

# Mentor & Mentee Monthly Activities

What to do? What to talk about? Below are some activity and discussion ideas to help you keep your mentor/mentee relationship interesting and growing! When choosing which ones to incorporate, consider the age of your mentee and the amount of time spent together each week. As you continue to learn more about your mentee's interests, feel free to incorporate your and their ideas for spending time together. Practice active listening. Give Positive Reinforcement. Build Confidence. Inspire. Share words of praise. Have fun! Happy mentoring!

Month	Mentoring Activity
	<p style="text-align: center;"><b>September</b></p> <p><b>Get Acquainted! Sharing Activity</b>     <b>Likes and Dislikes</b></p> <ol style="list-style-type: none"> <li>1. Share five things you both like.</li> <li>2. Share five things you don't like.</li> <li>3. List three most important strengths that you possess, and three strengths you'd like to have.</li> <li>4. Which of these strengths do you want to work on most? Think about how you can help them as their mentor.</li> <li>5. What are your hobbies or interests?</li> <li>6. What is your favorite food?</li> <li>7. What sports do you like? Why?</li> <li>8. What is your favorite book?</li> <li>9. What is your favorite subject? Why? What is your least favorite subject? Why?</li> <li>10. Where do you most like to spend your time – indoors or outdoors? Why?</li> <li>11. How would you describe yourself? – Outgoing, quiet, social, happy, etc.</li> </ol> <p><b>Weekly Life Lessons</b>     <b>Weekly Happenings</b></p> <p>Develop a weekly happenings sheet to review during your mentor meetings, including:</p> <ul style="list-style-type: none"> <li>• What was the high point of the week?</li> <li>• What is one new thing you learned since I saw you last?</li> <li>• Whom did you get to know better this week?</li> <li>• Did you make a major change in your life?</li> <li>• How could the week have gone better?</li> <li>• Identify three decisions or choices you made this week.</li> <li>• What did you learn about yourself this week?</li> </ul> <p>Keep these sheets in a folder and turn it into a journal. Review at the end of the school year and celebrate all the growth and learning that took place.</p> <p><b>Lesson Leader</b>     <b>Mentees As Teachers</b></p> <p>Let your mentee plan to share something they are knowledgeable about, and let them teach it to you.</p> <p><b>Imagination Journey</b>     <b>Travel Time</b></p> <ul style="list-style-type: none"> <li>• Plan a pretend journey to a place you have always wanted to visit!</li> <li>• It could be an exotic country, an interesting state, or even somewhere in Florida.</li> <li>• Find pictures and fun facts in magazines, books, and online.</li> <li>• When is the best time to go?</li> <li>• What do you want to see while you are there?</li> <li>• Make your own scrapbook or traveler's guide.</li> </ul> <p style="text-align: center;">This activity is a great way to explore and learn geography</p>

## October

### Fall/Halloween

#### Fall and Halloween Fun

- Draw a pumpkin and decorate it with spelling words.
- Find and bring a Fall or Halloween word search or crossword puzzle to work on together.

### National Bullying Prevention Month

#### No Bullying Zones

- Every October, schools and organizations across the country join STOMP Out Bullying™ in observing National Bullying Prevention Month.
- The goal: encourage communities to work together to stop bullying and cyberbullying by increasing awareness of the prevalence and impact of bullying on children of all ages.
- More information on this observation can be found at:  
<http://www.stompoutbullying.org/index.php/campaigns/nationalbullying-prevention-awareness-month/>

### Celebrate the Season

#### Heart Prints

Objective: To help students realize that hurtful, mean things said and done can stay with a person for a long time.

Materials:

- A paper heart for your student
- Crayons or markers

Activity directions:

- Have your student color their heart.
- Ask “What kinds of things do others say and do that hurt your feelings?”
- Explain that each time something is said that is hurtful or mean, they are to make a fold on their paper heart.
- Here is a list of hurtful words and actions, if needed, to get the discussion started:
  - Saying – You can’t sit here.; You’re not my friend.; I don’t want to play with you.; You can’t be on our team.; You can’t play the game with us.; Your clothes aren’t cool.
  - Doing – Pushing someone out of line.; Knocking books out of someone’s hands.; Tripping someone as they walk out the door.
- Ask, “What kinds of things do others say and do to help you feel better?” Tell them that each time something is that is kind, they are to unfold one of the folds in their hearts. List kind words and actions until they have unfolded their whole heart. Some examples to get the discussion going are:
  - Saying – Would you like to sit by me during lunch?; I would really like it if you were my friend.; Will you play with me at recess?; Would you like to join our team?; Please play the game with us.; You look really nice today.
  - Doing – Take someone by the hand and invite them to stand next to you in line.; Helping someone pick up their books that have been knocked onto the floor.; Helping someone up off the ground that has just been tripped.
- Have your student smooth out their heart as much as possible. Ask them what they still see. They should observe that even though the heart isn’t all folded up, the marks from the folds are still there.
- Explain that even though the hurtful things that happened didn’t last forever, and some nice things even happened to help them feel better, whenever something hurtful is done or said to someone that bad feeling sticks around for a longer time

### Say No to Bullying

and is still remembered inside. We can never completely undo a hurtful action or word, so the best thing is to keep it from happening in the first place.

## Art Share

### Art About Me

As you get to know your student, they'll be curious to know more about you, too. These projects are great ways for both of you to share things about yourselves with one another.

- Bring a large piece of cardstock, magazines, and markers to make an all about me collage.
- Make a collage of words to describe your unique characteristics.
- Create a dream/life board to share important milestones in your life or your dreams and goals for the future.

## Open-ended Questions

### Continue to ask open-ended questions to put the child at ease.

Some question ideas are:

- I bet your teacher reads stories to your class. One of my favorites is "The Cat in the Hat." What are some of your favorite stories?
- My favorite animal is the cheetah because it can run very fast. Which animals do you like?
- What TV programs do you watch on television?

## Lifetime List

### Top 25

Each of you make a list of 25 things you want to do or accomplish during your lifetime. Include a section of things you'd like to do during your meeting time together.

## Word Fun

### Wonderful Words

Expand vocabulary as you each seek out new and interesting English words and share them. Make your own book of definitions. What is onomatopoeia? Find out!

## Action

### Play It Out

Find a play at the library that you can read out loud and act out.

## November

### Being Thankful

#### *International Games Day is the third Saturday of November*

*Make sure to check the schedule for Holiday Break*

## Thankful for Special People

### What makes someone special to you?

This project will help mentees identify a person they admire and respect.

1. Ask the mentee who is a person he or she admires. This person might be a family member, a friend, or celebrity.
2. Have the mentee write the answer to these questions:
  - a. Who is this person, and what do you admire about them?
  - b. What makes this person so special to you?
  - c. What characteristic of this person would you like to have?
  - d. Now repeat this exercise but have the mentee choose a person and describe his or her admired characteristics.

## Set Goals

### What's Your Plan?

- Depending on the maturity of your student, look at what they'd like to accomplish and think about a plan to turn it into action.
- The plan can be as short or long term as you would like.
- If your mentee has an interest in having a certain kind of job some day or to acquire a certain skill, use open ended questions to help them think through what steps need to be accomplished along the way towards realizing their goal.
- If possible see if you could see the child's classroom. Ask to see the students' folder work. Praise them and ask questions about their favorite subject.
- Talk about their classes, what is working, what isn't working? Spend time talking about **Time Management Skills**. Make a list for the future of some goals.

## Play Games

### Games Galore

- "Check mate!" – Teach each other how play chess, checkers, or other games of your choice.
- Get a book from the library to figure out how.
- Bring a game with you and teach your mentee how to play it.
- Play Frisbee.

## Awe and Amaze

### Mix It Up

There's nothing like science to create a sense of wonder and amazement and instill a new interest in a subject students don't always appreciate!

- Try one of the simple experiments found on the website referenced below: <https://sciencebob.com/category/experiments/>
- When introducing the experiment to your mentee, use the What Will Happen sheet to ask open-ended questions to help them think like a scientist!
- Thinking through the cause (ingredients and action) and making predictions will help the experiment be a more meaningful learning moment.
- Some experiments that always prove to be hit are Blobs in a Bottle, Build a Fizz Inflater and How to Make Slime.

You'll want to try several of these over the course of the school year!

## Make something!

### Memories

Start a scrapbook, journal or photo album. Add memories to it each time you are together.

### Create a Kite

Construct a simple kite, then try it out on a nice windy day.

## Doing for Others

### Do a service project

Come up with a service project you can do at your mentee's school. Plant flowers, make something for someone in need, leave positive notes or pictures for staff.

## December

**Holiday Celebrations – What significance do they have?**

### **Cultures, Customs, and Celebrations**

Talk about different cultures and how they celebrate the holidays. Talk about the different foods, customs, languages, and other traditions that are important. Ask them if they have any special traditions they celebrate at home.

### **Celebrations**

**Make your own word search puzzle using this online resource:**

**Choose a theme (holiday celebrations, foods, customs, the season) and think of some good descriptive words – the online formatting does the rest for you!**

[http://www.abcya.com/make\\_a\\_word\\_search.htm](http://www.abcya.com/make_a_word_search.htm)

**Happy New Year**

### **New Year's Resolution**

Talk about this tradition and write a resolution with your mentee.

**Games Galore**

### **Traditional Games**

Play Hangman, Tic Tac Toe, or the Dot Game

**It's a Bird, It's a Plane**

### **Paper Airplanes**

Find a book or website about how to make different kinds of paper airplanes, and have a contest to see whose goes the farthest!

**Take a Tour**

### **School Tour**

Let your mentee give you a tour of their school.

**Fun with Words**

### **Creative Expression**

Write a haiku or poem

## January

### *National Mentoring Month*

*Birthday of Martin Luther King, Jr – January 15<sup>th</sup>; celebrated 3<sup>rd</sup> Monday in January*

**Free At Last**

### **I Have a Dream**

Read this famous, inspiring speech together or read a book about the visionary leadership of Martin Luther King, Jr. Talk about what freedom means to us.

**Language Sampler**

### **A New Language**

Identify a language you'd like to learn a little about.

- Learn Sign Language, Spanish, Latin, or any other language of your choice.
- Teach each other a new word or phrase at each session.
- Write them down to keep track and see how many you can remember.
- Explore culture(s) that speak different languages and learn about customs, heritage, and where in the world many of the people live who speak it.

**Draw With Me**

### **Partner Drawings**

Supplies:

- Paper
- Crayons or markers

Directions:

1. With the child, agree how many turns you will take to make a drawing together.
2. Make a line or small part of a drawing on the paper.
3. Have the child continue the picture by adding another line or series of lines.
4. Take turns until you reach the number previously agreed upon.
5. Together, decide what you have created.
6. Have your student write a caption or story to accompany the drawing, offering him support as needed.

**Songwriter**

**Creative Composer**

Write a rap or a different style of song, especially as a method to help them remember key facts for a test or spelling words.

**Piece it Together**

**Puzzle Fun**

Put together a puzzle.

**What Mentoring Means to Me**

**Conversation Starter**

Talk about your mentoring relationship and what it means. How has it affected the both of you?

**February**

**Volunteer Appreciation Month**

**What Would You Do If...?**

See if the school has the "Kids Book of Questions". Pick a question and spend the time talking about your answers.

**Think and Share  
Special Sharing**

**Show and Tell!**

You and your mentee can both bring in photos or items that have a special meaning and share them with each other.

**Word Games**

**Word Chains**

1. Begin by saying a word aloud (you or the mentee can go first).
  2. The next player says a word that starts with the last sound of the first player's word.
  3. The next person begins his word with the last one's ending sound.
  4. Take turns making words, following this pattern.  
For example: cat-ton-nut-take-cane-nothing, etc. Note that cane begins with a hard /c/ sound and it fits the pattern because take ends with a hard /c/ sound. The e is silent. Focus on the last sound heard in the word rather than the last letter.
- Variation: Depending on the skill of the player(s), you can make all sorts of additional rules – e.g., the words must be only 3 letters long, the words must be more than 3 letters long, the words must rhyme, etc.

**What is the Opposite Of...?**

**Opposites Game**

Ask the child a question about a subject that has an opposite. For example: What is the opposite of light? The child answers your question and then asks you a question in a similar manner. Dark. What's the opposite of hard? Soft. What's the opposite of on?

## Positive Thoughts

## Imagine

Practice positive imagery and relaxation techniques with your mentee. Find an area you would like to work on or improve and use positive imagery to start to make it happen!

Go on the internet and download a printable **Valentine Word Search Puzzle**.

## March

### Youth Art Month

## Picture This

### Tuning in to Art

Sharpen observation skills and be creative with the following supplies and ideas:

To Bring:

A variety of pictures from magazines and newspapers. Choose some pictures corresponding to a topic that interests your mentee. Animals are almost always inspiring subjects.

Materials needed:

1. Glue sticks
2. Scissors
3. Pencil and eraser; colored pencils, crayons and/or markers
4. Pieces of sturdy paper to glue a picture to and draw on

Directions:

1. Have your student sort through the pictures to find one that is interesting.
2. Have a conversation about the picture to help the student take note of its details.
3. Ask them to describe and write a scene or story to accompany the picture. Or, have the student dictate the story for you to write down.
4. Ask your student to make a drawing to show what might happen before or after the chosen picture.
5. Cut a picture in half; glue either half of the picture to one half of a piece of paper, leaving enough room on the other half to finish the drawing. When drawing the other half, your student can choose to draw it realistically or make up a different continuation of the glued on half.

## Being Truly You

### Think for Yourself

Talk about Peer Pressure – Talk about the positive and negative aspects of peer pressure. Talk about the difficulty of resisting negative peer pressure. Did they ever feel peer pressure and how did they handle it? Discuss how they would respond if their following values were questioned, and a peer tried to get them to act in a different way than what they feel is right.

- Doing my best in school
- Being popular
- Friendships
- Respecting others
- Self-Respect
- Graduating High School
- Honesty in myself and others
- Being independent
- Getting along with parents

## What's It About?

### Play the "Who, what, when, where, why, how" Game

You will need a storybook that can be read in a few minutes to play this game, paper, and something to draw and write with.

- Using 6 small pieces of paper, write one of the following words on each: who, what, when, where, why, and how
- Read a story, and take turns drawing a picture on each piece of paper to illustrate and describe each story characteristic.

This game is a great way to work on reading comprehension in a fun way.

**April**

*National Science Month*

*National Library Week (2<sup>nd</sup> week)*

*Earth Day | 22<sup>nd</sup>*

## Explore an Experiment

### Make a Balloon Rocket

What you need:

- 6 feet (1.8 m) of string
- 4 inch (10 cm) piece of drinking straw
- 2 chairs
- 9 inch (23 cm) round balloon
- Spring clothespin
- Transparent tape

What you do:

1. Thread the string through the straw.
2. Tie the ends of the string to the backs of the chairs.
3. Position the chairs so that the string between them is as tight as possible.
4. Inflate the balloon. Twist the open end of the balloon and secure it with the clothespin.
5. Move the straw to one end of the string.
6. Tape the inflated balloon to the straw.
7. Remove the clothespin from the balloon.

What happened:

- The straw with the attached balloon quickly moves across the string.
- The movement stops at the end of the string or when the forces acting on the balloon are balanced.

Why?

- When the inflated balloon is closed, the air inside pushes equally in all directions.
- The balloon doesn't move because all the forces are balanced.
- When the balloon is open, the action-reaction pair of forces opposite the balloon's opening is unbalanced.
- One force is the walls of the balloon pushing on the gas inside the balloon. This force pushes the gas out of the balloon's opening.
- The other force is the gas pushing on the balloon's wall opposite the opening. This force pushes the balloon in the direction opposite the opening.

Bring some favorite, classic books with you to read together. Take turns reading to one another.

## That's Garbage

### Thrown Away But Not Gone

**The list below helps all of us think about what we're doing to our environment!** It notes how long it takes for different kinds of garbage to decompose in the environment. Here's a "kid friendly" definition of decompose to help you explain:

Separate (substances) into constituent elements or parts; break down. Similar words: break up, break down, rot, disintegrate, decay.

#### Item

Glass Bottle	1 million years
Monofilament Fishing Line	600 years
Plastic Beverage Bottles	450 years
Disposable Diapers	450 years
Aluminum Can	80-200 years
Foamed Plastic Buoy	80 years
Foamed Plastic Cups	50 years
Rubber-Boot Sole	50-80 years
Tin Cans	50 years
Leather	50 years
Nylon Fabric	30-40 years
Plastic Film Container	20-30 years
Plastic Bag	10-20 years
Cigarette Butt	1-5 years
Wool Sock	1-5 years
Plywood	1-3 years
Waxed Milk Carton	3 months
Apple Core	2 months
Newspaper	6 weeks
Orange or Banana Peel	2-5 weeks
Paper Towel	2-4 weeks

*Information Source: U.S. National Park Service; Mote Marine Lab, Sarasota, FL.*

## Let's Chat

### Conversation Topics:

1. What is a lesson you have learned?
2. Describe yourself as a stranger might see you.
3. What makes you special?
4. Describe your best friend and why they are your best friend.
5. Describe your favorite relative.
6. What famous person would you like to meet and why?
7. If you could live anywhere in the world, where would it be and why?
8. Who has it easier boys or girls? Why?
9. What do you do when you're off from school, like over Spring or Summer break?

## More Fun

### Check out these websites for kids:

- <http://www.peacecorps.gov/kids>

- <http://www.nasa.gov/audience/forkids/kidsclub/flash/index>
- Make your own cereal dispenser:  
<http://pbskids.org/zoom/activities/sci/cerealdispenser.html>
- Make your own water filter!  
<http://pbskids.org/zoom/activities/sci/waterfilter.html>

### May

Mentoring comes to a close for the school year

Please consider continuing to mentor your student next year. Contact the school liaison to confirm that you will follow the mentee.

**Thank you! You have made an investment.**

**Closure:** Letting go and moving on....

If you are not continuing to mentor the student next year, start to discuss the process of closure now.

- State positive messages: "I'm proud of how far you have come..."
- Be honest about whether or not you're able to continue mentoring and what it has meant to you.
- Confirm the last date of your meeting and plan to attend the End of Year celebration.
- Talk about what next year will look like...for students transitioning to the next level. Transitioning to Middle to High School.

### June

No summer mentoring

**See you in the new school year!**