

1		<p>Catching Up / Getting To Know You Refer to Handout: GUIDELINES FOR THE FIRST MENTOR/MENTEE SESSION</p>
2	EXTERNAL – BOUNDARIES & EXPECTATIONS	<p>Developmental Asset #15: Positive Peer Influence - close friends model responsible behavior.</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: Who are your best/ closest friends? What do you like best about them? • Deeper-Level Inquisitive Approach: There is a saying that we become the sum of the 6 people we spend the most time with. What qualities, behaviors, attitudes, etc. are you most likely to reflect based on who you are currently spending time with? • Story Prompt: Tell me about/ share a time when your friend(s) stepped up and encouraged or discouraged you from making a big mistake?
3	EXTERNAL – BOUNDARIES & EXPECTATIONS	<p>Developmental Asset #16: High Expectations - Both parents and teachers encourage the young person to do well</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What are some expectations your parents have of you when it comes to school, home, life, etc.? • Deeper-Level Inquisitive Approach: How do you feel about the expectations your parents/teachers have of you? How do you feel about the expectations you have of yourself? • Story Prompt: Tell me about/ share a time when you were encouraged to "do your best" by a teacher. How did that make you feel? What was the outcome?

<p>4</p>	<p>EXTERNAL – CONSTRUCTIVE USE OF TIME</p>	<p>Developmental Asset #20: Time at Home - Young person is out with friends "with nothing special to do" two or fewer nights per week</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: Do you like to hang out with your family? Why or why not? • Deeper-Level Inquisitive Approach: What is it like to hang out at home with your family? What does a typical week look like? • Story Prompt: Tell me about/ share a special memory you have of spending time with your family.
<p>5</p>	<p>EXTERNAL – CONSTRUCTIVE USE OF TIME</p>	<p>Developmental Asset #17: Creative Activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: Are you involved in any type of music, theater, art, or other creative activity (either through the school or after school/on weekends)? If so, what? If not, do these things interest you? Why or why not? • Deeper-Level Inquisitive Approach: What value do you believe the arts (music, theater, visual art, etc.) play in enriching a person's life? • Story Prompt: Tell me about/ share a time when you performed (musically, theatrically, etc.) or displayed (visual art, etc.) your creativity for others to enjoy. What type of preparation was required and how did it make you feel? If you haven't done this, tell me about/ share a time when you enjoyed another person's work of creativity.

<p>6</p>	<p>INTERNAL – COMMITMENT TO LEARNING</p>	<p>Developmental Asset #24: Bonding to School - Young person cares about his/her school</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What are some characteristics of a person who cares about his/her school? Who is someone that you know that exhibits these characteristics? How do you feel about them? • Deeper-Level Inquisitive Approach: Why do you think it's important to care about your school? How do you feel this attitude/perspective would affect you later in life? • Story Prompt: Tell me about/ share a time when you participated in a school event or activity that made you feel connected to your school. How did it make you feel?
<p>7</p>	<p>INTERNAL – COMMITMENT TO LEARNING</p>	<p>Developmental Asset #23: Homework - Young person reports doing at least one hour of homework every school day</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: How do you approach doing homework on a weeknight? How do you approach doing homework on the weekend? • Deeper-Level Inquisitive Approach: Why do you think homework is an important part of learning? • Story Prompt: Tell me about/ share a time when you knew that completing a homework assignment/project would have an impact on the next quiz or test for a specific class/subject.

8	EXTERNAL – CONSTRUCTIVE USE OF TIME	<p>Developmental Asset #18: Youth Programs – young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community?</p> <ul style="list-style-type: none"> • What sport or organization have you participated in? • Do you think it's important to be a part of a team or club? Why or why not? • Tell me about an experience, both good and bad, that you had within a team or club environment.
9	INTERNAL – POSITIVE VALUES	<p>Developmental Asset #30: Responsibility - Young person accepts and takes personal responsibility</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does it mean to be responsible for something? What does that look like? • Deeper-Level Inquisitive Approach: Who is someone you know that has modeled responsible behaviors or attitudes? What are some traits or characteristics you have observed about them? • Story Prompt: Tell me/share about a situation when you accepted "personal responsibility" for something. What were the circumstances? How did you feel before, during, and after taking responsibility in that situation?
10	INTERNAL – POSITIVE IDENTITY	<p>Developmental Asset #38: Self-Esteem - Young person reports having a high self-esteem [definition: a realistic respect for or favorable impression of oneself; self-respect]</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does having a high self-esteem look like to you? • Deeper-Level Inquisitive Approach: How does self-esteem affect your daily life? • Story Prompt: Tell me about/share a time when you felt good about yourself...

<p>11</p>	<p>INTERNAL – POSITIVE IDENTITY</p>	<p>Developmental Asset #37: Personal Power - Young person feels he/she has control over "things that happen to me"</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: When I say "personal power", what does that mean to you? (Note: You may need to explain this term within the context of the Asset's definition if your student doesn't understand) • Deeper-Level Inquisitive Approach: Describe someone you think has "personal power". How do they exhibit this? • Story Prompt: Tell me about/ share a time when you exercised "personal power" in your life. In what situation(s) do you think it's most important to exercise "personal power"?
<p>12</p>	<p>EXTERNAL- SUPPORT</p>	<p>Developmental Asset #3: Other Adult Relationships - Young person receives support from three or more non-parent adults.</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: Other than your parents, who are 2-3 adults you are in relationship with and how do you know them? • Deeper-Level Inquisitive Approach: How does having other adults influence your life help you? • Story Prompt: Tell me about/ share a time when one of these adults helped to positively influence an important decision you've made in your life.

<p>13</p>		<p>INCORPORATE END OF SEMESTER/ BEGINNING OF SEMESTER CONNECTING WEEKS AS NEEDED</p> <p>Developmental Asset #9: Service to Others - Young person serves in the community one hour or more per week.</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does the phrase "serve another person" mean to you? • Deeper-Level Inquisitive Approach: What kind of community service have you done? Do you find it beneficial to you personally? • Story Prompt: Tell me about/ share a time when you performed an act of community service and what impact it made on you and the receiving person/ place/organization.
<p>14</p>	<p>EXTERNAL – SUPPORT</p>	<p>Developmental Asset #3: Other Adult Relationships - Young person receives support from three or more non-parent adults.</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: Other than your parents, who are 2-3 adults you are in relationship with and how do you know them? • Deeper-Level Inquisitive Approach: How does having other adults influence your life help you? • Story Prompt: Tell me about/ share a time when one of these adults helped to positively influence an important decision you've made in your life.

<p>15</p>	<p>INTERNAL - SOCIAL COMPETENCIES</p>	<p>Developmental Asset #32: Planning & Decision Making - Young person knows how to plan ahead and make choices</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: How do planning and decision making differ? • Deeper-Level Inquisitive Approach: When did you make a plan? Did it work out as anticipated? • Story Prompt: Tell me about/ share a time when a bad situation happened in your life that might have been avoided if a plan with good decision making had been made first.
<p>16</p>	<p>INTERNAL - SOCIAL COMPETENCIES</p>	<p>Developmental Asset #33 Interpersonal Competence - Young Person has empathy, sensitivity, and friendship skills</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: As individuals do we show empathy for others? How sensitive are we to certain topics pertaining to our lives - How sensitive are we to others? How are your interpersonal skills among your friends? Among your peers? Among adults? • Deeper-Level Inquisitive Approach: By understanding ourselves how can we be better at building relationships for friendships and future endeavors • Story Prompt: Tell us a story were someone (family member, friend, adult) sympathized with you about a certain issues or situation. From there, did that help you understand "being in someone else's shoes," when they are dealing with an issue or situation? If not, how can we be better at not judging and instead, being of assistance to someone.

17	INTERNAL - SOCIAL COMPETENCIES	<p>Developmental Asset #35: Resistance Skills - Young person can resist negative peer pressure and dangerous situations.</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What role does negative peer pressure play in your school? • Deeper-Level Inquisitive Approach: How does negative peer pressure affect you on a daily basis? • Story Prompt: Tell me about/ share a time when you encountered a negative situation and how you handled it. What were you proud of and what would you have done differently?
18	INTERNAL - SOCIAL COMPETENCIES	<p>Developmental Asset #36: Peaceful Conflict Resolution – young person seeks to resolve conflict non-violently</p>
19	INTERNAL – POSITIVE VALUES	<p>Developmental Asset #28: Integrity - Young person acts on convictions and stands up for his/her beliefs</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does integrity mean to you? Who is someone that you know who lives as a person of integrity? What about their lifestyle, personality, choices, etc. stands out to you? • Deeper-Level Inquisitive Approach: What areas of your life do you possess a strong sense of integrity? Who or what shaped these convictions in you? • Story Prompt: Tell me about/ share a time when you were in a situation of having to act on, defend, or pursue your beliefs about something in spite of friends, parents, and others standing against you? What was that like?

<p>20</p>	<p>INTERNAL – POSITIVE VALUES</p>	<p>Developmental Asset #29: Honesty - Young person "tells the truth even when it is not easy"</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does honesty mean to you? Why do you value people being honest with you? • Deeper-Level Inquisitive Approach: Have you ever been tempted to lie about something and decided to tell the truth instead? What motivated you to make that decision? • Story Prompt: Tell me about/ share a time when someone lied to you. What were the circumstances? How did that make you feel?
<p>21</p>	<p>INTERNAL – POSITIVE VALUES</p>	<p>Developmental Asset #26: Caring - Young person places a high value on helping other people</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does caring for other people mean to you? How do you know if someone cares about you? • Deeper-Level Inquisitive Approach: Who are some of the people in your life that you really care about? What kinds of things do you do to show these people that you care? • Story Prompt: Tell me about/ share a time when you showed someone that you cared about them. What was their reaction/ response? How did it make you feel?

<p>22</p>	<p>INTERNAL – POSITIVE VALUES</p>	<p>Developmental Asset #31: Restraint - Young person believes it is important to not be sexually active or use alcohol or drugs</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What is your opinion on teens being sexually active? What is your opinion on teens that use drugs or alcohol? • Deeper-Level Inquisitive Approach: Do you believe it's important to determine in advance what your boundaries are as it relates to being sexually active and using alcohol or drugs? Who or what has influenced you the most about your personal views/boundaries/decisions relating to sex, drugs, and alcohol? • Story Prompt: Tell me/share about a time when your boundaries were challenged in one or more of these areas. How did you handle that situation? What were the positive and/or negative consequences of your decisions?
<p>23</p>	<p>INTERNAL - SOCIAL COMPETENCIES</p>	<p>Developmental Asset #34: Cultural Competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What experience or comfort do you have with different cultures? • Deeper-Level Inquisitive Approach: How often do you interact with people of other racial/ethnic backgrounds? • Story Prompt: Tell me about/ share a time when you have interacted with someone of a different background and learned something new/became comfortable with something new from their background?

24	INTERNAL – POSITIVE IDENTITY	<p>Developmental Asset #39: Sense of Purpose - Young person reports that "my life has a purpose"</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: What does it mean to do something on purpose? • Deeper-Level Inquisitive Approach: How would you complete the sentence "My life has purpose because..." • Story Prompt: Tell me about/ share a time when you felt like you did something intentionally and it had an impact on someone/something else...
25	INTERNAL – POSITIVE IDENTITY	<p>Developmental Asset #40: Positive View of Personal Future - Young person is optimistic about his/her personal future</p> <ul style="list-style-type: none"> • Entry-Level Inquisitive Approach: As of today, how do you see your future? • Deeper-Level Inquisitive Approach: Do you feel good about where your life is headed right now? Why or why not? • Story Prompt: Tell me about/ share a time when you felt confident that things were headed in the right direction [in your life].
		<p>END OF SESSION: LAST WEEK OR TWO OF MENTORING for this semester, this week's meeting focus should be on finishing the session well with your mentee(s) and bringing a healthy close to the school year. Conversations should be centered around topics such as:</p> <ul style="list-style-type: none"> • Knowing their academic status for each of their classes (current grades, preparing for final exams/projects, etc.) • Plans for the summer (how will they spend their free time, summer school enrollment, jobs, etc.) • Goals for the next school year <p>***This would also be a good time to determine what type of contact you and your mentee would like to have over the summer (e.g. no contact until school resumes, texting occasionally to "check in", weekly meetings, etc.). If you plan to stay in touch with your mentee during the break, you MUST attempt to contact their parents to obtain permission and include these plans in your feedback report following your final mentoring session.</p>

