Resources For Mentors
Grades 4 & 5
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</tbody>
</table>
Coaching Resources for Mentors
Grades 4 and 5

How to use these reference materials:

These materials are provided as a resource for your mentoring experience. Every mentor/student relationship is individual and not all of these materials may apply. They are arranged by month for your convenience. Look through all the materials first and use them in any order you and your student desire. Be as creative as you want.
The longer I live, the more I realize the impact of attitude on life. Attitude to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than success, than what other people think or say or do.

It is more important than appearance, giftedness or skill. It will make or break an organization - a school - a home.

The remarkable thing is we have a choice everyday, regarding the attitude we will embrace for that day.

We cannot change our past; we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have. And that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you.
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<td>Lists</td>
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</table>
| Make 2 lists with headings of "likes" and "dislikes."
| Take turns adding to the lists. Great for getting to know each other. |
| Establish rapport |
| Discuss hobbies, pets, TV shows. Read the "Getting Acquainted" section of your handbook. |

| Interests |
| Use interests to tie into an academic subject. |

| Talk |
| Discuss expectations; get agreement on goals. Use pgs. 15, 16, 17 in the YM Handbook for help. |

| Craft |
| Do a simple craft project together. |

"I needed someone to talk to and to be my friend—and she came into my life."

—Student, Woodward Avenue Elementary
Elementary Student Interest Inventory

Name ___________________________  Grade _____  Sex _____
Phone Number ______________________  Birthday _______________
Who do you live with? ________________________________________
How many brothers and sisters do you have? How old are they? _________________________________
What school subject would you like help with? ________________________________________________
Why? ___________________________________________________________________________________
If I could change anything about my life, it would be __________________________________________
The best thing about me is _________________________________________________________________
I can do _______________________________________________________ really well.
My biggest problem in school is ___________________________________________________________
I wish that I could be better at ____________________________________________________________
Something you need to know about me is ___________________________________________________

Hobbies:
___ Tennis  ___ Biking  ___ Sewing
___ Dancing  ___ Cooking  ___ Art
___ Crafts  ___ Music  ___ Surfing
___ Football  ___ Baseball  ___ Reading
___ Computers  ___ Horses  ___ Stamp Collecting
___ Cheerleading  ___ Soccer  ___ Other: ________
PERSONAL SCRAPBOOKS

Decide upon a theme for a personal scrapbook. Encourage students to be alert to items that would be interesting additions to the scrapbook. Add entries throughout the year.

Themes for the scrapbook may include:

1. School events
2. Current events
3. Grammatical errors in newspapers and magazines
4. A particular person in the news
5. Articles on an interesting topic
6. Gymnastics
7. Unusual accomplishments
Getting Attention

1. Put a circle around a number that shows how much attention you feel you receive from your parents. (1 is little/10 is a lot). (The same number can be used more than once.)

2. Put a check mark next to a number that shows the amount of attention you feel you receive from your teacher.

3. Color a number red that shows the amount of attention you feel you receive from your classmates.

4. Put a blue square around a number that shows the amount of attention you feel you receive from your friends.

5. Put a star next to a number that shows the amount of attention you feel you give yourself.

6. Put an orange heart next to the number that shows the amount of attention you ask for from others.

List three positive ways to get the attention you need.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List three negative ways that you’ve used to get attention.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Are you satisfied with the amount of attention that you receive from others? give to others? What would you like to see changed?

________________________________________________________________________

Are you satisfied with the kind of attention you give to and receive from others? Explain:

________________________________________________________________________
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<tr>
<th>Sun</th>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Reminder</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remember your community-service commitment</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a board game or hangman</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Short-term goals reinforce and motivate. Select a goal together. Praise student's progress.</td>
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<tr>
<td></td>
<td></td>
<td>Grooming and hygiene tips. Great self-esteem builders!</td>
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<td></td>
<td></td>
<td>Read</td>
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<td></td>
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<td>a book to student or have student read to you.</td>
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</tbody>
</table>

"It may be those who do most, dream most."

—Stephen Leacock
# SCHOOL: MY RESPONSIBILITY

<table>
<thead>
<tr>
<th>Do you...</th>
<th>Yes</th>
<th>Need Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get to school on time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have paper, pencil, and books?</td>
<td></td>
<td></td>
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<tr>
<td>Do your classwork neatly?</td>
<td></td>
<td></td>
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<tr>
<td>Do your school work willingly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study for tests?</td>
<td></td>
<td></td>
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<tr>
<td>Complete all assignments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do extra credit assignments when you have the chance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay attention in class?</td>
<td></td>
<td></td>
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<tr>
<td>Turn in your homework?</td>
<td></td>
<td></td>
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<tr>
<td>Get good grades?</td>
<td></td>
<td></td>
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<tr>
<td>Do your best?</td>
<td></td>
<td></td>
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<tr>
<td>Realize the importance of school?</td>
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</tbody>
</table>

Goal — I will try to improve in the following areas: ________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
All about School

ALL ABOUT SCHOOL

1. Our class is

2. I think school

3. I wish we

4. I want to

5. My best subject

6. I'd like to study

7. The best thing about this class is

8. We should all try to

9. I need more help with

10. My teacher

11. Grades are

12. If I could change one thing in my classroom

13. School should

14. Most students

15. Education

12
I Can Do It!

I CAN DO IT!

Can you be depended upon to do what you say you will do? A responsible person can be relied upon to keep his word and to accept his duties with a mature attitude.

How responsible are you? On a scale of 1 to 4 (see the scale below), rate your own degree of responsibility in the following areas:

1. School assignments
   1 2 3 4
2. Home relationships
   1 2 3 4
3. Friends
   1 2 3 4
4. Yourself
   1 2 3 4
5. Casual acquaintances
   1 2 3 4

SCALE
1 = always responsible
2 = usually responsible
3 = sometimes responsible
4 = irresponsible

What would you do in each of the following situations?

1. You promised to help a friend put up a bulletin board after school. The teacher is counting on both of you to do this. Your friend becomes ill and goes home.

2. You agree to take the leading character's role in a play. The lines have to be memorized by Tuesday. On Monday you can't find your copy of the play.
Community Builders

Identify people in your school who contribute to community by fitting the following descriptions:

a. __________________________ An older student who takes time to help younger students.
b. __________________________ An adult who takes time to listen to children.
c. __________________________ A student who cleans up the classroom without being asked.
d. __________________________ A person who treats me with respect.
e. __________________________ A student who builds up people rather than putting them down.
f. __________________________ A parent who volunteers time and energy at the school.
g. __________________________ A teacher who plans exciting learning activities.
h. __________________________ A person who shows concern for the safety of other students.
i. __________________________ A student who assists other students with their learning.
j. __________________________ A student who shows respect for school property.
k. __________________________ A person who helps students when they are sick or injured.
l. __________________________ A person who helps organize things in the office.
m. __________________________ A person who assists with keeping the school clean.
n. __________________________ A teacher who helps students enjoy themselves on the playground.
o. __________________________ A person who assist in the school library.
## All About Me

<table>
<thead>
<tr>
<th>Sun</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
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</tbody>
</table>

**Read**
- Take with you the “Mini Page” from the News Journal. It’s a nice way to begin your hour.

**Reminder**
- Have fun with your community-service project.

**Lunch**
- Have fast food for lunch and ask student to count the change for accuracy.

**Encourage**

**Go Fish**
- Est. length of fishing line or depth of water

---

"As I learn from you, I guess you learn from me..."

—Langston Hughes
Appreciating Myself

A symbol that describes me:

I appreciate myself
- Always
- Often
- Sometimes
- Seldom
- Never

What I feel proud when:

I generally feel:
- Healthy
- Unhealthy

What I like about my personality:

Three positive words that describe me:

Healthy food I eat often:

What I like about my personality:
I Can

"I Can" Student Name ____________________________

I will try to rate myself fairly on each of the following traits of good citizenship.
I will pay attention to those qualities in which I need to improve so that on future ratings, I can honestly give myself a higher score.

Date: ___________________

<table>
<thead>
<tr>
<th>Traits</th>
<th>Sometimes</th>
<th>Usually</th>
<th>All The Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am honest, especially in little things.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. I am courteous, loyal, and respectful to teachers, classmates, and parents.</td>
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<tr>
<td>3. I am attentive, quiet, industrious, and responsive in class.</td>
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<tr>
<td>4. I try to show good sportsmanship and to accept defeat without complaining.</td>
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<tr>
<td>5. My teachers and classmates can depend on me to do what is expected.</td>
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<tr>
<td>6. I work and play cheerfully with others.</td>
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<tr>
<td>7. I attend school regularly.</td>
<td></td>
<td></td>
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<tr>
<td>8. I return to the classroom promptly after lunch, playground, and art class.</td>
<td></td>
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<tr>
<td>9. I take good care of books, desks, and other property in school or at home.</td>
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<tr>
<td>10. I keep my promises.</td>
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PURPOSE OF ACTIVITY: To think about personal attitudes and habits.
Who Decides?

Who Decides??

Your parents and teachers help you make decisions everyday. Many important decisions you make for yourself, too! You will make more decisions for yourself as you grow up. On this list, circle who decides with you.

Who makes the decision?
My favorite book? me teacher parent
What time I go to bed? me teacher parent
If I study reading in school? me teacher parent
What I eat for dinner? me teacher parent
What I get for a spelling grade? me teacher parent
Where I sit on the bus? me teacher parent
Which friends I have? me teacher parent
What my favorite game is? me teacher parent
If I should help a friend? me teacher parent
When I go to school? me teacher parent
When I take medicines? me teacher parent
If I’m nice to a new classmate? me teacher parent
Where I sit in the classroom? me teacher parent

NAME ___________________________ DATE ____________
This is What I’ve Done

<table>
<thead>
<tr>
<th>My Greatest Success</th>
<th>A failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something I did that helped someone</td>
<td>Something I’ve done that I’m proud of</td>
</tr>
<tr>
<td>Something I’ve learned from failure</td>
<td>Something I didn’t like doing</td>
</tr>
<tr>
<td>The funniest thing I ever did</td>
<td>Something I did that took courage</td>
</tr>
<tr>
<td>Something I’m afraid of</td>
<td>Something I’d really like to learn</td>
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</tbody>
</table>

Name: __________________________
<table>
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<tr>
<th>Sun.</th>
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<td></td>
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<tr>
<td>Share pictures of your family or pets</td>
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<td></td>
</tr>
<tr>
<td><img src="image" alt="Dog" /></td>
<td></td>
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<tr>
<td>Draw your family members as animals.</td>
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<tr>
<td><img src="image" alt="Music Notes" /></td>
<td></td>
<td></td>
<td></td>
<td>Reminder</td>
<td></td>
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</tr>
<tr>
<td>Write a song about a family member</td>
<td></td>
<td></td>
<td></td>
<td>Remember, community service is a lifelong learning skill.</td>
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<tr>
<td><img src="image" alt="Bee" /></td>
<td>Bee Orderly Order leads to discipline</td>
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<td></td>
<td></td>
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<tr>
<td><img src="image" alt="Collect Nature" /></td>
<td>Collect nature items: leaves, stones, shells, etc.</td>
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</table>

"A friend is a person with whom I may be sincere. Before him I may think aloud."

—Emerson
Home Responsibilities

1. Who does the work on the lawn and the outside of the house?

2. Who cleans, washes, and takes care of the car?

3. Who takes care of the babies and small children in your family?

4. Who takes care of your family's pet?

5. Who takes care of the garbage/trash?

6. Who prepares the food that your family eats?

7. Who organizes and cleans the place where your family lives?

8. Who washes and dries the clothes that your family wears?

9. Who repairs the things that break or stop working?

10. What are some of your responsibilities? What are some of the jobs you do to help your family?

11. Do you remember to appreciate and say “thank you” to the other people in your family who are doing things to help out?
   - [ ] Yes
   - [ ] No
Remember the Good Ol’ Days

Call, visit, or write a grandparent or great-grandparent. Ask him/her about life when he/she was your age. Ask about school, transportation, recreation, etc. Discuss with your classmates about life and times when your ancestors were your age.

From Generation to Generation

a. List the physical traits you believe you have inherited from your ancestors.

<table>
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<tr>
<th>Physical traits</th>
<th>Physical traits</th>
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</table>

b. List the emotional traits you believe you have inherited from your ancestors.

<table>
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<tr>
<th>Emotional traits</th>
<th>Emotional traits</th>
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</table>
Helping Others

List some ways you can help others or be responsible for some jobs. Then draw a triangle (△) each time you do.

... has done the following helpful activities this week.

1. __________
2. __________
3. __________
4. __________
5. __________
We All Need Friends

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<th>Sun.</th>
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<th>Friday</th>
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<tr>
<td>Write a want ad for the perfect friend</td>
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<tr>
<td>Cut out magazine pictures and make a “friend collage”</td>
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<td>Share something that a friend gave you</td>
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<tr>
<td>Reminder</td>
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<tr>
<td>Discuss the pilgrims’ and Indians’ friendly deeds</td>
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<td>Have lunch at school with your student and his/her best friend</td>
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</table>

“IT takes two to speak the truth—one to speak and another to hear.”

—Thoreau
Friendship Scale

There is a need for each of us to know more about what we are like. This is to help you describe yourself. Answer these according to your feelings. It is important for you to give your own honest answer.

<table>
<thead>
<tr>
<th></th>
<th>Nearly Always</th>
<th>About half the time</th>
<th>Not very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Trustworthy</td>
<td></td>
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<td>2.</td>
<td>Friendly</td>
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<td>3.</td>
<td>Reliable</td>
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<td>4.</td>
<td>Loveable</td>
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<td>5.</td>
<td>Good Listener</td>
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<td>6.</td>
<td>Cooperative</td>
<td></td>
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<tr>
<td>7.</td>
<td>Not a Tattletale</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Civilized</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Polite/Courteous</td>
<td></td>
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<tr>
<td>10.</td>
<td>Helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Nice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Thoughtful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Generous/Sharing</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>Cheerful/Sense of Humor</td>
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</table>

To get along with people better, I need to be more __________________________________________

________________________________________________________

Name _________________________________________________

25
Friendly Fred is writing you a secret, coded message. Use this alphabet to find out what his message is.

\[
\begin{array}{cccccccccccccccc}
A & B & C & D & E & F & G & H & I & J & K & L & M & N & O & P & Q & R & S \\
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 & 19 \\
T & U & V & W & X & Y & Z \\
20 & 21 & 22 & 23 & 24 & 25 & 26 \\
\end{array}
\]

\[
\begin{array}{cccccc}
20 & 15 & 7 & 5 & 20 & 1 & 12 & 15 & 14 & 7 & 23 & 5 & 12 & 12 \\
23 & 9 & 20 & 8 & 15 & 20 & 8 & 5 & 18 & 19 & 25 & 15 & 21 \\
19 & 8 & 15 & 21 & 12 & 4 & 2 & 5 & 8 & 15 & 14 & 5 & 19 & 20 \\
11 & 9 & 14 & 4 & 8 & 5 & 12 & 16 & 6 & 21 & 12 & . \\
6 & 18 & 9 & 5 & 14 & 4 & 12 & 25 & 16 & 15 & 12 & 9 & 20 & 5 & \text{and} \\
18 & 5 & 19 & 16 & 15 & 14 & 19 & 9 & 2 & 12 & 5 \\
25 & 15 & 21 & 23 & 9 & 12 & 12 & 14 & 15 & 20 & 7 & 5 & 20 \\
1 & 12 & 15 & 14 & 7 & 23 & 9 & 20 & 8 & 15 & 20 & 8 & 5 & 18 & 19 \\
12 & 9 & 5 & 3 & 8 & 5 & 1 & 20 & 20 & 5 & 1 & 19 & 5, \\
\end{array}
\]
Making a New Friend

Discuss the following questions with each other:

1. How many brothers and sisters do you have?

2. Would you like to have more or fewer brothers and sisters? Why?

3. What is your favorite color?

4. Do you have a lucky number?

5. What is your favorite movie?

6. What is your favorite book?

7. What is your favorite TV show?

8. What do you like most about school?

9. What do you like least about school?

10. Do you have a hobby?

11. What are some things you enjoy doing?

12. What is the most exciting thing you have ever done?

13. What would you like to be able to do someday?

14. What is a wish that you hope comes true?

15. What do you worry about?

After the conversation, discuss one of the most important items your friend discussed with you.
It is nice when people are nice to you. People also like it when you are nice to them! It is best to treat others the way you like to be treated. Doing a friendly deed for other people is a great way to show that you are a nice person. If you do a good deed for other people this week, put a check mark (✓) on the line.

Share
Help a young child
Help a classmate with a problem
Pick up something dropped by someone
Help to carry something for someone
Help your parents with a job at home without being asked
Take turns playing with something you like

Name

Date
<table>
<thead>
<tr>
<th>Sun.</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<th>Sat.</th>
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<td></td>
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<tr>
<td>Share stories about past holiday activities</td>
<td></td>
<td>Reminder</td>
<td>‘Tis the season of giving—don’t forget your community service</td>
<td></td>
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<tr>
<td>Visit the Media Center and make a greeting card on the computer</td>
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</tbody>
</table>

“Ideals are like stars—we never reach them, but like the mariners on the sea, we chart our course by them.”

—Carl Schurz
For a Friend

Fill in this special “gift” for a special friend.

I like you because

Something very special about you is

Four words I think describe you are:
1. 
2. 
3. 
4. 

One thing you did that I will always remember is

If I had lots of money, I would buy you

To:

From:
Dear Friend

greeting

street address

city or town, state  zip code

today’s date

affectionate closing

signature
Family Shield Pattern

Include one of each on your shield:
1. Family Strength
2. Family Goal
3. Important Family Accomplishment
4. Something the Family Does Together
5. Family Crest
6. Family Motto
Individual Contributions

Write the name of an immediate family member or relative after each situation that best describes that person. You can use the name of a person more than once.

1. The person with whom you most enjoy going to a movie.

2. The person you would ask to take care of your favorite pet.

3. The person with whom you would like to be stranded on a deserted island.

4. The person you’d like to take care of you when you’re sick.

5. The person with whom you would like to go camping.

6. The person to whom you would go when you’re feeling discouraged.

7. The person to whom you would go when you’re in trouble.

8. The person to whom you would go when you need advice.

9. The person with whom you would share a secret.

10. The person who is presently in most need of your support and encouragement.
# Making Choices

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<tr>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wishes</td>
<td>If you had 3 wishes, what would they be?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>![Image of a cup]</td>
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<tr>
<td></td>
<td>Bee</td>
<td>Positive</td>
<td>Offer encouragement and suggest positive ways to solve problems</td>
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<tr>
<td></td>
<td></td>
<td>![Image of a bee]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Play</td>
<td>miniature golf. Ask student to keep score or count putts on each hole.</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>![Image of a golf club]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Use</td>
<td>the &quot;Mini Page&quot; in the News Journal (available in the Media Center)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>![Image of a newspaper]</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Play</td>
<td>a game of jacks. Pick them up by 2's or 3's.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>![Image of a jacks game]</td>
<td></td>
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</tbody>
</table>

“Success is a journey, not a destination.”

—Ben Sweetland
What Would You Do?

What would you do if...

a friend told you he shoplifted something?
you were punished for something you didn’t do?
someone tried to start a fight with you?
someone tore your jacket?
you found a key to the school building?

Getting along with brothers, sisters, and parents isn’t always easy. Everyone has problems. It is a natural part of growing up. How would you solve the following problems?

1. Your sister messes up the house, and you get blamed for it.

2. Your parents won’t let you go to a movie with a friend unless you take your five-year-old sister.

Families come in many different types, sizes, and descriptions.

1. How many people are in your family? ____________________________

2. Does each family member have certain responsibilities? ________________
   ________________________________________________________________

3. List some of your own responsibilities at home. ______________________
   ________________________________________________________________

4. I think families ________________________________
DECISIONS

What Do You Think?

There are no right or wrong answers to this exercise. Just mark the following statements according to your opinion. Yes = 1; Maybe = 2; No = 3.

1. The school system does not teach enough.
2. Twelve-year-olds should be encouraged to make their own decisions.
3. All young people should attend college.
4. Only parents should help us make decisions.
5. Most of the time when we make a choice, there is only one right choice.
6. Students are losing respect for teachers.
7. Happiness is something that comes from oneself, not others.
8. If we trust our judgement, we do not need help from others.

Are you someone who is likely:

1. to be married more than once?
2. to have move more than six children?
3. to join the military?
4. to go to college?
5. to change to another religion?
6. to move from Volusia county?
7. to get into trouble with the law?
8. to marry for money?
9. to stay single your entire life?

Some questions for discussion:

1. I am proud that ____________________________________________
2. I get upset when people ________________________________________
3. If I had an important decision to make, I would ask ________________________'s advice because ____________________________________________
4. My goal for myself in 10 years is ________________________________
Criticism

Sometimes we are criticized for something we do or say. Sometimes we are criticized for the way we look. Criticism can hurt our feelings, but sometimes it can make us try harder to improve ourselves.

What would you do if...

1. Someone said that he knew the paper was yours because it was so messy.
2. Someone said your posture was bad.
3. You were criticized for being overly friendly to an underprivileged person.
4. Your classmates made fun of you because of your size.

**Complete the following sentences with your own thoughts.**

1. I'll always ________________________________
2. A friend ________________________________
3. It's hard to believe ___________________________
4. Keeping a secret _____________________________
5. Honesty means ______________________________
6. I am convinced ______________________________
7. Money is ________________________________
8. I disagree ________________________________
9. My report card ______________________________
10. I never want ______________________________
Split Decisions

SPLIT DECISIONS

Read each problem and rate the decision made to solve the problem. Circle your choice and write a reason for your decision.

Jennifer was late for school, so she rode her new bike. Halfway there she met a friend who asked Jennifer if she could ride the bike around the block—just to try it out. After thinking about it, Jennifer said, “Okay.”

Decision rating: Good Fair Poor

Reason:

Johnathan was riding his skateboard and met an older boy he did not know. The boy told him he would pay Jonathan $2.00 if he could ride the skateboard for an hour. Jonathan really wanted the money, so he decided to rent his skateboard to the stranger.

Decision rating: Good Fair Poor

Reason:

Karen had a dental appointment at 4:00. Her mother told her that she had to come right home from school. On her way home, Karen realized that she had forgotten her homework. She knew that if she went back to school, she would be late for her appointment. She decided to go home.

Decision rating: Good Fair Poor

Reason:

Write what you would decide if you were faced with each of these problems.
**Occupational Alphabet**

Can you think of an occupation that starts with each letter of the alphabet? List the career, then write a sentence using as many words as you can that begin with the same letter.

<table>
<thead>
<tr>
<th>A</th>
<th>Artist</th>
<th>An artist always used an antique air brush and he applied acrylics to his canvas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
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<tr>
<td>C</td>
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<td>I</td>
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</table>
Occupational Alphabet (J-S)

J

K

L

M

N

O

P

Q

R

S
Feelings

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<th>Sun.</th>
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</table>

- **Discuss**: your feelings when someone cuts in line ahead of you

- **Reminder**: Volunteers have big hearts!

- **Bee Neat**: Visit student’s desk area and commend neatness

- **Share**: a happy or sad moment in your life

- **Get**: a wordless picture book from the Media Center and discuss expressions of feelings

**“Dreamers are the architects of greatness.”**

—Herbert Kaufman
What’s Your Boiling Point?

How high would your temperature rise if any of the following happened to you? Answer each question by coloring in the corresponding column in the thermometer. If you color it all the way to the top, you EXPLODE!

1. Your parents decide to go on a trip without you.

2. Your brother or sister had his/her allowance raised, and you didn’t.

3. Your friend teases you in front of your other friends.

4. Your parents blame you for something you didn’t do.

5. Your friend borrows something without asking.

6. Your brother or sister plays with you when you have your friends over.
Negative Connections

Briefly describe what could happen in each situation given in this negative connection chain. Make a list of three other actions that would probably cause negative results.

If I get angry and hit a friend

If I ignore someone who needs a friend

If I always complain

If I won't take turns

If I don't do my chores

If I refuse help from the teacher

If I refuse to do my part in group activities
My sister broke my model airplane.
I received an A on my math homework.
My grandmother sent me a present.
My mom and dad just told me we're moving up north.
I ate lunch, and now my stomach hurts.
Today is the last day of school.
Today is the first day of school.
My best friend is mad at me.
I struck out in my Little League baseball game.
My teacher picked me to run an errand.
I got a D in reading.
Someone in my class called me a mean name.
I got up late, and I'm late for school.
Someone pushed me in line.
I won a contest.
Some big kids in the 5th grade said they were going to beat me up after school.
My teacher told me I had to stay after school.
I lost my new watch.
I hear a noise outside my bedroom when I'm in bed.
I was supposed to go to the beach, but it rained all day.
It's my first day in a new school.
I feel sick from a bad cold.
My dog is lost.
I won a relay race in P.E.
I forgot to do my homework.
My best friend had a party and didn't invite me.
My parents won't let me ride my bike for two weeks.
Finding Feelings

In this puzzle find and circle the words listed below that describe feelings. Words may be found backwards, horizontally, vertically, and diagonally.

Finding Feelings

Feeling words to find:

- afraid
- creative
- grim
- silly
- funny
- confused
- glad
- mean
- calm
- lonely
- good
- lucky
- shy
- excited
- important
- loving
- shocked
- bored
- hurt
- rejected
- sad
- scared
- upset
- eager
- nice
- smart
- delighted
- anxious
- happy
- needed
- clever
- gay
- prim

Use the feeling words given above to write a paragraph describing how you feel.
HOW TO START A QUARREL

Once there was a careless old hen. She didn’t watch where she was going and accidentally stepped on a duck’s foot. It did not hurt the duck, but the duck got cross and quacked, “You’ll pay for that!”

As the duck flew at the old hen, his wing struck a goose. The old goose thought he had been hit on purpose and angrily squawked, “You’ll pay for that!”

Honking noisily, he flew at the duck to get even. He didn’t see the cat taking a sunbath, and his feet tore some of the cat’s fur. “You’ll pay for that!” screeched the cat, and he jumped up to pounce on the goose.

But just then, a dog ran around the corner and was scratched by the angry cat. “You’re going to pay for that!” howled the dog, and he began to chase the cat. He moved so fast that he could not stop in time to avoid the cow munching grass by the gate. He ran smack-dab against her.

“You’ll pay for that!” bellowed the cow as she took off after the dog. But the dog dodged behind a horse, and the cow, in her haste, scratched the horse in his ribs with her horn.

“You’ll pay for that!” neighed the horse loudly, and he rushed pell-mell after the cow.

What a tumult there was in that yard! The duck chased the hen, the goose flapped after the duck, the cat scrambled after the goose, the dog dashed after the cat, the cow stampeded after the dog, and the horse galloped after the cow. And all because the hen accidentally stepped on the duck’s foot.
## Attitudes & Decisions

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<td>*</td>
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<tr>
<td><img src="image" alt="You're stranded!" /></td>
<td>What do you need to survive? to enjoy your new life?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Go bowling! Keep score</td>
</tr>
<tr>
<td><img src="image" alt="Reminder" /></td>
<td>March right in and volunteer</td>
<td></td>
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</tr>
<tr>
<td><img src="image" alt="Plant" /></td>
<td>some seeds in a plastic cup</td>
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<tr>
<td><img src="image" alt="Bee Observant" /></td>
<td>Notice something nice about your student</td>
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<tr>
<td><img src="image" alt="Visit" /></td>
<td>Visit a museum: Gamble Place or the Pioneer Art Settlement</td>
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</table>

"It may be those who do most, dream most."

—Stephen Leacock
OWNING MY BEHAVIOR

Being responsible for your behavior is another important way of belonging to the school community. What do you think you should do if you:

1. borrow someone’s pencil and lose it?

2. bump into someone who is carrying his/her lunch tray and spill it?

3. accidentally break something in the classroom?

4. constantly interrupt when others are speaking?

5. disturb others on the school bus?
ABOUT ME AND WHAT I THINK

I like _____________________________________________________________

School is __________________________________________________________

My best friend _______________________________________________________

My class is __________________________________________________________

At home I ___________________________________________________________

When I play, I _______________________________________________________

I get mad when _____________________________________________________

I get scared when ____________________________________________________

Sometimes I wish ____________________________________________________

People think that ____________________________________________________

I wonder if __________________________________________________________

I worry about _________________________________________________________

My parents think school is ____________________________________________

I am very good at _____________________________________________________

I wish I were better at ________________________________________________

My best school subject is _____________________________________________

My worst school subject is _____________________________________________

On the playground, I _________________________________________________

At school, I am afraid that _____________________________________________

At home, I am afraid that _____________________________________________

I wish my parents knew that ___________________________________________

I wish my teacher knew that ___________________________________________
LET’S NOT GET UNRULY

Pretend you were assigned the job of making rules for others. What would be the most important rules you could make for the following people?

Yourself

Parents

Teachers

Siblings

Friends

Relatives

Policemen

You must follow rules at home and school. What rule do you feel is the most...

important.

unnecessary.

difficult to follow.

helpful to you.

Discuss with your mentor the advantages and disadvantages of rules.
FLIP SIDE

Read these situations and answer the questions. After you have completed this side of the sheet, flip it over and read the other side of the story. Answer the questions with this new information.

Situation #1

Boy! There are stupid rules in this school! Yeah! You'd think at least we could chew gum!

Do you think this situation is fair: ____________
Give reasons for your answer.

Situation #2

It's not fair.
The teacher always puts me at the end of the line.

Do you think this situation is fair: ____________
Give reasons for your answer.

The Other Side of the Story

Situation #1

Suggest another solution to this situation:

Give reasons for your answer:

Situation #2

Suggest another solution to this situation:

Give reasons for your answer:

Now that you've read this side of the story, do you think the "no gum rule" is fair?
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<th>Sat.</th>
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<tbody>
<tr>
<td>Think of something you do every day. With a little extra effort, how could you make it better?</td>
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<tr>
<td>Reminder</td>
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<tr>
<td>Spring into your community service</td>
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<tr>
<td>Try an act of kindness when you usually get angry</td>
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<tr>
<td>Bee Warm</td>
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<td></td>
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<tr>
<td>Your personal attention may be improving your student's behavior</td>
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<tr>
<td>Reward</td>
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<td>an extra effort with an ice cream cone or candy bar</td>
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</tr>
<tr>
<td>Walk around the campus and note the efforts of those who keep it beautiful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Children need models more than they need critics."

—Joseph Joubert
How Am I Doing In Willingness To Work?

Rate yourself on your willingness to work. Write “yes,” “no,” or “sometimes” in the space after each question.

When you see that there is work to be done at home, do you...

Take off as fast as you can to get out of the work? ________________

Hide? ________________

Pretend you are sick? ________________

Do what you are asked willingly? ________________

Make a face and give your parents a hassle? ________________

Lie around until you feel like doing it? ________________

When you are school, do you...

Pay attention in class? ________________

Try to complete all of your assignments? ________________

Always do your very best work? ________________
Getting Along With Others

What’s Getting Along With Others All About?

Ban Bossiness

There are many people around, such as parents, teachers, and police officers whose job it is to give orders, but no one needs to have friends tell them what to do. Below are the kinds of things that “bossy” people say. Help them say it in a nicer way. Write on the line across from the “bossy” words a “non-bossy” way of saying it.

<table>
<thead>
<tr>
<th>BOSSY TALK</th>
<th>NON-BOSSE Y TALK</th>
</tr>
</thead>
<tbody>
<tr>
<td>WO n’t you ever learn?</td>
<td></td>
</tr>
<tr>
<td>That’s enough!</td>
<td></td>
</tr>
<tr>
<td>You’re too slow.</td>
<td></td>
</tr>
<tr>
<td>Hold the door.</td>
<td></td>
</tr>
<tr>
<td>Get out of here!</td>
<td></td>
</tr>
<tr>
<td>Shut up!</td>
<td></td>
</tr>
<tr>
<td>You’re in my chair.</td>
<td></td>
</tr>
<tr>
<td>That’s the wrong answer.</td>
<td></td>
</tr>
<tr>
<td>You make me tired.</td>
<td></td>
</tr>
<tr>
<td>Act your age.</td>
<td></td>
</tr>
<tr>
<td>That was dumb.</td>
<td></td>
</tr>
<tr>
<td>You’re in the way.</td>
<td></td>
</tr>
<tr>
<td>That’s not right.</td>
<td></td>
</tr>
<tr>
<td>Do it this way.</td>
<td></td>
</tr>
<tr>
<td>You’re wrong.</td>
<td></td>
</tr>
<tr>
<td>Cut that out!</td>
<td></td>
</tr>
</tbody>
</table>
What’s Willingness To Work All About?

Lee W. — Never has materials for class. Fools around in class and doesn’t do assignments.

Jerry L. — Does work neatly and turns it in on time. Always has materials. Does extra credit.

Wilda E. — Turns in homework neatly and on time. Pays attention in class, but never does extra-credit work.

John J. — Always turns classwork in on time, but it is messy. Often forgets to do his homework.

Sam D. — Does work willingly and even does extra credit. Always brings materials, but talks a lot of the time to friends during class.

Mamie T. — Does homework, but forgets to bring books to class. Listens well in class and does extra-credit work.
WHO IS RESPONSIBLE?

Here are 10 different children. Each one is either responsible or irresponsible. Try to mark the right box for each child.

1. Jimmy told his mother he was going to Carl's house. Then he went there.
   Responsible  Irresponsible

2. Robby took good care of his pencil so he wouldn't lose it.
   Responsible  Irresponsible

3. Mary threw her trash paper on the floor.
   Responsible  Irresponsible

4. Cathy tasted her mother's cough medicine.
   Responsible  Irresponsible

5. Lydia held her little sister's hand when she took her for a walk.
   Responsible  Irresponsible

6. Elaine's job was to set the table. She stayed outside to play.
   Responsible  Irresponsible

7. Mother asked Peter to give the dog his supper. Instead, Peter gave the dog a drink of water.
   Responsible  Irresponsible

8. Dad phoned Janet to say he would be late for dinner. Janet did not tell her mother.
   Responsible  Irresponsible

9. Walter found 40 cents on the floor. He gave it to his teacher.
   Responsible  Irresponsible

10. Phyllis said she would be home by 5:00. She went home when she said she would.
    Responsible  Irresponsible
<table>
<thead>
<tr>
<th>Sun.</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Share</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>with each other how meaningful your experience as a mentor has been</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="image" /></td>
<td><strong>Discuss</strong></td>
<td>summer activities &amp; set some personal goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="image" /></td>
<td><strong>Read</strong></td>
<td>a joke book from the Media Center and laugh freely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="image" /></td>
<td><strong>Reminder</strong></td>
<td>Volunteers are VIPS!</td>
<td></td>
<td></td>
<td><img src="image4.png" alt="image" /></td>
<td>Look Up! Look for shapes in the clouds</td>
</tr>
<tr>
<td><img src="image5.png" alt="image" /></td>
<td><strong>Discuss</strong></td>
<td>some annual awards or scholarships that have been newsworthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Potential is so completely unknown to us that we dare not underestimate any student."

—Author unknown
GETTING ALONG WITH ADULTS

1. One thing the adults I know do that I especially like is ________________

2. One thing the adults I know do that I just hate is ________________

3. One thing I do that the adults I know especially like is ________________

4. One thing I do that adults I know just hate is ________________

5. One thing the adults I know could do to make life easier and more pleasant for kids is ________________

6. One thing I could do to make life easier and more pleasant for the adults I know is ________________

7. One thing I think adults and kids should talk about more is ________________

8. One thing I think adults and kids should do together more often is ________________

9. One thing I hope I will remember to do for kids when I am grown up is ________________
Appreciation Award

My name is

and I'm greatly appreciated for

by

SPECIAL AWARD

this certifies that you,

are truly someone special
Comment Request Form

Dear Student and Mentor:

Please take a moment to provide us with a sentence or two about your relationship with each other or comment on a special achievement you have accomplished with the help of your mentor.

Student Name_________________________ Grade ______

School _________________________________

Mentor Name ___________________________

Student Comments ________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Mentor Comments ________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
### Individuality

<table>
<thead>
<tr>
<th>Sun</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Sat</th>
</tr>
</thead>
</table>
|     |        | Bee Assured  
you make a difference in another's life |          |          |        |     |
|     |        |          |           |          | Discuss  
summer safety |     |
|     |        | Reminder  
Community service is a hot topic |          |          | Go to a library puppet show |     |
|     |        |         |           | Look  
at flowers and discuss uniformity and individuality |          |     |

"As I learn from you, I guess you learn from me."

—Langston Hughes
Ticket to Individuality

Do you find that you have to do things that you don't want to do in order to be accepted by your friends and classmates? Here's your chance to assert your individuality and speak out about those behaviors that make you "one of the crowd." On each ticket, write an example of the types of things you do not like having to do to belong and be accepted.

Ticket to Individuality  
clothing, hair, or grooming

I wish I didn’t have to ____________________________
_____________________________________________
_____________________________________________

Ticket to Individuality  
music, TV, radio, video games

I wish I didn’t have to ____________________________
_____________________________________________
_____________________________________________

Ticket to Individuality  
ways you spend your time or money

I wish I didn’t have to ____________________________
_____________________________________________
_____________________________________________

Ticket to Individuality  
speech and language

I wish I didn’t have to ____________________________
_____________________________________________
_____________________________________________

Make 4 tickets on the back of this paper. On each tag describe one thing (characteristic, talent, personality trait) you'd like to be accepted for.
Each of us needs to know more about what we are like. This is to help you describe yourself. There are no right or wrong answers; each person may have different ideas. Describe yourself according to your feelings. It is important for you to give your own honest answers. Think carefully and check the answer that best describes how you rate yourself.

<table>
<thead>
<tr>
<th></th>
<th>Nearly Always</th>
<th>About Half the Time</th>
<th>Just Now and Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Obedient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Thoughtful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Careful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Lazy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Truthful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Smart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Polite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Selfish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Cooperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Cheerful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Jealous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Sincere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Studious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Loyal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Likeable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>A good sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Useful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Dependable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Bashful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Popular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Happy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BIOGRAPHICAL POEM

Example

Line 1  Your first name only
        Brian

Line 2  Four traits that describe you
        Thin, 10, quiet, tall

Line 3  Sibling of/daughter of/son of and friend of
        Brother of Mike, son of Jack, and friend of Scotty

Line 4  Lover of (3 ideas or people)
        Lover of Nintendo, scary movies, and camping

Line 5  Who feels (3 items)
        Who feels frustrated, annoyed, and nervous

Line 6  Who needs (3 items)
        Who needs friends, puppies, and a new boogie board

Line 7  Who gives (3 items)
        Who gives time to his bird, money to his brother, and a hard time to his sister

Line 8  Who fears (3 items)
        Who fears failing math, his brother, and monsters

Line 9  Who would like to see (3 items)
        Who would like to see Mars, his grandfather, and a dinosaur movie

Line 10 Resident of (student's street name and city)
        Resident of Creek End Road, DeLand

Line 11 Your last name
        Harker
### Study Habits

**A Self-Rating Chart for Your Study Habits**

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Very Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you make a budget or schedule of your study time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you follow it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you write down each day’s assignment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you review the last lesson before you start the next?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you begin your work at once, without wasting time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you do your homework before watching TV or participating in social activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you stick to each lesson until it is finished?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you keep your mind constantly on your work without daydreaming?</td>
<td></td>
<td></td>
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<tr>
<td>9. Do you read difficult parts of your lessons a second time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you make written outlines or take written notes when you read your lessons?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you finish ALL of every assignment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do you look up all new words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do you study in a quiet place at home?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vision Statement
Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
School Board approved and adopted – January 14, 1997

School Board Members
Mr. Stan Schmidt, Chairman
Dr. Al Williams, Vice-Chairman
Ms. Candace Lankford
Ms. Judy Conte
Mrs. Diane Smith

Superintendent of Schools
Dr. Margaret A. Smith

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