



Mentoring Advanced Placement Mentor Activities to Get to Know Each Other

The Basics:

These simple activities will help you get to know the students you are working with, and help them to be more comfortable with each other and with you. This is important, as research shows that little learning can occur without a relationship.

The Activities:

MAP Constitution (Expectations and Agreements)

Purpose: Establish a common purpose for coming together as a group.

Time: 20-30 minutes

Ideal group size: Any and every

When: Do this activity once, ideally during one of the first few times you meet.

Supplies: Flip chart paper or butcher paper and markers

1. Explain to the group that you are making a MAP constitution-that is, you are talking about your expectations for your time together, and how you agree to act together.
2. Ask the group why they are in the MAP program. Go for specifics-what do they hope to learn? Do? What are their expectations of the time together? Hopefully, you will have talked to the teacher, or read their MAP expectations so you have some idea before hand. Write the student's responses on the paper.
3. Next, talk about group agreements. What do they agree to do while in MAP? These might be as simple as arrive to meetings on time, or come prepared to work and have fun. Again, write student responses on the paper.
4. Once everyone has had a chance to talk, review your agreements and expectations as a group. Does anything need to be clarified? Added? Changed?
5. Once satisfied, have everyone sign the constitution.

Constitution Facilitation tips:

- Be prepared with ideas of expectations or agreements that you have, or that you are guessing the students might have. This way, if they aren't getting it, you can give them examples. However-don't write them down unless the kids agree to them!
- Oftentimes people will throw out nebulous terms like "respect". This means different things to different people, so take some time to explore it. How do you know if someone respects you? How do you show respect towards others?
- Depending on your group: Sometimes it's nice to bring the constitution to post on the wall every time you meet. You might also type it up and email to everyone in the group, thanking them for their thought and effort.
- You can modify this to use more frequently by verbally gathering expectations of group every time you meet, or if you are unsure about their needs for the day.

Note Cards Q and A:

Purpose: Get to know each other, get energized.

Time: 10-20 minutes

Ideal Group Size: 5-30

When: First few months

Supplies: One note card, or small piece of paper per person, pens or pencils

1. Ask group: When you first meet someone, what are the first questions that you ask them to start to get to know them? Group will brainstorm. Typically they will come up with: What's your name, where were you born, what's your favorite subject in school, etc.
2. Distribute one note card, and one pencil to each person.
3. Have each person write down their favorite getting-to-know you question.
4. Each person finds a partner. Partners ask and answer questions. When each person has answered the other's question, the partners exchange note cards, then find a new partner.
5. Continue to mingle, asking questions and exchanging note cards for around 5 minutes, depending on group size.
6. Get group's attention. Ask them how it went: Did they get to know each other better? Most likely answer will be no. These questions are pretty superficial.
7. Ask group: What kind of questions should you ask to *really* get to know someone? Brainstorm likely questions: What are you afraid of? What has been the biggest challenge in your life? Who is your hero and why? Etc.
8. Have people write their favorite getting to know you at a deeper level questions on the backs of the cards they currently have and mingle as

before. Again, exchange cards each time. Mingle for 5-10 minutes, or until everyone has had a chance to hear just about every question.

Note Card Q & A Facilitation Tips and Modifications:

- Be sure to clarify that these should be appropriate questions, and these should be questions that you wouldn't be embarrassed to answer/that won't make people uncomfortable.
- If you have a very small group (under 6 people) you can modify like this:
 1. Sit in a circle.
 2. Explain concept of activity (number 1 above)
 3. Give everyone 2 note cards to write their two favorite questions.
 4. Shuffle cards and redistribute.
 5. Each person asks their two questions to the group, and one at a time, the group members must answer.
 6. Repeat with the deeper questions (number 6 above)

Group Interview

Purpose: Get to know each other

Time: 2 minutes per person

Ideal Group Size: 5-10

When: Any time, but especially good in first few months.

Supplies: Watch for timekeeper

1. Sit in circle.
2. Explain that you are going to do a group interview. Each person will have a chance to be interviewed for 2 minutes by the rest of the group.
3. Brainstorm (appropriate) questions. Example: If you could go anywhere in the world, where would you go? What's your favorite TV show? Etc.
4. Choose a timekeeper
5. One person stands.
6. The rest of the group has 2 minutes to ask the standing person questions.
7. Go around the group until everyone has a chance to be interviewed.

Group Interview facilitation tips:

- Make sure to let everyone know that the person in the middle has the right to pass if they don't want to answer a particular question.
- Speak up if an inappropriate question is asked! Let the group know "we're skipping that question".

Life map

Purpose: Get to know each other, reflection

Time: 30-45 minutes

Ideal Group Size: 3-20

When: Any time!

Supplies: Paper (preferably large sheets, but any size will do), drawing and writing instruments (colored pencils, crayons, markers...), it's also nice to have music in the background.

1. Explain to students that we each have things that we like to do, we each have choices that we make. These things add up to who we are today.
2. Explain that each student is making a life map, a visual representation of where they came from, what brought them to where they are today (in MAP!). Students can draw, use words, or both.
3. Allow 15-20 minutes to work on life map.
4. Sit in circle. Each person has a chance to share their life map with the entire group.

Life Map Facilitation tips:

- Some students might worry that they aren't good at drawing. Assure them that this isn't going to be graded. That there is no right or wrong way to complete this assignment-they can draw, write...whatever works for them.