can factor in self-care to combat the negative impacts of stress.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to rank, on a scale of 1–10, the sources of stress in my life, as well as the sources of relief.

My Mental Health Map

Most of the **stress** in my life comes from:

- Schoolwork
- Clubs/extracurriculars
- Work (outside of school)
- Friendships
- Romantic relationships
- Family
- Discipline (in school)
- Family finances
- Mental/physical health
- Social problems
- Socializing/bullying
- News/current events

Most of the **relief** in my life comes from:

- Friends
- Family
- Home
- Romantic relationships
- TV/films
- Online media
- Hobbies/interests
- Alone time
- Exercise/sports
- Clubs/extracurriculars
- Music/art
- Reading

1. When you feel mentally overwhelmed or distressed, do you have a safe place to practice self-care? If so, what or where?

2. Are your primary sources of stress in your control or out of your control?

**Navigating
and Nurturing
My Mental
Health****School Year Checklist****OBJECTIVE:**

For scholars to understand the various toxic habitss that exist and how these behaviors may impact their own lives.

INSTRUCTIONS:

Have your scholar read the top box aloud, including the definition of 'toxic habitss', the examples of behaviors listed, and the 'note' at the bottom. Afterwards, talk through the guided questions below and answer them together.

SUGGESTIONS:

Toxic habitss can often stem from stresses in other areas of life. If your scholar appears embarrassed or withdrawn during your conversation on toxic habits, reassure them that everyone displays these behaviors as a response to stress or unhappiness. Encourage them to think about the source of their toxic habitss, and the various uncontrollable factors that may lead them to display toxic habitss.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to read and understand the different examples of toxic habits, and analyze any possible overlaps in my own life.

Examples of Toxic habits

Toxic habits:
Behavior usually caused by stress, frustration, and/or confusion, usually resulting in negative outcomes and damaged relationships.

- | | |
|-------------------------------|--|
| Habitual dishonesty | Regularly judgmental |
| Manipulation | Rejection of social courtesy |
| Inability to apologize | Inability to analyze their behavior honestly |
| Habitual negativity | Dismissal of others' emotions |
| In constant need of attention | Dismissal of commitments |

Note: Everyone displays toxic habitss at some point, but the ability to recognize toxic habitss when they're happening will help to avoid them, resulting in better outcomes!

1. Do you find yourself displaying any of the behaviors above? Are there any you used to display but have overcome?

2. Which behaviors do you think would most hinder your goals and aspirations?

Weekly Check-In

Favorite moment of the week:

- Class 1 _____ Class 5 _____
 Class 2 _____ Class 6 _____
 Class 3 _____ Class 7 _____
 Class 4 _____ Class 8 _____

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Navigating and Nurturing My Mental Health

Habit Checklist

OBJECTIVE:

For scholars to take account of their various habits and how those habits impact their life.

INSTRUCTIONS:

In the first set of boxes, have scholars summarize the circumstances they were born into, the circumstances they lived in as a child, and their circumstances now. They will use this information to answer the guided questions below, analyzing how their past influences their present.

SUGGESTIONS:

Even if a habit seems obscure, have your scholar include it and analyze it anyway. Creating a complete picture of how our habits impact our daily lives can help in making our schedules and commitments more realistic and manageable.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to analyze my habits and how they impact my academic performance.

1. Have you discovered any habits or strategies that make school more manageable for you?

2. Have you discovered ways to balance your stresses at home with your stresses at school?

3. Do you think you possess any behaviors or habits that make school or home less manageable?

Habits that will help my academic success:

Habits that will hurt my academic success:

Habits I want to build upon:

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

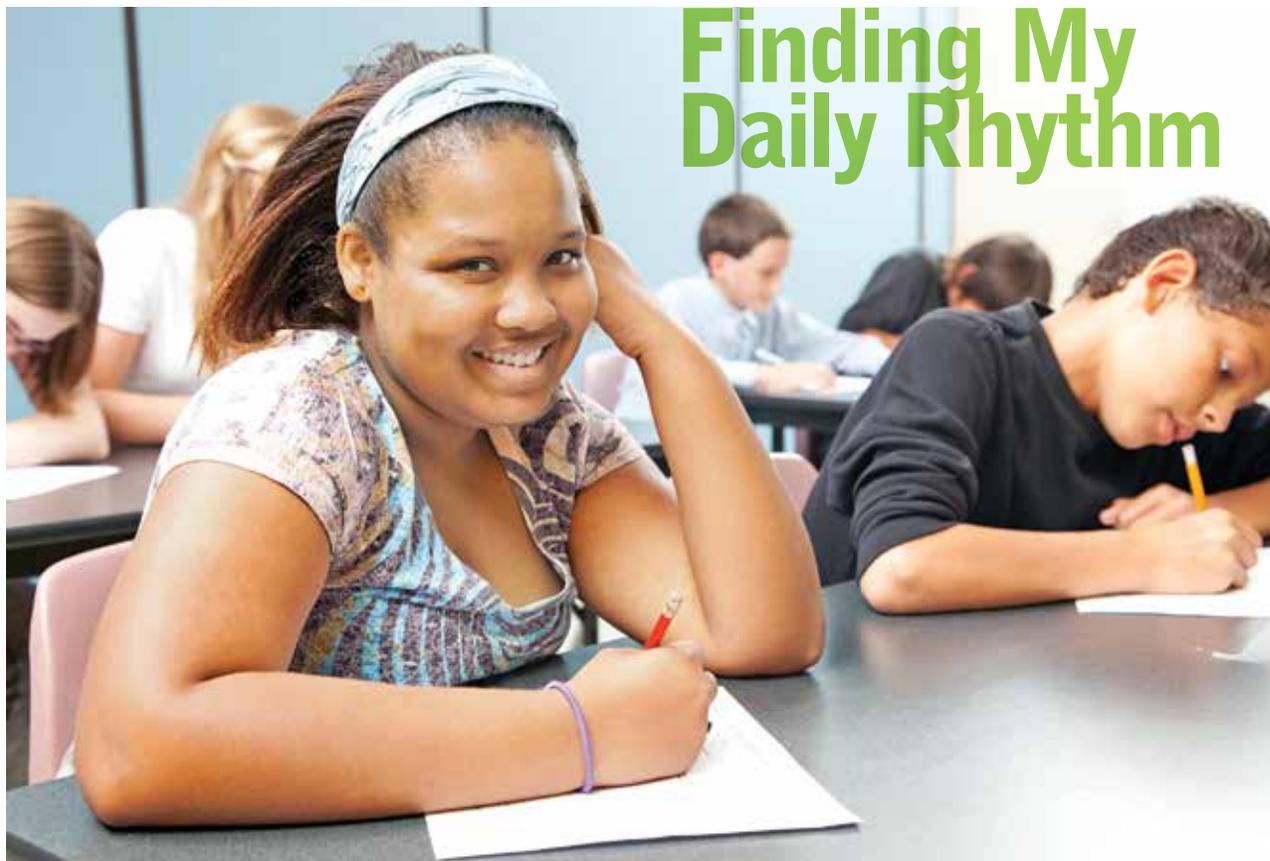
1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5



Finding My Daily Rhythm

UNIT 3: DAILY PLANNING / GOAL SETTING, PART 1

Once scholars have a clear understanding of their goals, and how to properly manage their mental health, they can put these concepts into practice by structuring their daily lives. Everyone has a unique daily rhythm that can help facilitate success. By creating an academic plan that fits their needs and habits, each scholar can create a more fulfilling, manageable, and comfortable routine. Unit 3 focuses primarily on goal setting, time management, and practical solutions.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

Finding My Daily Rhythm

Success Checklist

OBJECTIVE:

For scholars to analyze their personal process for achieving success and the factors that contribute to that success.

INSTRUCTIONS:

In the first box, have your scholar describe a recent successful day they had at school. Encourage them to clearly define why the day was successful.

In the next row of boxes, have them describe the specific aspects of the day that made it successful.

SUGGESTIONS:

For the center row of boxes and the guided questions below, encourage your scholar to define their process for achieving success. What mental state were they in? How was their home life at the time? What support systems were available to them? Analyzing how our lives impact our ability to succeed, will help scholars solidify their most effective process for success.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to describe a recent successful day I had, and pinpoint what made that day successful.

Describe a recent successful day you had at school:

Now describe the aspects of that day that made it a success:

My mental health/mood:

My academic performance:

My priorities:

1. Do you notice any patterns when thinking about your successful days?

2. Do you think you can create a sustainable routine based on this pattern?

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Finding My Daily Rhythm

Balancing My Day

OBJECTIVE:

For scholars to specify the time commitments that work best for maintaining their mental health, while still meeting all of their responsibilities.

INSTRUCTIONS:

In the first box, have your scholar allot realistic amounts of time for each of the daily responsibilities given. The time values should add up to no more than 24 hours.

Then, following the guided questions, have them analyze the time schedule they created.

SUGGESTIONS:

Remind scholars that some commitments, like free time, homework, and chores, don't have to be completed all at once. Spacing out and allocating responsibilities can make maintaining responsibilities more manageable.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to specify the time commitments that work best for maintaining my mental health while still meeting all of my responsibilities.

Balancing My Day

There are 24 hours in a day. Assign the specific amount of time to each daily task that works best for you. Try to focus on a schedule that feels the best for you personally.

Sleep	_____	Free time	_____
In-school time	_____	Commute time	_____
Homework	_____	Work	_____
Extracurriculars	_____	Chores	_____

1. Did you have enough time for each commitment? Or did certain commitments take up too much time?

2. Some time commitments, like in-school time, are unavoidable. Which commitments could you adjust if needed?

Weekly Check-In

Favorite moment of the week:

Class 1 _____ Class 5 _____
 Class 2 _____ Class 6 _____
 Class 3 _____ Class 7 _____
 Class 4 _____ Class 8 _____

Mental Health
 1 2 3 4 5

Home Life
 1 2 3 4 5

Relationships
 1 2 3 4 5

Finding My Daily Rhythm

Balancing My Week

OBJECTIVE:

For scholars to outline the commitments and responsibilities they have on each day of the week.

INSTRUCTIONS:

In each box, have your scholar fill out their responsibilities for the coming week, including homework, project deadlines, extracurriculars, and appointments for each day.

For the guided question, encourage them to consider whether or not a uniform weekly schedule is possible. Do they have a clear idea of their weekly responsibilities, or do commitments come up without much notice?

SUGGESTIONS:

It may help to fill out the Weekly Check-In at the bottom, first. Having their weekly school schedule written down can provide a good starting point.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to outline the commitments and deadlines I have to meet each day.

Balancing My Week

<p>Monday</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Tuesday</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Wednesday</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Thursday</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Friday</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Saturday/Sunday</p> <hr/> <hr/> <hr/> <hr/> <hr/>

1. Based on your own habits and schedule, do you think a consistent weekly schedule is possible? Or do you prefer a more flexible schedule?

Weekly Check-In

Class 1 _____ Class 5 _____
 Class 2 _____ Class 6 _____
 Class 3 _____ Class 7 _____
 Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

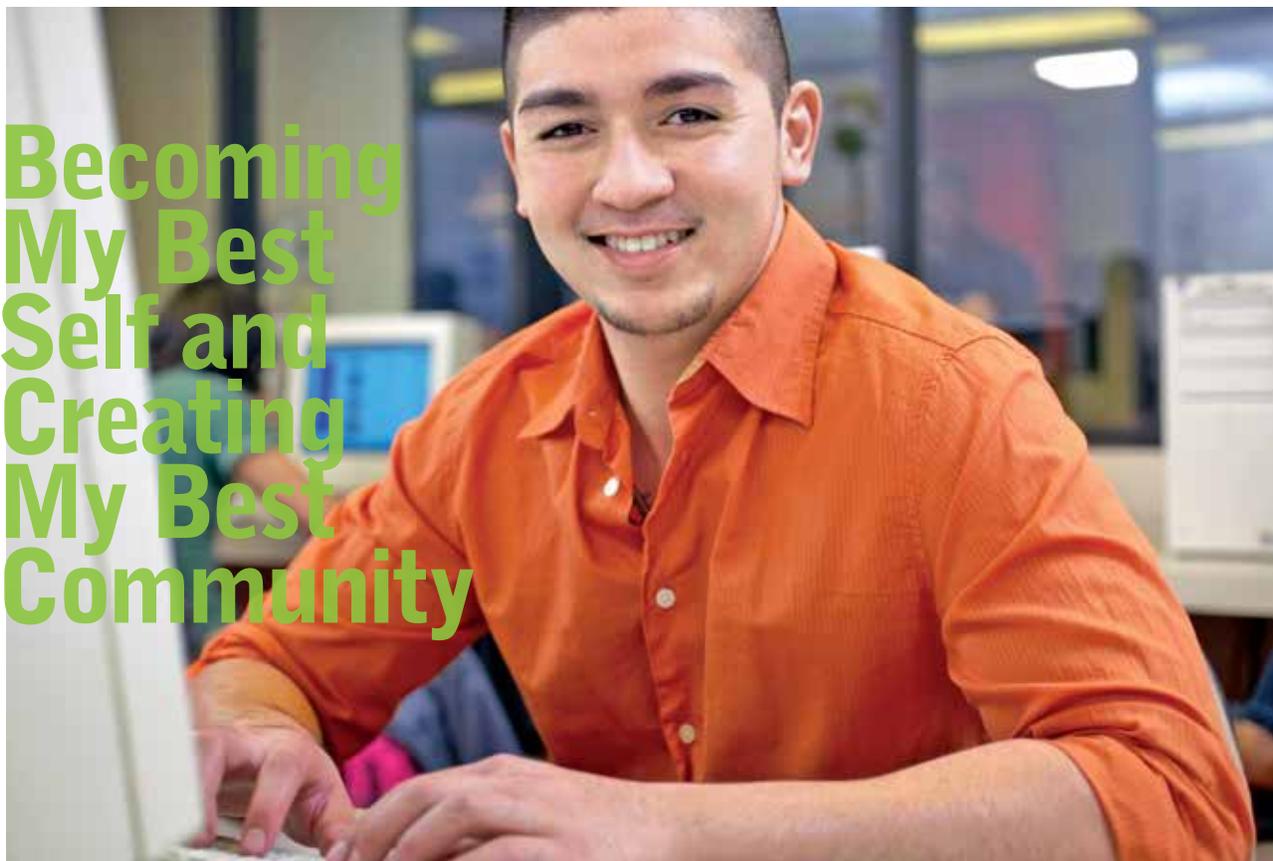
Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Becoming My Best Self and Creating My Best Community



UNIT 4: SCHOOL YEAR FOUNDATION, PART 2

As the midway point of the school year approaches, scholars can now reflect on the successes they have had in regards to stability, organization, and self-fulfillment. Now that the practical foundation for success has been established, scholars can begin to focus on positively influencing their peers and the larger school community. Unit 4 focuses on reflecting on successes and challenges, and applying learned problem-solving skills to the school community.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

**Becoming
My Best Self
and Creating
My Best
Community****My Focus for This School Year****OBJECTIVE:**

For scholars to take account of their academic accomplishments up until this point.

INSTRUCTIONS:

On the checklist, have your scholar check off their primary focuses for the school year. Encourage your scholar to select focuses based on their actual performance in each area.

In the middle row of boxes, have your scholar give specific examples of their accomplishments thus far, as well as the challenges they have overcome.

SUGGESTIONS:

For the last guided question, encourage your scholar to revisit Unit 1–Week 3, and see if there are any differences or similarities in regards to their challenge-related answers from the beginning of the year.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to pinpoint my current successes for the school year, as well as the challenges I've overcome since the beginning of the school year.

My Focuses for this School Year

- GPA
- Extracurriculars
- Decision-making
- Attendance
- Confidence
- Resisting peer pressure
- Friendships
- Self-control
- Problem solving
- Relationships with my teachers
- Time management
- Financial security
- Family/home life
- Kindness

Accomplishments for the first half of the school year:

Problems I've overcome since the beginning of the school year:

1. Have you gotten any closer to achieving the goal you're most passionate about?

2. Have you overcome the biggest challenge you faced at the beginning of the school year?

Weekly Check-In

Favorite moment of the week:

- Class 1 _____ Class 5 _____
 Class 2 _____ Class 6 _____
 Class 3 _____ Class 7 _____
 Class 4 _____ Class 8 _____

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

**Becoming
My Best Self
and Creating
My Best
Community****Fulfillment Checklist****OBJECTIVE:**

For scholars to take account of the areas of their lives that give them fulfillment and the areas they feel most influential.

INSTRUCTIONS:

In the first row of boxes, have your scholar give examples of the areas of their academic and personal lives where they feel influential, fulfilled, and/or neglected.

On the checklist below, have your scholar rank their level of influence in each area of life.

SUGGESTIONS:

If your scholar is having trouble defining their own influence, ask them how often their input and/or opinions are considered in decision-making. Do their parents consult them before making a decision? What about their friends?

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to recall which aspects of my life give me the most fulfillment, as well as the aspects that feel most in my control.*

<p>The aspects of my life where I feel important/influential:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The aspects of my life where I feel most fulfilled:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The aspects of my life that still feel out of my control:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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On a scale of 1-10, rank the influence you feel you have in each aspect of your life, 1 being 'no influence' and 10 being 'complete leader'. You can use numbers more than once.

Friendships	1	2	3	4	5	6	7	8	9	10
Family	1	2	3	4	5	6	7	8	9	10
Classrooms	1	2	3	4	5	6	7	8	9	10
Relationships	1	2	3	4	5	6	7	8	9	10
Social media	1	2	3	4	5	6	7	8	9	10
Clubs/sports	1	2	3	4	5	6	7	8	9	10

1. Do you ever feel overwhelmed by how much influence you have? Do you ever wish you had more influence?

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5



Handling Toxic Stress and Remembering Self-Care

UNIT 5: MENTAL HEALTH / TOXIC HABITS, PART 2

'Toxic Stress' is defined as strong, frequent, and/or prolonged adversity with little to no out-side support, experienced by an individual during the developmental ages of 1-18. Toxic stress, without the relief of outside help, can have lasting negative affects on an individual's mental health, stability, and overall outlook. However, practices like self-care, and frequent emotional support from caring adults, can prevent much of the harm that toxic stress causes. Unit 5 focuses on understanding toxic stress and crafting a sustainable self-care routine to combat toxic stress.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

Handling Toxic Stress and Remembering Self-Care

Intro to Toxic Stress

OBJECTIVE:

For scholars to familiarize themselves with the concept of 'toxic stress'.

INSTRUCTIONS:

Have your scholar read through the definition of toxic stress, the types of stress, and experiences that lead to toxic stress.

For the guided question, have your scholar give three examples of 'positive stress', and three examples of 'toxic stress'.

SUGGESTIONS:

A few examples of 'positive stress':

- Nervousness before a game or competition
- Mild anxiety after making a major decision
- Mild anxiety before an upcoming commitment
- Bodily stress during strenuous activity
- Anxiety during a performance or presentation

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to understand the concept of 'toxic stress' and how it may impact my own life.

Toxic stress: Strong, frequent, and/or prolonged adversity with little to no outside support, experienced by an individual during the developmental ages of 1-18.

Types of Stress



Experiences that typically lead to toxic stress:

- Physical or emotional abuse
- Chronic neglect
- Caregiver substance abuse or mental illness
- Exposure to violence
- Accumulated burdens of family economic hardship

Toxic stress is defined as severe stress without adequate adult support. When support is given, toxic stress is often much easier to overcome.

1. Can you describe the differences between **positive stress** and **toxic stress**? Give three examples:

Weekly Check-In

Favorite moment of the week:

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Handling Toxic Stress and Remembering Self-Care

Toxic Stress Analysis

OBJECTIVE:

For scholars to analyze a recent stressful moment and determine if it qualifies as 'toxic stress'.

INSTRUCTIONS:

In the first box, have your scholar describe a recent moment where they think they experienced toxic stress.

In the next set of boxes, following the guided questions, have them analyze the moment more closely.

SUGGESTIONS:

Toxic stress is defined as being frequent and/or prolonged, disruptive, and experienced with little outside support. If the moment qualifies, make sure your scholar is aware that they indeed experienced toxic stress, even if they don't believe so. Reassure them that toxic stress is not their fault, and can be overcome with a proper support system.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to analyze a recent stressful moment, and determine if what I experienced could lead to toxic stress.

Describe a recent moment when you think you experienced toxic stress:

To the best of your ability, answer the following criteria below about 'toxic stress'.

Toxic Stress is defined as prolonged and/or frequent trauma. Has this happened more than once?

Was there any sort of support system in place, like a trusted adult or teacher, that helped you deal with the stressful moment?

Was this stressful moment easily overcome? Or did it feel disruptive to your ability to function healthily?

1. Based on the criteria above, do you think what you experienced could lead to toxic stress?

2. What percentage of the scholar body do you think experiences toxic stress? How do you think it will affect the community in the long-term?

Weekly Check-In

Class 1 _____ Class 5 _____
Class 2 _____ Class 6 _____
Class 3 _____ Class 7 _____
Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Handling Toxic Stress and Remembering Self-Care

Intro to Self-Care

OBJECTIVE:

For scholars to familiarize themselves with the concept of 'self-care', and how it can be implemented in their own lives.

INSTRUCTIONS:

With your scholar, read the examples of self-care given aloud. Ask them if they intentionally do any of the activities mentioned, or if they're willing to factor in more of these activities as self-care. Then, answer the guided questions based on their answers.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to read the various examples of self-care and start to theorize a self-care routine that will work for me.

Self-care:

Healthy, positive activities that promote relaxation, recuperation, or fulfillment.

Examples of Self-care

- Watching your favorite 'feel-good' tv/movie/video content
- Eating your favorite healthy snack
- Participating in your favorite sport/exercise
- Reading positive books/magazines/articles
- Enjoying nature/quiet time
- Keeping a to-do list to keep track of small accomplishments
- Spending time with caring friends/family members

1. In what ways is self-care important? How do you think self-care can help combat stress?

2. Do you already practice self-care without even knowing it? In what ways?

Weekly Check-In

Favorite moment of the week:

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Handling Toxic Stress and Remembering Self-Care

Self-Care Routine

OBJECTIVE:

For scholars to create a practical self-care routine, based on their own daily rhythm, stress levels, and interests.

INSTRUCTIONS:

For the first guided question, have your scholar give specific examples of the benefits (or drawbacks) they think are associated with self-care. Then, in the row of boxes below, have them give examples of places, activities, and times that will work best for their self-care routine.

For the second guided question, ask them to share their state of mind after practicing self-care. Do they feel relaxed? Relieved? Or does self-care inspire more complex feelings?

SUGGESTIONS:

Remind your scholar that self-care is personal, and should be primarily focused on making them feel better. Self-care routines shouldn't be influenced by outside sources, but should be overall healthy and beneficial.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to define the different aspects of my self-care routine.*

1. Can you see yourself incorporating self-care into your weekly routine? Why or why not?

Safe places I can go to practice self-care:
Fun and stress-relieving activities I can do as self-care:
Time I can set aside for self-care throughout the week:

2. How do you feel after practicing self-care? Does practicing self-care make your daily stresses more manageable? Why or why not?

Weekly Check-In

Favorite moment of the week:

Class 1 _____ Class 5 _____
Class 2 _____ Class 6 _____
Class 3 _____ Class 7 _____
Class 4 _____ Class 8 _____

Mental Health
1 2 3 4 5

Home Life
1 2 3 4 5

Relationships
1 2 3 4 5



Creating the Best Life for Me

UNIT 6: DAILY PLANNING / GOAL SETTING, PART 2

As the school year approaches its end, scholars will be focusing on planning for the year ahead, and defining their goals for the next leg of their journey. Though we will also be laying out practical goals for the future, we will also be encouraging scholars to make more long-term abstract goals. Unit 6 focuses on scholar planning, goal setting, and future actualization.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

**Creating
the Best Life
for Me****My Focuses for This School Year****OBJECTIVE:**

For scholars to take account of their academic accomplishments up until this point.

INSTRUCTIONS:

On the checklist, have your scholar check off their primary focuses for the school year. Encourage your scholar to select focuses based on their actual performance in each area.

In the middle row of boxes, have your scholar give specific examples of their accomplishments thus far, as well as the challenges they have overcome.

SUGGESTIONS:

For the last guided question, encourage your scholar to revisit Unit 1: Week 3, and see if there are any differences or similarities in regards to their challenge-related answers from the beginning of the year.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to describe my process for recently achieving one of my goals.

Describe a goal you set at the beginning of the school year that you have since accomplished:

Now describe the aspects of achieving that goal:

<p>Why I set the goal:</p> <p>_____ _____ _____ _____ _____</p>	<p>How long it took to accomplish:</p> <p>_____ _____ _____ _____ _____</p>	<p>Challenges or setbacks I faced:</p> <p>_____ _____ _____ _____ _____</p>
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1. Were you surprised by any aspect of your process in achieving your goal?

2. Did you try anything new or unconventional that ended up helping your process?

Weekly Check-In

Class 1 _____ Class 5 _____
 Class 2 _____ Class 6 _____
 Class 3 _____ Class 7 _____
 Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

**Creating
the Best Life
for Me****Toxic Stress Analysis****OBJECTIVE:**

For scholars to analyze a recent stressful moment and determine if it qualifies as 'toxic stress'.

INSTRUCTIONS:

In the first box, have your scholar describe a recent moment where they think they experienced toxic stress.

In the next set of boxes, following the guided questions, have them analyze the moment more closely.

SUGGESTIONS:

Toxic stress is defined as being frequent and/or prolonged, disruptive, and experienced with little outside support. If the moment qualifies, make sure your scholar is aware that they indeed experienced toxic stress, even if they don't believe so. Reassure them that toxic stress is not their fault, and can be overcome with a proper support system.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to define the long-term and short-term goals I have set out for myself.*

Goal Setting Road Map

My Short-Term Goals:

Academic goals:

Relationship goals:

Financial/career goals:

Personal goals:

My Long-Term Goals:

Academic goals:

Relationship goals:

Financial/career goals:

Personal goals:

1. Have you developed a process for achieving your goals? What steps do you take when working to achieve a goal?

2. What resources do you think you will need to achieve your long-term goals? Will you need any help?

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to define the different aspects of an ideal version of myself— the version of myself that is happiest, healthiest, and most fulfilled.

Self-Actualization: My Ideal Me

'Self-actualization' means accomplishing the personal goals you have for yourself as an individual. Describe the various aspects of an 'ideal version' of yourself.

<p>My ideal job</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>My ideal location</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>My ideal family</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>My ideal hobbies</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>My ideal appearance</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>My ideal relationships</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

1. Do you feel closer to being your 'ideal self' than you did at the beginning of the school year? Why or why not?

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to predict the cumulative effect of all of my hard work, and describe the benefits I will face in the future that result from my efforts today.

<p>My academic accomplishments this year:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Because of my efforts before, my academic future in 5 years looks like:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Because of my efforts before, my academic future in 10 years looks like:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>My relationship accomplishments this year:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Because of my efforts before, my relationships in 5 years look like:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Because of my efforts before, my relationships in 10 years look like:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>My health & happiness accomplishments this year:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Because of my efforts before, my health & happiness in 5 years looks like:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Because of my efforts before, my health & happiness in 10 years looks like:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Weekly Check-In

- Class 1 _____ Class 5 _____
- Class 2 _____ Class 6 _____
- Class 3 _____ Class 7 _____
- Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

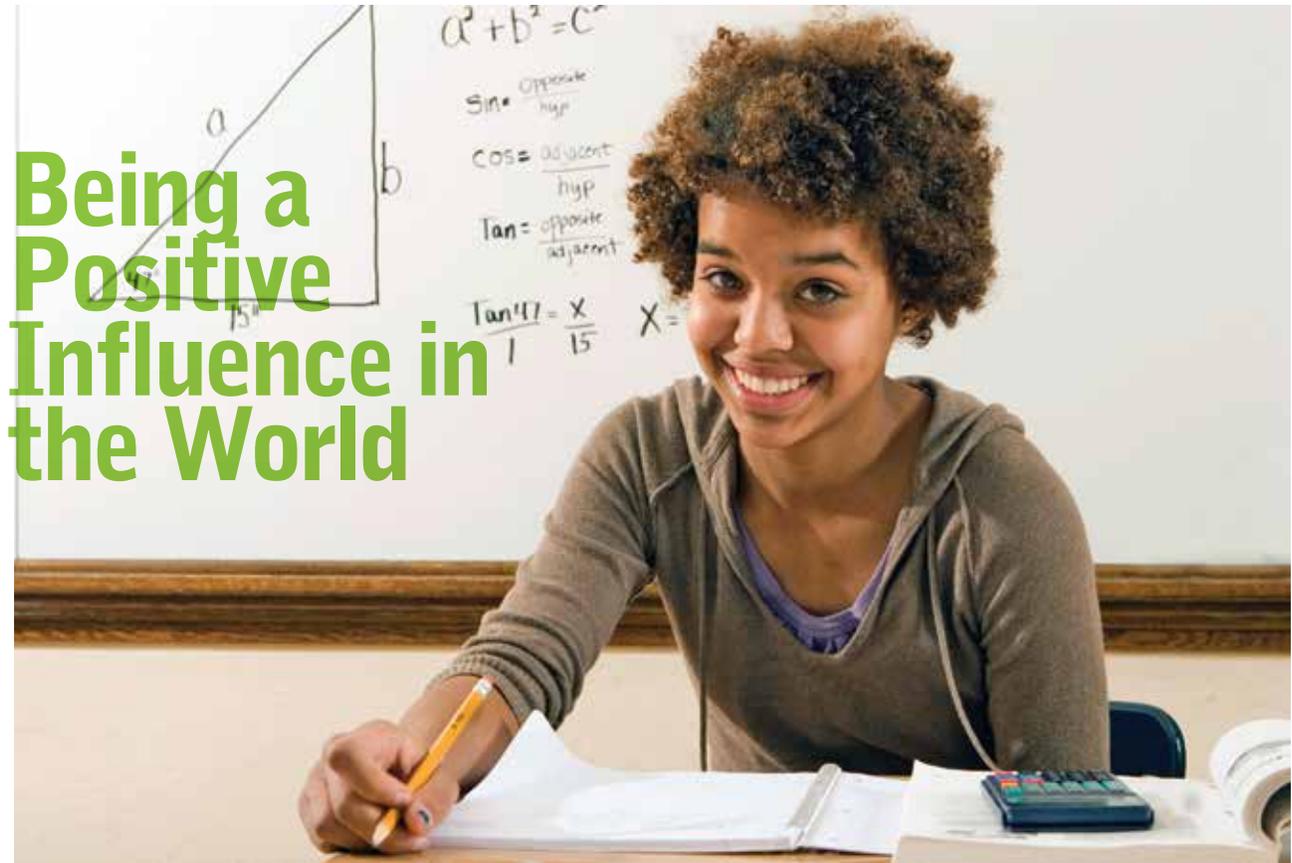
1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5



Being a Positive Influence in the World

UNIT 7: PREPARING FOR THE ROAD AHEAD

As the school year draws to a close, scholars will now be taking everything they have learned thus far and putting it into practice. Though scholars will naturally influence those around them by virtue of their words, actions, and outlook, we encourage them to claim responsibility over their loved ones and community and work towards influencing positive change over their summer break. Unit 7 focuses on positive leadership practices and interpersonal fulfillment.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

**Being a
Positive
Influence in
the World****Leadership Checklist****OBJECTIVE:**

For scholars to analyze the aspects of leadership that they enjoy, as well as the aspects that bring challenges.

INSTRUCTIONS:

In the first box, have your scholar check off the various areas where they might want to have a leadership role. Then, in the next row of boxes, have them describe the possible positive and negative aspects of being a leader. These answers are just speculation and don't have to come from personal experience.

For the guided questions, have your scholar speculate on the pros and cons of leadership positions.

SUGGESTIONS:

If your scholar has no personal experience in leadership positions, ask them to think of their favorite leader/political figure and imagine what their leadership responsibilities are.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to describe the various aspects of leadership that I enjoy, as well as the responsibilities that come along with it.

I would like to be a leader in the following areas:

Classroom

Family/home life

Peer pressure

Friendships

Extracurriculars

Kindness

Relationships with my teachers

Self-control

Sports

Positive aspects of being a leader:

Challenging aspects of being a leader:

1. Do you enjoy the responsibility that comes with being in a leadership position? Is the responsibility manageable for you?

2. What benefits could you personally gain from being a leader?

Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

**Being a
Positive
Influence in
the World****Influence Checklist****OBJECTIVE:**

For scholars to take account of the various influences in their life, as well as the influence they have on others.

INSTRUCTIONS:

In each row of boxes, have your scholar list the various ways they influence their family, friends, and classmates, as well as the various ways they are influenced by their family, friends, and classmates. Encourage them to use specific examples and instances.

For the guided questions, have your scholar give one specific instance or moment that relates to each question.

SUGGESTIONS:

For this activity, encourage your scholar to be detailed and honest in their answers.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to describe the various influences in my life, as well as how I influence others.

In the boxes below, give examples of how you influence your family, friends, and classmates. Then give examples of the ways in which they influence you. Try to give specific examples.

<p>How I influence my family:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Family</p>	<p>How my family influences me:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How I influence my friends:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Friends</p>	<p>How my friends influence me:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How I influence my classmates:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Classmates</p>	<p>How my classmates influence me:</p> <hr/> <hr/> <hr/> <hr/> <hr/>

1. Do you think you have a primarily positive influence over others in your life? Do you think others influence you positively?

2. Are there times when you want to offer a suggestion or solution, but are dismissed by others? Do you ever feel like you dismiss others when they have a suggestion or solution?

**Being a
Positive
Influence in
the World****Ideal Relationships****OBJECTIVE:**

For scholars to describe their current relationships, as well as their ideal relationships.

INSTRUCTIONS:

In the left box, have your scholar describe their most fulfilling and most challenging relationships, as well as who cares for them, and their own personal relationship with themselves. Then, have them describe their ideal relationships for each category.

For the guided questions, have your scholar further analyze the impact of their relationships on their self-esteem, as well as their sense of fulfillment in their relationships.

SUGGESTIONS:

For questions relating to their 'relationship with themselves', have them approach the question through the lens of self-image, self-esteem, and mental health. Do they feel healthy and fulfilled in all of these aspects? Are they struggling in any of these areas?

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to describe my current relationships and my ideal future relationships.*

In the boxes below, describe the various relationships in your life currently, and the ideal relationships you want to have in your future. If you have no personal examples in a given section, leave it blank.

My Current Relationships

My most fulfilling relationship:

My most challenging relationship:

People who care for me:

People I care for:

My relationship with myself:

My Ideal Relationships

My most fulfilling relationship:

My most challenging relationship:

People who will care for me:

People I will care for:

My relationship with myself:

1. In what ways do your relationships with others impact your relationship with yourself?

2. Do you feel unreciprocated in any of your relationships? Do you feel appreciated or neglected?

**Being a
Positive
Influence in
the World**

Academic Performance Checklist

OBJECTIVE:

For scholars to take account of their accomplishments and challenges this school year.

INSTRUCTIONS:

On the checklist, have your scholar check off the areas where they have performed well, either by improving their performance or maintaining a good performance.

In the center row of boxes, have them list their specific accomplishments during this school year, as well as their biggest goals for the summer and next school year.

For the guided questions, have your scholar speculate on their progress in attaining their ideal life, and how their accomplishments have possibly inspired or impacted others.

SUGGESTIONS:

If your scholar is struggling to answer the first guided question, revisiting Unit 7: Week 3 and Unit 6: Week 3 may be helpful.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: I will be able to pinpoint my major successes this school year, as well as my goals for this summer and next year.

I have done well in the following areas this year:

- GPA
- Extracurriculars
- Decision-making
- Attendance
- Confidence
- Resisting peer pressure
- Friendships
- Self-control
- Problem solving
- Relationships with my teachers
- Time management
- Financial security
- Family/home life
- Kindness

My biggest accomplishments this school year:

My biggest goals for the summer and next year:

1. In what ways are you closer to your ideal life? How have you grown in the past year?

2. Do you feel like your accomplishments have helped or inspired others? In what ways do you give back to your community?

Weekly Check-In

- Class 1 _____ Class 5 _____
- Class 2 _____ Class 6 _____
- Class 3 _____ Class 7 _____
- Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

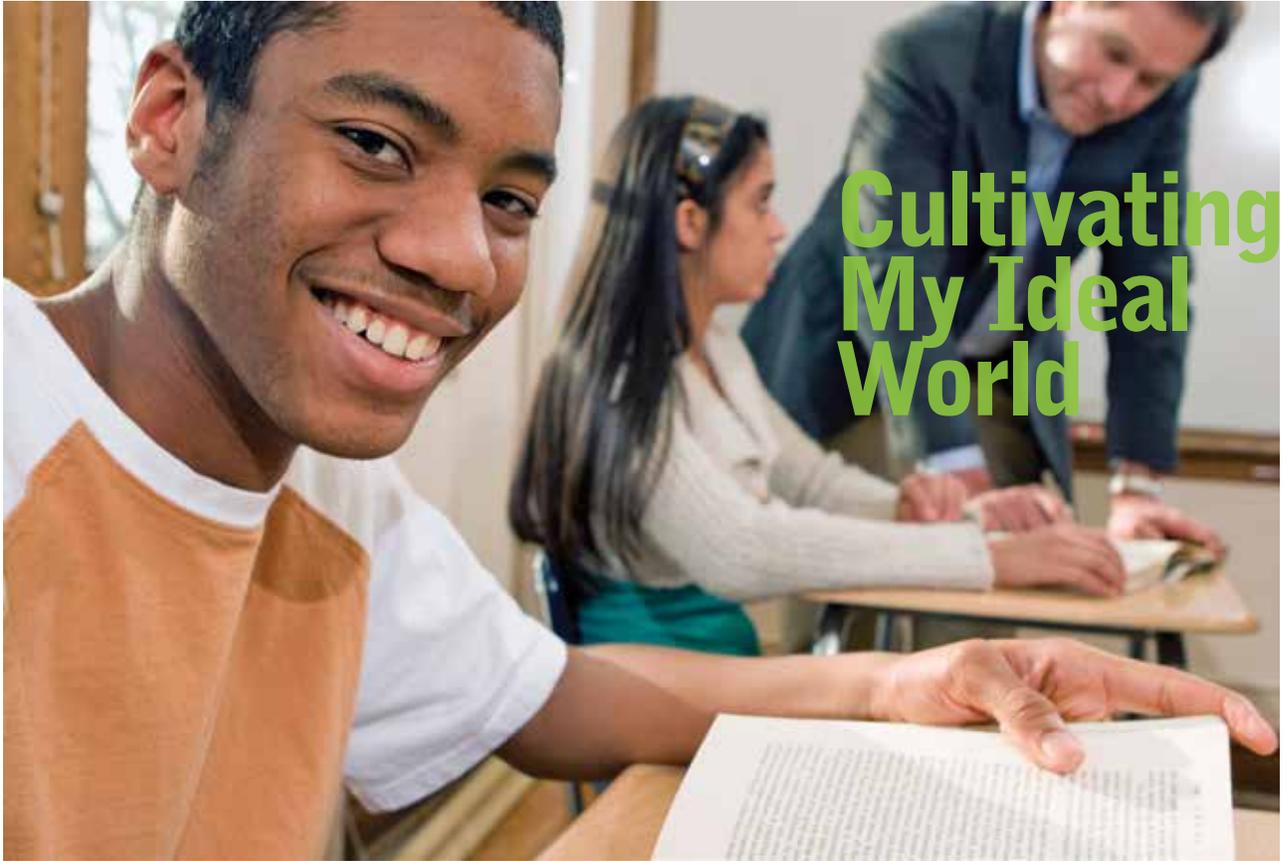
1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5



Cultivating My Ideal World

UNIT 8: SUMMER PREP / CONCLUSION

To conclude the second year of the Mentor & Me program, scholars will be planning for the road ahead, and outlining their aspirations for the summer. Unit 8 focuses on goal-setting for the summer, analyzing our experiences over the past year, and preparing for the next school year.

With your scholar, read through the paragraph and circle any words or phrases that stick out to you. When finished, discuss why you picked those words or phrases.

**Cultivating
My Ideal
World****Health Care Routine****OBJECTIVE:**

For scholars to solidify their mental health routine for the summer.

INSTRUCTIONS:

For the first guided question, have your scholar explain whether or not they have formulated a mental and physical health routine for the summer. Then, in the boxes below, have them give detailed answers on the self-care activities, physical activities, and stress avoidance techniques they can use during the summer.

SUGGESTIONS:

For the guided question at the top, encourage your scholar to explain the benefits (or drawbacks) of creating a health care routine for the summer.

Name _____

Mentor _____

Date _____

SUCCESS CRITERIA: *I will be able to define the ways I can prioritize my mental and physical health this summer.*

1. Have you already considered ways you can maintain your mental and physical health during the summer? Why or why not?

<p>Self-care activities that will help maintain my mental health:</p> <p>_____</p>	<p>Physical activities that will help maintain my physical health:</p> <p>_____</p>	<p>Ways I can avoid toxic stress this summer:</p> <p>_____</p>
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Weekly Check-In

Class 1 _____ Class 5 _____

Class 2 _____ Class 6 _____

Class 3 _____ Class 7 _____

Class 4 _____ Class 8 _____

Favorite moment of the week:

Mental Health

1 2 3 4 5

Home Life

1 2 3 4 5

Relationships

1 2 3 4 5

**Cultivating
My Ideal
World**

School Year Bucket List

OBJECTIVE:

For scholars to list their various goals for the next school year.

INSTRUCTIONS:

Have your scholar list their various goals for the next school year. Encourage them to give specific examples of the activities, relationships, classes, and challenges they want to seek out next school year.

Once finished, keep this activity. We will revisit it next school year.

**Cultivating
My Ideal
World****Summer Bucket List****OBJECTIVE:**

For scholars to list their various goals for the summer break.

INSTRUCTIONS:

Have your scholar list their various goals for the summer. Encourage them to give specific examples of the activities they want to do, people they want to spend time with, skills they want to build, and places they want to go this summer.

Once finished, keep this activity. We will revisit it next school year.

