
Goal Setting Guidelines

Once you decide who you are, what you are, and where you want to be, you have identified what success means to you. Now you need to learn how to establish goals to carry you along the road to success. To set effective goals, it is important that you observe the following guidelines. A goal must be:

- **Conceivable** – You must be able to conceptualize the goal so that it is understandable and so that you can clearly identify the first step or two.
- **Believable** – In addition to being consistent with your personal value system, you must believe you can reach the goal. Bear in mind that few people can believe a goal that they have never seen achieved by someone else. Look to other people who have met your goal for role models.
- **Achievable** – The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese 45-year-old, it would be foolish for you to set a goal of running the four-minute mile in the next six months – which simply would not be achievable.
- **Controllable** – If your goal includes the involvement of anyone else, you should first get permission from the other person or persons involved; or the goal may be stated as an invitation. For example, if your goal were to take your girlfriend to a movie on Saturday night, the goal would not be acceptable as stated because it involves the possibility that she might turn you down. However, if you said your goal was merely to invite your girlfriend to the movie, it would be acceptable.
- **Measurable** – Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal was to work on your term paper this week. You would specify your goal by saying, “I am going to write twenty pages by 3:00 PM next Monday.” That way, the goal can be measured and when Monday comes, you know whether or not you have achieved it.
- **Desirable** – Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do.
- **Stated with no alternative** – You should set one goal at a time. Research has shown that a person who says he/she wants to do one thing or another - giving himself/herself an alternative – seldom gets beyond the “or”. He/she does neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action you are involved in is either inappropriate, unnecessary, or the result of a bad decision. Even though you may set out for one goal, you can stop at any time and drop it for a new one. But when you change, you again state your goal without an alternative.
- **Growth Facilitating** – Your goal should never be destructive to yourself, to others or to society. A mentee recently set a goal to break off fourteen car antennas before 9:00 am the next day. The goal was certainly believable, achievable, measurable and so forth. Obviously such a goal cannot be supported. If a mentee is seeking a potentially destructive goal, an effort to encourage him to consider a different goal should be made.

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[illegible]

M/H

A Plan for My Goals

Work Habits

My goal is to _____

I will do these activities to reach my goal _____

I will know I made my goal when _____

Academic

My goal is to _____

I will do these activities to reach my goal _____

I will know I made my goal when _____

Personal

My goal is to _____

I will do these activities to reach my goal _____

I will know I made my goal when _____

Behavior

My goal is to _____

I will do these activities to reach my goal _____

I will know I made my goal when _____

Attendance

My goal is to _____

I will do these activities to reach my goal _____

I will know I made my goal when _____

My Long Term Goals Worksheet

By next month I'd like to

I would like to finish

At the end of the school year, I would like to be

I like to have enough money to

Someday I would like to go to

I hope that my mentor and I

Next summer, I want to

I would like to get a job as

I hope to graduate from

After I graduate, I plan to

Identifying Your Mentee's Needs

Here are a few things you can do to identify your mentee's specific needs or problems.

1. Carefully Review Your Mentee's Report Cards. You can get a fairly clear picture of your mentee's school performance by reviewing his/her report cards, both present and past. (These can be obtained from the guidance office.) These reports will tell you about absences, tardies, unexcused absences, suspensions, and grades. Many reports also include specific comments and recommendations by teachers, the most important of which is "student achieving below apparent ability." **Progress reports and report cards are essential for assessing the needs of your mentee.**

2. Look For "Red Flags." As you look over the report, ask yourself a few questions: Is there a problem with *attendance* or *conduct*? Is the mentee always *prepared* for class? Is adequate progress being made? Most important of all, are my mentee's grades what they should be? If you notice any "red flags," you may want to address these issues. Grades are the key performance indicators for your mentee. A "C" grade point average is considered satisfactory, but is it sufficient for a college-bound mentee? "B" mentees may also be underachieving simply because they could be getting higher grades. **Strictly speaking, mentees who have below a 2.0 grade point average are underachieving, but this interpretation could be extended to "C" and "B" mentees as well. We want our mentees to perform at the *highest possible level* in order to be prepared to succeed in college.**

3. Consult With Your Coordinator. You have reviewed your mentee's report card and have noticed a marked drop in his/her grades. The first thing you should do is to share your concern with your coordinator. He/she may then recommend that you ask for a teacher conference to address the question of your mentee's needs.

E/M/H

From Take Stock in Children's Toolkit, p. 73

School: My Responsibility

Do you . . .	Yes	Needs improvement
Get to school on time?		
Have paper, pencil and books?		
Do your class work neatly?		
Do your school work willingly?		
Study for tests?		
Complete all assignments?		
Do extra credit assignments when you have the chance?		
Pay attention in class?		
Turn in your homework?		
Get good grades?		
Do your best?		
Realize the importance of school?		

I will try to improve the following areas

Time Management Tips

Quickly go over the material in this module with your mentee. Your goal here is to help your mentee identify time-wasters and the best times to study by creating a personalized schedule.

6 Time Management Tips

1. Make a "to do" list every day

- Use a planner to keep your daily lists together
- Put the most important things at the top of the list and do them first
- Check off the tasks as you complete them

2. Use spare minutes wisely

- Identify all the spare time you have—riding the bus, waiting for dinner
- Plan to use this "downtime" to finish short, easy tasks
- Use downtime as a cushion to get ahead of schedule

3. Know that it's okay to say "no"

- If your boss asks you to work the night before the SAT, realize that it's okay to decline
- If you want to go to a party the night before a big test, ask yourself which is more important

4. Get more bang for your buck

- Determine when you do your best work
- Schedule your homework accordingly
- Avoid studying late at night when you're tired

5. Review your notes after each class

- Use downtime to review notes
- Use frequent reviews to avoid cramming
- Prepare for pop quizzes

6. Nutrition and Sleep

- Eat a good breakfast
- Eat the right foods

From Take Stock in Children's Toolkit, p. 75

H

Identify Your Time Wasters

Here is a simple activity sheet designed to help your student recognize "time wasters." Time wasters are those activities that can be eliminated in order to give students more time for important tasks, like homework or studying. You and your mentee can work on this exercise together. As he/she writes down the five or ten main time wasters, you can do the same. Mentees who eliminate just one time waster will gain more time in their day.

Things I Don't Need to Do Every Day

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Using a Daily Planner

Students in most schools are provided with planners that enable them to record assignments. You might want to ask your mentee if he/she has a planner and if you could see it. Here are some questions to think about when you look over the planner.

1. Has your mentee written down assignments for all his/her courses?

Students who do not write assignments in their planner will probably forget about them. Try to make certain there is an assignment for every course the student is taking.

2. Do you understand the assignments?

If you cannot make sense of the assignment, it is reasonable to assume the mentee's parents won't either.

3. Ask your student to explain assignments that appear confusing to you.

If your mentee cannot explain the assignment to you, you can reasonably assume he/she does not understand it.

4. Ask your mentee how she/he will be graded on the assignment.

Knowing how the assignment is weighted will give students a good way to estimate how much time they should spend on it.

5. Ask your mentee to identify the most difficult assignments.

Have your mentee put a check next to the ones he/she may need help with.

6. Offer to help your mentee with the difficult assignments.

Sometimes students are reluctant to ask for help with assignments. By offering your assistance, you are showing that you care and that you think the assignment is important.

7. Ask your mentee to write down the times when he/she will complete specific assignments.

Use a worksheet to record your mentee's homework schedule.

8. Use the planner to monitor your mentee's progress.

Set up a reward system as an incentive for completing homework assignments.

Homework Time Table

How much time should students devote to homework? We often fail to realize that completing homework assignments properly and on time requires a number of skills that most of us take for granted. It is also important to note that parents and teachers can play a vital role in ensuring that students successfully complete their homework assignments.

The table below gives you ballpark estimates for the amount of time that students should spend on their homework. The specific amount and frequency of assigned homework should be based on student needs, interests, abilities, and the content of the instructional program. Mentors can consult with guidance counselors or teachers to get a more accurate figure for their particular mentee.

Ask your mentee how much time he/she spends per day on homework and compare this number with the appropriate figure given below.

AVERAGE HOMEWORK TIMES

Grade Level	Approximate Homework Time (Minutes Per Day)
Kindergarten	15
Grades 1, 2, 3	30
Grades 4, 5, 6	45
Grades 7, 8	90
Grade 9	120
Grade 10	130
Grade 11	140
Grade 12	150

From Take Stock in Children's Toolkit, p. 80

E/M/H

Helping with Homework

Concentrate on how to read directions.

Show your mentee how to break multi-step directions into segments. Many times students do not do well on homework assignments simply because they do not understand the directions.

Think about the process as well as the product.

The product is the finished homework. The process is how the answers or solutions were derived. For as many times as seems appropriate, ask the students how they came up with the right answers. This will help reinforce the process they used. If the students got the answer wrong, ask them to explain their reasoning, then offer a positive alternative by saying, "I understand what you were thinking. Let's try looking at it another way."

Find out the teacher's policy on homework.

Some teachers think of homework as an opportunity for independent practice and then look at students' mistakes to see if further instruction is necessary. Be clear about the teacher's use of homework and whether or not you should correct your student's work.

Avoid doing the work for your mentee.

Sometimes this might be a real temptation. It is certainly a good idea to demonstrate how to solve problems or work together with your learners to understand key concepts. However, completing the assignment independently will not only help the students learn, but they will feel a sense of pride in doing the work on their own.

Remember: When students take a test in class, you will not be there to help.

E/M/H

5 Step Reading Process

BEFORE READING

1. Scan
2. Discuss
 - What's in the pictures?
 - Any captions?
 - Any charts? Maps?
 - What's the title?
 - Any words you don't know? (highlight them)
 - Have you had any experience with the topic?
 - Do you know anything about the topic?
 - 3 things I want to find in this article:
3. Question

DURING READING

4. Read
 - Take turns reading each paragraph out loud to each other. If the student has trouble reading, read it as a duet or read to him.

AFTER READING








5. Review and Discuss
 - Review and discuss the questions you asked before reading. Did you answer them all? Do you have any new questions?

Foster Reading Enjoyment

Before even starting a reading program, those children who have no familiarity with books will need to be introduced to concepts such as front and back of books, illustrations, page numbers and the differences between words and letters.

An important component of tutoring reading is to help the students recognize, over time, that reading is satisfying and can even be fun. Enjoying reading and books is as important as knowing how to read.

To encourage enjoyment:

-  Read selections from books on subjects that your mentee finds interesting.
-  Help select library books that they can either browse through or read.
-  Read riddles and jokes together.
-  Read short rhymes and poems to each other. Beginning readers can supply the endings only.
-  For better readers, borrow easy plays from the library and read different parts out loud. Let beginning readers participate by reading a pre-practiced phrase or sentence occasionally.
-  Use a variety of materials for reading: books, magazines, newspapers, signs, labels, catalogues. . .
-  To help select books that he/she can read themselves, let him/her read a couple of paragraphs from the middle of the book they have selected, holding up a finger when they come to a word they do not know. Rule of thumb: If all the fingers, including the thumb are held up after one paragraph, the book is too hard. For beginning reading books, there should be no more than two fingers up per page. If the student still wants to read the book, read it to him/her.

E

Homework Tips

Encourage your mentee to do as many of these as possible.

7 Basic Homework Tips for Students

1. Locate a Regular Study Area

- Create a good study area with all the materials (dictionary, pens, papers, rulers) that you need to do your work.
- Make sure the area is quiet.
- Find a comfortable chair (hard chairs make studying less enjoyable).

2. List Activities in Order

- Make a prioritized list of everything you need to do.
- Don't use "I don't know where to start" as an excuse.
- Do the hard stuff first when you have more energy.

3. Establish Your Study Time

- Reserving a regular study time is very important.
- Students who work at the same time every day do their work everyday!
- Late night studying can be less productive because you have less energy.

4. Use Free Time During School

- If you have free periods during school, use them to get your homework done.
- If you have a long bus ride, try to do some homework on the way home.

5. Avoid Procrastination

- If you only do homework when you "feel" like doing it, it will never get done.
- Get homework done ahead of time in order to prepare for tests.

6. Take Your Time and Do It Right

- Don't rush just to get finished.
- Try to understand how the material relates to future tests.

7. Write Down Instructions Carefully

- Write down instructions in a step-by-step manner, if possible.
- Make certain you understand what the teacher wants.
- Ask questions of the teacher if you don't understand.

How to Take Good Notes in Class

Here are a few good tips to share with your mentee. Students who take good notes in class have a much easier time studying for tests.

1. Be Selective: Do not write in complete sentences

- Speakers average 130 words per minute
- Note-takers write 25 words per minute

2. Use Shorthand: Reduce common words/phrases to symbols

- Learn/Use dictionary abbreviations
- Drop the last few letters of words—"approp" for "appropriate"
- Develop a code—eliminate connecting words
- Use "formula" statements": The diameter of the earth is four times greater than the diameter of the moon"
 , "Earth= 4x > diameter of moon."

3. Focus Upon Main Ideas: Use "significance statements"

- Identify Main Concepts
- Explain Main Concepts by stating why they are important

4. Recognize Relevance: Is information new or is it covered in the text?

- Read class assignments before class!
- To listen effectively, have a working knowledge of the topic

5. Write Down Questions: Identify areas that are confusing or unclear

6. List Examples: Concrete examples often are the best way to clarify complex ideas

7. Review Notes After Class: Map Your Notes

- *Group* concepts by category
- *Identify* connections among ideas and topics
- *Transcribe* notes into your own words

8. Use a Note-Taking Format: No need to organize material as you write

9. Have at least two pens/pencils for class

10. DO NOT MISS CLASS!

H

From Take Stock in Children's Toolkit, p. 86

The Cornell Method of Note-Taking

Students are not as likely to take well-organized notes on a blank piece of paper. To remedy this situation, we suggest you give your student copies of the Cornell Form (see the sample on the next page). This simple format gives students needed structure so that they don't have to worry about organizing information as they write. Walter Pauk first outlined the Cornell Method of taking notes in class – it involves the following form and process.

RECORD	Use shorthand and symbols.
REDUCE	Identify key words and information.
RECITE	Repeat key terms.
REFLECT	Know why key terms are important.
REVIEW	Go over notes daily to avoid cramming.

From Take Stock in Children's Toolkit, p. 87

H

Using the Cornell Form for Note-Taking

Make copies of this form and give them to your mentee. Read a page aloud to your student and have him/her use the form to practice taking notes.

MAIN IDEAS	EXPLANATIONS
WHAT I NEED TO REMEMBER	

From Take Stock in Children's Toolkit, p. 88

H

Assess Your Study Habits

Have your mentee fill out this simple questionnaire by circling yes or no, then highlight the numbers that are important to him/her. This will give both of you a better idea of the areas that need improvement.

- 1 YES NO I never study more than an hour for tests.
- 2 YES NO I only study the night before a test.
- 3 YES NO If I study too much, I can't have time for fun.
- 4 YES NO If I study, I don't have time for anything else.
- 5 YES NO I study with music or the television on.
- 6 YES NO I don't have a quiet place to study.
- 7 YES NO I can't sit and study for long periods of time.
- 8 YES NO I often doodle or get distracted in class.
- 9 YES NO I have trouble taking notes.
- 10 YES NO I don't use class notes to study for tests.
- 11 YES NO I never organize my class notes.
- 12 YES NO I have trouble keeping up with my reading.
- 13 YES NO I don't always get my homework done.
- 14 YES NO I can't recognize the main ideas in a chapter.
- 15 YES NO I would like to read faster.
- 16 YES NO I have trouble writing papers.
- 17 YES NO I don't know how to create an outline.
- 18 YES NO I will put off difficult assignments.

From Take Stock in Children's Toolkit, p. 90

M/H

Study Habits

	Almost Always	Some- times	Very Seldom
1. Do you make a budget or schedule of your study time?			
2. Do you follow it?			
3. Do you write down each day's assignment?			
4. Do you review the last lesson before you start the next?			
5. Do you begin your work at once, without wasting time?			
6. Do you do your homework before watching TV or participating in social activities?			
7. Do you stick to each lesson until it is finished?			
8. Do you keep your mind constantly on your work without daydreaming or distractions?			
9. Do you read difficult parts of your lessons a second time?			
10. Do you make written outlines or take written notes when you read your lessons?			
11. Do you finish ALL of each assignment?			
12. Do you look up all new words?			
13. Do you study in a quiet place at home?			

M/H

How to Prepare for Essay Tests

Here are some tips for taking essay tests that you can share with your mentee. Essay tests can be very difficult for students because they are required not only to provide information but also to structure it in a coherent fashion. Practicing these techniques with your mentee will help him or her gain a great deal of confidence.

1. **Keep Track of Your Time**

If you have five questions to answer in 40 minutes, make certain you don't spend too much time on any one question.

2. **Read Through the Questions Once**

By familiarizing yourself with all the questions at the outset, you will have much more time to consider your answers.

3. **Identify the Directive Words**

Read the directions carefully and pinpoint the key terms. If a teacher wants you to describe, then do so. If she wants you to evaluate, then don't worry so much about description.

4. **Outline Your Answer First**

Whether teachers acknowledge it or not, they are greatly influenced by the coherence and structure of your answer. To list facts in random order makes it seem as if you do not have a clear grasp of the material. Try to organize your answers as well as you can.

5. **Take Time to Write an Introduction and Conclusion**

A good introduction and conclusion are essential parts of a good essay. They give your responses the appearance of being logical arguments.

How to Take True-False Tests

Students often get "tripped up" by true-false questions because they don't read the question carefully. The key to doing well in true/false tests is to read the questions very carefully. Read over these basic principles with your mentee. Ask him/her practice questions that illustrate these principles.

1. Look for any word in the question that could make it false.

If you can falsify an answer by providing a counter-example, the answer is obviously false.

2. There are generally more true answers than false answers on a test.

3. Look out for extreme modifiers that tend to make a question false: all, none, never, only, etc.

Once again, try to think of a counter-example that falsifies the answer.

4. Identify qualifiers that tend to make questions true: usually, frequently, often, probably, etc.

5. Questions that state a reason tend to be false.

Words that justify a statement — since, because, when -- tend to make the statement false because they introduce a reason that is incorrect.

How to Take Multiple-Choice Tests

Students need to learn how to take multiple-choice tests since this format is often used on standardized tests. Here are a few things students should know. Review each one of these principles with your mentee and have him/her explain why it is true.

1. **Read each question with the intention of answering the question without looking at the possible answers.**
2. **Use educated guessing.** Eliminate two alternatives quickly and then decide between the other two.
3. **Choose the numbers that are in the middle range, not the extremes, when guessing.**
4. **Choose answers that are longer and more descriptive, when in doubt.**
5. **When two similar answers appear, one is likely correct.**

Writing Personal Goals and Objectives

In order to create the kind of life you want, it helps to have a clear picture of where you're headed—your personal mission. It's equally important to make a plan on how to get there—how to make your dreams come true, one day at a time.

To help you do that it is a good idea to learn how to set goals and objectives for yourself. Your goals are the things you want to do over the next several years. Your objectives are the smaller steps you're going to take—tomorrow, next week, next month—to get there.

By writing down goals and objectives for yourself you are taking a big step toward making them happen. The next step will be to actually do these things—and keep a record. This is something you and your mentor can work on together over time.

Writing Goals

Here are some of the kinds of goals a young person like you might be interested in setting.

- Art/Music/Creativity – what goals do I have for my creative side?
- Education – where do I want to be in several years in terms of my education?
- Relationships – 3 years from now, what do I want my relationships to be like? Do I want more friends? More time with family? A better relationship with my dad? To be married? To be single?
- Spiritual – what kind of spiritual growth or involvement do I see for myself over the next few years?
- Sports/Fitness/Health – if I am successful, what will my health and fitness be like several years down the road?
- Work – what direction do I want to go in terms of my future career?

Example

One young person might write:

In three years from today, I will be...

- In a 4-year college full-time, pursuing a nursing degree
- Living on my own—not married—and not fighting with my father
- Working part time as a nurse's aide or home health aide
- Taking piano lessons
- Working out—more fit
- Active in a church near my college—doing community service

What are your goals? Write out a goal for each area below that's important to you:

- Art/Music/Creativity _____
- Education _____
- Relationships _____
- Spiritual _____
- Sports/Fitness/Health _____
- Work _____

Writing Objectives

Objectives are the smaller steps you take to make progress toward your goal. To be useful, objectives need to answer the question “what will change, by how much, and when?”

Usually objectives work best when they are written for the next few months to a year. It’s hard to know what will change beyond that time frame, so it’s hard to set realistic objectives several years out.

Example

Let’s say you’re a sophomore in high school with a goal of obtaining a BA, some good objectives might be:

Begin weekly study for the SAT by _____

Talk with guidance counselor about requirements for college admission and what I need to do by _____

Improve GPA to _____ (number) by _____ (date).

Take some time to write goals you just developed in the space below, and then write several objectives for each goal. You can do this with your mentor or on your own and then go over them together.

Here’s a tip on how to test if your objectives are solid—ask yourself, are the “SMART?” Smart stands for:

Specific – do I know precisely what has to happen?

Measurable – how will I know if I’ve achieved this objective?

Attainable – is it realistic or do-able?

Result-oriented – will it really move me toward my goal?

Time-limited – does it have a due date?

If your goals are SMART, they’re solid—now go start doing them!

Goal: _____

Objectives:

.

Goal: _____

Objectives:

-
-
-

Goal: _____

Objectives:

-
-
-

Goal: _____

Objectives:

-
-
-

Goal: _____

Objectives:

-
-
-

Goal: _____

Objectives:

-
-
-

Career Exploration

Talking about careers can be a very rewarding experience for you and your mentee. Using the career exploration tools in these modules is a good way for mentors to get young people excited about the future and help them recognize education as a pathway to their personal success. Students will like these activities because they are fun to do and allow them the freedom to make their own decisions.

Choosing a career is one of the most important decisions a young person will have to make. Unfortunately, young people are urged to decide what they want to do for the rest of their lives before they have finished high school, even though they may not have the information, maturity, or experience necessary to make a good decision.

The goal of these activities is to provide students with as much information about careers and career requirements as they need to choose and plan for a career; however, we must remember that young people often change their minds. Students should try to plan for a career as early as possible in high school, but also continue to explore new career options as they mature. It is therefore very important that students return to the module activities several times during their high school years because their interests will almost certainly change as they get older.

What can you do to help your mentee choose a career? Mentees can explore careers online using these tools, but mentors can add a key ingredient: real world experience. What practical information can you provide your mentee about working in the community? Does your mentee know what employers expect from employees? There are many, many topics you can discuss to prepare your mentee for a career: the importance of a good work ethic, being punctual, having a positive attitude, etc. You understand what it takes to be successful in the world of work—share this knowledge with your student!

Learning About Work Skills

Description: Proper self-assessment involves more than fun self-discovery activities. Students also need to evaluate themselves. What are my skills? What are my strengths and weaknesses? It is very important that your mentee make an effort to evaluate himself/herself objectively.

Site: <http://www.csp.msu.edu/cdc/webport/ValuesEx.html> (Click "Skills") (Career Development Center of Michigan State University)

STEP	CLICK	TASKS
1		Read directions.
2	"Next"	Print form and take test.
3		Put completed test in Personal Profile.
Discussion: This test deals with very general personal skills. Students need to identify the skill areas they already have developed as well as those that need work.		

Site: www.florida.echoices.com/

STEP	CLICK	TASKS
1		Enter zip and area codes and continue.
2	"Jump In"	
3	"Continue"	
4	"Transferable Skills Checklist" (on left side)	Follow directions and take the survey.
5		Print out the occupations revealed by the survey.
6		Print out job descriptions of occupations indicated.
7		Put all descriptions in your Personal Profile.
Discussion: Students need to match their skills with appropriate career possibilities. The materials collected in this session do so automatically; this may, however, not be the best way. After reviewing the types of occupations indicated by the test, your mentee may begin to reassess his/her strengths and weaknesses.		

From Take Stock in Children's Toolkit, p. 111

H

Developing a Career Plan

The goal of the first three modules has been to identify those careers that your mentee wishes to pursue. Have your mentee answer and discuss each one of the following statements.

Ten Steps of Career Planning

1. My Primary Career Goal is:

2. My Secondary Career Goal is:

3. My Five Short-Term Goals are:

1.

2.

3.

4.

5.

4. I will attend

Vocational School _____

College _____

5. I have identified the right courses to take in high school

6. I know my college major

7. I will need financial help to go to college

8. I understand the requirements and qualifications necessary to enter my career field

9. I know the types of skills I will need in my career field

10. I understand the functions I will perform in my chosen occupation

M/H

From Take Stock in Children's Toolkit, p. 125

How to Find Jobs

If your mentee is interested in finding a part-time or summer job, here are some things you can do to focus his/her attention on key issues. You won't need a computer for this activity. This activity is optional because it involves asking somewhat personal questions. If you have a close relationship with your mentee, you may find this exercise valuable.

Using the Classifieds:

1. Bring in the Classifieds section of the Sunday paper. (It has by far the most complete listing of jobs.)
2. Have your mentee circle jobs that interest him or her.
3. Talk about the jobs:
 - What do you think they pay per hour?
 - How many people will apply for each one?
 - What do you need to do to apply?
 - How long before they will hire someone?
4. If your mentee wants a summer job, ask him/her the following questions:
 - How will you spend/save the money?
 - Do you have a budget?
 - Why do you want the job?
 - How can you build on this experience?
 - Can you get valuable references?
 - Can you return next summer?
5. If your mentee wants a part-time job, ask him/her these questions:
 - Why do you want to work?
 - Do you have to work?
 - Are you working just to buy "toys"?
 - Will this job affect your performance in school? This is the key question. Studies show that many teens do not do as well in school when they work part-time.**

Using the Classifieds to talk about work can have many advantages for both mentees and mentors. It is also an easy way for mentors to share their experiences and expertise with their students.

How to Apply for a Job

Your mentee should have clear, concrete long- and short-term career goals. It is now time to construct the ‘means’, the instruments to achieve these goals. Here is a list of sites that will teach your mentee about the ‘protocols’ and procedures of the world of work.

CREATE A COVER LETTER

www.myfuture.com/career/before.html

This site is a great introduction. Students can use it to learn the basic information about the construction and uses of a cover letter. Students who want even more information can check out this site:

<http://jobsmart.org/tools/resume/cletters.htm>

Here you will find out even more about cover letters, their uses, their importance, and be given links to view cover letter resources on the web.

ACE YOUR JOB INTERVIEW

www.myfuture.com/career/step1.html

Students will learn the ten basic steps of the job interview.

INTERVIEWING TIPS

www.careerbuilder.com/gh_int_htg.html

Some dos and don'ts.

Graduation Requirements Checklist

This checklist identifies the minimum Florida graduation requirements. Have your mentee obtain a copy of his/her transcript and use it to complete this checklist. *(Note: Your mentee's school may have additional requirements. Check with the guidance office to find out.)*

PART 1: Credits Earned for High School Graduation

Place an "X" on a line if all credits in the area have been earned.

STUDENTS MUST ATTAIN 24 ACADEMIC CREDITS. The 24 credits shall be distributed as follows:

- _____ Language Arts: 4 Credits. English courses must include major concentrations in composition and literature.
- _____ Mathematics: 3 Credits. Algebra I or equivalent must be included.
- _____ Science: 3 Credits. Two of the science credits must include a laboratory component.
- _____ Social Studies: 3 Credits.
- _____ Practical/Vocational/Performing Art: 1 Credit.
- _____ Life Management Skills: .5 Credit.
- _____ Physical Education: 1 Credit.
- _____ Electives: 8.5 Credits.

PART 2: Credits Needed for High School Graduation

Place a number in a box to indicate how many credits your mentee still needs to complete to fulfill the requirement.

- _____ Language Arts: 4 Credits. English courses must include major concentrations in composition and literature.
- _____ Mathematics: 3 Credits. Algebra I or equivalent must be included.
- _____ Science: 3 Credits. Two of the science credits must include a laboratory component.
- _____ Social Studies: 3 Credits.
- _____ Practical/Vocational/Performing Art: 1 Credit.
- _____ Life Management Skills: .5 Credit.
- _____ Physical Education: 1 Credit.
- _____ Electives: 8.5 Credits.

Total Credits Still Needed for Graduation _____

Are You Eligible to Graduate?

Have your mentee check "yes" or "no" for the following statements. The goal here is to make certain that your mentee understands all graduation requirements.

1. **Pass the 10th Grade FCAT.** Students must earn a passing score on the grade 10 Florida Comprehensive Assessment Test to be eligible for graduation.

Yes _____ No _____

2. **Grade Point Average.** Students entering 9th grade are required to have a minimum grade point average of 2.0 on a 4.0 grading scale for promotion to a higher grade, for extra-curricular eligibility, and for graduation from high school.

Yes _____ No _____

3. **Elective Credits.** No student shall be granted credit toward high school graduation for enrollment in more than a total of nine elective credits in remedial programs.

Yes _____ No _____

4. No student shall be granted credit toward high school graduation for enrollment in more than one credit in exploratory vocational courses.

Yes _____ No _____

5. No student shall be granted credit toward high school graduation for enrollment in more than three credits in practical arts, family, and consumer classes.

Yes _____ No _____

6. No student shall be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate.

Yes _____ No _____

Freshman/Sophomore Course Planner

Help your mentee complete the course planner worksheet and show it to a guidance counselor for review.

	FRESHMAN YEAR		SOPHOMORE YEAR	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
ENGLISH				
Course Title				
MATHEMATICS				
Course Title				
HISTORY/SOCIAL STUDIES				
Course Title				
SCIENCE				
Course Title				
ART				
Course Title				
LANGUAGE				
Course Title				
ELECTIVES				
Course Title				

Junior/Senior Course Planner

Help your mentee complete the course planner worksheet and show it to a guidance counselor for review.

	JUNIOR YEAR		SENIOR YEAR	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
ENGLISH				
Course Title				
MATHEMATICS				
Course Title				
HISTORY/SOCIAL STUDIES				
Course Title				
SCIENCE				
Course Title				
ART				
Course Title				
LANGUAGE				
Course Title				
ELECTIVES				
Course Title				

Preparing for a Campus Visit

Urge your mentee to visit as many colleges as possible. He/she can get the most out of a campus visit by having a plan. Review the information on this page with your him/her and make certain he/she is aware of the reasons for a campus visit.

There are two ways to make a campus visit: unprepared and prepared. The first is simply to travel to the school, tour the campus, and then return home. The second is to prepare for the visit by formulating a plan that enables a student to answer all the key questions he/she has identified.

Here are a few things that students can do during their campus visits.

1. **Contact the College Admissions Officer**

College admissions personnel can give you current information on all the major questions you may have about: admission requirements, financial aid, tutors and other student resources, and important deadlines.

2. **Contact Friends or Student Representatives at the School**

These informal contacts can answer more practical questions:

1. Are the dorms quiet?
2. Where are the best places to study?
3. Is there too much partying here?
4. Are faculty accessible or aloof?
5. Why did you pick this school?
6. Does it meet your expectations?

3. **Try to Verify Costs**

How much do food, tuition, and other items really cost?

Gather as much information about expenses as possible from college officials.

4. **Check to see if the college has a career development service.**

How much will your school do to advance your career after college?

Students need to ask for evidence that the college will help them enter a career.

5. **How will this school help me achieve my goals?**

Applying to College

Go over these general college application requirements with your mentee. Note that the college application process is not the same for every college.

WHAT YOU'LL NEED TO APPLY TO COLLEGES

Application Forms

Students can now apply in writing or electronically for college application forms. Many college web sites have easy-to-understand application instructions.

Application Fee

The average college application fee is around \$25. Some colleges charge up to \$60 and others do not have any application fees. This fee is usually non-refundable, even if you are not accepted. **Many colleges offer fee waivers for applicants from low-income families. If you need a fee waiver, see the guidance Counselor.**

High School Transcript

An official at your high school fills out this form. If it comes with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.

Admission Test Scores

At many colleges, you have to submit SAT I/II or ACT test scores. Many colleges require admission tests because they are a standard way of measuring a student's ability to do college-level work.

Letters of Recommendation

Many private colleges ask you to submit one or more letters of recommendation from a teacher, counselor, or other adult who knows you well. When asking someone to write such a letter, be sure to do so well before the college's deadline.

Learning about Financial Aid

Here is some basic financial aid information that you can provide your mentee.

Grants

A grant is money awarded to a student that does not have to be repaid. It is usually based on financial need.

Scholarships

Scholarship money can be awarded because of academic achievement, outstanding talent or skill, and/or financial need. This money also does not have to be repaid.

College Work-Study

Colleges offer students work opportunities to help them pay for college costs.

Loans

Loan monies are awarded to students on the condition that they are repaid within a specific time frame.

Know Your Deadlines!

Students must learn the deadlines for aid applications for each school to which they apply—and do so early in their senior year. They can contact the financial aid offices of their chosen colleges to get this information.

Local Awards

High schools, churches, local businesses, and civic groups often sponsor financial programs that target talented and needy students from schools in their areas. Many companies offer assistance to children of their employees. Guidance counselors are an excellent source of information about local awards.

From Take Stock in Children's [Toolkit](#), p. 62

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