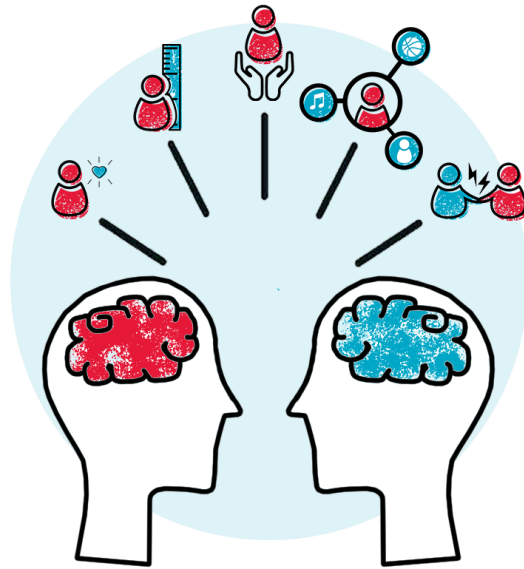


Relationship-Builders



Activities to Build and Strengthen
Developmental Relationships
between Mentors and Mentees

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INTRODUCTION

Purpose

The activities in this guide allow mentors and mentees to intentionally build developmental relationships together. The activities included in the first part are designed to help mentors and mentees get to know each other and strengthen their relationship. The activities included in the second part provide opportunities to practice each of the Developmental Relationships Framework elements together.

Using this Guide & Making Adaptations

The activities in this guide are listed in a suggested order. In the first part, the activities are listed in order of risk level and vulnerability: the first two activities are great when you and your mentee are getting to know each other and are starting to build trust. The third and fourth activities encourage mentors and mentees to be more vulnerable and work best once the two of you have established more trust.

In the second part, the activities are listed in an order that allows the activities to build on each other. The “Key Notes” section of the activity guide includes notes on how each activity can build upon the previous one. However, this is by no means required. All the activities in the second section work as standalone activities and can be done in any order.

All of the activities are highly adaptable for use with different ages, settings, and contexts. Some activities include suggested adaptations, but you are encouraged to be creative and tailor the activities to suit you and your mentee.

Each activity includes the following information:

- Time: Length of time to allow for the activity
- Materials: Supplies needed for the activity
- Risk Level: This refers to the level of vulnerability and trust the activity requires from participants. Low risk activities are usually easy and comfortable for people to do, even when they are still getting to know each other and have not yet built trust. Higher trust activities are best done once participants have gotten to know each other well and trust each other. Higher trust activities may be triggering for some people.

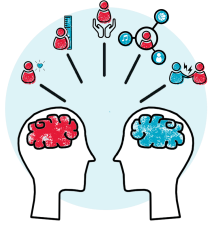
Keep the following in mind as you adapt activities:

- Prioritize adaptations that ensure you and your mentee can fully participate (both physically and mentally/emotionally)
- Levels of trust, rapport, and maturity between you and your mentee - these are often stronger predictors of the success of an activity than age or grade
- Strengths, interests, and areas of confidence/comfort
- Learning styles and energy level

Preparation

Building relationships means opening up to deeper connections. As a mentor, be prepared to fully participate in anything you ask your mentee to do, including being vulnerable and open. Activities that ask participants to be particularly vulnerable include notes and suggestions for handling this, but any relationship-based activity has the potential to bring up sensitive topics. As a mentor, make sure you have an understanding of your mentee and what these activities may bring up for them (and perhaps for yourself as well). Be aware of community and cultural norms, appropriateness of topics and activities, and resources that are available to you and your mentee. A good rule of thumb is “challenge by choice:” you and your mentee are encouraged to challenge yourselves to participate fully, but remember that you always have the choice to pass or adapt an activity as needed.

Section 1: Getting to Know Each Other



4S Conversation

Building Developmental Relationships

One-on-One

Description:

This activity is for mentors and mentees to get to know each other in a one-on-one discussion focusing on sparks, strengths, struggles and supports. This activity strengthens relational skills, such as listening and communication.

Time	Materials
20 minutes	<input type="checkbox"/> Copy of the “4S Interview Questions” handout <input type="checkbox"/> Copy of “My Sparks, Strengths, Struggles, and Supports” handout <input type="checkbox"/> Each question written on an index card or post-it (use one color for each set of “S” questions, e.g., struggles questions on green post-its, strengths on yellow, etc.) <input type="checkbox"/> A container to put the question index cards in, like a hat, box, or bucket
Risk Level: Low This is designed to be a low-risk activity that allows you and your mentee to get to know each other and build trust. To keep risk low, remind your mentee that they can say “pass” for any question and only need to share what they feel comfortable sharing and emphasize that you are just getting to know each other and there is no pressure to share anything they are not ready to share. It is possible that sensitive topics may come up during the conversation. If your mentee wants to share these things, encourage them to do so. If they seem hesitant to share, do not push them.	

Key Notes:

- Discuss questions in an informal and warm way. Emphasize that the goal of the conversation is to get to know one another and that there are no right or wrong answers.
- This activity can help you get to know your mentee, make them feel understood and validated, and gain an understanding of what resources and supports they may need as well as what strengths and assets they have.
- During the discussion, respond to your mentee in ways that convey you are really listening, such as asking a follow-up question that explores an answer a bit more deeply. As your mentee asks you questions, prepare yourself to be vulnerable and open to share authentically.
- While unlikely, something reportable or referable may come up in the conversation. Make sure you know what to do if this happens. You may also want to remind your mentee that while the conversation will be confidential, if they share anything about their own safety or another person’s safety being in danger, you will need to share it with someone who can help.

Instructions

There are two ways to do this activity. Option 1 may work best for younger mentees and/or visual and kinesthetic learners (those who prefer to learn by watching or doing things). Option 2 may work best for older mentees and/or verbal learners (those who prefer to learn using written or spoken words).

Option 1

1. Explain the 4 Ss to your mentee:
 - a. Today we're going to talk about four things that start with the letter S: sparks, strengths, struggles, and supports. Sparks are your talents, deep interests, and activities that you love doing. Strengths are your skills, values, habits, and other things about you that help you do well in life. Struggles are the things that you worry about and that stress you out. Supports are the people and programs and even places that help you get through your struggles and succeed at things.
2. Using the "My Sparks, Strengths, Struggles, and Supports" handout, you and your mentee can each draw or write about your 4 Ss. Starting with Sparks, read the prompt questions together and then draw or write your answers.
3. Next, read the prompts for Strengths together and then draw or write your answers. Repeat this process for Struggles and Supports.
4. Once you have completed all four boxes, share your drawings or words with each other.

Option 2

1. Explain the 4 Ss to your mentee:
 - a. Today we're going to talk about four things that start with the letter S: sparks, strengths, struggles, and supports. Sparks are your talents, deep interests, and activities that you love doing. Strengths are your skills, values, habits, and other things about you that help you do well in life. Struggles are the things that you worry about and that stress you out. Supports are the people and programs and even places that help you get through your struggles and succeed at things.
2. In this activity, you will be asking each other a variety of questions. You are both welcome to pass if you don't feel comfortable answering a question or may even make up a new one if you want to.
3. Start by choosing a question out of the hat and asking it to your mentee. After they answer, demonstrate that you were really listening by thanking them for sharing and asking any follow-up questions that might have come up.
4. Next, your mentee will draw a question and ask it to you. Answer honestly and share as much as you feel comfortable sharing. Remind your mentee that they are welcome to ask you follow-up questions as well. If your mentee is shy, prompt them by asking "Do you have any questions about what I shared?"
5. Continue alternating asking and answering questions until you've gone through all the index cards in the hat.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- What did you think of our conversation today?
- Were some questions easier or harder than others?
- Did you learn anything about yourself that surprised you?
- What other questions might be fun to add to our “bucket?”

4S Interview Questions

Sparks Questions

- What is something you enjoy doing so much that you lose track of time while doing it?
- Is there something that you are interested in learning more about?
- What subject are you most interested in? It doesn't matter if you are good at it or not.

Strengths Questions

- What do you like best about yourself?
- What are you good at doing?
- Are there any values or rules that you try to live by? What do you think is important in life?

Struggles Questions

- Are there things that you worry about or are afraid of?
- What are some things that have been a challenge for you this year?
- Is there anything you wish you could change about yourself?

Supports Questions

- Who are the people that matter most to you?
- Who can you talk to when you have a problem?
- Are there programs you participate in or places you go that help you do things you want to do or need to do?
- What are some things you do if you feel stressed out or overwhelmed? What activities help you calm down?

My Sparks, Strengths, Struggles, and Supports

Draw or write in the spaces below to share your Sparks, Strengths, Struggles, and Supports.

Sparks

What do you love to do? What interests you?



Strengths

What are you good at? What do you like most about yourself?



Struggles

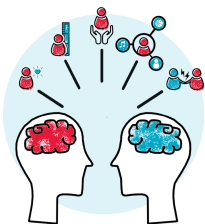
What is challenging for you?



Supports

Who helps you if you have a problem?
What do you do or where do you go if you feel stressed out or overwhelmed?
Who is important to you?





Glows and Grows Check-in

Description:

This check-in uses the words “Glows” and “Grows” to invite you and your mentee to share about your week. What was something that went well or a highlight of your week (Glow)? What was a challenge that you grew from or something can be improved in the future (Grow)? This activity strengthens relational skills, such as listening. It also provides an easy opportunity for both mentors and mentees to share anything that is bothering or challenging them.

Time	Materials
5-10 minutes	None
Risk Level: Low This is typically a low-risk activity. However, as you and your mentee build trust, it is likely that over time you will each feel more comfortable sharing and may talk about more serious topics during this activity. The activity is classified as low risk because participants are not pushed to be vulnerable; however, the activity certainly allows for vulnerability to happen over time.	

Key Notes: This activity has many names and variations, so feel free to choose whichever version works best for you and your mentee:

- **Roses, Buds, and Thorns:** Roses are things that went well or highlights of the week, buds are things you are looking forward to in the future, and thorns are challenges or things that didn’t go well
- **Highs and Lows/Highlights and Lowlights:** Highs or highlights are things that went well during the week and lows or lowlights are challenges from the past week

You are also welcome to switch the order of sharing in this activity; some mentees may feel more comfortable sharing after you have demonstrated by sharing your own glow and grow.

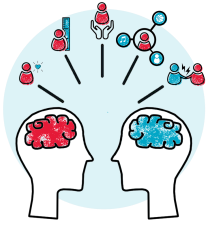
Instructions

1. Invite your mentee to share one “Glow” (good thing or highlight from their week) and one “Grow” (challenge they encountered this week or something they think could be improved next week). Let your mentee know that they are welcome to share whatever they are comfortable with.
2. After your mentee shares, share your own glow and grow.

Reflect (Optional)

After completing the activity, reflect on it with your mentee by discussing these questions together.

- What’s important about taking time to check-in with each other?
- How might you use what we did today with others in your life?
- How did it feel to reflect and share about your week?



Navigating by our Stars: Identifying and Affirming Values

Description:

In this activity, you and your mentee will reflect on and write about your most deeply held values and then write a message to each other to share your values. This activity encourages you both to think about your values and to use those values to make decisions that set you up to be your best selves.

Time	Materials
30 minutes	<input type="checkbox"/> “The Stars that Guide Me” handout <input type="checkbox"/> “Your Message” handout <input type="checkbox"/> Pencils/pens
Risk Level: Medium This activity involves reflecting and sharing about things that are important to you, which means that it is important that each person feels comfortable with the other. However, the activity also leaves space for each person to share only what they feel comfortable sharing and does not push people to share more than they wish to share.	

Key Notes:

Depending on your mentee’s age and learning style, you may or may not want to use the “Your Message” handout. It provides helpful prompts for people who may be less comfortable writing a lot, but might feel restrictive for someone who likes writing and wants to be more creative.

The examples of values listed on “The Stars that Guide Me” handout are intentionally general and broad. Choosing values like this allow you to discuss important values while also staying neutral about potentially controversial topics like religion, politics, or current events. Depending on how well you know your mentee and how comfortable the two of you are in discussing these things, you may or may not want to bring them up.

Instructions

1. Explain to your mentee that long ago, people used the stars and constellations to navigate because they didn’t have modern maps or GPS that we use today. The stars helped them move in the right direction so they could get where they were going - if they didn’t have the stars to guide them, they would have ended up going in circles or the wrong direction. Just like the stars guided people long ago, we all have values that guide us as we make decisions in our lives. Ask

your mentee if they know the word “values,” and what it means to them. Affirm your mentee’s responses.

- a. If your mentee does not know the word “values,” explain that the two of you will think about “values” as the stars that guide us: things that are important to you, things you care about, things you like, standards, principles, ideals, ethics, or rules to live by that help us “navigate” or “find our way” as we travel through our lives.
2. With your mentee, discuss why you each think it might be important to have strong values to guide your thoughts and actions in life.
 - a. Through the discussion, share that knowing who you are and what you stand for will make it easier to confront tough decisions. Having a foundation of who you are is having strong values.
 - b. To get your mentee thinking about values, ask these questions:
 - i. What type of values do you think your favorite celebrity or artist has? Do you share these values?
 - ii. Do you have a motto you live by?
 - iii. Who is someone you really admire? How do they live out their values?
3. Take out the Values List Worksheet. You and your mentee should each complete your own worksheet. Try to encourage your mentee to work independently, but let them know they are welcome to ask questions if they are confused about anything.
4. Next, you will each write a message to each other. Let your mentee know that you will share the messages with each other after writing them. In the message, you should each describe your own values and why you think it is important to have this foundation. If you want, you can also provide an example of a time you used your values to make a decision. If you and your mentee prefer, you may also draw a picture that illustrates your values and their importance.
5. Once you have each finished writing your message, exchange messages or read them aloud to one another.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- What was easy and hard about writing your message? What surprised you?
- Who are the people who have helped you develop the values you wrote about? How have they done that?
- Share a time you feel like you really lived by your values. What happened?
- Share a time you found it challenging to live by your values. What happened?*
- What are ways others support you in putting your values into practice, even when it’s hard?
- What are ways you can support others in putting their values into practice, even when it’s hard?
- What do you do when your values are different than or conflict with another person’s values?*
- How can we support each other in living out our values?

*These questions may push participants to be vulnerable. Use these questions only if you and your mentee have started to build trust and you think they would feel comfortable answering them.

Putting it into Practice:

Periodically refer back to the values that the participants have said they live by in order to hold them accountable for living by their values. If you notice a young person struggling to live their values, remind them that you know they can do better and talk with them about how you might be able to support them.

The Stars that Guide Me

Name _____

Please list three to five values that serve as the stars that help you navigate in your life. You can choose values from the list of examples, or write down other values that are important to you. Once you write down your values, write a few words to explain why you chose each one.

Examples:

Adventure	Compassion	Gratitude	Fun	Learning
Authenticity	Courage	Humor	Kindness	Loyalty
Balance	Creativity	Equality	Hard work	Respect
Belonging	Dependability	Excellence	Honesty	Responsibility
Empathy	Determination	Faith	Independence	Security
Cheerfulness	Freedom	Fairness	Justice	Service
Community	Generosity	Family	Leadership	Trustworthiness

My Stars

(List at least 3 and up to 5 values)



Your Message

Name _____

In the space below, please write a message that explains the values that are important to you and examples of how you have acted on these values. You can choose to use this form, or write/draw using your own format on the back of this page.

To: _____

I wanted to share some of the values that guide me and why they are important to me. I think having values and beliefs that guide you are important because _____

I value _____. This is important to me because _____

An example of a time in my life when this helped me was _____

I value _____. This is important to me because _____

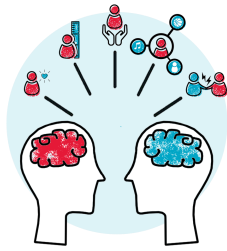
An example of a time in my life when this helped me was _____

I value _____. This is important to me because _____

An example of a time in my life when this helped me was _____

I hope sharing my values and stories is helpful to you.

From: _____



Identity Wheel

Description:

In this activity, you and your mentee will reflect on and share aspects of your identities and how they affect your lives. Learning about another person’s cultural background, heritage, talents and skills can help people understand one another better, setting them up to build stronger developmental relationships. This is important in mentoring relationships, especially if you and your mentee are from different racial, ethnic, cultural, or other backgrounds. This activity encourages you and your mentee to share experiences relating to your identities and to learn about others’ identities and experiences.

Time	Materials
20 Minutes	<input type="checkbox"/> “Identity Wheel” handouts (one copy for each person) <input type="checkbox"/> “Identities” handout <input type="checkbox"/> Pens or pencils
<p>Risk Level: Medium-High</p> <p>This activity asks for a high level of vulnerability. Some people may be called to be more vulnerable than others. It is recommended to do this activity after you and your mentee have been matched for a while and have gotten to know each other well. As a mentor, use your role to support and encourage vulnerability and respect between the two of you.</p> <p>Be aware that potentially triggering or troubling experiences could come up as you and your mentee share their own stories or hear each other’s. Follow up if your mentee shares particularly challenging experiences to thank them for sharing and see if there is any support they want or need.</p> <p>If you do not feel that you and/or your mentee are ready to do this full activity, consider starting with just step 1. The name discussion provides an opportunity to begin thinking about and talking about your identities and can set the stage for the full activity later on.</p>	

Key Notes:

Keep these discussion guidelines in mind as you approach the conversation:

- a. Acknowledge the hopes and fears that everyone brings to the table
- b. Assume good intentions
- c. Participate by actively listening and actively sharing
- d. Avoid minimizing or dismissing others' experiences
- e. Use a non-judgmental approach
- f. Use "I" statements
- g. Acceptance – be comfortable with being uncomfortable
- h. Have a good time—it is okay to have a good time! Creating a respectful space is about coming together as a community, being mutually supportive, and enjoying each other's qualities.

Instructions

1. To start, write your names in the center of the Identity Wheel. You and your mentee should each describe something unique about your name, using one or more of these prompts:
 - a. What does your name mean?
 - b. Do others in your family share your name?
 - c. How were you named? Who named you?
 - d. Were you named after anyone? Who?
 - e. How is your name unique?
2. Before delving into the activity, it is important to set the tone for an engaging interactive experience and healthy discussion. Remind your mentee that honesty is appreciated and encouraged, but they do not need to share anything they are not comfortable sharing.
3. You and your mentee should each have your own copy of the "Identity Wheel" handout and your own copy of the "My Identities" handout.
4. Looking at the "My Identities" handout, you and your mentee should each choose four of the categories that you feel are important parts of who you are. In the outer circle on the "Identity Wheel" handout, write one of these categories in each piece of the wheel.
5. You should then fill in each piece of the wheel with more information about the ways that part of your identity impacts your life. The "My Identities" handout provides questions that you and your mentee can answer within each of the pieces of the wheel. Remind your mentee that if there is anything they feel uncomfortable answering; they may leave it blank. Let them know you will do the same. If you and/or your mentee prefer, you can also choose to draw pictures in each piece of the wheel to illustrate these parts of your identities.
6. When you and your mentee have filled out your wheels, share the things you are each most proud of about your identities. Only share what you feel comfortable sharing. Remind your mentee that they do not need to show you their wheel or share everything they wrote; neither do you.

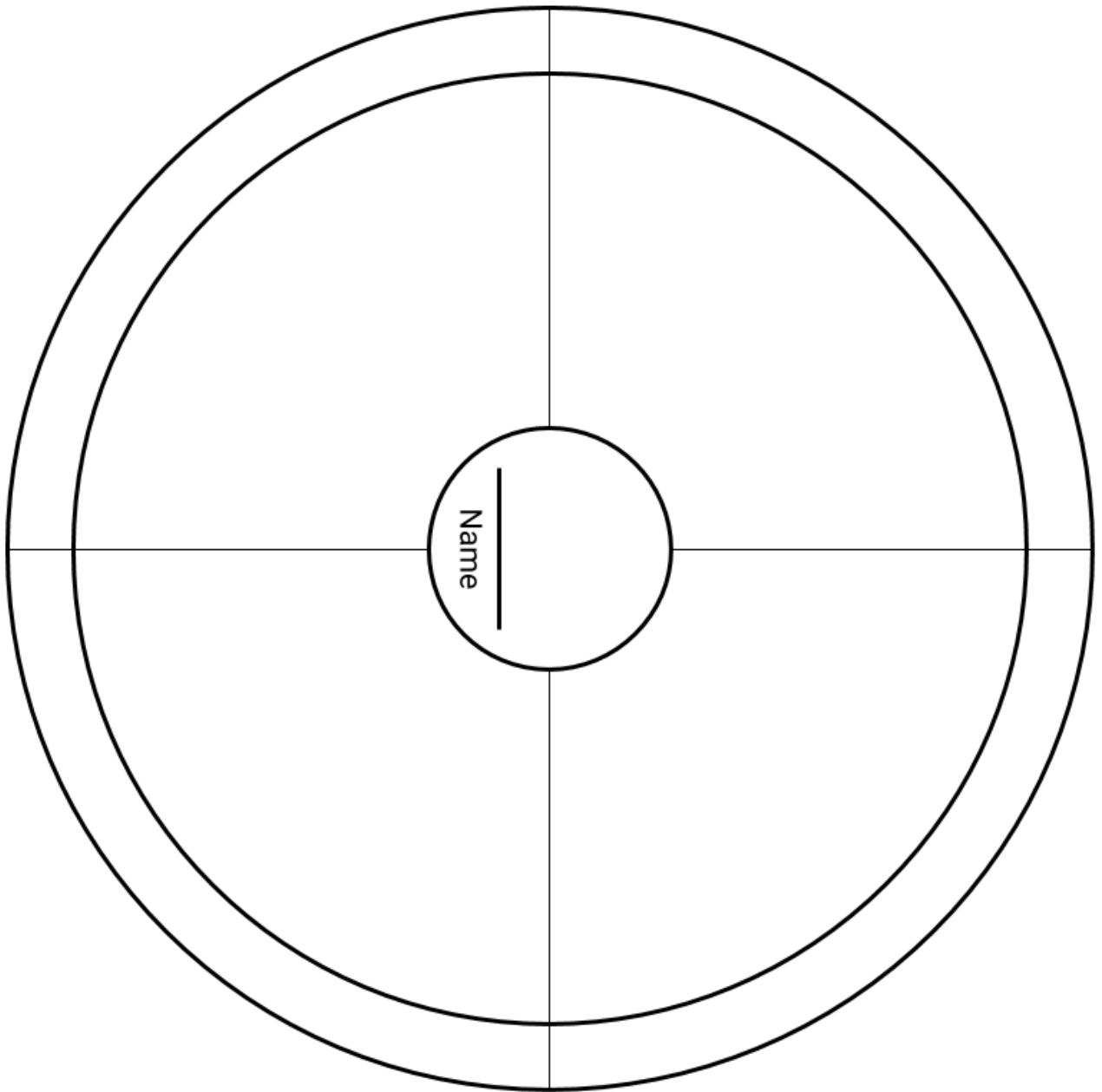
7. Next, share if there are times each of you have ever felt pain or embarrassment because of an aspect of your identity. If you and your mentee are willing, share an example or story.
8. Once you have each shared some of your experiences, think about where your identities and experiences are different. Discuss what the two of you have in common and what makes you different from each other.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- How did you feel while doing this activity?
- Did you learn anything about the other person that surprised you?
- How do you think the different aspects of your identity affect how you approach building relationships?
- Why is it important to share things about your identity with others? Why is it important to listen to others as they talk about their identity and experiences?

Identity Wheel Handout



My Identities

Community

- Where do you live?
- What activities do you participate in?
- What groups do you belong to?

Family

- Who is in your family?
- Who lives in your home?

Hobbies/Interests

- What do you do for fun?
- What topics are you interested in?

Religion/Spirituality

- Do you belong to a faith community?
- What helps you think about big questions in life?
- What holidays or traditions do you observe?

Race/Ethnicity

- Where are your ancestors from?

Beliefs/Values

- What guides your decisions?
- What is important to you?

Gender

- Which, if any, gender do you identify as?

Age

- How old are you?

Other

- What other identities are important parts of you?

Section 2: Exploring the Developmental Relationships Elements



Colorful Conversations

Express Care

Description:

Mentors and mentees take turns sharing about themselves, according to a set of prompts tied to different colors drawn on a sheet of paper.

Time	Materials
15 minutes, but can easily be shortened or lengthened	<ul style="list-style-type: none"><input type="checkbox"/> Sheet of blank paper<input type="checkbox"/> Set of markers, crayons, pens, or colored pencils in a variety of colors (red, orange, yellow, and green suggested)<input type="checkbox"/> “Colorful Conversations Code” handout (three different versions are included)<input type="checkbox"/> A coin or other small object that can be tossed
Risk Level: Low There are some higher-risk questions in the supplemental question list, which are marked with a star. You are encouraged to explore these questions once you and your mentee have built trust.	

Key Notes:

Ahead of time, decide which version of the Colorful Conversations Code Handout to use. There are two versions ready to print/copy. Alternatively, you can choose questions from the page of Supplemental Questions and put them into the blank handout. When selecting questions, keep your mentee in mind and make sure you choose questions that are appropriate and relevant for them. Feel free to make up your own questions that relate to your lives and interests. Share Power with your mentee by having them choose the questions and write them in.

If you are using markers that are different colors than the provided handout, remember to change the colors on the handout. If you do not want to draw your own board, you can roll a dice and number the questions 1-6. Feel free to use the questions provided in this activity in other ways as well. For example, you could choose one question to answer as a “check-in” each time you and your mentee get together.

Instructions

1. If your mentee has been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element **Express Care**. Let them know that each person is going to share something about themselves, and that the other is going to show that they care about that person by listening and asking questions.
2. Get out your blank sheet of paper and markers. Take turns drawing different shapes on the page, coloring in the shapes with the different colored markers. Make sure each color is included at least once on the page. Leave some blank white space as well.
3. To begin, one person will toss the coin onto the drawing and see which color it lands on. Compare the color to the conversation topics on the Colorful Conversation Codes Handout. Based on that color, the person who tossed the coin will answer the corresponding question. After they answer their question, the other person can ask a follow-up question about what they shared.
4. Continue taking turns tossing the coin and answering the corresponding questions. If someone lands on the same color more than once, they can expand on their original answer to that question or simply toss the coin again.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- What surprising or interesting things did you learn about each other?
- Which follow-up questions made you feel like the other person was really listening and interested?
- What did you experience in this activity that might be helpful in other relationships in your life?

Putting it into Practice:

While this activity is typically used for introductions when people are just starting to get to know one another, consider bringing it back over the course of your time together. You can modify the questions over time in a variety of ways:

- Increase the level of vulnerability in questions over time as you and your mentee build trust.
- Use this activity as a daily or weekly check-in with questions about things that may be happening in your mentee's life.

Colorful Conversations Code

Use this color code to answer questions for each color.

BLUE:

Share a talent you have, and how long you have had that skill. What did you do to learn the skill? How do you practice?

RED:

What is a subject or topic you'd like to learn more about? Why?

ORANGE:

What is a value or rule you live by? How did you figure this out?

YELLOW:

Who is someone you really respect? Why?

GREEN:

Describe your dream job. How did you learn about this job? What excites you about it?

WHITE:

Where is a place you can really be yourself? Why?

Colorful Conversations Code

Use this color code to answer questions for each color.

BLUE:

Share something you would like to become better at.

RED:

Share a skill or activity that has come naturally to you. How do you use this skill now? How could you use it in the future?

ORANGE:

What is your favorite celebrity or TV show? Why?

YELLOW:

Who is someone you aspire to be like? Why?

GREEN:

Describe your dream life ten years from now. How did you come up with this dream?

WHITE:

Where would you live if you could live anywhere on the planet?

Colorful Conversations Code

Use this color code to answer questions for each color.

BLUE:

RED:

ORANGE:

YELLOW:

GREEN:

WHITE:

Additional Questions

*Questions with an asterisk may be intimidating to answer for some people. Be mindful that while these questions can help foster even stronger relationships, they could be challenging for some people to answer if a high level of trust has not yet been established.

Introductions/About Me

- Where do you live?
- What is one of your favorite places on earth?
- Do you have any pets? If not, what kind of pet would you want?
- Tell us something about your name. (What do you like about it? Do you know what it means? Do you know how you got your name? Do you have a nickname?)
- What was your favorite thing to do when you were in kindergarten?
- Name something you are grateful for.*
- Share an embarrassing moment you've had. *

Academic

- What is your favorite subject in school? Why?*
- What subject in school is most challenging for you?*
- Name someone at school who you really admire. What do they do that inspires you?
- What are you interested in learning more about in the future?

Sparks/Hobbies/Activities/Interests

- If you had a whole day to anything you wanted, what would you do?
- What is something you're really good at? How did you build this skill?
- What do you usually do after school?
- What do you usually do on the weekend?
- What is your favorite thing to do outside?
- What is your favorite sport to play or watch?
- What is your favorite type of art? (Singing, drawing, painting, playing an instrument, sculpture, creative writing, etc.)
- If you could only eat one meal for the rest of your life what would it be?
- What's your favorite show or movie?
- Who is your favorite musical artist or band?
- What are you curious about?
- Would you like to be famous? What would you be famous for?
- What do you love to do with friends?
- Describe your perfect day.
- What's something you're involved in that's important to you outside school?

People

- Tell us about your family.*
- Tell us about a very good friend. What do they do that you appreciate?
- Who is your favorite musician? Why?
- Who is your favorite actor? Why?
- Who is someone from history that you admire? Why?
- If you could eat lunch with anyone in the world, alive or dead, who would you choose? Why?

Future

- Describe your dream life in ten/twenty/thirty years.*
- If you could travel anywhere in the world (or universe!) in the future, where would you go and why?
- What do you think you might want to do for your job in the future? Why?
- What are your plans after [middle school, high school, etc.]?
- If you could know something about your life in the future, what would you want to know?*
- Tell us about the last time you tried something new.
- What is one new kind of technology you hope to see invented in your lifetime?

Funny/Silly

- Would you rather have a cat with a human face or a dog with human hands? Why?
- Tell us about the last time you laughed really hard.
- Would you rather fight ten duck-sized horses or one horse-sized duck? Why?
- If you were an animal right now, which would you be? Why?
- Would you rather own a magic carpet that flies or a personal robot?
- Would you rather be able to fly or be invisible?



What Makes You Happy?

Expand Possibilities

Description:

In this activity, you and your mentee will identify the deep interests, talents or activities you each love — your *sparks*. This activity deepens understanding of the element **Expand Possibilities**. Expand Possibilities focuses on connecting people with new ideas, people, places and experiences.

Time	Materials
20-30 minutes	<ul style="list-style-type: none"><input type="checkbox"/> Blank paper<input type="checkbox"/> Pens or pencils<input type="checkbox"/> “Sparks Interview” handout
Risk Level: Low	

Key Notes:

Encourage positive expressions of sparks. It’s unlikely (but not impossible) that someone’s spark could be a harmful activity (drugs, self-injurious behaviors, etc.). If your mentee brings up a spark that could be harmful, take time to follow up to see if they need support or resources.

It is likely that you and your mentee talked about your sparks in one way or another during the Colorful Conversations activity. Refer back to things you both shared during that conversation to jump-start brainstorming sparks.

Instructions

1. If your mentee has been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element **Expand Possibilities**.
2. Let your mentee know you’ll be reflecting on yourselves and writing down answers to some questions. After asking each of the following questions, pause for a few moments to for you and your mentee to write down answers:

- What are some things you are really interested in?
 - What is an activity you are really good at?
 - If you woke up one morning and were told you could do one activity for as long as you wanted, what activity would it be?
 - When in your life do you feel happiest? What are you doing at those times?
 - Are there times when you lose track of time because you like the activity you are doing so much? What is that activity?
3. Explain to your mentee that you just did was an exercise to start identifying your own sparks. Sparks are interests or passions that give people great enjoyment and often a sense of purpose. They can be sports, music, dance, art, technology, reading, caring for others, math, science, animals, and much more.
 4. Now, look at the answers on your papers and circle the things that you each think are your sparks.
 5. You and your mentee should each choose one spark to focus on for this activity.
 6. Using the “Sparks Interview Form,” take turns interviewing each other about your sparks. You can either alternate asking and answering questions one at a time or take turns being the interviewer and interviewee and going through the full list of questions.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- Did the two of you have any sparks in common?
- What is something new you learned about the other person?
- How did it feel to be the interviewer? How did it feel to be interviewed?

Putting it into Practice:

Now that you have some insights into subjects your mentee is interested in, think about ways that you can Expand Possibilities for them by making relevant connections to these subjects.

Some ways that you could expose them to new ideas and make connections could include introducing them to websites, books, movies, apps, or activities that could help them learn more about a subject. You might talk to them about how their interests relate to career options. You could tell them about famous people that share these interests, or tell them about the people who are considered to be experts on a particular subject.

Sparks Interview

1. What is one of your sparks? A spark is a talent or an activity or an interest that gives you a lot of enjoyment and that means a lot to you.
2. How do you feel when you are doing your spark?
3. What is something that most people don't know about your spark?
4. Do you do anything to get better at your spark? If so, what do you do?
5. Is there anyone in your life who supports your spark? What do they do to support you?
6. Have you met any new people, gone any new places, or encountered any new ideas or cultures as a result of your spark?
7. Do you ever get frustrated by your spark? Do you have to do things that you don't really like in order to experience your spark? For example, someone whose spark is riding horses might not enjoy cleaning up after them.
8. Have you learned any lessons about life as a result of your spark?



You're the Expert!

Share Power

Description:

This activity gives both mentors and mentees the opportunity to take the lead by teaching a skill or concept that they are good at. This activity is a reminder that we are all leaders and teachers! This activity deepens understanding of the element of **Share Power**. This activity allows mentees to take on a teaching role, reminding us that anyone can lead, whether or not they have a formal leadership position.

Time	Materials
Flexible. This activity can be very short, with about twenty minutes to prepare and ten minutes to teach or present, or it can be something you and your mentee prepare for over the course of days or even weeks. Discuss with your mentee what time frame makes the most sense for the two of you.	<ul style="list-style-type: none"><input type="checkbox"/> Copies of the "I Am Awesome At..." handout<input type="checkbox"/> Pens or pencils<input type="checkbox"/> Additional supplies as needed for specific presentations
Risk Level: Medium This activity invites young people to teach and lead, which may feel intimidating if they have not had many opportunities to lead in the past. Support them by being encouraging and giving them positive feedback.	

Key Notes:

If your mentee has trouble thinking about something they can teach or that they are good at, think back to their sparks. It is likely that they thought of more than just the spark they shared during the Sparks Interview, and could use one of the other ideas that came up as their topic for this activity.

Instructions

1. If your mentee has been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of **Share Power**. Through this activity, each of you will have the opportunity to take the lead.
2. Remind your mentee that there are many different ways of learning and knowing things that are valuable in different ways. Some people may become experts on a subject by studying it in school. Other people might gain expertise through life experience, learning family traditions, or practicing skills that they are passionate about.
3. Make the point that everyone brings different kinds of expertise, and we probably don't know all the kinds of knowledge and skills that other people bring. Take out the "I Am Awesome At..." worksheet. You and your mentee should each complete your own copy.
4. After listing some things, you are each awesome at doing, you and your mentee should each pick one to focus on, and prepare a presentation or lesson for the other. It can be a useful skill or something fun or silly. You and your mentee should each write your idea at the bottom of the worksheet where it says, "What can I teach?"
5. Discuss how long you would like to have to prepare and how long you would like to present and make a decision together. You can spend as little as 20 minutes or as much as a couple weeks preparing - it's up to you! If either of your areas of expertise is a bigger skill that can't be fully taught in the amount of time you decide on, such as speaking another language, you can teach a small piece of it, such as how to say a few greetings or numbers 1-10.
6. Give yourselves time to prepare your lessons. If possible and appropriate, you may want to consider arranging for supplies for hands-on lessons (for example, the ingredients for a basic cooking demonstration, or art supplies to make a craft).
7. Once the presentations are ready, share them with each other.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- Did you learn anything unexpected about the expertise that the other person brings?
- What is one thing you learned that you will remember or use again?
- What was it like to teach? What did you learn from the experience of teaching someone else?

I Am Awesome At...

Check any of the boxes that are things you can do well. Add more ideas at the bottom.

Skills

- ☐ I know how to cook or bake
- ☐ I am good at fixing things when they're broken
- ☐ I can speak another language other than English
- ☐ I know how to play a musical instrument or sing
- ☐ I am good at using technology
- ☐ I know how to make crafts
- ☐ I know how to build something
- ☐ I know how to play a sport and/or have athletic skills
- ☐ I know first aid
- ☐ I know how to take care of an animal
- ☐ I know how to grow vegetables or other plants
- ☐ I am good at drawing or painting
- ☐ I am good at design
- ☐ I am good at math
- ☐ I know how to sew, knit, crochet or weave
- ☐ I know wilderness survival skills
- ☐ I know how to do a magic trick
- ☐ I know how to tie knots
- ☐ I know how to do make up, hair or nails
- ☐ I know how to play chess or another strategy game
- ☐ I know how to fold paper to make things

- ☐ I know how to do bike or car maintenance
- ☐ I am good at photography or video
- ☐ I am good at writing
- ☐ I am good at organizing
- ☐ I know how to dance
- ☐ I know how to do something that's good for the environment
- ☐ _____
- ☐ _____
- ☐ _____

Knowledge

- ☐ I know a lot about science
- ☐ I know a lot about history
- ☐ I know a lot about another country, state, or city
- ☐ I know a lot about my cultural traditions
- ☐ I know a lot about animals
- ☐ I know a lot about the environment
- ☐ I know a lot about a particular celebrity, musical group, sports team, etc.
- ☐ _____
- ☐ _____
- ☐ _____

What can I teach?



Letter From the Future

Challenge Growth

Description:

In this activity, you and your mentee will think about the past, present, and future together. Your mentee will imagine their life in the future (when they are your age) and write a letter to themselves about what they can do in the present to work towards their hoped-for future self. You will reflect on your life in the past (when you were your mentee's age) and write a letter to yourself sharing things you've learned since then. This activity deepens understanding of the element of **Challenge Growth**. This activity challenges growth by asking you and your mentee to think about how your habits are connected with future goals.

Time	Materials
20-30 minutes	<ul style="list-style-type: none"><input type="checkbox"/> Copy of "My Life In the Future" handout<input type="checkbox"/> Copy of "My Life In the Past" handout<input type="checkbox"/> Copies of "Letter from the Future" handout<input type="checkbox"/> Pencils or pens
Risk Level: Medium	

Key Notes: Younger people may have trouble thinking from the perspective of themselves in the future. If you think your mentee may find this challenging, you can switch the activity so they are writing a letter *to* their future self instead of *from* their future self. This can help with younger participants (typically ages 5-10) who may find abstract thinking more challenging.

This activity will get your mentee thinking about some of their goals for the future. They can use some of the goals they think of when they envision themselves in the future in the following "Achieving Goals with WOOP" activity.

Instructions:

1. If your mentee has been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element **Challenge Growth**. Remind them that challenging growth is about pushing ourselves to go farther than we thought we could while learning from mistakes and setbacks. Today we are going to challenge ourselves to think about our goals in the future and what we might start doing today to meet those goals.
2. To start, you and your mentee will think about yourselves if you switched ages. For example, your mentee will imagine their life in the future when they are your age and you will remember your life when you were your mentee's age. Pause for a few moments between each question to give yourselves time to imagine the answers.
 - Where are/were you living?
 - What is/was your family life like?
 - What do/did you do for fun?
 - What kind of job do/did you have?
 - Are/were you in school or what kind of education have/had you completed?
 - What other kinds of activities are/were you involved in? (for example, local government, faith communities, community centers, volunteering, sports, arts, music, etc.)
 - What are/were you doing to make your community or the world a better place?
3. After you have briefly imagined answers to these questions, take out copies of the My Life in the Future and the My Life in the Past handouts. Your mentee will complete My Life in the Future and you will complete My Life in the Past. To answer the questions, you and your mentee are welcome to write or draw your answers.
4. After completing the handouts, discuss the following questions together. These questions will get you thinking about what kinds of things your mentee can do to set themselves up for success in the future. Your mentee should answer the questions from their perspective currently, and you can answer them from the point of view of yourself at their age.
 - a. When you've encountered a challenge or a problem recently, how did you tackle it?
 - b. What habits do you have that help you get things done in life? (for example, setting an alarm to get up, taking time to get homework done, asking for help, managing time well)
 - c. What habits do you have right now that get in the way of your goals? (for example, doing things at the last minute, not asking for help when you don't understand something, etc.)
 - d. What does it look like when you're being your best self?
 - e. What changes in your habits might you want to challenge yourself to make in order to achieve your goals?
5. Now, imagine that your mentee is now your age. Figure out what year it will be when they are your current age. Let them know that their future self can give them some really good advice! In

order to achieve the goals, you have set for your life in the future, what advice does your future self give you?

6. Take out the Letter From the Future form. Give yourselves time to write the letter. Your mentee will write from the perspective of their future self to their present self. You will write from the perspective of your current self to your past self. Let your mentee know that once you write your letters, you will share them with each other. Again, you and your mentee are welcome to write and/or draw in the letters.
7. When you have completed their letters, read them aloud to one another or exchange them to read individually. If you or your mentee drew pictures, take turns explaining your drawings to one another.

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- Was it easy or hard to think about yourself in the future/the past? Did you think of things you haven't thought about before?
- How do you think it helps to think about what you need to do in the next year or two in order to be who you want to be further in the future?
- What if you don't know where you want to be in the future? How do you think about your life and your goals now? What are the steps you can take now to help yourself prepare for a positive future, even when it's not clear what that future will be?
- Who are the people who can help you stay on track to achieve your goals? How can we help each other stay on track?

Taking Action (optional)

Invite your mentee to share their letter with family and friends or other people who can help them achieve their goals. Invite them to keep the letter in a special place to remind them of their goals and the things they wanted to challenge themselves to do today to achieve those goals.

My Life in the Future

1. Where do you live?
2. Who is in your family?
3. What is your job?
4. What do you do for fun?
5. What kind of education or training did you complete after high school?
6. What other kinds of activities are you involved in? *(e.g. local government, faith communities, community centers, volunteering, sports, arts, music, etc.)*
7. What do you do to make your community or the world a better place?

My Life in the Past

1. Where did you live?
2. Who was in your family?
3. Did you have a job? If yes, what was it?
4. What did you do for fun?
5. Were you in school? If yes, what was it like?
6. What other kinds of activities were you involved in? *(e.g. local government, faith communities, community centers, volunteering, sports, arts, music, etc.)*
7. What did you do to make your community or the world a better place?

Letter From the Future

Name _____

Use this page to write a letter from your older self to your younger self. In your letter, tell your younger self what you think you should do and what decisions you should start making in the next year in order to achieve your goals later in life.

Date: _____

Dear _____ (you today),

Sincerely,

_____ (you in the future)



Achieving Goals with WOOP

Provide Support

Description:

In this activity, you and your mentee will use the WOOP (Wish-Obstacle-Outcome-Plan) process for setting a goal they want to achieve. WOOP is a research-based planning process that has been shown to help people complete tasks and reach goals by connecting the present to the future. This activity deepens understanding of the element of **Provide Support**.

Providing support depends on what the other person needs in a relationship at a given time. Sometimes it's helpful to be an advocate for someone and other times it's best to help them empower themselves. Providing support can also help others achieve their goals. Sometimes we need guidance when we are setting goals. It can be overwhelming if we don't break it down into easier steps or if we don't have others help us. This activity will show your mentee how to break their goal down into achievable steps.

Time	Materials
20 minutes	<input type="checkbox"/> "My WOOP" handout (one for each person) <input type="checkbox"/> Pencils/pens
Risk Level: Medium The risk level for this activity may vary depending on the wishes you and your mentee choose.	

Key Notes:

You may use this activity in a variety of different ways:

- You and your mentee can each set your own goal, and provide support to one another as you simultaneously work to achieve your goals.
- Help your mentee set a goal they have for themselves and serve a coaching role as they go through the WOOP process and then work toward their goal.
- Set a goal that you and your mentee can work toward together as a team, supporting each other along the way.

The directions are written with the first option in mind, and assume both you and your mentee will be setting your own goals. However, the process will work with the other two approaches just as well.

If you have already completed the “Letter from the Future” activity, encourage your mentee to think about the advice they gave themselves in their letter as they choose a goal for this activity.

Instructions

1. If your mentee has been introduced to the Developmental Relationships Framework, let them know that this activity is focused on the element of **Provide Support**. Tell them that the WOOP process is a guide designed to help them achieve their goals. Hand out the WOOP worksheet. Share that WOOP stands for Wish, Outcomes, Obstacles, and Plan. Explain the definitions of each word:
 - a. Wish: a wish is a goal, or something you want to happen in the future.
 - b. Outcomes: outcomes are benefits or results - good things that will happen if your wish comes true.
 - c. Obstacles: obstacles are barriers or challenges that might stop your wish from coming true.
 - d. Plan: your plan includes the steps you will take to overcome the obstacles you might face.
2. **WISH:** Explain that the first step in the WOOP Process is for each of you to select a goal you want to achieve and that is going to be your wish.
 - a. The wish you select should be one that will take weeks or months to achieve (not days or years).
 - b. In addition, the wish should be something that is within your power to achieve but that you are worried you may not accomplish without additional support. You/your mentee should pick a wish that is within your control. The wish should not be so vague and broad (e.g., “do a great job in math”) that you won’t be able to know if you are making progress toward it or if you can ever achieve it.
 - c. Finally, you should select a wish that you genuinely care about and want to achieve in the near future.
 - d. Take a few minutes to each think of a wish and write the wish on the WOOP handout.

Example A: My wish is to get a B or higher in math class.

Example B: My wish is to improve my free throw in basketball and be able to shoot five free throws in a row at the end of next month.

3. **OUTCOMES:** When you are done creating your wishes, take a moment to imagine what will happen and what it will feel like when you achieve them. If you want, you can each draw a picture of what it

might look like when your wish comes true. Explain to your mentee that those good things are the outcomes that will occur when they achieve their wish. Encourage your mentee to create specific images in their mind because it will help the WOOP process work best. Write down outcomes on your WOOP worksheets.

Example A: My grandmother will be proud of me. My teacher will be proud of me. I will feel more confident in math class. My GPA will increase.

Example B: I will feel proud of myself. I will have a better chance of making it onto my school's basketball team. I will be able to win when I play one-on-one with my friend.

4. **OBSTACLES:** Now you are going to think about things that could get in the way of achieving your wish. These are obstacles. Brainstorm a number of potential obstacles and then select the one that you are each most concerned about and write it on your WOOP Worksheet. Make sure it is an obstacle that is within your control to change, like a behavior.

Example A: I might get distracted and have trouble listening during class because I have a lot of friends in my math class.

Example B: I might skip practicing basketball on some days and play video games instead.

5. **PLAN:** The final step in WOOP is to create a plan that will help you remove the obstacles you encounter to reach your wish. Look at the plan section of the worksheet. Explain to your mentee that good "If-Then" plans help people stay on track toward their goals. Describe the general format for an If-Then plan: "If I encounter the obstacle, *then* I will do something to remove or reduce that obstacle."

Example A: If I get distracted in math class, then I will ask the teacher if I can move tables to sit away from my friends so I can focus better.

Example B: If I skip practicing to play video games one day, then I will practice basketball for twice as long the next day.

Explain that If-Then plans help when you need it most: when you are tempted to quit working toward your goal because it is too difficult or when you get distracted and want to do something else.

6. Now that you and your mentee's WOOPs are complete, share them with each other. Give each other feedback using these prompts:

- What do you like about your mentor/mentee's WOOP?
- Is there an area where your mentor/mentee could improve their WOOP? (For example, could they make a section more specific or realistic?)
- How could your mentor/mentee help you with your own WOOP?

Reflect

After completing the activity, reflect on it with your mentee by discussing these questions together.

- What was it like creating your WOOP?
- Did part of your plan rely on asking for support from other people? Can you give an example?
- What can we do to support each other in achieving our goals?
- How did it feel to give feedback on your mentor/mentee's WOOP?
- How did it feel to receive feedback on your WOOP?

Putting it into Practice:

Check in on your mentee's WOOP (and encourage them to check in on yours) from time to time and see if they need any support from you to achieve their goal. Once you achieve the goals you both set, figure out a fun way to celebrate!

My WOOP

Wish A wish is a goal or something you want to happen in the future. Make sure your wish is something that could take weeks or months to achieve.

Outcomes Outcomes are the good things that will happen if you achieve your wish.

Obstacles Obstacles are barriers or challenges that might get in the way of achieving your wish.

Plan Your plan includes the steps you will take to overcome obstacles.

<i>If I encounter _____ (obstacle),</i>	<i>then I will _____ (action) to remove the obstacle.</i>
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