



## Planning and Organizing Mentor Moments

**The resources are meant to be downloaded and edited as necessary to meet the specific needs and/or experience level of your Participant group and/or be incorporated into other existing materials in use by your organization.**

These activities help to foster the culture of each of the competencies by applying them to everyday situations. The Mentor Moments are quick and easy. These can be used as icebreakers for introductions to each skill. In addition, they can serve as interventions that provide unique ways to reinforce one of the performance indicators. They also provide a common reference point for learners which can be brought up as examples or reminders as part of the ongoing skills progression. They are not meant to be full lessons, but rather just-in-time supports to foster skills.

### **MM 1 – All in A Day’s Work**

Give each learner 15 sticky notes. Have learners write down one item that they must accomplish today on each sticky note. These may be as simple as getting dressed or as complicated as writing a paper. The item might be filling the car with gas or going to the dentist. If learners are already in the workplace, you might want to limit the items to those that need to take place in that setting. Have learners prioritize the items into a logical sequence. Pair up the learners and have them explain their reasoning for the prioritization.

### **MM 2 – Out of Order Game**

The object of the game is to put the tasks in the correct order necessary to complete the goal. Print the sets of Out of Order cards on cardstock and cut apart (attached). Symbols have been added to help you keep the sets differentiated. You will need one double set for each pair of learners. Divide learners into pairs. Give each pair a double set of cards (total of 10 cards) that all have the same symbol and have been shuffled together. Cards are placed between the learners. Pairs play Rock, Paper, Scissors. The winner of each round has three choices: draw a card from the deck, place a card in the discard pile, or take the top card off the discard pile. As learners read the cards to themselves, they must determine whether it is part of their sequence. If they have a card that is not in their sequence, they need to use a winning round of Rock, Paper, Scissors to discard the unwanted card. Once they determine that they have all five of their cards, they must put the cards in the correct order and state the goal before they can claim victory in the game. The opposing player may challenge the sequence established by the player claiming victory. A judge from another group needs to be recruited to make the call. If the opposing player wins the challenge, he/she gets to draw another card. Another round of Rock, Paper, Scissors must be played to determine the next player eligible to organize their cards and declare victory.

### **MM 3 – Resource Scavenger Hunt**

Have learners embark on a scavenger hunt to document resources that can be used to complete a task. Learners may work individually or in pairs. You can use the Resource Scavenger Hunt (attached) or create one that is specifically relevant to your learners’ career pathways.

### **MM 4 – Dream Team**

Ask learners to think of a fanciful dream that they would enjoy fulfilling. This could be space travel, winning a championship, discovering a disease cure, creating a new video game, being in a rock band, or developing the self-driving car. Once their goal has been set, ask learners to come up with the names of five people that they would want to have on their team in order to accomplish the goal. The learner needs to justify why each person would be advantageous to have on the team.

## MM 5 – Dream Team Timeline

The Dream Team activity is a prerequisite for this activity. Have learners develop a realistic timeline to map out how they would achieve their goal established in the Dream Team activity.

## MM 6 – To Do Timelines

Ask learners to create a list of typical tasks that they need or want to accomplish over the course of a week. Have students create a timeline that they will be able to follow in order to successfully complete their list of tasks. After the week has passed, ask learners to reflect on how things went.

### Reflection questions

1. How did the timeline help you to accomplish your goals?
2. If you adjusted the timeline, what were your reasons?
3. Explain if you think that short timelines or long timelines work better for you.

### Crosswalk of Performance Indicators and Mentor Moments for Planning and Organizing

Performance Indicator	All in a Day's Work	Out of Order Games	Resource Scavenger Hunt	Dream Team	Dream Team Timeline	To-Do Timelines
Establishes work priorities	X					
Follows prioritized work schedule		X				
Identifies and seeks resources needed to complete a project/task			X			
Works to establish and adhere to appropriate timelines					X	X
Reflects upon goals and evaluates processes and people involved to improve in the future				X		