



# **Mentor Handbook**

## **2022-2023**



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# **Contact Information and Schedules**

## At-a-Glance Mentor Program Schedule 2022-2023

Mentor-student meetings are scheduled on the third Thursday of each month except for October. It is very important that mentors attend each meeting. If there is a conflict with one of the dates below, mentors must reschedule the missed meeting on an alternate day with their students *during the same month* as the original meeting date. All meetings will be held on the Cathedral City High School campus except the final luncheon.

Month	Meeting Topic	Schedule Date/Time	Location	Description
September	<b>Mentor Orientation</b>	<b>Tuesday, Sept. 6, 2022</b> 5:30 pm-6:30 pm	703	Review Mentor Handbook and complete contract
	<b>Icebreakers and Introductions</b>	<b>Thursday, Sept. 15, 2022</b> 12:40-1:40pm	703/704/706	Meet and get to know your students.
October	<b>Exploring Values</b>	<b>Thursday, Oct 13, 2022</b> 12:40-1:40pm	703/704/706	To help students identify core values that can assist students in picking careers.
November	<b>Goal Setting</b>	<b>Thursday, November 17, 2022</b> 12:40-1:40pm	703/704/706	Complete a goal setting activity with students to help students establish measurable academic and personal goals.
December	<b>Resume Review &amp; Mentor Career Share</b>	<b>Thursday, Dec. 15, 2022</b> 12:40-1:40pm	703/704/706	Mentors will review & update student resumes. Mentors will share about their career or have students
January	<b>Academic Review</b>	<b>Thursday, Jan. 19, 2023</b> 12:40-1:40pm	703/704/706	Mentors & students will reflect on the first semester, and update academic goals for the remaining year.
February	<b>Interview Preparation</b>	<b>Thursday, Feb. 16, 2023</b> 12:40-1:40pm	703/704/706	Help students prepare for upcoming mock interviews by reviewing interview techniques and by reviewing their resumes.
March	<b>Choosing a College Major or Career</b>	<b>Thursday, March 16, 2023</b> 12:40-1:40pm	703/704/706	Complete activities that will help students explore the right college major or job training after high school.
April	<b>Future Planning</b>	<b>Thursday, April 20, 2023</b> 12:40-1:40pm	703/704/706	Mentors will encourage students to look ahead, plan meaningful activities for summer and senior year.
May	<b>Luncheon</b>	<b>Thursday, May 25, 2023</b> 12:30-2:30pm	TBD	At this closing meeting for the year, mentors and students will eat lunch, assess yearly progress, exchange certificates and say goodbyes!

<b>Contact Information, Holidays, and Bell Schedule</b>		
<b>Cathedral City High Office Hours: 7:00 am – 3:30 pm</b>		
<b>69250 Dinah Shore Dr. CA 92234</b>		
<b>(760) 770-0100</b>		
<b>CCCHS Website:</b>	<a href="https://catcityhigh.com">https://catcityhigh.com</a>	
<b>DATA Website:</b>	<a href="https://digitalartstechacademy.us">https://digitalartstechacademy.us</a>	
<b>Marian Stahl DATA Counselor</b>		
<b>Email: mstahl@psusd.us</b>	<b>Cell: (760) 702-7244</b>	<b>Work: 760-770-0124</b>
<b>Work Based Learning Coordinator TBA (760) 770-0100</b>		
<b>School Year Dates:</b>	<b>Aug 7, 2019 – June 5, 2020</b>	
<b>Semester 1:</b>	<b>8/8/22-12/16/22</b>	<b>Semester 2: 1/9/23-6/9/23</b>
<b>Labor Day:</b>	<b>September 5th</b>	
<b>In-service Day:</b>	<b>October 17th</b>	
<b>Veteran's Day:</b>	<b>November 11th</b>	
<b>Thanksgiving Break:</b>	<b>November 21<sup>st</sup>-25th</b>	
<b>Winter Break:</b>	<b>December 19th-January 6th</b>	
<b>Martin Luther King Jr. Day:</b>	<b>January 16th</b>	
<b>President's Day/ Washington's Day:</b>	<b>February 17th &amp; 20th</b>	
<b>Spring Break:</b>	<b>April 3rd-14th</b>	
<b>Memorial Day:</b>	<b>May 29th</b>	

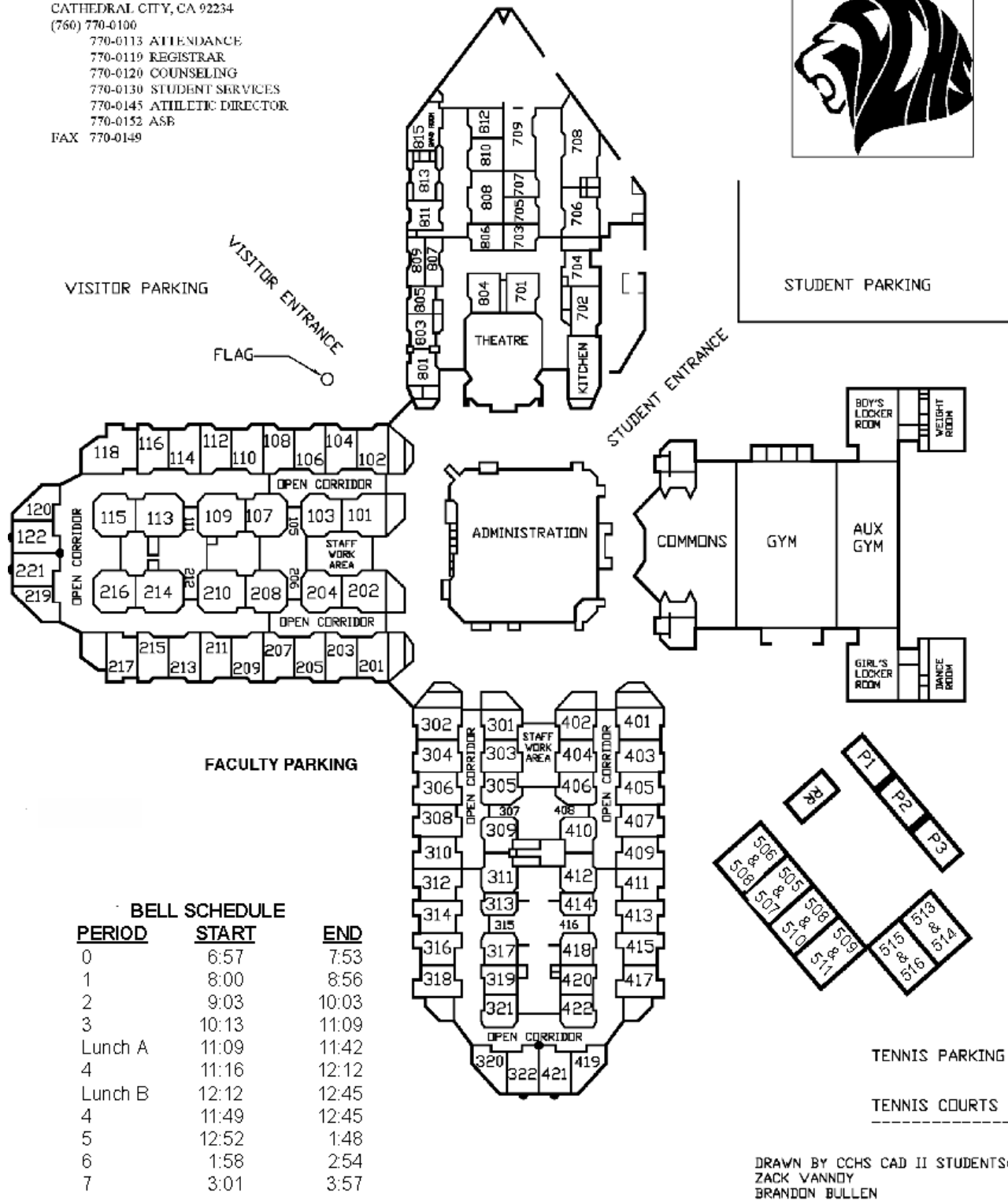
#### CATHEDRAL CITY HIGH SCHOOL BELL SCHEDULE:

<b>Regular Schedule (Mon., Tues., Thurs., &amp; Fri.)</b>		<b>Collaboration Day</b>	<b>Wednesdays</b>
Period 0	<b>7:30 am-8:39 am</b>	Period 0	<b>None</b>
Period 1	<b>8:45 am-9:44am</b>	Period 1	<b>10:20 am-11:03 am</b>
Period 2	<b>9:50 am-10:49 am</b>	Period 2	<b>11:09 am-11:52 am</b>
Period 3	<b>10:55 am-11:56 am</b>	Lunch	<b>11:52 am-12:28 am</b>
Lunch	<b>11:56 am-12:32 pm</b>	Period 3	<b>12:24 pm-1:20 pm</b>
Period 4	<b>12:38 pm-1:37 pm</b>	Period 4	<b>1:26 pm- 2:09 pm</b>
Period 5	<b>1:43 pm-2:42 pm</b>	Period 5	<b>2:15 pm-2:58 pm</b>
Period 6	<b>2:48 pm-3:47 pm</b>	Period 6	<b>3:04 pm-3:47 pm</b>
Period 7	<b>3:53 pm-4:52 pm</b>	Period 7	<b>3:53 pm-4:36 pm</b>

# CATHEDRAL CITY HIGH SCHOOL

69-250 DINAU SHORE DRIVE  
CATHEDRAL CITY, CA 92234  
(760) 770-0100

770-0113 ATTENDANCE  
770-0119 REGISTRAR  
770-0120 COUNSELING  
770-0130 STUDENT SERVICES  
770-0145 ATHLETIC DIRECTOR  
770-0152 ASB  
FAX 770-0149



## BELL SCHEDULE

PERIOD	START	END
0	6:57	7:53
1	8:00	8:56
2	9:03	10:03
3	10:13	11:09
Lunch A	11:09	11:42
4	11:16	12:12
Lunch B	12:12	12:45
4	11:49	12:45
5	12:52	1:48
6	1:58	2:54
7	3:01	3:57

DRAWN BY CCHS CAD II STUDENTS:  
ZACK VANNOY  
BRANDON BULLEN

Mentee Contact Information	
<b>Student 1</b>	
Name:	
Birthday:	
E-mail:	
Cell Phone:	
Parents:	
Other:	
<b>Student 2</b>	
Name:	
Birthday:	
E-mail:	
Cell Phone:	
Parents:	
Other:	
<b>Student 3</b>	
Name:	
Birthday:	
E-mail:	
Cell Phone:	
Parents:	
Other:	





**DIGITAL ARTS TECHNOLOGY ACADEMY**  
Mentoring Program

# **Group Meeting Agendas**



# Group Meeting # 1 Agenda

## Icebreakers and Introductions

**Thursday, September 15, 2022 - 12:30 pm -1:40 pm**

**Purpose:** To get to know your mentees and help every member of your group become comfortable to build the foundations of the mentoring relationship.

**Preparation/Materials:** Before meeting: Be sure to preview all the forms included in this handbook for today's session. Bring to meeting: Mentor Handbook, business cards, and a pen, watch or cell phone timer. Everything else will be provided for you. Please note: You will be taking a photo with your student group at this meeting!

### **1. Match-Up Activity** (10 minutes)

Mentor Directions: As you come in for the first meeting, you will be given a name tag and a list of your mentees. Students will be wearing a name tag as well. It's up to the students to find you.

### **2. Introductions** (5 minutes)

Mentor Directions: Have each person in your group go around and introduce themselves. Have the students tell the group their name, the DATA pathway they are in and something they would like to gain from the mentoring experience. Make sure to introduce yourself and tell the student some things you would like to share about your career and or personal life.

### **3. Two truths and a lie icebreaker** (5 minutes)

Mentors and students should sit facing each other. Instruct each player to think of three statements about themselves but do not say them out loud. They can write them down below in the space provided. Two must be true statements, and one must be **not true** but believable. Each person will take turns sharing their three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is a lie. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which statement is false. For example, someone who has never been to Europe might say: "I often travel to Europe for vacation."

### **4. Conversation starter card game** (20 minutes)

Mentor Directions: Each person in your group including yourself should take turns reading and answering the questions on the cards. One person draws a card, reads it out loud and gives their answer to the group. After answering the question, put the card in a separate pile so it is not repeated. Continue until all of the cards are gone. Feel free to allow for conversation amongst the group. This is meant to help the group get to know each other and bond.



# Group Meeting # 2 Agenda

## Icebreakers & Exploring Values

**Thursday, October 13, 2022 - 12:30 pm -1:40 pm**

**Purpose:** To help students explore their values and understand the importance of values when making career choices.

### 1. Exploring your values

Mentor and Student Directions: Have someone in your group read “Exploring My Values” out loud. Feel free to allow students to discuss the questions in the paragraph or to ask them for their thoughts. Then have the students circle the 5 values that are most important to them.

### EXPLORING MY VALUES

What makes people show up for work every day? One obvious answer is—a paycheck. But money isn’t all that people want from work. In fact, research shows that most people think some things are more important than money. People who like their work, rate pay as the # 8 values in a list of 10. Some things people might value more than money are recognition for doing a good job, working as part of a team, building something people need, or helping people improve their lives. What would make you show up for work every day? Once you have a regular paycheck, you’ll want satisfying work to keep you coming back. The aim of this lesson is to discover your work values—the things you want to get from work to feel it’s worth the effort. When your work fits with your values, work isn’t just a way to pay the bills; it’s fulfilling and exciting. Once you identify which values are most important, think about the kinds of work that would provide them. That’s an important step in making career decisions that will be right for you.

#### 1. In the list below, “My Values,” circle the values, or reasons, why you want a job/career.

Achievement	Cooperation	High Income
Respect	Advancement	Creativity
Honesty	Security	Ambition
Influence	Service	Knowledge
Entrepreneur	Independence-Work Alone	Leadership
Teamwork	Loyalty	Time freedom
Physical Activity	Known as an Expert	Wealth
Trust	Challenge	Fame

Change and Variety	Fast Paced	Power
Freedom	Predictability	Competition
Friendship	Privacy	Contribution
Helpful	Recognition	Wisdom

**2. Write below five (5) values that are most important to you.**


### Budgeting My Values Part 1

Our choices in any situation reflect our values. This activity is a fun way to determine what your values are and how they affect your choices in spending.

#### Directions

Imagine that you have \$10,000.00 and a list of possible items to spend it on. Read the list of items below carefully. In the space to the right decide how much you would pay for each item. Allocate money only to those items you really want. The more important the item is to you, the more money you should spend on it. You can spend \$500.00 on one item, and \$100.00 on another. You can spend no money on items that don't appeal to you or you can spend all of the money on one item. Make sure you spend all of your \$10,000.00. Don't overspend or underspend. After you have completed your list, share some of your answers with the group.

#### Items to Buy Amount Spent

1. A chance to rid the world of prejudice	
2. A chance to serve the sick and needy	
3. To be famous (movie/music star, sports hero, astronaut, etc.)	
4. An idea that will bring you money and fame	
5. Perfect understanding of the meaning of life	
6. A vaccine to make all people incapable of theft or lying	
7. A chance to set your own working conditions	
8. To own stock in a highly successful company	
9. The Presidency of the United States	
10. The perfect love relationship	
11. A house with a beautiful view, with your favorite works of art	
12. To be the most attractive person in the world	

13. To live to one hundred with no illness
14. The most complete library of great books for your own private use
15. A way to rid the world of unfairness
16. The resources to donate one million dollars to your favorite charity
17. To be voted outstanding person of the year and praised in the media
18. To master the profession of your choice
19. To be the wisest person in the world
20. A scheme to sneak "truth serum" into the drinking water
21. A way to do your own thing, without hassles
22. A large room filled to the ceiling of silver dollars
23. Time with nothing to do but enjoy yourself, with all your needs met
24. The love and admiration of the whole world
25. Your own powerful computer, for any and all facts you might need
26. Peace of mind

### Budgeting My Values Part 2

For which 3 items did you budget the most money?

#### **Top 3 Items: The Value-**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Below is a definition for each value in this activity. Check it after you have allocated your money.

1 & 15	Justice	the quality of being impartial or fair
2 & 16	Humanitarianism	the quality of being impartial or fair
3 & 17	Recognition	Being made to feel significant and important
4 & 18	Achievement	Accomplishing goals
5 & 19	Wisdom	Insight, good sense, judgment
6 & 20	Honesty	Straightforwardness, integrity
7 & 21	Autonomy	Able to be independent
8 & 22	Material	wealth abundance of material possessions
9	Power	Authority or influence over others
10 & 24	Love	Affection, attachment to others

11	Aesthetics	The appreciation and enjoyment of beauty
12	Physical attractiveness	concern for the appearance of one's body
13	Health	physical well-being concern for the health of one's body
14 & 25	Knowledge	The seeking of truth and/or information
23	Emotional well-being	Freedom from overwhelming anxieties
26	Pleasure	Satisfaction or gratification

Look at the values you selected in "Exploring My Values" and in budgeting your values. What do you consider your top 3 values? That is, what are the 3 things you'd like to get from work?

1.	
2.	
3.	

List 3 realistic careers that would be compatible with your current values:

1.	
2.	
3.	

## Questions for mentors

**Students: as a group, choose 5 questions from below to ask your mentor.**

1. When you were a young kid, what did you want to do with your life?
2. What were you doing when you were my age (high school?)
3. Were you ever "lost" when you thought about your future?
4. Were there any pressures from society or parents telling you to be somebody else or do something else? If so, how did you deal with it?
5. When you were growing up, did you have any interests or talents that you have built into your work or career?
6. When did the "light bulb" go on for you? When did you realize what you wanted to do with your life?
7. What education and jobs did you have that led you to your current career?
8. What skills must someone absolutely have to succeed in your field?
9. What obstacles did you overcome to get where you are today?
10. What would you say has been the key to achieving the level of excellence that you've reached in your life?
11. How do you balance your personal and professional life?
12. As you look back on your first five or ten years after high school or college, what would you have done differently?





# Group Meeting #3 Agenda

## SMART Goal Setting

**Thursday, November 17, 2022 - 12:30 pm -1:40 pm**

**Purpose:** Help your students improve academic achievement and develop strong character traits through the use of SMART goals. Setting goals provides students with focus and direction. How we set those goals is an important part of the process.

**Preparation/Materials:** Defining SMART goals & *SM.A.R.T. Goal worksheets* which you will refer to and help the students complete as part of this session.

**1. Warm-up:** Take a few minutes to remind students about last month's activity, "Evaluating Your Values". Did the activity help the students gain a better understanding of values and how they relate to their future careers? Feel free to share your insights about your career and how it relates to your values.

**2. SMART Goal Setting: Academic & Personal Goals** (25 -30 minutes)

Mentor Directions: (1) First, have each student take a turn reading the *Defining SMART goals* page out loud and discuss what it means to set SMART goals and why it is so important. You may have a student write main points on the white board if you find it helpful. (2) Tell your students that you are going to work together to set some goals for him/her to work toward and achieve throughout this school year. Based on your discussion today, and the student's plans for after high school, use the included *SMART Goal worksheets* to list two specific **academic** goals and two **personal** goals. The students and mentor should each record the student's goals in their respective handbooks. These will be referred to throughout the rest of this year's meetings. The students can also finish these and report his or her goals to the mentor via email.

## Defining Smart Goals

### Designing a Goal

When writing a SMART goal, follow the steps outlined here:

**Specific:** Goals need to be clear, specific, and well defined. Anyone who reads the goal should be able to understand exactly what it is you want.

**Measurable:** To **prove** you met your goal, you'll need to make sure it's measurable. This means you'll need some way to verify whether you are on track to achieve your goal.

**Achievable:** Why make a goal you can't reach? A goal should always be something realistically possible to do, otherwise you'll be too challenged and not want to work on it.

**Results-Focused:** The focus should be on a measurable outcome.

**Time-Bound:** Be specific. Goals should have a start and end time, not something that lingers.

### Making Smarter Goals Example

Here's an example of a NOT SO WELL WRITTEN S.M.A.R.T. goal: *I will do better in math.*

Make this goal SMARTer using these steps:

***In the next quarter ending on December 16th, I will raise my grade from a C to a B on math quizzes and from a B to an A on homework.***

The goal setter was specific about raising grades and by how much. This goal is measured through the use of grades and is certainly achievable if the focus is on improving quiz and homework study habits. The result is a B on quizzes and an A on homework. This goal is also time bound and ends with the end of the next quarter on December 16th. What would make this goal even better is a statement detailing plans to spend two extra hours each week preparing for quizzes and one extra hour each week to get homework done. Those factors might help to determine if the goal setter is maintaining the level of focus necessary to get the grades up, and they help measure and track progress along the way.

### Academic SMART Goals

Academic SMART goals focus on how well you do in school. It's best to set goals at the beginning of the semester. This way students and mentors will be able to see current grades and set goals to improve them. SMART goals can be set to help students get good grades by aiming to improve work habits like study skills.

Make the goal about more than just the grades. Academic achievement **does** mean good grades, but there are quite a few steps involved in that end goal. Does Bobby need to improve study habits? Does Susie spend too much time doodling in her notebook? Think more broadly about how to achieve academic

### Character SMART Goals

Another area you can focus on with SMART goal setting is character development. Example of a not so well written character goal: ***I will be nice to everyone.***

While this is a noble objective, it certainly isn't a SMART goal. Look at how this can be improved:

First, focus on making the objective timebound. For example: *Between now and December 1st*

Next, add in specific, measurable, achievable, and results- focused.

***I will say five kind words to the friends at my cafeteria table every day.***

To make this SMART goal more specific and impactful, brainstorm a list of kind words. If the child is very young or needs a visual reminder to help with the measurement piece, provide a sticker chart or other measurement tool.

Problems/factors that contribute to my difficulties	How can I fix the problem/factors that contributed to academic difficulties?	What will this solution require of me in terms of time and effort?

## S.M.A.R.T Goal

<b>S</b>	What exactly do I want to happen?
<b>Specific</b>	
<b>M</b>	I will know I have reached my goal when.
<b>Measurable</b>	
<b>A</b>	With hard work, is it possible to reach my goal by the deadline?
<b>Achievable</b>	
<b>R</b>	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:
<b>Relevant &amp; Realistic</b>	
<b>T</b>	I will reach my goal by
<b>Time-bound</b>	

## S.M.A.R.T. Goal

<b>S</b>	What exactly do I want to happen?
<b>Specific</b>	
<b>M</b>	I will know I have reached my goal when.
<b>Measurable</b>	
<b>A</b>	With hard work, is it possible to reach my goal by the deadline?
<b>Achievable</b>	
<b>R</b>	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:
<b>Relevant &amp; Realistic</b>	
<b>T</b>	I will reach my goal by
<b>Time-bound</b>	

## S.M.A.R.T Goal

<b>S</b>	What exactly do I want to happen?
<b>Specific</b>	
<b>M</b>	I will know I have reached my goal when.
<b>Measurable</b>	
<b>A</b>	With hard work, is it possible to reach my goal by the deadline?
<b>Achievable</b>	
<b>R</b>	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:
<b>Relevant &amp; Realistic</b>	
<b>T</b>	I will reach my goal by
<b>Time-bound</b>	

## S.M.A.R.T Goal

<b>S</b>	What exactly do I want to happen?
<b>Specific</b>	
<b>M</b>	I will know I have reached my goal when.
<b>Measurable</b>	
<b>A</b>	With hard work, is it possible to reach my goal by the deadline?
<b>Achievable</b>	
<b>R</b>	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:
<b>Relevant &amp; Realistic</b>	
<b>T</b>	I will reach my goal by
<b>Time-bound</b>	

# Student's Goals

Write your mentee's goals below to check for their progress in future sessions.

**Name:**

Goal 1

Goal 2

Goal 3

**Name:**

Goal 1

Goal 2

Goal 3

**Name:**

Goal 1

Goal 2

Goal 3





## *Digital Arts Technology Academy*

### **Group Meeting # 4 Agenda**

#### **Student Resume Review and Mentor Career Share**

**Thursday, December 15, 2022 - 12:30 pm -1:40 pm**

**Purpose:** To help students connect with their mentor, learn further about a career and, to develop and revise each of their resumes.

**Preparation/Materials:** **Preparation/Materials:** Before meeting: Gather images or prepare a website or arrange for field trip or prepare for a conversation/discussion.

#### **1. Ice Breaker Activity: “My Pictures!”** (5 minutes)

Mentor Directions: Welcome your group back. Tell your student group that you are all going to take a minute to share about the pictures you brought. This is for fun and to get to know each other a little better. Tell students you will start, and then they will each go around and have one or two minutes to show and share.

#### **2. Resume Review & Revision** (30 minutes)

Mentor Directions: Mentors should have a sample of their own resume to show and discuss with students. Students should have a copy of their resume. Please look over each student’s resume together and discuss how to strengthen it. Attention should be given to correcting any errors, adding information that helps market the student’s skills, and discussing how to make the formatting unique and professional. If desired, the mentor can also refer to the *Resume Checklist* and *Great Action Words* pages (included in this handbook) to double-check that resumes are presentable (students are being graded on their resumes!) Students will be able to make corrections to the resume before using it in the Mock Interview next week.

#### **3. Mentor Career Activity**

Mentor Directions: The mentor can share about their current or past careers. This can be achieved by bringing in photographs, sharing websites, small workshops or even giving a tour of their job.)

## Great Action Words for Resumes

RESEARCHING	TEACHING	HELPING	CREATING
collected	advised	assisted	acted
consulted	clarified	clarified	conceived
evaluated	coached	coached	created
examined	communicated	counseled	customized
experimented	coordinated	demonstrated	designed
identified	corrected	educated	developed
inspected	developed	guided	established
interpreted	enabled	motivated	fashioned
interviewed	encouraged	referred	illustrated
investigated	evaluated	supported	improved
obtained	explained		initiated
organized	guided		introduced
reviewed	informed		invented
searched	initiated		performed
summarized	instructed		planned
surveyed	persuaded		redesigned
	set goals		reshaped
	trained		revitalized
MANAGING	TECHNICAL	COMMUNICATING	CLERICAL
accomplished	assembled	approved	addressed
analyzed	built	arranged	managed
attained	calculated	cataloged	convinced
conducted	computed	classified	corresponded
consolidated	configured	collected	developed
contacted	designed	compared	directed
coordinated	determined	compiled	drafted
developed	devised	completed	edited
established	enhanced	enlarged	influenced
evaluated	fabricated	implemented	interpreted
exceeded	installed	inspected	negotiated
headed	maintained	monitored	participated
improved	operated	operated	persuaded
increased	overhauled	organized	presented
initiated	programmed	prepared	promoted
organized	reduced	processed	proposed



*Digital Arts Technology Academy*  
**Group Meeting # 5 Agenda**  
Academic Reflection  
**Thursday January 19, 2023 - 12:30 pm -1:40 pm**

**Purpose:** To encourage students to reflect on their academics of semester 1 to identify areas of weakness and ways to prepare for semester two.

**Preparation/Materials:** Before meeting: Be sure to preview all the activities below for Meeting 5. Especially read over the *Skittles Ice Breaker* and put some thought into how you will direct the academics discussion. Bring to meeting: Mentor Handbook, pen. \*A bag of skittles for each student will be provided.

**1. Ice Breaker: Skittles Conversations (5-10 minutes)**

Mentor Directions: Distribute a bag of skittles to each student in your group. Tell them you are going to do an activity and then they can eat the rest. Ask students to each choose two colors to pull out of their own bag and put them on the table in front of them. (Mentor should also do this). Tell students that you will now ask them to each answer **two** questions about themselves based on the colors they have chosen. You can demonstrate by going first. Use the key below (or make up your own questions prior to meeting if you wish):

**Red Skittle** --Ask: *What was one of the happiest days or events of your life?*

**Orange Skittle** – Ask: *What is one of your favorite movies and why?*

**Yellow Skittle** – Ask: *If you could meet one person from history, who would it be and why?*

**Green Skittle** – Ask: *What is one place you'd really like to visit and why?*

**Purple Skittle** – Ask: *What is something you have done in your life that you are proud of?*

**2. Catch-Up Time (10-15 minutes)**

Mentor Directions: Spend some time catching up as a group. What's new with each of you? How was everyone's holiday and/or winter break? Now spend a few minutes as a group checking up on each other regarding each person's "academic and personal goals" from meeting 2. How is everyone doing on his/her S.M.A.R.T. goals? What have they changed in their actions? What has been challenging? Allow the group to encourage each other for any steps (even small) they have made toward their goals. Be sure to spend time-sharing about yourself, too!

**3. Academic Reflection: First Semester Grade Review (20-30 minutes)**

Mentor Directions: Now, tell your students that you will be spending the rest of today focusing on their academics.

Share with your students about your own personal academic experiences in high school. Explain: academic strengths and weaknesses, lessons you learned, how high school affected your experiences in college and/or work.

Now, ask students to each share about their own general academic strengths and weaknesses. (They should have a transcript in front of them.) Students may choose to share their academic grades, but do not have to. Instead, they could say something like, "My weakest area this semester was... Allow the group to discuss and "problem-solve" areas in which students are weak. Ask: *"What tips might we give (students) so that they might improve in that academic area?"* What do they predict will be their grades at the end of second semester? How do they feel about this? Have they met any of the individual academic S.M.A.R.T. goals they set earlier this year? What should students do differently this semester in order to achieve their academic goals?



# Group Meeting #6 Agenda

## Interview Preparation

**Thursday, February 16, 2023 - 12:30 pm -1:40 pm**

**Purpose:** To prepare students for a mock job interview assignment by reviewing and revising student resumes and practicing effective answer techniques to sample job interview questions.

**Preparation/ Materials:** (1) Prior to meeting: print out and bring a copy of your own personal resume or other various resume examples. Preview the provided reference materials that you may wish to use during this meeting including the: *Resume Checklist*, *Great Action Words*, *Commonly Asked Interview Questions*, and *Mock Interview Assessment Rubric* resources located in the pages following today's agenda in your handbook.

### **1. Catch-Up & Updates** (5 minutes)

Mentor Directions: Spend just a few quick minutes catching up. How is your student doing in their classes? What's going well? What's a struggle? Ask him or her to explain the Mock Interview assignment that they will be participating in next week (**Mock Interviews on Friday, March 1**)

### **2. Interview Question Preparation & Practice** (30 minutes)

Mentor Directions: Students will be participating in a one-on-one practice job interview with a business volunteer. This mock interview will be graded for class credit. To prepare your student and alleviate anxiety, share about your own interview experiences, and give your student some interview tips. We have found that our students mostly struggle with giving thorough answers to interview questions. You can help them in this area by referring to the list of *Commonly Asked Interview Questions* (included in this handbook) and helping them prepare some good answers. It would be most beneficial if you practice with your student by randomly selecting a question or two and then asking him or her to respond as if they were in a real interview.

\*Please Note: Students are graded on their mock interview by the business partner who interviews them. You can preview the form volunteer's use by viewing the "Mock Interview Assessment Rubric" in this handbook.

## **Most Common Interview Questions**

1. Tell me about yourself.
2. How would you describe yourself?
3. What makes you unique?
4. Why do you want to work here?
5. What interests you about this role?
6. What motivates you?
7. What are you passionate about?
8. Why are you leaving your current job?
9. What are your greatest strengths?
10. What are your greatest weaknesses?
11. What are your goals for the future?
12. Where do you see yourself in five years?
13. Can you tell me about a difficult work situation and how you overcame it?
14. What is your salary range expectation?
15. Why should we hire you?
16. Do you have any questions?
17. What did you like most about your last position?
18. What did you like least about your last position?



## Mock Interview Assessment Rubric

CATEGORY	SCORE	COMMENTS
<b>I. RESUME</b>	1 2 3 4 5	
<ul style="list-style-type: none"> <li>Is the resume professional and neat?</li> <li>Is the resume free of errors?</li> <li>Does resume “sell” examples of transferable skills?</li> </ul>		
<b>II. APPEARANCE AND POISE:</b>	1 2 3 4 5	
<ul style="list-style-type: none"> <li>Is interviewee punctual? s interviewee dressed professionally and appropriately?</li> <li>Does the interviewee appear confident and poised?</li> <li>Does the interviewee maintain good posture?</li> <li>Does the interviewee make eye contact?</li> <li>Does the interviewee give an appropriate handshake?</li> </ul>		
<b>III. SKILL PRESENTATION:</b>	1 2 3 4 5	
<ul style="list-style-type: none"> <li>Does the interviewee answer the content of each question?</li> <li>Does interviewee “sell” their skills?</li> <li>Does the interviewee appear prepared and knowledgeable about the position they are applying for?</li> <li>Does the interviewee reference items on their resume?</li> <li>Does the interviewee appear to give straightforward, honest responses?</li> <li>Does interviewee come across as someone who can work well with others?</li> </ul>		
<b>IV. DELIVERY AND LANGUAGE:</b>	1 2 3 4 5	
<ul style="list-style-type: none"> <li>Does interviewee use proper language and enunciate their responses?</li> <li>Is the interviewee professional, and mature throughout the interview?</li> <li>Does the interviewee answer questions with appropriate wait time?</li> <li>Does interviewee avoid distracting mannerisms and phrases? (“ums”, tapping, hair twirling, etc.)</li> </ul>		

Interviewee: \_\_\_\_\_ Interviewer: \_\_\_\_\_



## Group Meeting # 7 Agenda

Choosing a college major or career

**Thursday, March 16, 2023 - 12:30 pm -1:40 pm**

**Purpose & Overview:** To help educate students about making college and occupational training choices after high school.

- 1. Preparation/Materials:** Before meeting: (1) Consider your own academic decisions in high school and how they ultimately impacted you. (2) Preview the *"Choosing the Right College, How to Choose a College Major"* article, the *"Major and Occupational Choices"* list and the *"Choosing the Right College Major"* worksheet.
- 2. Discussion of CSU San Bernardino Visit:** (10 minutes) Directions: Ask students to discuss what they learned during their college visit and what they liked or disliked about the campus. Do they think that they would apply to the Palm Desert Campus or perhaps transfer after attending COD?
- 3. Postsecondary Options and Admissions:** (10 minutes) Directions: Read and discuss the *Choosing the Right College*. Discuss different options and ask students what they are planning to do.
- 4. How to choose a major:** (5 minutes) Directions: Have the students take turns reading *How to Choose a Major*.
- 5. Choosing a College Major Activity:** (20 minutes) Directions: Work with students to complete the six- step process to choosing a college major or occupational training.
- 6. College Majors and Occupational Choices**  
Refer to the college majors and occupational choices for ideas

## Choosing the Right College

Confused about college? Here's your outline of college and education options

### Four-Year Colleges and Universities

- Generally, students are enrolled for four years and graduate with a Bachelor's degree.
- Four-year colleges offer a wider variety of academic courses and give students time and opportunities to explore their interests.
- Many larger universities attract the top professors and offer modern facilities and a wealth of academic resources.
- Students acquire and develop skills needed to succeed in the workplace.

### Community, Junior Colleges or Two-Year Colleges

- Associate's degrees can be attained in two years while non-degree certificates in specific areas can take less than two years.
- Credits earned can sometimes be transferred to a four-year college so be sure to verify if the credits will transfer if you are interested in doing so.
- Tuition at community colleges is typically less expensive compared to four-year colleges.
- Course schedules are flexible, with day and evening classes offered for working students.
- Community college courses are also available to high school students to get a head start on college and to adult students to further professional development.
- For more information, visit the American Association of Community Colleges at: [www.aacc.nche.edu](http://www.aacc.nche.edu).

### Online Schools

Opportunities to study online grow each year. Before signing up, ask yourself the following questions:

- Is it an accredited institution with your program of interest? Demonstrating that your degree is from an accredited institution is important when you're looking for a job or applying to another school.
- What is the graduation rate of the institution?
- What financial aid is available? Ask the school and check out Fastweb for scholarships: [www.fastweb.com](http://www.fastweb.com)
- Do they use full-time faculty?
- What are students doing after graduation? Look for a college that has alumni in established careers.
- How is the program structured? Find out how much interaction there is between student and teacher.
- Is the program run through a traditional college or university? Additional financial aid may be available through the college directly.

### Vocational, Technical and Career Schools

- Students enroll in courses for one or two years to learn the skills needed for a specific career.
- Vocational and technical colleges offer certificate or degree programs a four-year college may not.
- Do your research before enrolling by calling the school and asking for proof of accreditation and job placement.

### Armed Forces Service Academies

- Qualifications for admission are very competitive. They include rigorous physical and academic requirements.
- Students receive a full scholarship upon admission.
- Service time is required upon graduation from the academy (most branches require at least five years of active service).

#### List of U.S. Military Branch Academies:

Army	U.S. Military Academy	<a href="http://www.usma.edu">www.usma.edu</a>
Navy	U.S. Naval Academy	<a href="http://www.usna.edu">www.usna.edu</a>
Merchant Marines	U.S. Merchant Marines	<a href="http://www.usmma.edu">www.usmma.edu</a>
Coast Guard	U.S. Coast Guard Academy	<a href="http://www.cga.edu">www.cga.edu</a>
Directory	Assoc of Military Colleges and Schools	<a href="http://www.amcsus.org">www.amcsus.org</a>



### Interim Programs

- Explore your interests in a program that takes place in the interim between the end of high school and the start of college.
- Focus on what you want to do in college.
- Develop independence while working on your own.
- Build your resume before you get to college.
- Create a network base of varied contacts.
- Check out [www.interimprograms.com](http://www.interimprograms.com) and ask your high school counselor for more information.

## How to choose a college major?

Your journey in deciding a college major should include an examination or self-assessment of your interests. What types of things excite you? What types of jobs or careers appeal to you?

Conduct an examination of your abilities. What are your strengths? What are your weaknesses? What kind of skills do you have? You can begin this self-examination by looking at the courses you are taking in high school. What were your best subjects? Is there a pattern there? What kinds of extracurricular activities did you participate in? What kinds of things did you learn from part-time or summer jobs?

You should also examine what you value in work. Examples of values include: helping society, working under pressure, group affiliation, stability, security, status, pacing, working alone or with groups, having a positive impact on others, and many others.

Conduct career exploration. You can learn more about various occupations, including future trends, by searching the Bureau of Labor Statistics' *Occupational Outlook Handbook*.

Conduct a survey of the people around you. There's a wealth of information right at your fingertips. Ask your mentors, teachers, and parents about majors, occupational training, and careers.

*The final step is to narrow your choices and focus on choosing a college major.*

Use the list of college majors and occupational choices to help you narrow down your choices. Although you still have some time, remember you will be applying for colleges at the beginning of your senior year. Use the "Choosing a College Major" Worksheet to assist you in your quest.

## Choosing a College Major Worksheet

### A Six-Step Process to Finding a college Major

One of the greatest stressors for college-bound high-school students is choosing a college major. Deciding your major (and minor) is a life decision, and one that can have an impact on your plans beyond college -- either for your career or for continued studies in graduate school. Use this worksheet to help guide your thinking as you take steps toward choosing a college major that is best for you.

**Step 1: Self-Assessment of Interests.** Write down a list of activities, course subjects, and topics that interest you, inspire you. What are your likes and dislikes about school, hobbies, work, and volunteering? If you have taken an assessment test in school (or online), you can enter some of the results here as well. You can also use our Career Passion Tutorial and Career Passion Worksheet to help you assess the types of things that excite you. See also our collection of Career Assessment Tools & Tests.

#### Things that interest and inspire me


**Step 2: Examination of Skills and Abilities.** One of the most important elements in choosing a major (and a future career) is a realistic review of your strengths and weaknesses, skills and abilities. It's important to take an honest view of the subjects/skills you are best at, as well as those you struggle with. Write down your best and worst skills and abilities.

#### Skills that I excel at

#### Skills I don't want to use or I'm weak in


**Step 3: Understanding What You Value About Work.** Different jobs and careers provide a range of intrinsic rewards to people working in them. For example, teachers place a much greater value on educating and impacting the lives of their students than they do on financial rewards. What are you seeking from your career? Some examples include helping society, working under pressure, group affiliation, stability, security, social status, financial rewards. Write down a list of what you seek from your future career. For additional help, review our workplace values assessment.

#### The Values I want in my Job/Career (refer to week 1)


**Step 4: Researching Occupations and Careers.** Many students have an idea of the types of work they may want to do, but rarely do they have a full understanding of the requirements of the work -- or even what the work fully entails. Others have never really thought about careers and have little or no knowledge of what they want to do after college. This step involves conducting research and recording the information you found about one or more potential career fields. Write down summary notes below and use additional sheets or printouts to keep detailed information about each career path. Besides using the Internet and library for your research, consider both job shadowing and informational interviews to gain more personal insights into careers. See also our collection of Career Exploration Tools and Resources.

Potential Careers for me	

**Step 5: Information Review & Reality Check.** Now that you have a better understanding of yourself and one or more potential career paths, it's time to conduct an honest appraisal of whether your skills, interests, and values are a good match with the careers that most excite you. For example, you may love the idea of becoming a doctor, but do not have the math or science skills necessary for medical school. Your task in these situations is to conduct further research to see if other career paths in the same field will be a good match for you. (Go back to Step 4 if you need to conduct more research.) Write down the list of careers and jobs that best fit you, starting with the career that best seems to fit your interests and skills.

Career/Jobs that best fit me	

**Step 6: Matching College Majors to Career Paths.** For many jobs, the choice of college major is not as important as the actual degree, but choosing a major (or combination of majors and minors) that is directly related to your choice of career often provides a deeper level of skills and understanding of the subject as well as opens door to internships, co-ops, and other part-time work experience in the field prior to graduation. Conduct research on the careers from Step 5 to help determine the best college major. For example, if you think you want to be a high school math teacher, what should you major in? Write down your list of potential majors and minors here.

Prospective Career	Appropriate Major(s)/Minor(s)

<b>AGRICULTURE &amp; NATURAL RESOURCES CONSERVATION</b>	<b>ARTS: VISUAL &amp; PERFORMING</b>
Agriculture, General	
Agribusiness Operations	Art, General
Agricultural Business & Management	Art History, Criticism & Conservation
Agricultural Economics	Fine/Studio Arts
Agricultural Mechanization	Cinema/Film
Agricultural Production	Cinematography/Film/Video Production
Agronomy & Crop Science	Dance
Animal Sciences	Design & Visual Communications, General
Food Sciences & Technology	Fashion/Apparel Design
Horticulture Operations & Management	Graphic Design
Horticulture Science	Industrial Design
Natural Resources Conservation, General	Interior Design
Environmental Science	Music, General
Forestry	Music, Performance
Natural Resources Management	Music, Theory & Composition
Wildlife & Wildlands Management	Photography
<b>ARCHITECTURE</b>	Theater Arts/Drama
Architecture, General	<b>BUSINESS</b>
Architectural Environmental Design	Accounting
City/Urban/Regional Planning	Accounting Technician
Interior Architecture	Business Administration & Gen. Management
Landscape Architecture	Hotel/Motel Management
<b>AREA, ETHNIC, &amp; MULTIDISCIPLINARY STUDIES</b>	Human Resources Development/Training
Area Studies, General (e.g., African, Middle Eastern)	Human Resources Management
Asian Area Studies	International Business Management
European Area Studies	Labor/Industrial Relations
Latin American Area Studies	Logistics & Materials Management
North American Area Studies	Marketing Management & Research
Ethnic & Minority Studies, General	Office Supervision & Management
African American Studies	Operations Management & Supervision
American Indian/Native American Studies	Organizational Behavior
Latino/Chicano Studies	Purchasing/Procurement/Contracts Management
Women's Studies	Restaurant/Food Services Management
Liberal Arts & General Studies	Small Business Management/Operations
Library Science	Travel/Tourism Management
<b>ARTS: VISUAL &amp; PERFORMING</b>	Business/Management Quantitative Methods
Art, General	Actuarial Science*
Art History, Criticism & Conservation	Business/Managerial Economics
Fine/Studio Arts	Finance, General
Cinema/Film	Banking & Financial Support Services
Cinematography/Film/Video Production	Financial Planning & Services
Dance	Insurance & Risk Management



<b>COMMUNICATIONS</b>	<b>EDUCATION</b>
Communications, General	Counseling & Student Services
Advertising	Educational Administration
Digital Communications/Media	Special Education
Journalism, Broadcast	Teacher Education, General
Journalism, Print	Curriculum & Instruction
Mass Communications	Early Childhood Education
Public Relations & Organizational Communication	Elementary Education
Radio & Television Broadcasting	Junior High/Middle School Education
<b>COMMUNITY, FAMILY, &amp; PERSONAL SERVICES</b>	Postsecondary Education
Family & Consumer Sciences, General	Secondary Education
Adult Development & Aging/Gerontology	Teacher Assistant/Aide Education
Child Care Services Management	Teacher Education, Subject-Specific
Child Development	Agricultural Education
Consumer & Family Economics	Art Education
Food & Nutrition	Business Education
Textile & Apparel	Career & Technical Education
Parks, Recreation, & Leisure, General	English-as-a-Second-Language Education
Exercise Science/Physiology/Kinesiology	English/Language Arts Education
Health & Physical Education/Fitness	Foreign Languages Education
Parks/Rec/Leisure Facilities Management	Health Education
Sport & Fitness Administration/Management	Mathematics Education
Personal Services, General	Music Education
Cosmetology/Hairstyling*	Physical Education & Coaching
Culinary Arts/Chef Training	Science Education
Funeral Services & Mortuary Science	Social Studies/Sciences Education
Protective Services, General	<b>ENGINEERING</b>
Corrections	Engineering (Pre-Engineering), General
Criminal Justice	Aerospace/Aeronautical Engineering
Fire Protection & Safety Technology	Agricultural/Bioengineering
Law Enforcement	Architectural Engineering
Military Technologies	Biomedical Engineering
Public Administration & Services, General	Chemical Engineering
Community Organization & Advocacy	Civil Engineering
Public Administration	Computer Engineering
Public Affairs & Public Policy Analysis	Construction Engineering/Management
Social Work	Electrical, Electronics & Communications Engineering
<b>COMPUTER SCIENCE &amp; MATHEMATICS</b>	Environmental Health Engineering
Computer & Information Sciences, General	Industrial Engineering
Computer Networking/Telecommunications	Mechanical Engineering
Computer Science & Programming	Nuclear Engineering
Computer Software & Media Applications	<b>ENGINEERING TECHNOLOGY &amp; DRAFTING</b>
Computer System Administration	Drafting/CAD Technology, General
Data Management Technology	Architectural Drafting/CAD Technology

Engineering Technology, General	Health/Medical Technology, General
Aeronautical/Aerospace Engineering Technologies	Medical Laboratory Technology
Architectural Engineering Technology	Medical Radiologic Technology
Automotive Engineering Technology	Nuclear Medicine Technology
Civil Engineering Technology	Respiratory Therapy Technology
Computer Engineering Technology	<b>HEALTH SCIENCES &amp; TECHNOLOGIES</b>
Construction/Building Technology	Chiropractic (Pre-Chiropractic)
Electrical, Electronics Engineering Technologies	Dental Hygiene
Electromechanical/Biomedical Engineering Technologies	Dentistry (Pre-Dentistry)
Environmental Control Technologies	Emergency Medical Technology
Industrial Production Technologies	Health-Related Professions & Services, General
Mechanical Engineering Technology	<b>REPAIR, PRODUCTION, &amp; CONSTRUCTION</b>
Quality Control & Safety Technologies	Aviation & Airway Science, General
Surveying Technology	Aircraft Piloting & Navigation
<b>HEALTH ADMINISTRATION &amp; ASSISTING</b>	Aviation Management & Operations
Health Services Administration	Construction Trades (e.g., carpentry, plumbing, electrical)
Hospital/Facilities Administration	Mechanics & Repairers, General
Medical Office/Secretarial	Aircraft Mechanics/Technology
Medical Records	Auto body Repair/Technology
Medical/Clinical Assisting, General	Automotive Mechanics/Technology
Dental Assisting	Avionics Technology
Medical Assisting	Diesel Mechanics/Technology
Occupational Therapy Assisting	Electrical/Electronic Equip Installation & Repair
Physical Therapy Assisting	Heating/Air Cond/Refrig. Install/Repair
Veterinarian Assisting/Technology	Precision Production Trades, General
Physician Assistant	Machine Tool Technology
Therapy & Rehabilitation, General	
Alcohol/Drug Abuse Counseling	<b>SCIENCES: BIOLOGICAL &amp; PHYSICAL</b>
Massage Therapy	Biology, General
Mental Health Counseling	Biochemistry & Biophysics
Occupational Therapy	Cell/Cellular Biology
<b>HEALTH SCIENCES &amp; TECHNOLOGIES</b>	Ecology
Chiropractic (Pre-Chiropractic)	Genetics
Dental Hygiene	Marine/Aquatic Biology
Dentistry (Pre-Dentistry)	Microbiology & Immunology
Emergency Medical Technology	Zoology
Health-Related Professions & Services, General	Physical Sciences, General
Athletic Training	Astronomy
Communication Disorder Services (e.g., Speech Pathology)	Atmospheric Sciences & Meteorology
Public Health	Chemistry- Physics
	Geological & Earth Sciences

<b>SOCIAL SCIENCES &amp; LAW</b>	
Legal Studies, General*	
Court Reporting*	
Law (Pre-Law)	
Legal Administrative Assistant/Secretarial*	
Paralegal/Legal Assistant	
<b>Social Sciences, General</b>	
Anthropology	
Criminology	
Economics	
Geography	
History	
International Relations & Affairs	
Political Science & Government	
Psychology, Clinical & Counseling	
Psychology, General	
Sociology	



# Group Meeting # 8 Agenda

## Future Planning

**Thursday, April 20, 2023 - 12:30 pm -1:40 pm**

**Purpose:** To encourage students to look ahead, think about college, plan meaningful activities for the summer, and set goals for senior year that will prepare him or her for life after graduation.

**Important Background for this Meeting:** This spring, juniors will take several important tests (SAT College Entrance Exams, EAP Early Assessment Placement Tests, and participate in college & financial aid lessons that will get them thinking about where they might want to apply next year. The remainder of this year and summer will be a critical transitional time for your students, as they are preparing to take the next step after graduation. It is important that students understand that the end of the junior year is the most critical juncture for academic grades: students who plan to apply to a university next year will do so beginning in October *with the cumulative GPA and grades they earn at the end of this school year*. Therefore, this meeting is an opportunity for you to instill a sense of urgency in your students and help them map out the important time ahead.

**Preparation/Materials:** Preview the *Future Planning Worksheet*. Consider any resources (people, pamphlets, websites, etc.) you might want to bring to your students.

### 1. Update on Student Goals (5-10 minutes)

Mentor Directions: Ask your students to tell you about any of the steps they have taken towards the goals that were set in Meeting 2. How are they doing? Refer to the Student Goal Sheet. Discuss progress. Check off any steps that have been completed. Have any of the goals been accomplished? What else needs to be done to reach the goals that are left? At the end of this meeting, make any adjustments or suggestions necessary to prompt students to continue pursuing the goals that were set.

### 2. Future Plan (35 minutes)

Mentor Directions: Use the *Future Planning Worksheet* (two pages) as a discussion guide to talk about and answer each question with your students. Help the students put some careful thought into how they can effectively use their time and resources over the next year in order to prepare for the major life changes to come!

### 3. Letters of Reference (5 minutes)

Mentor Directions: One great thing your students can do before summer is obtain recommendation letters from various teachers, coaches, employers, etc. DATA also asks that you consider writing a letter of reference for your student mentee, if you feel it is appropriate. If you do, you can follow the *Mentor Reference Letter Template Sheet*, included in this handbook, and present it to your student at the last meeting of the year in May.

**Purpose:** To further the mentee and mentor relationship and to provide new constructive feedback on mentee work and direction.

**Preparation/Materials:** Mentee will need to prepare a digital portfolio. Bring a charged Chromebook or laptop.

## Portfolio presentation

Mentee directions: Mentee will share their digital portfolio with their mentor. Mentees will need to explain their projects and current direction. This is an opportunity for the mentor to provide some feedback as well as for the mentee to receive peer feedback.

## Future Planning Worksheet – Page 1

*Use this worksheet during Mentor-Student Meeting 8 to help students put some thought into how they can start preparing for next year and, ultimately, graduation. Both student and mentor should write down answers to the questions below in his or her own handbook.*

## Future Planning Worksheet – Page 2

### Part 2: Looking Ahead to Senior Year & Graduation

**1. What is the student thinking about doing when they graduate CCHS? (Community college? University? Workforce? Vocational school? Military? Other?) What brought him/her to this decision? What factors will affect the final decision?**

**2. What resources are available to the student or should the student seek out in order to prepare him or herself for their post-graduation goals above? Where/how can students take advantage of these resources?**

**3. What specific goals (academic or personal) can the student set for senior year to help him/her graduate and meet their post-graduation goals? List below:**





# Group Meeting #9 Agenda

## Final Closing & Luncheon

**Thursday, May 25, 2023 - 12:30 pm -1:40 pm**

**Purpose:** To recognize mentor and student, celebrate this year's progress, and say goodbye!

**Preparation/Materials:** Before meeting: Be sure to preview the agenda for this meeting. Bring to meeting: Mentor Handbook, pen, anything else you wish to give to your students (cards, pictures, etc.) as a final goodbye.

### 1. **Assessment of Year's Progress & Affirmations**

Mentor Directions: Spend some time wrapping up. How is the year ending up? Revisit students' goal sheets. Have any of these goals been accomplished? Why or why not? Check off goals that have been met. What accomplishments should the students be proud of as this school year closes? Have students spend a few minutes giving each other affirmations: say one thing about another person in the group that they admire or that they are thankful for.

### 2. **Future Outlook**

Mentor Directions: Discuss what the students' future might look like over the summer and next year. What colleges are they considering? What goals might they set on their own next year? Have their career interests changed at all? What useful things could students be doing over the summer to prepare for senior year, college, and/or a career?

### 3. **Closing: Goodbye and Future Contact**

Mentor Directions: Discuss your participation in the mentorship program. How have each of you benefited from knowing each other? How might you stay in contact in the future (keeping in mind that the official mentorship has ended)? May the students contact the mentor in the future if they need a lead finding a job or internship? Sign and exchange: certificates, pictures, business cards, etc. Say goodbye!

### 4. **Lunch**

Students and mentors will have the chance to eat together as they meet (formally) for the last time.

### 5. **Mentor and Student Recognition**

Mentor Directions: At the luncheon, mentors will give each of their mentees a certificate of completion. Mentees will give mentors a certificate and thank you letter

### 6. **Mentorship Program Feedback Form**

Mentor Directions: The Mentorship Program Feedback Form will be emailed to allow you to