

# Mentoring Advanced Placement Mentor Reflection Activities



## **The Basics:**

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Much of learning comes from taking time to think about what has happened, and how you plan on using what you have learned. Here are some simple activities that will stimulate this process.

## **The Activities:**

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### **Sweet and Sour:**

See above for full activity description

Modify so that participants are talking about what was sweet and sour about the activities they did just now.

### **Plus/Delta**

*Purpose:* For the facilitator to get feedback/for participants to reflect on MAP session. This activity is useful for the facilitator to get honest feedback, because it helps students feel comfortable giving feedback on what didn't go well..

*Time:* 1-5 minutes

*Ideal Group Size:* 3-30

*When:* Any time at the end of MAP activity

*Supplies:* White board/flipchart paper/any large writing surface and markers.

1. Make two columns, one labeled with a plus sign, the other with delta.
2. Brainstorm what went well today, what not so well.
3. Write positives under plus, negatives under delta.
4. If people are focusing only on the plus: Encourage them to list a couple of deltas, and vice versa.

### **16 Squares**

*Purpose:* Get students thinking and talking about goals

*Time:* 20-45 minutes

*Ideal Group Size:* 3-30

*When:* Any time!

*Supplies:* paper (standard 8 ½ x 11 computer paper works well), pens. Music playing in the background is nice!

1. Talk about goals. Everyone has them, both big and small. It's powerful to write them down! Maybe share a few of your own goals with the students. Make sure to share a couple of big ones, and small ones (buy a house, get the oil changed in my car, run a marathon, get a haircut...). Let people know that these can be completely private-they aren't turning them in, you won't make them share.
2. Distribute paper and pens.
3. Help students to fold paper in half four times (so that when you open it, the creases in the paper create 16 rectangles).
4. Everyone quietly writes one goal in each square. This might be easy for some kids, very difficult for others.
5. When most have finished, gather group together (some kids just might not get all 16-and that's OK!). Get into pairs to share any goals they are comfortable with.
6. Everyone can take these home. Encourage people to keep and review from time to time.

#### Facilitation Tips and Modifications for 16 Squares

- Collect in envelopes, have everyone seal them, and self-address. Tell them you will mail goals to them in one year-and commit to do it!
- For a more intense experience: On the back side of the 16 squares sheet, have students write why this is a goal. What need will be met by attaining this goal? For example, if their goal is to get into a particular college, their need might be for mental stimulation, or being close to their family, or getting a good job in the future...
- You also might collect the 16 squares (promising to not read them). Revisit the activity a few months later. Are their goals the same? Have some changed? Have they attained any goals?

#### **Life Map**

See Life Map in *Getting to Know You* for details

- Modify so that students are drawing a map that includes where they wish to be in the next few years-and how they are planning on getting there.