



PHYSICAL FITNESS AND WELL-BEING

CHAPTER 8  
MENTORING

ACTIVITIES

- |          |                               |           |                          |
|----------|-------------------------------|-----------|--------------------------|
| <b>1</b> | My Mentoring Experiences      | <b>6</b>  | “You Done Good”          |
| <b>2</b> | Good Vibes                    | <b>7</b>  | It’s My Turn             |
| <b>3</b> | Dangle the Right Carrot       | <b>8</b>  | The Voices in My Head    |
| <b>4</b> | My Motivation Pie             | <b>9</b>  | The Star in the Distance |
| <b>5</b> | Ways to Motivate Your Clients | <b>10</b> | Making Change Happen     |



**ACTIVITY 1 My Mentoring Experiences**

Define the term *mentor* in your own words.

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Identify someone who has been a mentor in your life, and describe the impact this person has had on you.

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If you have had the opportunity to be a mentor for someone else, describe the circumstances.

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How does a leader differ from a mentor?

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Reflect on the personal qualities that would make you a successful mentor.

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### ACTIVITY 2 Good Vibes

**Instructions:** The students that you mentor need to know that you sincerely care about their progress. What are some things you can do to make your clients feel accepted, important, happy, and successful?

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5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Examples of Mentoring Relationships

There are many examples of mentoring relationships. The following is a brief introduction to a few:

**Advising** – **Advising** is a simple form of mentorship. It is the backbone of the education and career planning process in secondary and postsecondary institutions. Students are connected with staff members who help them set and revise plans to achieve their long-term goals. Advisers provide career information and act as a sounding board and resource.

**Peer counselling** – In a **peer counselling** program, students selected on the basis of their interest, maturity, and interpersonal skills are trained in listening and mediation techniques. They advise their peers on personal problems, help them explore problem-solving techniques, and mediate disputes between other students.

**Job shadowing** – A somewhat limited short-term form of mentoring is **job shadowing**. A student follows a selected adult for a day or two, learning about all aspects of a particular career.

**Co-operative education** – **Co-operative education** programs at the high school and postsecondary level involve semester-long placements in a job situation. The student's immediate supervisor plays a major mentorship role, assisted by the staff member who monitors the program.

**Internships** – An intern is an advanced student undergoing supervised practical training. **Internships** are commonly part of professional preparation programs.

**Lifestyle coach/personal trainer** – Personal trainers and **lifestyle coaches** are hired professionals trained to assist individuals with their fitness and lifestyle goals. Usually they meet with their clients on a regular basis (e.g., weekly), initially to gather information and lead goal setting, then to develop courses of action and to monitor progress, and finally to continue to create new fitness goals.



**ACTIVITY 3 Dangle the Right Carrot**

**Instructions:** It is important to find out what motivates your client to be physically active and use this information to reward or monitor progress. Describe the five common motivations listed below.

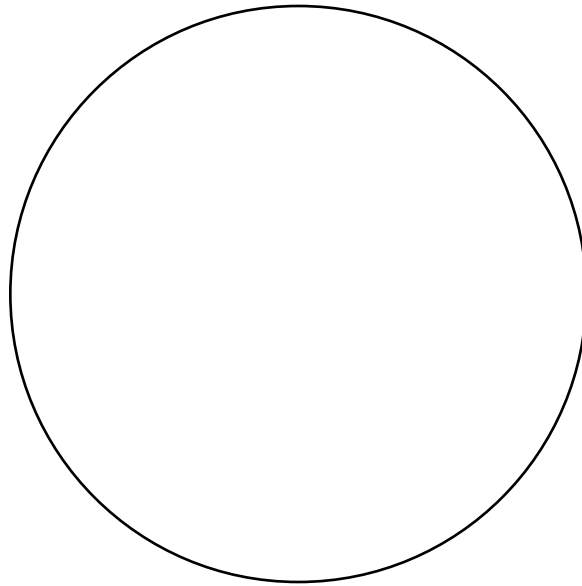
- The need to achieve: \_\_\_\_\_  
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- The need for affiliation: \_\_\_\_\_  
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- The need for sensation: \_\_\_\_\_  
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- The need for self-direction: \_\_\_\_\_  
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- Health issues: \_\_\_\_\_  
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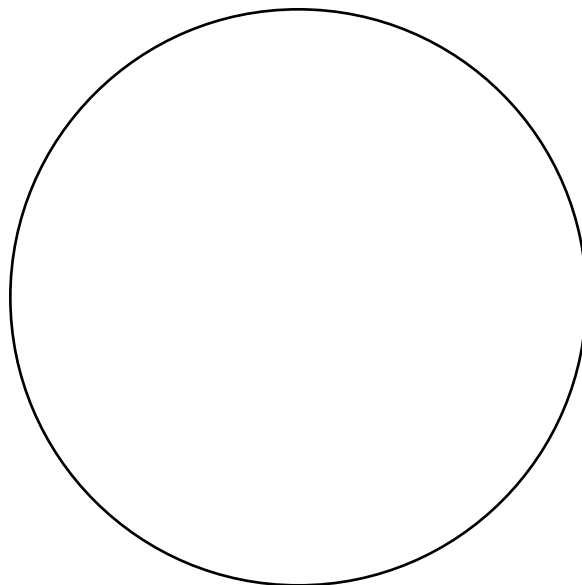


**ACTIVITY 4 My Motivation Pie**

Instructions: Think of your own favourite physical activity. Divide the pie into four or five pieces that represent the strength of each of your own motivational needs that are satisfied by this activity.



Consider doing this exercise or a similar one with your client to gather information about his or her motivation.





**ACTIVITY 5 Ways to Motivate Your Clients**

*Instructions:* Brainstorm ways to motivate clients to improve their fitness and lifestyle.

Achievement-motivated clients:

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Affiliation-motivated clients:

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Sensation-motivated clients:

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Self-directed clients:

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