

CONFIDENCE ACTIVITIES

This Year's Milestones

Many years ago, stones set beside the road marked distances between towns. These stones, called milestones, were indications of a traveler's progress. Later, the meaning of the word milestone was generalized to mean "a significant point in any journey or development."

What might be some of the significant points along the path from where you are now to where you hope to be in one year? Record them on the numbered lines.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

M/H

Pride Line

Pride is related to self-concept. People enjoy expressing pride in something they have done that might have gone unrecognized otherwise. Our culture does not encourage such expressions and it is sometimes difficult for people to actually say, "I'm proud that I..."

Ask the mentee to make a statement about a specific area of behavior, beginning with "I'm proud that I...". For example, you might say, "I'd like you to mention something about your letter writing that you're proud of. Please begin your response with "I am proud that I..."

Below are some suggested topics for use in this exercise:

1. Things you've done for your parent(s)
2. Things you've done for a friend
3. Work in school
4. How you spend your time outside of school
5. About your religious beliefs
6. How you've earned some money
7. Something you've bought recently
8. How you usually spend your money
9. Habits you have
10. Something you do often
11. What you are proudest of in your life
12. Something you have shared
13. Something you tried hard for
14. Something you own
15. Thoughts about people who are different from you
16. Something you've done to help someone else



E/M/H

Adapted from *100 Ways to Enhance Self-Concept in the Classroom, A Handbook for Teachers and Parents*, by Jack Canfield & Harold C. Wells (Allyn and Bacon, A Division of Simon & Schuster, Inc. 1976 p. 47)

Self Portrait

This is a good initial activity for any age level. The self-portrait can be easily and effectively executed as a sketch, drawing or painting in a wide variety of art media, such as chalk, pencil, ink, charcoal, crayon, pastel, water color or tempera. Length of the activity will be largely determined by age level and the particular medium selected.

Self-portraits may be created impromptu from memory or from mirrors. Be accepting and encouraging **during your mentee's first try**. Wait a few weeks, then try again. It is helpful if you work along with your mentee on a portrait of yourself.

Create occasions for displaying the self-portraits frequently. Birthdays and special projects provide ideal opportunities for using portraits.



E/M/H

From the Handbook for the Human Realizations Approach to Teaching, James J. Foley, Director

The Magic Box

This is an excellent exercise for elementary school children.

Construct a “magic box” which can be any kind of a box with a mirror placed so as to reflect the face of any one who looks inside. Begin the activity by asking, “Who do you think is the most special person in the whole world?” After allowing the child to respond, you may continue, “Well, I have a magic box with me, and you can look inside and discover the most special person in the world.”

Give the child a chance to look into the box after you ask who they think they will see. Some children may have to be coaxed because they may not believe what they will see. Be ready with some of the following comments:

- ☺ “Are you surprised?”
- ☺ “How does it feel to see that you are the special person?”
- ☺ “You smiled so big, like you’re happy to see that you’re the special person.”

Explain that the box is valuable because it shows that each of us is special. You might then want to ask how it is possible for each of us to be the special one. A discussion about each individual’s uniqueness may ensue.



“Who Am I?” Questionnaire

“To begin with, I’ve found that there is no one else like me, anywhere- like snowflakes. No one else feels completely the way I do. No one else sees things in the same scope as I do. So my first discovery about myself is that I’m me.” Quoted from a high school composition.

Ask your mentee to fill out the following questionnaire. In order to assure that he/she will be as open and honest as possible, you can tell them that the questionnaire will be kept confidential.

1. In general, school is....
2. My best friend is...
3. The thing I like best about my class is...
4. Something I’d like to tell my teacher is...
5. I don’t like people who...
6. I’m at my best when I...
7. Right now I feel...
8. People I trust...
9. The best thing that could happen to me is...
10. When I don’t like something I’ve done, I...
11. When I like something I’ve done, I...
12. When I’m proud of myself, I...
13. I’m very happy that...
14. I wish my parents knew...
15. Someday I hope...
16. I would like to...
17. Five adjectives that describe me are...

E/M/H

100 Ways to Enhance Self-Concept in the Classroom, a Handbook for Teachers and Parents by Jack Canfield & Harold C. Wells (Allyn and Bacon, a Division of Simon & Schuster, Inc. 1976) Page 117

Valuing Yourself

Self-acceptance is a specific stage in self-discovery that occurs whenever students are willing to look at themselves objectively (with the help of an adult). When they do, they will realize that their strengths far outweigh their weaknesses. Ask your mentee to reflect on these questions and try to answer them honestly. **This exercise can give you the opportunity to validate your mentee's positive self-perception.**

What three things do I like about myself?

- 1 _____
- 2 _____
- 3 _____

What are my strengths?

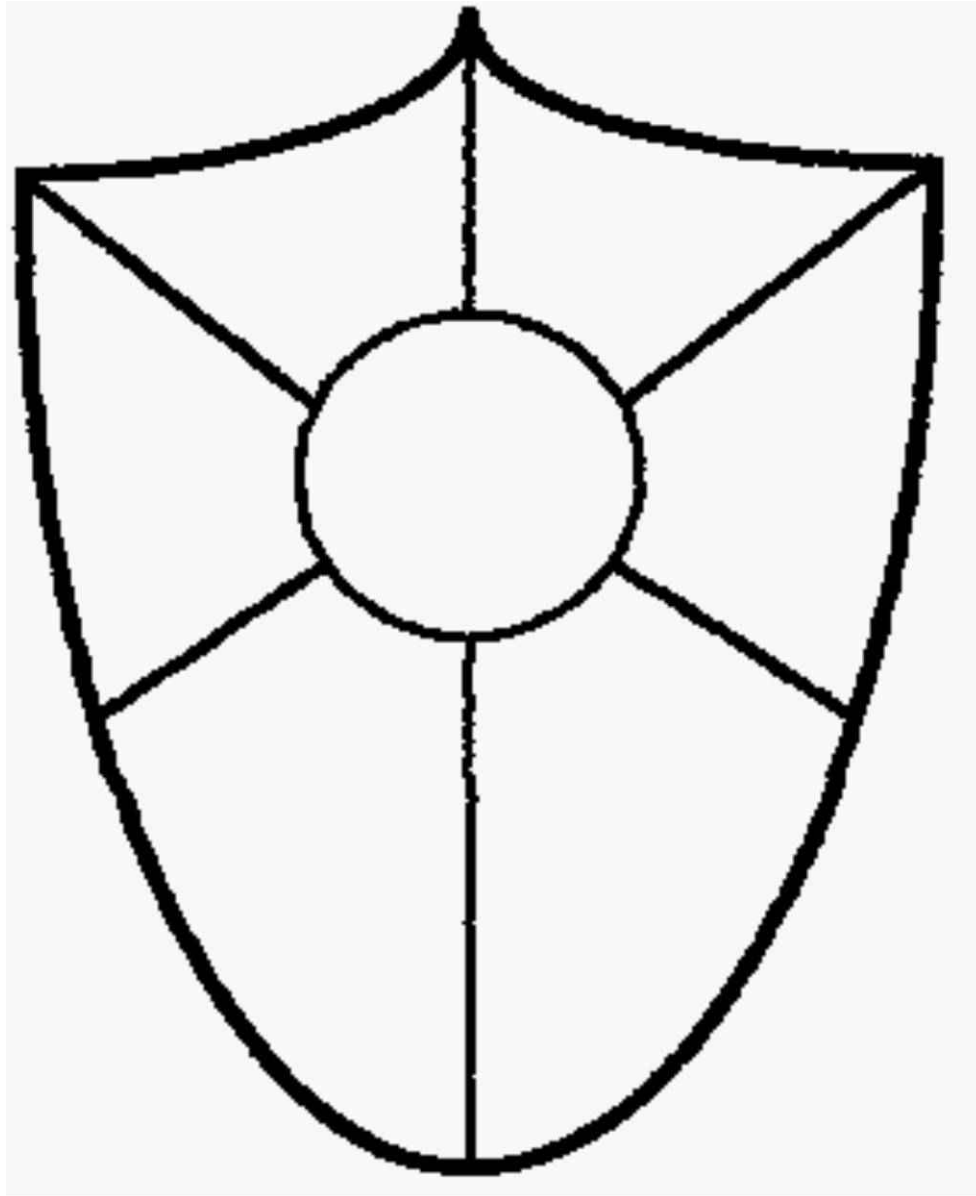
- 1 _____
- 2 _____
- 3 _____

What activities can make me a better and stronger person?

- 1 _____
- 2 _____
- 3 _____

My Personal Shield

Draw a symbol in each block of the shield to correspond with the topics listed at the bottom of the page.



- 1 Something I do well
- 2 Something I would like to do
- 3 My greatest character strength
- 4 My worst character flaw

- 5 The best compliment I have received
- 6 The worst put-down I have gotten
- 7 My favorite place

E/M

Who Decides?

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

Who makes the decision?

| | | | |
|--|----|---------|--------|
| My favorite book? | Me | Teacher | Parent |
| What time I go to bed? | Me | Teacher | Parent |
| If I study reading in school? | Me | Teacher | Parent |
| What I eat for dinner? | Me | Teacher | Parent |
| What I get for a spelling grade? | Me | Teacher | Parent |
| Where I sit on the bus? | Me | Teacher | Parent |
| Which friends I have? | Me | Teacher | Parent |
| What my favorite game is? | Me | Teacher | Parent |
| If I should help a friend? | Me | Teacher | Parent |
| When I go to school? | Me | Teacher | Parent |
| When I take medicines? | Me | Teacher | Parent |
| If I'm nice to a new classmate? | Me | Teacher | Parent |
| Where I sit in the classroom? | Me | Teacher | Parent |

E

Who Is Responsible?

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

| | Responsible | Irresponsible |
|--|-------------|---------------|
| 1 Jimmy told his mother he was going to Carl's house. Then he went there. | | |
| 2 Robby took good care of his pencil so he wouldn't lose it. | | |
| 3 Mary threw her trash paper on the floor. | | |
| 4 Cathy tasted her mother's cough medicine. | | |
| 5 Lydia held her little sister's hand when she took her for a walk. | | |
| 6 Elaine's job was to set the table. She stayed outside to play. | | |
| 7 Mother asked Peter to give the dog his supper. Instead, Peter gave the dog a drink of water. | | |
| 8 Dad phoned Janet to say he would be late for dinner. Janet did not tell her mother. | | |
| 9 Walter found 40 cents on the floor. He gave it to his teacher. | | |
| 10 Phyllis said she would be home by 5:00. She went home when she said she would. | | |

Conversation Topics

Here is a list of conversation topics to get your mentee to express his/her opinions. Ask your mentee to comment on each of these questions. Use his/her answers as topics for further discussion.

- 1 What is the greatest lesson you have ever learned?
- 2 Describe yourself as a stranger might see you.
- 3 Describe yourself as your best friend sees you
- 4 What are the qualities a best friend must possess?
- 5 What makes you special?
- 6 Describe the qualities you most admire in someone you might call a hero.
- 7 Describe your favorite relative.
- 8 How do people know when you are upset?
- 9 Describe your favorite teacher.
- 10 Describe the ideal job for a teenager.
- 11 Who has it easier: girls or boys?
- 12 When have you been wrongly accused?
- 13 What must a person do to be trusted?
- 14 What famous person would you most like to meet?
- 15 If you could live anywhere in the world, where would it be?
- 16 What is the best movie you have ever seen?
- 17 Why shouldn't parents try to pick their children's friends?

From Take Stock in Children's [Toolkit](#), p. 14

M/H

Are You a Creator?

Creators like to compose music, write books, and interpret the world in new ways. Think of the best ways to utilize these answers to encourage your mentee to use his/her talents as a creator in school and in life.

| | YES | NO |
|---|-----|----|
| 1 Do you like to use your imagination? | | |
| 2 Do you like to make up new ideas? | | |
| 3 Are you good in art, music, or writing stories, poetry, etc.? | | |
| 4 Are you a self-starter? | | |
| 5 Do you like to try new things? | | |
| 6 Can you communicate with people by doing something in music or art? | | |
| 7 Do you like to see different people in different places? | | |
| 8 Do you like to take ideas and make up songs, artwork or stories about them? | | |
| 9 Do you often decide things without looking at the facts? | | |
| 10 Do you make pictures or words in your mind when others talk? | | |
| 11 Do you enjoy working with others to brainstorm ideas? | | |
| 12 Do you enjoy music and plays? | | |

Are You a Doer?

Doers are people who like to work out-of-doors with plants and animals, who are inclined to work with tools, and who are often described as athletic, reserved, or quiet. Have your mentee answer the questions on this worksheet. As you listen to the comments, think of the best ways to utilize these answers to encourage your mentee to use his/her talents as a doer in school and in life.

| | YES | NO |
|--|-----|----|
| 1 Do you work well with your hands? | | |
| 2 Do you like to be outdoors? | | |
| 3 Do you enjoy working with tools? | | |
| 4 Do you enjoy taking apart and reassembling mechanical things? | | |
| 5 Do you enjoy working with plants or animals? | | |
| 6 Would you prefer physical activity instead of working at a desk? | | |
| 7 Do you like playing sports? | | |
| 8 Is keeping in shape important to you? | | |
| 9 Are math, physical education, and crafts things you do best? | | |
| 10 Can you follow directions and read diagrams for putting things together? | | |
| 11 If someone explains how to operate something, do you learn quickly? | | |
| 12 Do you like to work with people as part of a team? | | |
| 13 Do you understand things better when you see pictures and drawings instead of reading about them? | | |

M/H

Are You a Helper?

Helpers like to work with people, like to communicate with others, are interested in teaching and/or caring for others, and are often described as outgoing. Have your mentee answer the questions on this worksheet. As you listen to the comments, think of the best ways to utilize these answers to encourage your mentee to use his/her talents as a helper in school and in life.

| | YES | NO |
|---|-----|----|
| 1 Do you like to work with people? | | |
| 2 Do you like doing volunteer work? | | |
| 3 Do you like to make new friends? | | |
| 4 Do your friends come to you with their problems? | | |
| 5 Do you like to teach others how to do things? | | |
| 6 Do you like to go to parties or have parties? | | |
| 7 Do you like English and Social Studies? | | |
| 8 Can you tell what people are really like? | | |
| 9 Are you good at dealing with people older than you? | | |
| 10 Do you enjoy being a member of clubs and working in club activities? | | |
| 11 Would you rather "do good" than make a lot of money? | | |
| 12 Are you good at explaining things to people? | | |
| 13 Do you like to work at jobs just for the fun of it when no one knows you've done them? | | |

Are You an Influencer?

Influencers like to work with other people, influence other people, lead other people, manage money or companies, work in sales, and are often described as outgoing. Have your mentee answer the questions on this worksheet. As you listen to the comments, think of the best ways to utilize these answers to encourage your mentee to use his/her talents as an influencer in school and in life.

| | YES | NO |
|---|-----|----|
| 1 Do you like to discuss your reasons for things with others? | | |
| 2 Have you ever been elected to be an officer in a club? | | |
| 3 Do you like to sell things? | | |
| 4 Do you take charge in a group? | | |
| 5 Do you do well in Social Studies or English? | | |
| 6 Do you enjoy working with people? | | |
| 7 If you have a choice, do you usually sit in the front of the class? | | |
| 8 Do you like to do crossword puzzles? | | |
| 9 Do you get good grades on your creative writing? | | |
| 10 Do groups of other people ask you to speak for them? | | |
| 11 Do you like to read? | | |
| 12 Do you want to make a lot of money and be respected by others? | | |
| 13 Would you like to have your own business or be president of a company? | | |

M/H

Are You an Investigator?

Investigators like to investigate, evaluate, and solve problems. Have your mentee answer the questions on this worksheet. As you listen to the comments, think of the best ways to utilize these answers to encourage your mentee to use his/her talents as an investigator in school and in life.

| | YES | NO |
|--|-----|----|
| 1 Do you enjoy working on puzzles? | | |
| 2 Do you like to read books and magazines about science? | | |
| 3 Are you usually curious about how things work? | | |
| 4 Do you do better in math and science? | | |
| 5 Can you work on a problem a long time until you find the answer? | | |
| 6 Do you enjoy helping other people with their problems? | | |
| 7 Do you like to work alone? | | |
| 8 Do you try to find better ways to do things? | | |
| 9 When someone tells you that something is impossible to do, do you want to try to find a way to do it? | | |
| 10 When you are putting something together and a part is missing, do you find something to take its place? | | |
| 11 Do you enjoy mystery stories? | | |
| 12 Do you like finding out about new things? | | |
| 13 Do you like working with numbers and charts? | | |

M/H

Are You an Organizer?

Organizers like to work with numbers, facts, and data. They also like to handle details and follow instructions. They are often somewhat reserved. Have your mentee answer the questions on this worksheet. As you listen to the comments, think of the best ways to utilize these answers to encourage your mentee to use his/her talents as an organizer.

| | YES | NO |
|--|-----|----|
| 1 Do you enjoy keeping your schoolwork organized and putting things away neatly? | | |
| 2 Do you prefer working with numbers and facts instead of people? | | |
| 3 Do you follow instructions well and with enthusiasm? | | |
| 4 Do you follow other people's plans and do a good job? | | |
| 5 Do you quickly see things that are different and things that are similar? | | |
| 6 Do you enjoy helping others get organized? | | |
| 7 Are math and English your best subjects? | | |
| 8 Do you complete paperwork and fill out forms quickly and accurately? | | |
| 9 Do you enjoy working with computers and calculators? | | |
| 10 Do you like following schedules and routines? | | |
| 11 Do you solve problems in an orderly way? | | |
| 12 When you listen, do you hear and remember all the details? | | |

M/H

From Take Stock in Children's [Toolkit](#), p. 31

Twenty-One Questions

Ask your mentee to write the answer to any or all questions in whatever order he/she wishes. When he/she has finished ask him/her to discuss his/her answers. Make “I learned...” statements, or discuss how the assignment made him/her feel. Your mentee may want to record his/her responses in a journal.

1. What would you like to do, have, and accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time for?
5. What do you wish you had more money for?
6. What more would you like to get out of life?
7. What are your unfulfilled ambitions?
8. What angered you recently?
9. What made you tense or anxious?
10. What have you complained about?
11. What misunderstandings did you have?
12. With whom would you like to get along with better?
13. What changes for the worse or better do you sense in the attitudes of others?
14. What would you like to get others to do?
15. What changes will you have to introduce?
16. What takes too long?
17. What are you wasting?
18. What is too complicated?
19. What obstacles or blocks exist in your life?
20. In what ways are you inefficient?
21. What would you like to organize better?

This is also a good time to introduce goal setting to your mentee as a technique for gaining control over his/her life and achieving at least one of the things mentioned on the above.

M/H

100 Ways to Enhance Self-Concept in the Classroom, a Handbook for Teachers and Parents by Jack Canfield & Harold C. Wells (Allyn and Bacon, A division of Simon & Schuster, Inc. 1976) P.173

Don't Wait Too Long!

Once you have decided that there are some things about yourself that you would like to change, don't wait too long to start changing them! You may miss some golden opportunities because you aren't prepared. Instead, get started! In one column below, list some changes that you want to make.

Suggestions

- Your habits
- Your goals
- Your grades
- Your appearance

| Changes I Want To Make | Steps I Can Take To Make The Changes |
|------------------------|--------------------------------------|
| | |
| | |
| | |
| | |

M/H

Getting Organized

Use the chart below to help you keep track of your after-school time and use it wisely!

| Time | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------|--------|---------|-----------|----------|--------|
| 4-5 pm | | | | | |
| 5-6 pm | | | | | |
| 6-7 pm | | | | | |
| 7-8 pm | | | | | |
| 8-9 pm | | | | | |
| 9-10 pm | | | | | |
| Assignments due | | | | | |
| MATH | | | | | |
| SCIENCE | | | | | |
| SOCIAL STUDIES | | | | | |
| ENGLISH | | | | | |

Activity List

Use this list to choose activities you might like to do and think about what purposes they might serve. Together compile a list of the activities you would like to pursue.

| Activity | Goal-Related? | | Get to Know Each Other? | | Just Interested? | | Just for Fun? | |
|--|---------------|---------|-------------------------|---------|------------------|---------|---------------|---------|
| | Mentor | Student | Mentor | Student | Mentor | Student | Mentor | Student |
| Tackle some homework | | | | | | | | |
| Make dinner together | | | | | | | | |
| Go to a movie | | | | | | | | |
| Just hang out | | | | | | | | |
| Figure out how to program my VCR | | | | | | | | |
| Talk about life | | | | | | | | |
| Give a tour of my job | | | | | | | | |
| Go to a concert to hear a kind of music we don't know much about | | | | | | | | |
| Talk about my very first job | | | | | | | | |
| Go out for dinner together | | | | | | | | |
| Talk about planning a career | | | | | | | | |
| Take tours of friends' jobs | | | | | | | | |
| Visit a local technical school | | | | | | | | |
| Visit a community college | | | | | | | | |
| Have my friends talk about college | | | | | | | | |
| Sit in on some evening classes | | | | | | | | |
| Work on college applications together | | | | | | | | |
| Explore financial aid options | | | | | | | | |
| Work on a resume | | | | | | | | |
| Talk about college | | | | | | | | |
| Talk about dressing for success | | | | | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| Do a pretend job interview | | | | | | | | |
| Talk about how to look for a job | | | | | | | | |
| Talk about where to find a job | | | | | | | | |
| Find a summer job | | | | | | | | |
| Set up a work internship | | | | | | | | |
| Talk about networking | | | | | | | | |
| Talk about what it takes to get ahead | | | | | | | | |
| Talk about health insurance | | | | | | | | |
| Go to an art gallery or museum | | | | | | | | |
| Talk about taxes | | | | | | | | |
| Go to a play | | | | | | | | |
| Talk about balancing work and life | | | | | | | | |
| Talk about balancing a checkbook | | | | | | | | |
| Talk about living within one's means | | | | | | | | |
| Talk about credit cards | | | | | | | | |
| Go bargain hunting | | | | | | | | |
| Plan a week's worth of meals | | | | | | | | |
| Do a volunteer project together | | | | | | | | |
| Do a weeks grocery shopping together | | | | | | | | |
| Analyze what we eat—our diets | | | | | | | | |
| Go holiday shopping | | | | | | | | |
| Write “thank-you” notes | | | | | | | | |
| Go to a house of worship | | | | | | | | |
| Talk about relationships | | | | | | | | |
| Talk about personal values | | | | | | | | |
| Talk about the future | | | | | | | | |

Adapted from the *Learn to Mentor Toolkit*, [http://apps.mentoring.org/training/TMT/Mentor_training_toolkit.pdf]

Crafting a Personal Mission Statement

A personal mission statement explains who you are and want to be, and what you stand for. You can use it to guide you when making choices and decisions, large and small, by asking yourself—‘Does it help me become who I want to be?’ A personal mission statement also helps you explain who you are to others.

A personal mission statement should answer 3 questions:

- 1) What is my life about—what is my life’s purpose?
- 2) What do I stand for—what are my values?
- 3) What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

STEP 1: CLARIFY PURPOSE AND VALUES

A. Write a list of at least 12 talents you have.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

B. What excites you about your life? About the world? What angers you about your life? About the world?

C. What would a really good day be like for you? Where would you be? What would you do? Imagine anything—it doesn’t have to be true.

I would be at _____

I would be doing _____

I would be with _____

I would _____

Crafting a Personal Mission Statement (continued)

D. Imagine that today is your 30th birthday, and a reporter is writing a story about what you have done. What would you hope your friends, the people you work with, family members would say about you to this reporter? What difference would you hope you had made in their lives? How do you want to be remembered?

E. Imagine yourself to be 100 years old, surrounded by your loved ones who have gathered to learn from you and your wisdom. What would you tell them is important in life? What really matters, looking back on your life?

STEP 2: DRAFTING A MISSION STATEMENT

Look over what you've written during Step 1. Then look again at the 3 questions a mission statement should answer:

- 1) What is my life about—what is **my life's purpose**?
- 2) What do I stand for—what are my values?
- 3) What accomplishments **am I working toward** that will help me fulfill my life's purpose in a manner consistent with my values?

Write a rough draft of your personal mission statement in 20 words or less.

Keep your draft personal mission statement with you and look at it several times during the day—see how it makes you feel. You may want to bring it to the next several meetings with your mentor to talk about it and see if you want to change it.

Adapted from the *Learn to Mentor Toolkit*, [http://apps.mentoring.org/training/TMT/Mentor_training_toolkit.pdf]