



eMentors for AVID

A curriculum designed solely for AVID

Key AVID Components

- Positive peer group
- Rigorous, high expectations
- Character-building
- First generation college-goers
- Curriculum Days (WICOR)
- Tutorial Days
 - College tutors (Math, English, Social Studies, Science)
 - Student-driven, question-based
- Motivational Days
 - College/career-focused activities
 - Guest speakers
 - Field trips

Key AVID Components

W – Writing

I – Inquiry

C – Collaboration

O – Organization

R – Reading



Introduce yourself by sharing your name, pronouns, grade, and a brief description of AVID. What do you like and/or dislike about being in AVID? Share a little bit about yourself, like your favorite subject or how you spend your time outside of school.

Ask your mentor to explain what they do in their job. Also ask your mentor about their education and training during and after high school. Looking back, what did they like most about these experiences and what do they wish they could have changed? You can also ask about their family or hobbies.

Introductions

Why this prompt?

- Introduces mentors to AVID
- Explicitly aligns eMentors with the goals of AVID
- Frames eMentors as a college-prep program
- Opportunity to talk about character skills through reflection on past academic/social experiences



Share with your mentor the classes you enjoy most in high school. What majors are you interested in studying in college? Ask your mentor what their major was in college. Did they have a minor? How did they choose what to study? How does their college education help them in their current job? Would they have done anything differently? What level of school did they get through (undergrad, grad degree, PhD, etc.)?

Academic Experience

Why this prompt?

I – Inquiry

- Reflects AVID's self-determination component
- Encourages college enrollment
- Promotes a positive view of the future

Activity for this prompt

...eMentors for AVID...

My College Activities

On a college campus, there are many activities and clubs students can participate in. College is a great time to try things you haven't tried before. Think of your current hobbies and interests. Based on your interests, what might you be interested in joining/trying in college?

Directions: Think of two schools you're interested in. Looking online, research their student life. For example, the U of M hosts a list of its student groups at: <https://gopherlink.umn.edu/organizations/>. Using the boxes below, write down two activities/clubs you're interested in trying. One should be in your comfort zone, and one should be a stretch.

In my comfort zone

Name of College/University:
Name of Activity of Club:
Why are you interested?
Do you need previous experience? If so, how much?

Something new & different

Name of College/University:
Name of Activity of Club:
Why are you interested?
Do you need previous experience? If so, how much?

2. My College Activities (eMentors for AVID) PDF



Tell your mentor about writing you do for school. This could be writing answers on worksheets, composing short stories/essays, creating book reports, etc. Do you like to write for school? Why or why not? Then ask your mentor about the writing they do for work. Do they write email messages, reports, letters, directions/instructions, etc? How important are writing skills for their job? Have they always been a confident writer? If not, how did they improve?

Writing Skills

Why this prompt?

W – Writing

R – Reading

- Reflects AVID's push for stronger communication skills
- Connects classroom learning with real-world examples
- Includes a growth mindset component

Powerpoint for this prompt

3. Better Business Writing (eMentors for AVID).ppt

Powerpoint for this prompt

eMentors for AVID

Better Business Writing - Practice Activity

Directions: Edit and/or re-write the following emails to make them examples of quality business writing.

- 1 Tom and I have come to the conclusion that we need to move the presentation up a week. We are operating under a working theory that the sooner they hear our pitch, the more likely they are to allocate funding to our project, which is obviously what we want.

- 2 What's up, John! Just wanted to tell you that the copier is out of toner again!!! Can you fix? Thx.



eMentors for AVID

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Practice with the handout

3a. Better Business Writing Handout
(eMentors for AVID).pdf

Activity for this prompt

Peer Edit Checklist

eMentors for AVID

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Correct spelling and punctuation | <input type="checkbox"/> Writing is simple and direct |
| <input type="checkbox"/> Short paragraphs | <input type="checkbox"/> Single space between paragraphs |
| <input type="checkbox"/> Professional tone | <input type="checkbox"/> Professional greeting and signature |
| <input type="checkbox"/> Addresses all parts of the Guiding Question | |

Comments:

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Peer Edit Checklist

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3. Peer Edit Checklist (eMentors for AVID) PDF



Statistics show that when goals are written down they are more likely to be achieved. Think of a goal you can achieve in the remainder of the quarter, semester, or year, whichever your teacher prefers. Why did you choose this goal? What steps will you take to achieve it? Ask your mentor about goals they have set and plans they made to accomplish them. What do they think makes a “good” goal?

Goal-Setting

Why this prompt?

- Opportunity to tie in with AVID's mission of getting students into college
- Reflects AVID's self-determination component
- Students can practice setting the same rigorous standards for themselves that AVID does

Powerpoint for this prompt

4. Setting S.M.A.R.T. Goals (eMentors for AVID).ppt

Activity for this prompt

eMentors for AVID

Directions: Write your goal in the first box. Using the remaining boxes, explain why your goal is S.M.A.R.T. Use the questions in the box to get you started if you need help. Finally, write a version of the goal that incorporates all of the S.M.A.R.T. characteristics.

Write your initial goal in this box.	
S Specific	What details do you need to consider to accomplish your goal?
M Measurable	How will you know you've met your goal?
A Achievable	Why do you think this is a realistic goal?
R Relevant	Why are you setting this goal right now?
T Time-Bound	What is a realistic deadline for achieving your goal?
Write your final version of your S.M.A.R.T. goal in this box.	

4. S.M.A.R.T. Goals Worksheet (eMentors for AVID) PDF

Meet & Greet



Be prepared to meet your mentor. It is a good idea to brainstorm some questions you would like to ask your mentor in person. In an AVID Meet & Greet, you will have time to chat with your mentor one-on-one, eat lunch, and participate in a tour or activity. A special focus will be placed on networking. Be prepared to introduce yourself briefly to some of the other mentors in the program as well.

M&G Activity Handout

•••eMentors for AVID••• Networking Bingo

1

Directions: Float around the room asking your peers and mentors if the statements in the box are true for them. Try to phrase your questions as you would in a real-life conversation. For example, for the box that reads **went to college on the East or West coast** you might ask, "Where did you go to college?" If you are competing, your host will explain what kind of bingo you are playing.

Participates/ed in a Sport	Went to a college on the East or West Coast	Considers themselves a books or movies expert	Prefers to work in a team, not alone
Has been at this company for more than five years	Likes to cook	Changed their major more than once	Never turns in homework late or finishes a project late
Has siblings/kids	Attended or is interested in a 2-year degree program	From somewhere other than Minnesota	Has improved a skill in the past month
Speaks more than one language	Works from home once or more a week	Studied abroad (or plans to)	Reads more than 50 emails a day

5. Networking Bingo #1,2,3,4 (eMentors for AVID) PDF



Tell your mentor about the "teams" you are on. These could be for school projects, sports, theater, work, etc. Share what you think are the qualities of a good teammate, then ask your mentor what they think being a good teammate means. Ask how often their job requires working in a team and how often they get to choose who they work with. In what ways does your mentor collaborate with peers to solve a problem or achieve a goal? Share how you have done this in your life.

Teamwork

Why this prompt?

C – Collaboration

- Acknowledges AVID's emphasis on group work and social skill building
- Frames groups as problem-solving resources
- Character building: persistence and motivation

Activity for this prompt

1

Directions: Working as a team, decide how you will handle the following problem. Write down your plan, including what each member of your group will do and how long it will take them. Be prepared to explain your approach to the class.

You are a non-profit holding its annual fundraising dinner. You expect 500 guests to attend. The dinner will consist of appetizers and time to socialize/network, a meal, and a short presentation. Your guests are going to arrive in one hour and the caterer/food has not shown up. Also, unexpected construction has blocked access to the parking ramp your guests were supposed to park in. You have access to phones, computers, and wifi.



2

Directions: Working as a team, decide how you will handle the following problem. Write down your plan, including what each member of your group will do and how long it will take them. Be prepared to explain your approach to the class.

You are a shop that specializes in printing custom t-shirts. An order for one thousand t-shirts was supposed to be ready for today, but only half of the t-shirts have arrived at your shop. 250 are stuck in a warehouse two hours away. The other 250 were supposed to be printed at a different warehouse, but it's unclear if they were or not. The customer is at the shop and getting angry. You have access to phones, computers, wifi, and your own personal vehicles (but not company cars).



3

Directions: Working as a team, decide how you will handle the following problem. Write down your plan, including what each member of your group will do and how long it will take them. Be prepared to explain your approach to the class.

You are an architecture firm in the running to design a new sports stadium. The stadium owners would like you to provide: a brief history of your firm and its past projects, a concept sketch of the new stadium that includes blueprints, estimated cost of materials and labor, and a rough estimate of how long it will take to build. You will likely need to find and work with a contractor or construction company to determine some of this. You will present this to the stadium owners in one week. You have access to phones, computers, and wifi.



6. Teamwork Activity (eMentors for AVID) PDF



Do you always show up prepared to class? Explain to your mentor how you keep your materials (homework, books, writing utensils, etc) organized. Then ask whether or not your mentor has a system for staying organized. If so, what is it?

Discuss how many hours you spend doing schoolwork, attending classes, participating in extracurriculars, and hanging out with friends. Discuss the importance of managing time, using calendars, and setting priorities. Ask your mentor how they schedule their time. How do they find balance between working, family time, hobbies, etc. Ask for tips on managing your time.

Managing Time

Why this prompt?

O – Organization

- Emphasizes soft skills as keys to success
- Connects systems and processes (like Cornell notes) to success
- Promotes a healthy view of working

Activity for this prompt

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Managing My Time

Directions: Think of a typical schoolday. On the graph below, plot the following tasks according to what is most to least time sensitive (Most to Least Urgent) and Most to Least Important. For example, watching TV would probably be somewhere in the bottom right quadrant because it isn't urgent or important.

- 1 Study for tomorrow's math quiz
- 2 Hang out with friends
- 3 Work on term paper due in two days

- 4 Sports practice
- 5 Shift at work
- 6 Research colleges

- 7 Catch up on reading for English
- 8 Start college admissions essay
- 9 Attend tutoring session

Most Urgent

←→

Least Urgent

Most Important

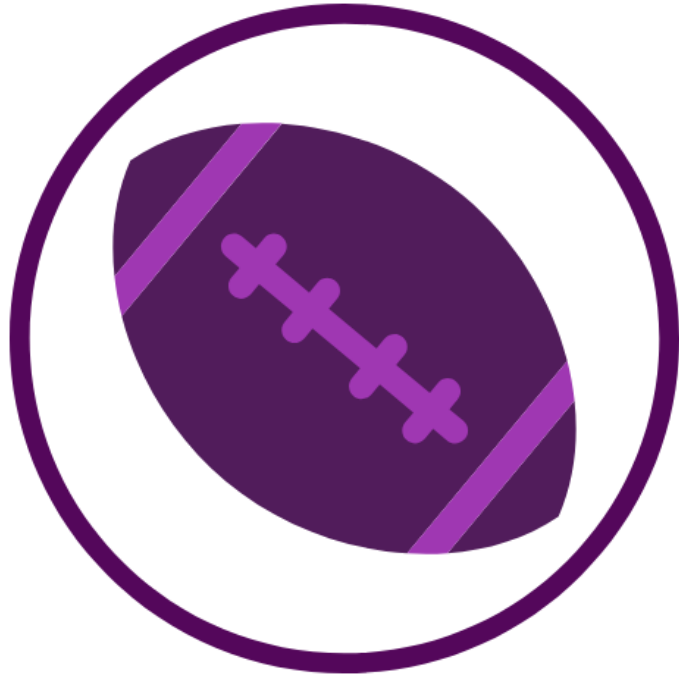
↑↓

Least Important

Discussion Questions: How did you decide where each task would go on the graph? Where did the things you WANT to do end up? What other tasks can you think of, and where would they go on this graph?

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7. Managing My Time (eMentors for AVID) PDF



Share with your mentor what you are looking forward to doing in college. Ask your mentor about their college experience. What types of activities were they involved in outside of class? Did they participate in student groups like Greek life, professional organizations, or student government? What about volunteering or internships? What activities helped them most prepare for their career post-college?

College Life/Experience

Why this prompt?

I – Inquiry

- Reflects AVID's self-determination component
- Encourages college enrollment
- Promotes a positive view of the future

Activity for this prompt

...eMentors for AVID...

Investigating College Majors

What do you want to study in college? Your major, the main field or industry you're studying, can be a deciding factor on your future job applications. Before you commit to a major and/or minor, think carefully about which careers might require which majors.

Directions: In small groups or individually, pick a major you'd like to investigate. In the first column, list everything you already know about it, like which jobs might require it. In the next column, write questions about what you'd like to know. Maybe: how common is this major? Does this major lead to specialized jobs, or a broader range of careers? In the third column, write out what you learned.

K What do I already know about this major?	W What do I want to know about this major?	L What did I learn about this major?

8. Investigating College Majors (eMentors for AVID) PDF