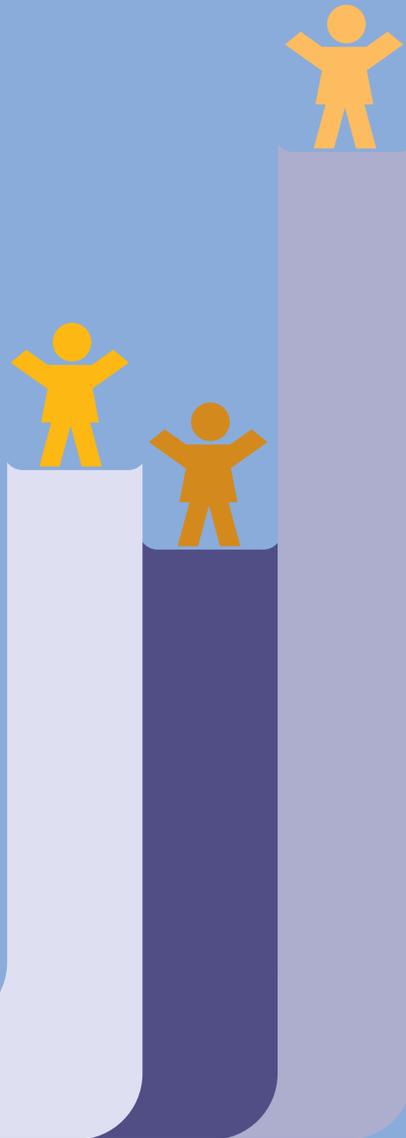


ONGOING TRAINING for MENTORS

Twelve Interactive Sessions for
U.S. Department of Education
Mentoring Programs



Ongoing Training for Mentors

Twelve Interactive Sessions for U.S. Department
of Education Mentoring Programs

2006

Edited by
Amy Cannata

With contributions by
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Introduction

Mentoring programs funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS) spend thousands of hours each year focusing on recruiting mentors, ensuring youth safety, and evaluating their services. At the end of the day little energy is left to create new and exciting ongoing training sessions for the program's mentors. Yet, ongoing mentor training—delivered periodically as matches progress—is key to program success.

OSDFS mentoring programs are required to have matches that last 12 months or longer, as specified in the Government Performance and Results Act (GPRA), and ongoing mentor training is key in retaining mentors. Prominent researchers like David DuBois (Dubois et al., 2002)¹ have also found that programs that provide ongoing training for mentors are more likely to achieve desired youth outcomes. Earlier studies (Furano et al., 1993; Tierney and Branch, 1992)^{2, 3} found a link between ongoing training and an increase in the number of hours matches spent together, which directly impacts the quality and outcomes of mentoring relationships. Ongoing training motivates mentors, helps them handle the difficulties that arise as they really get to know their mentees, lets them know they have support from program staff, and allows them to talk about their relationships with other mentors.

Ongoing training also helps programs manage risk. During regular ongoing training sessions, program staff have a chance to interact in person with mentors. During these sessions mentors are more likely to talk openly and in depth about their relationships.

About This Book

Because program staff are often stretched very thin and may lack the time needed to develop their own ongoing training sessions, this book provides topics and accompanying trainer instructions for 12 ongoing mentor training sessions. Each session is designed to be offered during a one- to two-hour time slot. Session notes include

¹DuBois, D.L., B.E. Holloway, J.C.Valentine, and C.Harris, (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2), 157–197.

²Furano, K., P.A. Roaf, M.B. Styles, and A.Y. Branch, (1993). *Big Brothers/Big Sisters: A study of program practices*. Philadelphia, PA: Public/Private Ventures.

³Tierney, J.P., and A.Y. Branch, (1992). *College students as mentors for at-risk youth: A study of six campus partners in learning programs*. Philadelphia, PA: Public/Private Ventures.

preparation tips, delivery instructions, supply needs, print-ready worksheets and over-heads, and resource lists. The sessions in this book can be used for small- and large-group trainings or adapted for individual skill-building sessions with mentors.

The list of topics provided here is not exhaustive: programs should feel free to pick and choose additional topics that are relevant to their mentors and program setting. Programs should also use their own discretion in deciding how often to provide ongoing training. Depending on the structure of support services, some programs may want to employ a monthly training model, which will also serve as a monthly check-in, or offer ongoing training quarterly because they check in with mentors in other ways during the month.

Core Competencies for Mentors

1. Understanding of program's goals
2. Honoring commitments
3. The mentor's role
4. Knowledge of program policies
5. The match life cycle
6. Mandatory reporting
7. Understanding program staff roles

Building a Strong Foundation

The units in this book were created as ongoing training sessions, supplementing intensive prematch training. Inherent in the session design is the notion that mentors will arrive at ongoing training sessions with a set of core competencies, including an understanding of the program's goals and staff roles. If mentors have these core competencies, then ongoing training is a supplement, a way to delve deeper into the important issues that arise once the match gets going.

1. Understanding of Program Goals

Mentors need a clear understanding of your program's overall goals and how the activities they engage in with mentees work toward those goals. They also need to understand how goals that the youth may have fit in with the broader goals of the program.

Sometimes mentors come to their relationships with preconceived notions about what their mentoring relationship should "fix," and initial training is a good time to explain exactly what your program wants to achieve and how it hopes the mentors will accomplish those goals.

2. Honoring Commitments

Mentors should understand the importance of honoring commitments. Commitment is not only time—e.g., meet weekly with your mentee for at least one year—but also being committed to maintaining the relationship. Sometimes mentors can get frustrated when mentees do not open up right away, don't return phone calls, don't make significant progress, or "test" the mentors. Mentors should understand that honoring commitments means not only showing up, but also leading the relationship to success and navigating through rough spots. The mentor, as the adult or older peer,

will often have to take the lead on conversations, initiate phone calls, set boundaries, and stick with the mentee when times get tough or progress is slow.

3. The Mentor's Role

It is crucial that mentors understand their role clearly from the onset of the match. A thorough discussion of mentor roles should occur during initial prematch training. Addressing common misconceptions about the roles of mentors can circumvent problems down the road (see sidebar).

4. Knowledge of Program Policies

Each mentor who volunteers with your program should have a clear understanding of program policies. For example, do they understand your policies on gift giving, overnight visits, and off-site contact? By orienting your mentors to program policies, parameters for acceptable and unacceptable behavior are set. Mentors should read applicable policies and procedures and sign off that they understand and will abide by them. In addition to giving mentors a clear picture of the “do’s and don’ts,” this process also enhances your risk management.

5. The Match Life Cycle

Initial training should include an orientation to the match life cycle. Too often mentors begin a mentoring relationship and everything goes great for the first month or so. Then all of a sudden, for no apparent reason, problems begin to arise. Perhaps the mentee is missing meetings, not returning phone calls, or acting out during visits. Most program staff recognize this as natural “testing” behavior by mentees in which they are trying to test the mentor’s commitment. To mentors, this can be a discouraging time and they may want to drop out of your program. Talking about the match life cycle in advance help mentors get through these difficult periods.

6. Mandatory Reporting

Mentors must come away from their initial training understanding their duty to report child abuse and neglect according to your state statutes. They should also have a clear understanding of your policy and/or procedure related to mandatory reporting.

A Mentor's Role

- A mentor is a caring guide, a wise advisor, a partner on a journey, a trusted friend.
- A mentor can serve as a mirror for the youth. They can show youth who they are and all they can become.
- A mentor is one who can help the youth feel comfortable in their own skin and appreciate their gifts while at the same time exposing them to new opportunities and modes of thinking.
- What makes a mentor “a Mentor” is not that they are perfect or always know exactly what to say, but rather that they are able to form a strong connection with their mentee. This connection can serve as a catalyst for positive change and growth.

From: *Designing and Customizing Mentor Training*, EMT, p. 96.

For more information on mandatory reporting refer to the Child Welfare Information (gateway at <http://www.childwelfare.gov>).

7. Understanding of Program Staff Roles

Mentors should clearly understand the role of program staff in supporting their mentoring relationships when they leave initial training. Specifically, mentors should know that program staff are expected to:

- Monitor the mentor-mentee match by checking in with mentors, mentees, and parents at least once a month
- Provide resources and referrals for services that the mentee or family needs
- Troubleshoot the match and provide general support to the mentor
- Provide ongoing training opportunities
- Complete associated paperwork and evaluation requirements
- Act as an emergency contact person for the match

To learn more about initial mentor training and how to deliver effective training sessions, refer to the companion book *Preparing Participants for Mentoring: The U.S. Department of Education Mentoring Program's Guide to Initial Training of Volunteers, Youth, and Parents*. This book provides advice on how to be an effective trainer, including discussions of the trainer's role, qualities of successful trainers, and the art of training delivery. It also outlines required topics for initial training, such as the role of the mentor, characteristics of young adolescents, building developmental relationships, effective communication, and more. Sample agendas and other resources are provided. This book is available online in PDF format from the Mentoring Resource Center Web site at <http://www.edmentoring.org>.

These core competencies lay the foundation for successful matches. Ongoing training builds upon that foundation. The next section outlines 12 ongoing training sessions for mentors. You may notice that the sessions in this book all have different styles, voices, and types of interactive strategies. Different trainers have different voice and style. One of the goals of the two training books created for OSDFS grantees is to help you find your own training style. If you find a style you like in here, adapt it to be part of your own style. To learn about the contributors to this book, go to page 109.

Establishing and Maintaining Boundaries

- Author:** Elsy Arévalo
- Duration:** 60 minutes (time will cover approximately two to three scenarios)
- Materials:** Chalkboard or newsprint, chalk or markers, Boundary Scenarios
- A/V:** None
- Room set-up:** Round tables for four to five people each
- Description:** Teaching mentors to strengthen their ability to set and maintain healthy boundaries will help them have a positive mentoring experience, provide them with valuable life lessons, protect them from burning out, and, most important, prevent them from walking away prematurely from their mentoring commitment. A mentor's ability to set boundaries will allow the mentee to feel safe, develop a sense of trust and, ultimately, learn how to set boundaries for him- or herself. This exercise will help mentors identify key areas around which boundaries are essential, as well as provide them with guidelines for how to continue to protect those boundaries throughout the life of the mentoring relationship.
- Session goals:** By the end of the session, participants will:
- Understand what a boundary is and why boundaries are needed in mentoring relationships
 - Understand how to prevent and buffer mismanagement of boundaries in mentoring relationships
 - Develop a framework for dealing with boundary issues

Agenda & instructions:

1. Introductions

10 minutes

Have mentors introduce themselves and share an example of a situation when one of their personal boundaries was crossed or an instance when they were able to set a strong boundary.

2. Activity

15 minutes

Distribute and have participants review Handout 1: “On Boundaries.” Tell them that they will have a chance to role play these principles in a few minutes.

Distribute Handout 2: “Boundary Scenarios.” Feel free to adapt and change the scenarios to increase their relevance to your program. Ask participants to:

- a. Select a person to record responses as well as another to present to the larger group.
- b. List all the worst ways in which the assigned scenario could be handled. Have a recorder write the ideas down on the newsprint and label it “What not to do.”
- c. Discuss and write down ways in which their group feels the scenario *should* be handled.

3. Review Responses to Scenarios

15 minutes

Ask each small-group representative to go to the front of the room, read the group’s scenario out loud, and explain how they decided the scenario should be handled, as well as what pitfalls to avoid. Invite the rest of the participants to add feedback or ask questions. Summarize key points and clarify agency’s policies as necessary.

Tip for Trainer: Record and save boundary topics and responses from your workshops and daily work to be used for future boundary training sessions.

4. Key Debrief Points

15 minutes

Once you have facilitated and reviewed participant responses to the scenarios, you can add any missing key points and guidelines related to the issue. This time will also serve as your opportunity to provide them with a paradigm or way of thinking about boundaries that will help guide their actions should the need arise. See Handout 1, “On Boundaries,” for key talking points.

5. Final Questions & Closing

5 minutes

As a way to close the meeting, ask participants to share one insight they gained during the meeting that they found particularly valuable. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.

On Boundaries

What is a boundary?

- A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective they need to be applied on a consistent and ongoing basis. Boundaries teach children what healthy relationships look like and allow them to be children.

Who needs boundaries?

- All of us can benefit from having healthy boundaries in our relationships. Exercising your ability to set and maintain those boundaries throughout your mentoring relationship will provide you with an opportunity to challenge your own personal growth.
- Although all children need boundaries, they are *particularly* important for youth who:
 1. Come from chaotic and unpredictable environments
 2. Have been the victims of abuse
 3. Have to take care of the adults in their lives and as a result have not had their own needs met

Are there any signs that can tell me if my personal boundaries have been crossed?

- Feeling angry, used, violated, drained, or that you need to walk away from the relationship may be signs that you are in a situation where your boundaries are being violated.

How do I prevent my boundaries from being violated?

- You should decide what boundaries are important to you before the match begins and certainly before being confronted with a difficult situation. Planning in advance will help prevent being caught off guard and it will also help you plan and rehearse your desired response. Some specific areas where boundaries are important include:
 - Money: How much money am I comfortable spending on each outing? How will I respond if on an outing my mentee asks me to buy him/her something? How would I feel if my mentee's family requests help with their finances?
 - Behavior: What would I do if my mentee uses foul language, mistreats others, steals, or is disrespectful of me during one of our meetings?

HANDOUT 1 (continued)

- Self-disclosure: How would I respond if my mentee asks me about my previous experience with sex, drug use, past relationships, or other personal issues?
 - Time: How much time do I feel comfortable spending with my mentee on a weekly basis? Am I comfortable receiving phone calls at work? How late is too late to receive a phone call (or too early)? What would I do if my mentee does not show up for a meeting?
 - Working with parents/guardians: What would I do if my mentee’s father asks me out on a date? What do I do if when greeted at the door, my mentee’s mother begins sharing her “laundry list” of complaints about her son? What would I do if my mentee’s grandmother begins crying and sharing her problems with me when I drop by for a visit?
- Remember that if you are not sure how to respond to a situation, you have every right to request time to think about it.
 - It is best to set boundaries from the start. However, you can and should make adjustments to your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship.
 - Finally, and most important, remember that you do not have to do this alone. If you are unsure about a situation, need help figuring out how to proceed, or need an intervention, you can go to program staff for support.

Are there any guidelines I can use that can help guide my actions when confronted with situations that challenge healthy boundaries?

- Here is a three-step approach you can apply when trying to decide how to handle a difficult scenario:
 1. *In mentoring the relationship is the formula, the strategy, and the intervention.* How can you respond to this situation in a way that protects the well-being of the mentoring relationship?
 2. *The implications of your response are as important as the response itself.* What are the short-term and long-term consequences of the way you choose to handle the situation?
 3. *Communicate from a place of personal honesty.* How can you effectively communicate with your mentee the importance of the boundary in question in a way that honors your needs without blaming or shaming your mentee?

Boundary Scenarios

-----cut here-----

Scenario 1

You arrive at your usual meeting place and your mentee has not arrived. You had previously called your mentee to let her know what time to meet. You both agreed that you would interview the head of the college art museum for a special school project. What should you do or say next time you talk to your mentee?

-----cut here-----

Scenario 2

You have been matched with your mentee for about six months and you are starting to “bond.” One day your mentee asks you if you ever experimented with alcohol when you were younger. You did try alcohol in middle school, and more often in high school. What do you say?

-----cut here-----

Scenario 3

Every time you go to pick up your mentee, his father greets you at the door and spends at least half an hour chatting with you. You are glad he likes you, but his long greetings are getting in the way of the time you spend with your mentee. How should you handle this situation?

-----cut here-----

Scenario 4

During one of the group activities of the mentoring program, you notice that your mentee is being mean to one of the other children. You’ve noticed this behavior in the past, but have not said anything about it. Your mentee’s attitude toward other children makes you feel uncomfortable. What should you do?

-----cut here-----

Scenario 5

You and your mentee hit it off right away. You were very excited about your match until a few weeks ago when your mentee started calling you a few times a day. You are excited she likes you so much, but are unsure if the amount of time you are spending on the phone is appropriate. You don’t want to hurt her feelings, but you are feeling uncomfortable with the calls at work and tired from all the calls at home. What should you do?

Establishing and Maintaining Boundaries

RESOURCES

Becoming a Co-pilot: A Handbook for Mentors of Adolescents. Effective Skills and Strategies for Reaching and Encouraging Middle and High School Youth, by R.P. Bowman and S.C. Bowman (Chapin, SC: YouthLight, 1997).
<http://www.youthlight.com/main.html>

Designing and Customizing Mentor Training, by E. Arévalo, with D. Boggan and L. West (Folsom, CA: EMT, 2004).
<http://www.emt.org/userfiles/DesigningMentorTrng.pdf>

Generic Mentoring Program Policy and Procedure Manual, by L. Ballasy, M. Fulop, and D. St. Amour (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2003).
http://www.nwrel.org/mentoring/pdf/policy_manual.pdf

Mentoring Answer Book, by C. Klapperich (McHenry, IL: Big Brothers Big Sisters of McHenry Country, 2002).
<http://www.mentoringanswerbook.com>

Mentoring Handbook for Parents, (McHenry, IL: Big Brothers Big Sisters of McHenry Country, 2004).
<http://www.mentoringanswerbook.com>

A Training Guide for Mentors, by J. Smink (Clemson, SC: National Dropout Prevention Center, 1999).
<http://www.dropoutprevention.org/publica/books/books.htm>

How To Support Your Mentee When He or She Is Facing a Bully

- Author:** Judy Strother Taylor
- Duration:** 60 minutes
- Materials:** Chalkboard or newsprint, chalk or markers, note cards or scratch paper
- A/V:** None
- Room set-up:** Place chairs in rounds or U shape facing the chalkboard or newsprint
- Description:** It is heartbreaking and frustrating to see your mentee dealing with a bully. It's also very dangerous both physically and emotionally. So what can you do? This session looks at what mentors need to know and what they can do to support their mentees when there is a bully on the prowl. And there is often a bully prowling.
- Craig and Pepler's playground observation research found:
- One incident of bullying occurred every seven minutes.
 - Adult intervention in 4 percent of incidents
 - Peer intervention in 11 percent of incidents¹
- Session goals:** By the end of the session, participants will:
- Become aware of the problem of bullying
 - Understand how bullying manifests in the lives of our children (males and females)
 - Identify strategies for supporting youth dealing with bullying
 - Understand resources that mentors can access to learn more about bullying

¹Hawkins, D.L., D.J. Pepler, and W.M. Craig (2001). Naturalistic observations of peer interventions in bullying. *Social Development*, 10(4), 512–527.

Agenda & instructions:

1. *Introductions*

15 minutes

Have the participants introduce themselves and tell the group the best thing that has happened with their mentees to date. Review the goals of the session. Define what bullying is. It includes:

- **Physical bullying:** Hitting, kicking, pushing, choking, punching.
- **Verbal bullying:** Threatening, taunting, teasing, starting rumors, hate speech.
- **Exclusion from activities:** This does not mean that a child should not have the right to choose to play, or not to play, with another child; it does mean that children should not be allowed to systematically exclude others: “No one play with Mary!” “No one wants to play with him!” “Don’t be her friend!”

Share Story:

Tell the group a story from your past that involves bullying. You can also encourage others in the group to share a few stories from their lives as well. Discuss the feelings these incidents created. Alternatively, relate a story of bullying that a youth in your program has shared. These are the types of incidents this session will address and that mentors must be prepared to deal with.

2. *Activity*

15 minutes

Tell the group that they are now going to take a true or false bullying test. Read each question and elicit a true or false response. Then discuss each question as you move through the test.

Bullying Test

- *Kids who are victimized by bullies feel better as soon as they get away from the bullying. True or false? (False)*

Talking points: Victims of bullies feel just as bad if not worse after they are out of the vicinity of the bully. They were often embarrassed in front of others who witnessed them being bullied. If the victim is alone and feeling bad with no support, he may be thinking about what happened and wishing he had done or said something different. He may be thinking he deserved the treatment he got, believing that the bully is treating him the way he deserved to be treated.

- *Children often tell someone when they are bullied. True or false? (False)*

Talking points: Children usually do not tell that they are being bullied because they are embarrassed, afraid that adults will be clumsy about their intervention and leave the child vulnerable when the adults are not around, that the situation will get worse because of rumors or physical dangers.

- *Bullying is always a face-to-face confrontational act. True or false? (False)*

Talking points: Some bullies torment their victims by spreading rumors, leaving notes, or e-mailing others about the victim behind their back. It can also be the act of exclusion, leaving someone out.

- *Victims never bully anyone else. True or false? (False)*

Talking points: It is not unusual to find that many bullies have a history of having been bullied themselves. They copy the behavior in order to deal with their feelings of humiliation and anger at what they have experienced or because it is a familiar behavior pattern modeled time and again.

- *Adults can see bullying when it occurs right in front of them. True or false? (False)*

Talking points: While it often occurs right under our noses, bullying can be subtle and insidious. Bullies can be masterful at delivering their venom without being visible. When observed by adults, it is often viewed as “boys will be boys” or “girls will be girls.”

- *Adults should keep out of the situation. True or false? (False)*

Talking points: Children learn from what they see us do, rather than from what we say. When adults do not intervene, bullies may feel there is nothing wrong with their actions. Victims may believe they are to blame or that it is okay to be treated like that.

- *Bullying, while it can hurt someone's feeling, is usually not dangerous. True or false? (False)*

Talking points: Bullying can be physically very dangerous. Even if the attacks are not physical, bullying is often a factor in youth suicides.

- *Bullying usually stops after the age of 13. True or false? (False)*

Talking points: Bullying doesn't stop at any age but extends into adulthood. “I'll bet you know one.”

3. Activity: What are the characteristics of a bully? 15 minutes

Either in one large group, or if there are more than eight attendees, in small groups, have participants give a brief description of the bully in their community or circle of acquaintances. Ask: “What are the manifestations of bullies at our age? Think of one way you deal with these people.”

Contrast these stories of adult bullying with those shared earlier about childhood bullies. Are these the same issues we deal with as adults? Would our strategies work for kids? If so, why? If not, why not? As a child, what might you need to do differently?

Record participant responses on the chalkboard or newsprint.

4. Available Options 10 minutes

Review the list from the previous activity and convert it to a list of *do's* and *don'ts*. Make sure to include the following:

Do and Don't strategies

Do's

- Encourage the child to report the behavior
- Let the child know it is not his/her fault
- Protect the child
- Enlist the support of the parents and school to deal with the problem
- Review the school's no bullying policy and encourage its enforcement

Don'ts

- Don't ignore bullying—address the problem immediately
- Don't assume bullying is only physical—a lot of bullying, for example, occurs over the Internet

5. Final Questions & Closing 5 minutes

Ask participants for any final questions or comments about what was just covered. Pass out a session evaluation form.

Let them know that they can call the program if they have questions or need support. If it is appropriate in your program, encourage them to connect with each other when an issue arises. Review resources.

How To Support Your Mentee When He or She Is Facing a Bully

RESOURCES

Bullying Prevention: An Overview of Bullying (Safe Communities Safe Schools Fact Sheet No. FS-SC07). (Boulder, CO: University of Colorado, Center for the Study and Prevention of Violence, 2001).

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/pdf/FS-SC07.pdf>

Bullying Prevention: Recommendations for Kids (Safe Communities Safe Schools Fact Sheet No. FS-SC10). (Boulder, CO: University of Colorado, Center for the Study and Prevention of Violence, 2001).

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/pdf/FS-SC10.pdf>

Bullying Prevention: Recommendations for Parents (Safe Communities Safe Schools Fact Sheet No. FS-SC09). (Boulder, CO: University of Colorado, Center for the Study and Prevention of Violence, 2001).

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/pdf/FS-SC09.pdf>

Bullying Prevention: Recommendations for Schools (Safe Communities Safe Schools Fact Sheet No. FS-SC08). (Boulder, CO: University of Colorado, Center for the Study and Prevention of Violence, 2001).

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/pdf/FS-SC08.pdf>

Early Warning, Timely Response: A Guide to Safe Schools, by K. Dwyer, D. Osher, and C. Warger (Washington, DC: U.S. Department of Education, 1998).

http://www.safetyzone.org/pdfs/early_warning.pdf

Odd Girl Out: The Hidden Culture of Aggression in Girls, by R. Simmons (New York, NY: Harcourt, 2002).

<http://www.harcourtbooks.com/bookcatalogs/bookpage.asp?isbn=0156027348&option=reading>

Recognizing and Preventing Bullying (NRCSS Fact Sheet No. 4). (Portland, OR: Northwest Regional Educational Laboratory, National Resource Center for Safe Schools, 1999).

http://www.safetyzone.org/pdfs/factsheets/factsheet_4.pdf

Schoolwide Prevention of Bullying, by C. Brewster and J. Railsback (Portland, OR: Northwest Regional Educational Laboratory, 2001).

<http://www.nwrel.org/request/dec01/bullying.pdf>

Effective Communication in the Mentor/Mentee Relationship Cycle

- Author:** Christian Rummell
- Duration:** 90 minutes
- Materials:** Chalkboard or newsprint, chalk or markers, note cards
- A/V:** None
- Room set-up:** Place chairs in rounds or U shape facing the chalkboard or newsprint
- Description:** Communication can be a challenge at any point in the mentor/mentee relationship. This session explores the mentoring relationship cycle and offers suggestions for promoting effective communication during each stage of the relationship. This session allows participants to gain time-appropriate communication skills and provides an opportunity to actively problem-solve current challenges they are facing.
- Session goals:** By the end of the session, participants will:
- Learn more about the mentor/mentee relationship cycle
 - Gain insight into strategic ways to communicate during each phase of the mentor/mentee relationship cycle
 - Actively problem-solve current communication challenges that mentors are facing

Agenda & instructions:

- 1. Introductions** **10 minutes**
Have the mentors introduce themselves and tell the group how long they have been matched with their mentees.
- 2. Presentation: Mentor/Mentee Relationship Cycle** **10 minutes**
Present the characteristics of the mentor/mentee relationship cycle, using Handout 1. Draw from your own mentoring relationships to give examples of behaviors found within this cycle.

3. Activity: Four Corners

20 Minutes

In each corner of the room, make a sign that reflects one of the four phases of the mentoring relationship. These signs should be large enough for each participant to read from across the room.

Ask the participants to move to the corner of the room that they feel best describes where they are in their mentoring relationship. If all started with their mentees at the same time, you can randomly assign corners to make sure that each “phase” is represented.

Once participants are at their “corner,” ask them to create a list of 5–10 communication challenges they face at that phase and 5–10 strategies they can use to promote effective communication in their relationship.

Walk around the room to offer assistance and give feedback.

4. Activity: Large Group Debrief

20 minutes

Have each group present its challenges and strategies. Ask other groups if they have any additional suggestions or possibilities for effective communication. After each group has finished its presentation, give the suggestions found in Handout 2. This can be done by either pre-writing the suggestions on newsprint and placing it next to the appropriate corner, or by simply reading the suggestions aloud. Pass the handout to participants after all categories have been read.

This can be a very difficult and rewarding part of the workshop, offering many great creative ideas. Your job, as the facilitator, is to keep your participants thinking strategically and make sure they don't get mired in the challenges.

4. Key Debrief Points

5 minutes

- Mentors should recognize communication challenges and potential solutions for each stage of their relationship
- Consistent use of effective communication is essential for building trust
- Mentors should always avoid prescriptive communication, especially during the first phases of the relationship
- Mentors should strategically use disclosure to build greater trust and strengthen the bond with their mentee

5. *Final Questions and Closing*

10 Minutes

Ask participants for any final questions or comments about what was just covered. Pass out a session evaluation form. Remind folks about any upcoming events/trainings as they leave.

Mentor/Mentee Relationship Cycle

<p><u>STAGE 1</u> The Beginning of the Match</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Getting to know each other • The first impressions • Trying to see the positive in the relationship • Bonding
<p><u>STAGE 2</u> Challenging and Testing</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Mentee challenges • Testing phase • Rethinking first impressions • Difficult feelings or emotions may surface
<p><u>STAGE 3</u> "Real" Mentoring</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • The relationship begins feeling right again • Trust is established • Growth in the mentee can be observed • A "deeper" bond and connection has been formed
<p><u>STAGE 4</u> Ending</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Preparing for closure • Relationship may become deeper or mentee may start pulling away • Reflection

Mentor/Mentee Relationship Cycle Communication Tips

<p style="text-align: center;"><u>STAGE 1</u> The Beginning of the Match</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Ask open-ended questions • Use body language that is open and not guarded • Active listening • Demonstrate empathy • Avoid “prescriptive” communication • Use prompts • Speak with language that you feel comfortable with • Don’t be afraid of silence
<p style="text-align: center;"><u>STAGE 2</u> Testing and Challenging</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Be consistent in your communication, even if it is difficult • Demonstrate respect • Build in problem-solving techniques in your open-ended questions • Raise sensitive issues at the beginning of your interactions • Make sure to separate behaviors from who the mentee is • Disclosure of personal feelings and experiences when appropriate
<p style="text-align: center;"><u>STAGE 3</u> “Real” Mentoring</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Continue with disclosures when appropriate • Avoid advising, and allow youth to actively problem solve • Build off your knowledge of your mentee’s strengths to foster deeper discussions • Give positive feedback and don’t be afraid to let your mentee know when something has hurt you.
<p style="text-align: center;"><u>STAGE 4</u> Ending</p>	<p>Effective Communication:</p> <ul style="list-style-type: none"> • Find common language to sum up your feelings • Provide feedback that describes growth that you observed • Be prepared to listen and affirm fears that your mentee may have

Effective Communication in the Mentor/Mentee Relationship Cycle

RESOURCES

Becoming a Co-pilot: A Handbook for Mentors of Adolescents. Effective Skills and Strategies for Reaching and Encouraging Middle and High School Youth, by R.P. Bowman and S.C. Bowman (Chapin, SC: YouthLight, 1997).

<http://www.youthlight.com/main.html>

Building Relationships: A Guide for New Mentors, by L. Jucovy (Tech. Assistance Packet No. 4). (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2001).

<http://www.nwrel.org/mentoring/pdf/packfour.pdf>

Designing an Effective Training Program for Your Mentors, (Folsom, CA: EMT Associates, 2001).

<http://emt.org/userfiles/DesigningAnEffectiveMentorTraining.pdf>

Mentoring Answer Book, by C. Klapperick (McHenry, IL: Big Brothers Big Sisters of McHenry County, 2002).

<http://www.mentoringanswerbook.com>

Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults, by K. Probst (Minneapolis, MN: Search Institute, 2006).

<http://www.search-institute.org/catalog/product.php?productid=16424>

Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues, by D. North (Folsom, CA: EMT Associates, 2002).

<http://emt.org/userfiles/RespMentoringBooklet.pdf>

Strengthening Mentoring Programs: Resources and Mentor Training Materials. Module 9: Connecting and Communicating (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center).

<http://www.nwrel.org/mentoring/pdf/Mod9.pdf>

Talk Time: Student and Mentor Conversations, by K. Faggella and J. Horowitz (Westport, CT: Ideas 'R' Popping, 2000).

<http://www.creativementoring.org/cmweb/cmotherpublications.html>

Training New Mentors by L. Jucovy (Tech. Assistance Packet No. 5). (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2001).

<http://www.nwrel.org/mentoring/pdf/packfive.pdf>

Volunteer Education and Development Manual, (Philadelphia, PA: Big Brothers Big Sisters of America, 1991).

<http://www.bbbsa.org>

“What Do I Do Now?” What To Do When Your Mentee Experiences a Crisis

- Author:** Maija Ryan
- Duration:** 2 hours (allowing for a 10-minute break)
- Preparation:** Gather a list of referrals for agencies in your community. Get copies of your agency policies regarding confidentiality, mandated reporting, and mentor supervision
- Materials:** Chalkboard or newsprint, chalk or markers
- Handouts:** “What Are Some Difficult Issues?”
“Are You Prepared?”
“Ten Hints for Helping Someone in Crisis”
“Talking With Your Mentee About Staying Safe”
“Role-Play Scenarios”
- A/V:** Overhead optional, transparencies of the above handouts
- Room set-up:** Place chairs in U shape facing the chalkboard or newsprint
- Description:** One of the biggest fears a mentor has is not knowing what to do if the mentee has experienced some sort of crisis. This session helps participants better understand the mentor’s role, how to assess a crisis and decide what procedure to follow, and how to find support for mentor and mentee.
- Session goals:** By the end of the session, participants will:
- Understand how to assess levels of crisis and take appropriate action
 - Understand program-mandated reporting policies
 - Learn how to talk with your mentee about staying safe
 - Learn about community resources and referrals
 - Understand the importance of self-care and how to find support when dealing with mentees in crisis

Agenda & instructions:

1. Introductions

5 minutes

Have the participants introduce themselves and tell the group how long they have been matched with their mentees.

2. Brainstorming Activity: “What is a crisis?”

30 minutes

Ask participants to think of situations that they would consider a crisis. Write these on the board or newsprint. Make sure that the list includes crises such as:

- Loss of family member or friend
- Divorce
- Loss of home
- Domestic violence
- Child abuse
- Severe violence
- Physical or mental illness
- Suicidality
- Drug-related problems
- Legal problems or incarceration
- Other traumas or losses

Ask participants to circle which crises they feel should be discussed with their match coordinator. Distribute and display the overhead Handout 1: “What Are Some Difficult Issues?” Discuss what differentiates a situation as an *issue of concern* from a *crisis requiring intervention*. Often this brings up the fact that “it depends” on the severity or the specific details of the situation. It also depends on the resources available to the mentee and his or her family. A family with adequate resources has more options than a family with fewer resources and, therefore, a minor problem to one person may be more severe to another. Key indicators of a “crisis requiring intervention” would be a situation in which someone (particularly the child) is or has been in danger and/or involved in unlawful activities.

Hand out or place on overhead projector a copy of your agency’s policies and procedures regarding confidentiality and supervision. Review your state’s mandatory reporting laws. Review your agency’s policies regarding what must be shared with a supervisor and how and when to report suspected child endangerment, neglect, or abuse. Your agency should have specific policy around what action to take when informed that a mentee has experienced a crisis. Procedures should be in place specifying when to inform the mentee’s family, and when to involve other agencies and institutions (child welfare, police, etc). For further reference, see Handout 2: “Are You Prepared?”

3. Visualization: “How can I be helpful?”

20 minutes

Ask your mentors to think back to a time when they were really stressed out or were experiencing some sort of crisis. Ask them to think of how they coped with the situation. Questions and phrases to help mentors remember what helped them can include:

- What helped you to remain calm or to become more relaxed during this stressful time?
- Were there any people in your life during that time who helped you?
- Imagine the tone of voice of the person(s) who was helpful.
- What did the person(s) say or do that helped?
- What kind of physical surroundings made you feel better (e.g., indoors, outdoors, quiet, surrounded by people, alone)?
- What activities or actions did you take that helped you to cope (including counseling, sports, music, hobbies, etc.)?

Ask mentors to share some of their thoughts and ideas of what helped them to cope with a crisis. Write the responses on the chalkboard or newsprint and title the list “Coping With Crisis.” Ask mentors which of the coping mechanisms listed during the visualization would be appropriate for a mentor to do with a mentee and circle these.

Remind the mentors that their role is to build a trusting relationship with the youth, and being able to listen supportively is key. It is often scary for a young person to share difficult issues with an adult. Sometimes the youth may only drop hints about what has or is happening to see if the mentor is someone who can be trusted. Provide the handout “Ten Hints for Helping Someone in Crisis” and discuss.

10-minute break

4. Talking With Your Mentee About Safety

10 minutes

Start the discussion about mentee safety with the following information:

Sometimes when the youth has experienced a crisis, it is not a specific incident that occurred once and is over. Often young people live in situations in which mental illness, abuse, or violence surround them and they may confront dangerous situations repeatedly. In these cases, it is helpful to explore with the young person ways in which to protect himself (or herself) or stay safe if facing a dangerous situation. A mentor can help a young person plan ahead by discussing safety and helping him identify people and places he can access if he is in danger.

Distribute and review Handout 4: “Talking With Your Mentee About Staying Safe.”

The mentor can introduce the topic by talking to the youth about thinking ahead about staying safe at home and in the community. For example,

“I want to help you to think of places to go to be safe and people in your life that can help you. Last week you told me you were afraid of some of the older boys in your neighborhood who have been threatening you. It is a good idea for people to have a plan ahead of time, so you will know what to do if something happens.”

5. *Putting It All Together: Role Play*

30 minutes

Distribute appropriate role-play scenarios from Handout 5: “Role Play Scenarios.”

Explain to the participants that this exercise will give them the opportunity to practice all of the components discussed in this session including the behaviors listed on the “Coping With Crisis” chart, the reporting policies that come into play, and talking with youth about staying safe. Have participants get into groups of three and decide who will play the mentor and mentee and a third party if needed. The “third party” might be a community resource person, program staff member, or someone the mentee identified as an emergency contact. The key is to get mentors to think about who else they need to ask for assistance.

Allow 15 minutes for the role play. Discuss in the whole group how it felt as the mentor and the mentee and who the mentee identified as an emergency contact. Bring up the following discussion points:

- How did the mentor react to the situation?
- Was this situation considered “An Issue of Concern” or “Crisis Requiring Intervention”? (Can be dependent on how the role play was enacted—was the child home last night or present during any of the physical fights? What are your state’s reporting laws?)
- Who did the mentor talk to (if anyone) about this situation? Was a report made to child welfare? How was your agency involved? How was the family involved?
- Who did the mentee identify as an emergency contact?
- What role might this person play?

- What role(s) did the “third party” person enact? Why was that role(s) chosen?

6. Self-Care

10 minutes

It takes a lot of emotional energy to be an active listener and support person for someone in crisis. It can break our hearts to hear about a child suffering in any way. For these reasons, it is imperative that mentors find support for themselves as well.

Refer to the "Coping With Crisis" list. Ask which items on the list are things that mentors can do for themselves after dealing with their mentee in crisis. Ask for any additions to the list.

Encourage mentors to call the program coordinator any time to get support around any issue with their mentee.

7. Final Questions & Closing

5 minutes

Ask participants for any final questions or comments about what was just covered. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.

What are some difficult issues?

Delicate Topics

- Sex
- Peer pressure
- Hygiene
- Behavior
- Alcohol and drugs
- School performance
- Self-image/personal insecurities
- Class/cultural identity
- Others: _____

DELICATE TOPICS are likely to come up during discussions between mentors and mentees, and therefore mentors should be trained to handle these topics directly with youth. Caution needs to be taken, however, since these topics can be touchy and strongly affect the relationship. Generally speaking, delicate topics should be discussed only when initiated by the mentee, and confidentiality takes on greater importance. While mentors should be adequately trained to deal with these topics on their own, they should be encouraged to seek support and feedback from supervisors and other mentors when these issues come up.

Issues of Concern

- Unsafe sex
- Fist fighting
- Minor delinquent behavior
- Gang affiliation
- Drug and alcohol use
- Others: _____
- _____
- _____

ISSUES OF CONCERN may have significant implications for the life of the mentee, and therefore mentors need to report these concerns to the agency. However, these issues do not necessarily require direct intervention. Many of these issues are ongoing conditions that mentees face, and mentors may need to be trained and supported to accept these aspects of the mentees' lives without judgment. It is important that mentors and programs do not focus too heavily on changing behavior when these issues arise; however, they should be aware of the challenges their mentees face, and over time they may be able to help mentees to ameliorate them.

Crises Requiring Intervention

- Child abuse and neglect
- Abusive relationships
- Pregnancy and STDs
- Health problems
- Drug and alcohol abuse/chemical dependency
- Severe violence
- Arrest/extensive delinquency
- Depression/suicidality
- Mental illness
- Other trauma
- Others: _____

CRISES are of grave concern and may require direct and immediate intervention—mentors should never be expected to handle crises alone! Some, like child abuse and neglect, are mandated by law to be reported to the county; others may require a referral or a direct intervention by the mentor program. Many of these situations will require collaboration with families of mentees and this should be handled by the mentor program manager.

Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues, by D. North (Folsom, CA: EMT Associates, 2002). <http://emt.org/userfiles/RespMentoringBooklet.pdf>, p. 1

HANDOUT 2

Are You Prepared?

A CHECKLIST FOR MENTORING PROGRAMS

To be prepared for delicate issues and crisis situations, agencies should:

- Have adequate resources and personnel, including access to a human relations expert.
- Provide adequate training for mentors about youth issues, communication skills, and the boundaries of confidentiality.
- Provide clearly stated agency values and positions on trust.
- Provide action plans and policies for every type of crisis.*
 - What can be handled by mentor alone?
 - What requires supervisor support?
 - What requires family involvement?
 - What requires agency intervention?
 - What requires referral?
 - What requires reporting?
- Provide adequate monitoring and supervision of mentors that includes careful delineation of what issues mentors can handle alone versus those that require agency support and/or intervention.
- Develop strong relationships between agency staff and mentees (and families when possible).
- Develop relationships with referral agencies.
 - Know what services they provide
 - Check their references and visit their facilities
 - Maintain regular contact
 - Follow up on any referrals
 - Continue to network and expand base of available agencies
 - Participate in mentor program networks and coalitions

*NOTE: While we have discussed basic guidelines for types of issues that mentors can handle alone, each agency needs to determine its own exact policies for how various issues will be handled.

Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues, by D. North (Folsom, CA: EMT Associates, 2002). <http://emt.org/userfiles/RespMentoringBooklet.pdf>, p. 6

Ten Hints for Helping Someone in Crisis

1. Sitting at eye level with the young person.
2. Not acting surprised or shocked or angry when hearing about the crisis, but at the same time being honest and understanding that it is a difficult situation.
3. Remaining calm and compassionate about the child's experience.
4. Don't pressure the youth to tell more than she is comfortable telling but instead use "open-ended" questions (questions that won't elicit only "yes" or "no" responses) to allow the youth to continue if she is comfortable.
5. Don't make judgmental statements about the situation (e.g., "How could they . . .")
6. Acknowledge that the youth trusted you enough to tell you.
7. Reflect back to the youth what feelings she is expressing ("That sounds scary.")
8. Affirm the youth for using her coping skills and surviving.
9. Be honest about what you need to do with the information.
10. Brainstorm her options with the youth and offer appropriate resources.

Talking With Your Mentee About Staying Safe

Use the following talking points to help your mentee create a mental plan for staying safe. If possible, have the mentee write down important phone numbers on a small card to carry with him/her.

1. Let's think of people you can call for help.

(List name and phone number. If the youth has a cell phone ask him/her to enter the numbers in his/her phone.)

911 for emergencies

Other important names and phone numbers:

1. _____
2. _____
3. _____
4. _____

2. If you feel unsafe in your neighborhood, where can you go to ask for help or to use the phone?
3. If you feel unsafe at school, who can you talk to? (Identify at least two people.)
4. If you ever feel unsafe at home, where can you go in the house to stay safe? (Identify at least two places.)

If you can leave the house, where will you go to use the phone?

Remind your mentee that she (or he) can talk to you or program staff if she ever feels afraid but that if she is in immediate danger, she should call 911.

Role Play Scenarios

Mentor

You call your mentee to set up a time to get together. You hear yelling and a baby crying in the background and something that sounds like dishes breaking. A few days later you pick your mentee up for an outing and notice he/she is quieter than usual.

Point to consider:

You can decide who the "third party" will be; that person can role play more than one person.

-----Cut paper in half here-----

Mentee

Your mom and stepfather have been fighting a lot lately. They got into a loud physical fight last night and the police came and took your stepfather to jail.

HANDOUT 5 (cont.)

Mentor

You come into the school where you meet your mentee and her teacher pulls you aside. The teacher tells you that she is worried about your mentee, who has been crying all day. You go into the lunch room and see your mentee sitting by herself with her lunch untouched.

Point to consider:

You can decide who the “third party” will be; that person can role play more than one person.

-----Cut paper in half here-----

Mentee

Your mom has a new boyfriend that you don't like. He has been staying the night at your house and you don't feel comfortable around him. You don't want him to date your mother.

HANDOUT 5 (cont.)

Mentor

You haven't been able to reach your mentee for a few weeks, and usually you meet weekly. After leaving several messages, he finally calls back and says that he would like you to come by after school later this week to see him, but he is staying at his aunt's house. You wonder what has been going on with him.

Point to consider:

You can decide who the "third party" will be, that person can role play more than one person.

-----Cut paper in half here-----

Mentee

Your mom decided to enter drug rehab after the state threatened to take her kids away because of her substance use. You are worried about your mom, are not sure what drug rehab is, and wonder when you will see her again. You don't like having to share a room with your cousins.

“What Do I Do Now?” What To Do When Your Mentee Experiences a Crisis

RESOURCES

Foster Youth Mentorship Training for Program Managers, by D. North and B. Ingram (Folsom, CA: EMT Associates, 2003).

<http://www.emt.org/userfiles/FosterYouthSeries5.pdf>

Generic Mentoring Program Policy and Procedure Manual, by L. Ballasy, M. Fulop, and D. St. Amour (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2003).

http://www.nwrel.org/mentoring/policy_manual.html

Mentor Guide for People Working With Children of Promise, (Washington, DC: National Crime Prevention Council, 2004).

<http://store.yahoo.com/mcgruff/meguforpewow.html>

Reaching and Serving Teen Victims: A Practical Handbook, by J. Whitman (Washington, DC: National Crime Prevention Council, 2005).

<http://www.ojp.usdoj.gov/ovc/pdf/ncj211701.pdf>

Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues, by D. North (Folsom, CA: EMT Associates, 2002).

<http://emt.org/userfiles/RespMentoringBooklet.pdf>

Volunteer Education and Development Manual, (Philadelphia, PA: Big Brothers Big Sisters of America, 1991).

<http://www.bbbsa.org>

When Stakes Are High: Research-Based Mentoring for Youth With Multiple Risk Factors, by B. Ingram, D. Johnston, and D. North (Folsom, CA: EMT Associates, 2003).

<http://emt.org/userfiles/WhenStakesAreHigh.pdf>

Exploring Our Identity and Its Impact on the Mentor/Mentee Relationship

Author:	Johnna Timmes
Duration:	60 minutes
Preparation:	Display the “We Aren’t All the Same” quote on an overhead or written on newsprint or a chalkboard. Prepare handout and sentence strips. Create handouts or display the “Wrap-Up Questions.”
Materials:	“We Aren’t All the Same” quote, “Circles of Myself” handout, “Wrap-Up Questions,” pen or pencil, sentence strips, markers
Description:	This activity facilitates the processing and examining of how each of us defines the different aspects of our own identity. This helps us to better know how we see ourselves, and how others potentially see us. When society, the media, and even our inner circle of friends and family attach stereotypes to identity, we need to look deeply at our feelings related to these stereotypes. Once we consciously make the effort to share and listen to personal experiences of positive and negative associations with our identified group, we realize that even in our difference, we still have similar experiences and thoughts that can positively shape our interactions and relationships with each other.
Session goals:	By the end of the session, participants will: <ul style="list-style-type: none">• Recognize that we all have many aspects of our identity that define us. Identity cannot be defined exclusively by race, religion, primary language, gender, or country of origin.• Share stories about a time when they were proud to be associated with a dimension of their identity, as well as hurt or embarrassed by the same association. This illustrates that we <i>all</i> have elements of pride and pain felt as part of our personal identity.• Identify positive and negative stereotypes about a dimension of their identity, as well as the stereotypes they hold about the identity of others.

- Recognize that feelings, whether good or bad, are universal, and must be acknowledged in order to effectively communicate and engage with each other.
- Acknowledge that even members of the same cultural “groups” have very different backgrounds.

Agenda & instructions:

1. *Introductions*

5 minutes

Ask participants to pair up with someone they do not know very well. Say: “Introduce yourself to your partner and give one fun fact that people would not be able to guess about you.”

Read the “We Aren’t All the Same” quote to set the tone for the workshop.

2. *Activity:*

20 minutes

Hand out “Circles of Myself” worksheet and sentence strips. Ask participants to write their full name in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Take a minute to discuss with partners why these four aspects were the most important in describing them.

Ask pairs to quietly think about an experience when they were especially proud to identify themselves with one of the descriptors they used in the satellite circles. Ask them to jot down on the back of the handout any notes or reminders of why they felt proud, or elements of the story that relate to the positive feeling.

Next, ask them to think about a time/story when they felt pain or embarrassment to be identified with one of the descriptors in the satellite circles. (It can be the same descriptor used in the first part of the exercise or one from another satellite circle.) Again, participants will jot down on the back of the handout any notes or reminders of why they felt badly, or elements of the story that explain the negative feeling. When pairs are finished, they will share their stories, both positive and negative, with their partner.

Next, partners will discuss/brainstorm the stereotypes they have heard about or feel are common to, the four dimensions of identity they assigned to themselves. When their list is complete, partners will pick one stereotype of a dimension of their identity that *fails* to describe them accurately. On their sentence strip, in marker, they will fill in the blanks:

“I am (a/an) _____, but I am NOT (a/an) _____.”

Example: If one of the identifiers was “only child,” then a stereotype might be that all only children are spoiled and selfish. So the sentence would read, “I am an only child, but I am not spoiled or selfish.” Or, “I am an African American, but I am not dangerous or hostile.”

3. Whole Group Feedback

20 minutes

Probe the group for reactions to each other’s stories. Ask whether anyone heard a story that was particularly enlightening or evoked an emotional response to share with the group. (Make sure the person who originally told the story has granted permission for his/her partner to share it with the entire group.) What is the group reaction to the stories?

When sharing has ended, ask each group to stand up and individually read its stereotype statement. Sentence strips can be posted on walls or other surfaces in the room. Ask participants to share thoughts or feelings about the statements they have heard. Did anyone hear a statement that challenged a stereotype that they once bought into? Where do stereotypes come from? Will they ever be eliminated?

4. Conclusion and Wrap-Up

15 minutes

Ask participants to arrange themselves in groups of three, making sure that no one is in the same group with his/her partner from the first exercise. Post the following questions from Overhead 1 on the overhead or newsprint. Have mentors answer the following questions:

- a. How does identity (both yours and your mentee’s) along with pervasive stereotypes, affect your role or relationship with your mentee?
- b. Could you do this or a similar activity with your mentee? Why or why not?
- c. How do your background similarities and differences make for rich interactions with your mentee?

Review the additional resources available and ask the participants to share any other resources that their program has. Distribute session evaluations. Encourage them to bring questions to program staff. Remind folks about upcoming trainings or events as they leave.

We Aren't All the Same

We aren't all the same beneath our
different colored skins.

We aren't identical even without our
different religions, genders, sexual
orientations and cultural backgrounds.

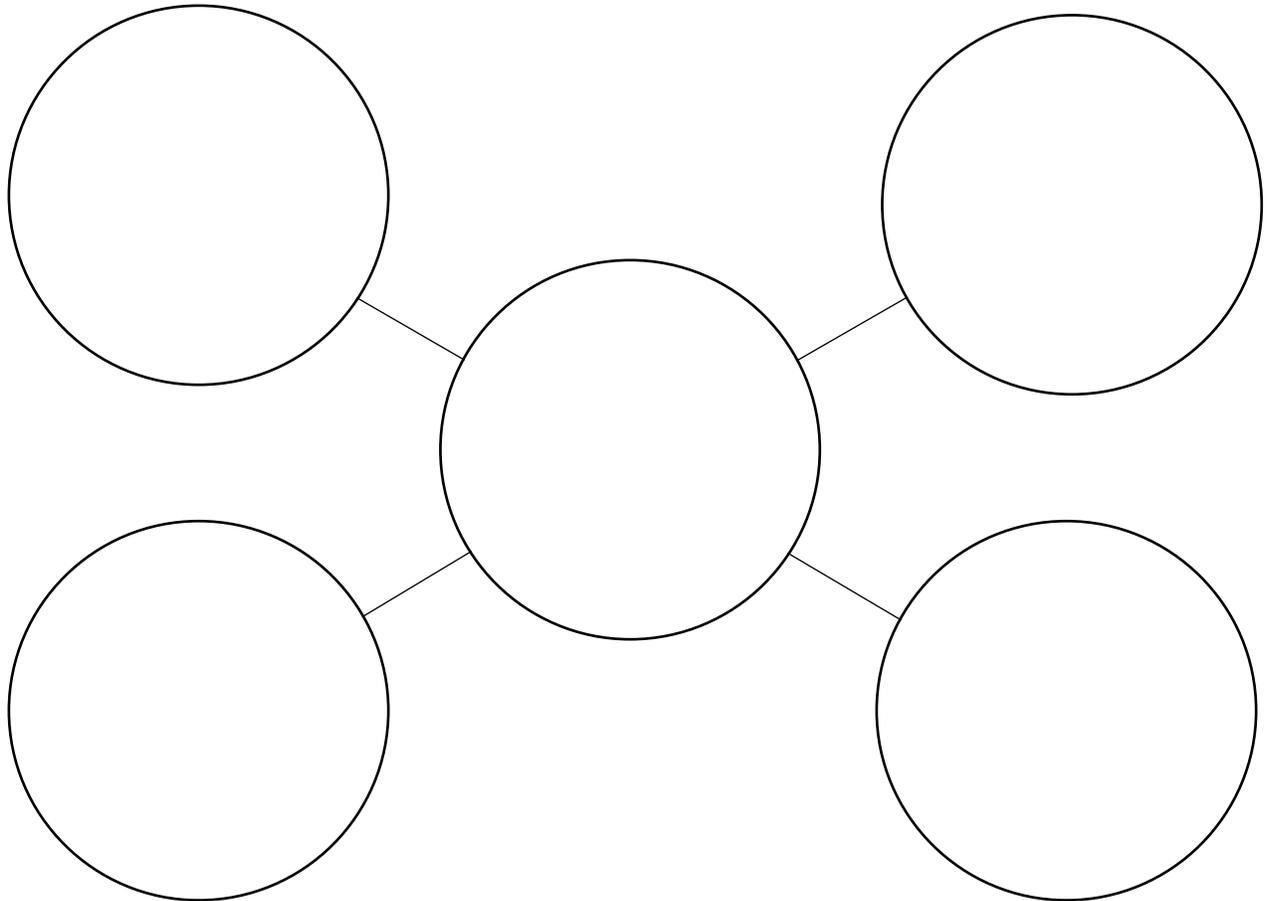
But that doesn't mean we don't share
important values, experiences, goals
and dreams. The key to getting along
is not to pretend that differences don't
exist.

Instead, we need to learn about
differences, learn to accept them and
let ourselves enjoy them.

— Lynn Duvall, *Respecting Our
Differences: A Guide to Getting
Along in a Changing World*

Circles of Myself

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles—an identifier or descriptor that you feel is important in defining you. This can include: Race, gender, family role, job or career role, religion, country of origin, etc.



HANDOUT 3: Sentence Strips

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

"I am (a/an) _____, but I am NOT (a/an) _____."

-----cut here-----

Wrap-Up Questions

1. How does identity (both yours and your mentee's), along with pervasive stereotypes, affect your role or relationship with your mentee?
2. Could you do this or a similar activity with your mentee? Why or why not?
3. How do your background similarities and differences make for rich interactions with your mentee?

Exploring Our Identity and Its Impact on the Mentor/Mentee Relationship

RESOURCES

Web Resources

coAction

An organization that provides diversity and communication training to schools and organizations with the philosophy that a communication structure that honors the presence of multiple perspectives generates shared meaning and supports the development of trust.

<http://www.antiracism.com>

National Latino Children's Institute

The NLCI is a nonprofit, nonpartisan organization that focuses on Latino children, with the mission to serve as the voice for young Latinos. NLCI promotes and implements the National Latino Children's Agenda through a variety of strategies.

<http://www.nlci.org/>

Pew Hispanic Center

The Pew Hispanic Center's mission is to improve understanding of the diverse Hispanic population in the United States and to chronicle Latinos' growing impact on the nation. The center strives to inform debate on critical issues through dissemination of its research to policymakers, business leaders, academic institutions, and the media. A variety of reports are available to obtain information and statistics about the growing Hispanic population in the U.S.

<http://pewhispanic.org/>

RACE – The Power of an Illusion

The online companion to California Newsreel's three-part documentary about race in society, science, and history. The Web site provides informational readings, activities, and resources about race and the history of how race has been defined and impacted by society.

http://www.pbs.org/race/000_General/000_00-Home.htm

Students Challenging Racism and (White) Privilege (SCRAP)

This Web site has resources on racism, antiracism, and whiteness. SCRAP seeks to communicate a comprehensive understanding of racism: how it

works on many levels (institutionally and individually), how it functions at the level of everyday assumptions, actions, and representations, how white people benefit from the disadvantages of people of color, and how not discussing or confronting racism is the best way to perpetuate it.

<http://www.canopyweb.com/racism>

Books and Videos

A class divided. Peters, W. (Producer/Director). (1997). [Television broadcast]. Alexandria, VA: Public Broadcasting Services.

A 60-minute video about a public school teacher from Riceville, Iowa, and her third-grade students, whom she divided into blue- and brown-eyed groups for a lesson in discrimination. The video also shows the reunion of the students after 15 years.

A class divided: Then and now. Peters, W. (1987). (Expanded ed.). New Haven, CT: Yale University Press.

A book describing the 1985 reunion of students who were divided into blue- and brown-eyed groups for a lesson in discrimination and chronicles the profound and enduring effect on the students' lives and attitudes.

A place to begin: Working with parents on issues of diversity. Pulido-Tobiassen, D., and Gonzalez-Mena, J. (1999). San Francisco, CA: California Tomorrow.

A resource for raising children who feel good about who they are and who learn to appreciate and respect people who are different.

A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life. Helms, J.E. (1992). Topeka, KS: Content Communications.

This book examines how the recognition of white racial identity may help to end racism. White people generally fail to understand that they have

a racial identity and that having it doesn't have to be a negative. This book is useful for whites and others, and includes examples and activities that enhance the reader's understanding of the part race plays in our lives.

And don't call me a racist! A treasury of quotes on the past, present, and future of the color line in America. Mazel, E. (Ed.). (1998). Lexington, MA: Argonaut Press.

This is a collection of over 1,000 quotes from blacks and whites aimed toward understanding and resolving the problems of prejudice and racism. Some quotes display the bittersweet humor that has helped blacks through their history of oppression; and some quotes reveal the contrast between the advantages of being born white and the burden of being born black.

Children of 2010. Washington, V., and Andrews, J. (Eds.). (1998). Washington, DC: National Association of the Education of Young Children.

This book addresses some of the issues involved in making democracy work for the next generation of children, the children of 2010. It is based on a series of three dialogues conducted in 1998 by a small group of national leaders who are involved in creating a better future for children, youth, and their families. The book invites readers to form dialogue groups to explore these issues and to become active in solving problems that will contribute to an inclusive democracy for all our children.

Diversity consciousness: Opening our minds to people, cultures and opportunities. Bucher, R.D. (2000). Upper Saddle River, NJ: Prentice Hall.

A useful guide to raising diversity consciousness, and how being open to other cultures is necessary for a quality education and successful career. This book offers a wide variety of real-life student experiences and perspectives throughout the book, along with self-reflective journal questions and interactive exercises. Current discussions on diversity and workplace issues help the reader positively and effectively deal with a variety of diversity issues in the workplace.

Drawing strength from diversity: Effective services for youth and families. Chang, H.N., De La Rosa Salazar, D., and Leong, C. (1994). San Francisco, CA: California Tomorrow.

Drawing Strength From Diversity builds on the foundation being laid by current human services reform efforts, which focus on interagency collaboration, community decision making, creative financing and improved outcomes, among other strategies.

Embracing identities in early childhood education: Diversity and possibilities. Grieshaber, S., and Cannella, G.S. (2001). New York: Teacher's College Press.

This book draws on the work of early childhood teachers and teacher educators and provides examples of creative ways in which practitioners and theorists are rethinking their work. The thinking, theorizing, and practical applications of the text lie in equity, difference, and the recognition of racial, ethnic, and sexual diversity. Some of the issues discussed are of equity and fairness in observing young children; gender identities in the early years; and working with nontraditional families.

No more lies, no more shame [Curriculum]. California Tomorrow. (2003). Oakland, CA: Author.

This curriculum is for progressive educators and organizers who work with youth and are interested in exploring cultural stereotypes, colonization, identity politics, and oppression and resistance.

Respecting our differences: A guide to getting along in a changing world. Duvall, L. (1994). Minneapolis, MN: Free Spirit Publishing.

This book encourages young people to become more tolerant of others and savor the rich variety of America's changing culture. Real-life examples profile students from across the country who are working to promote tolerance in their schools and communities. The thought-provoking questions found in the book's "Time Out" sections can be used by independent readers as discussion starters for classrooms or youth groups.

Teaching/learning anti-racism: A developmental approach. Derman-Sparks, L., and Philips, C.B. (1997). New York, NY: Teachers College Press.

This book explains the interaction between teachers and students as they grapple with learning about racism and becoming antiracist. It describes the conceptual framework for antiracism and the premises underlying the researchers' pedagogy. It

describes the course "Racism and Human Development," and through student writings shows how each class session contributes to the progression of students' growth from pro-racist to active anti-racism.

The first R: How children learn race and racism. Ausdale, D., and Feagin, J. (2001). Lanham, MD: Rowman and Littlefield.

The authors spent 11 months at a racially diverse day care center observing children from three to six years old. They found that the children were not too little to understand race or ethnicity, and were deliberately using hurtful words and attitudes to discriminate and segregate. The authors note the need for more research in this area.

TRAINING SESSION 6

Goal Setting With Your Mentee

Author:	Christian Rummell
Duration:	90 minutes
Materials:	Chalkboard or newsprint, chalk or markers, handouts, index cards
A/V:	None
Room set-up & preparation:	Place chairs in U shape facing the chalkboard or newsprint. Write up the “Agenda” on newsprint or on whiteboard/chalkboard
Description:	Goal setting is an important part of the mentoring relationship. Research has documented the power of a mentor to create opportunities for youth to become successful in school, improve peer relations, and make healthier choices. ¹ Goal setting is an integral part in providing these benefits. By gaining awareness of the importance of goal setting and incorporating this feature into the mentoring relationship, mentors can give their youth greater skills and more practice in meeting their potential. This session will explore strategies that mentors can use to help youth use their strengths and values to achieve their dreams and hopes.
Session goals:	By the end of the session, participants will: <ul style="list-style-type: none">• Learn more about the importance of goal setting• Gain goal-setting skills that build on the strengths of their mentee to promote long-term goal achievement• Learn about new goal-setting activities that can easily be implemented into the mentoring relationship

¹Tierney, J.P., and J.B. Grossman (with Resch, N.L.). (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

Agenda & instructions:

1. *Introductions*

10 minutes

Have the mentors introduce themselves individually by telling the group: a) their name; b) how long they have been matched with their mentee; and c) a goal that they recently achieved.

Trainer's note: Once all mentors have introduced themselves, review the agenda and the goals for this workshop. You should also let your mentors know that this session will be “experientially based,” meaning that they will have the chance to explore their own goals and gain personal insights into some of the challenges and potential that goal-setting activities will offer their mentees. Throughout the session, they will actively participate in a goal-setting model that they can adjust and adapt to their youth.

2. *Defining a Vision for the Future*

10 minutes

Pass out index cards to the participants. Ask them to write their name in the center. Have them write four strengths that they possess, one in each corner. Strengths can be anything that they feel good about such as caring, thoughtful, good listener, funny, etc. If you have time before the workshop, prepare your own index card as an example for the participants.

3. *Present the Strengths to Goals Handout*

15 minutes

Distribute Handout 1: “Using Strengths To Promote Goals.” Go over each step in the process and talk with mentors about the importance of using strengths to build goals. Remind mentors that their role, as a guide, is to help build mentee strengths into important resources to achieve their personal, academic, and short- and long-term goals.

4. *Pair Work*

20 minutes

Have pairs of mentors complete Handout 2: “Goal Setting Worksheet.” For the first 10 minutes, have Mentor 1 play the role of the mentee. This person will share their strengths with their partner. Mentor 2 will play the role of the mentor, guiding the mentee through the process of completing the worksheet by asking questions, providing feedback, and guiding the mentee. After 10 minutes, have the mentors switch roles.

5. Large-Group Debrief

10 minutes

Ask volunteers to share and discuss their thoughts around the goal planning activity. What steps did they find useful? What steps do they think are important in their work as mentors?

6. Presentation: Adapting the Model for Mentees

15 minutes

Pass out Handout 3, "Adapting the Model for Mentees." After reviewing the handout, ask them to brainstorm ways that they can make this model accessible for their youth, including activity ideas and potential ways to make the model more interactive and fun.

7. Key Debrief

5 minutes

Review the session goals for participants:

- Goal setting is an important part of the mentoring relationship
- By personally participating in a goal-setting workshop, mentors can gain better insight into the challenges and potential for goal-setting techniques to make a difference in their mentees
- Mentors can improve goal-setting skills in youth through a variety of interactive and fun activities

8. Final Questions and Closing

10 minutes

Ask participants to discuss any final comments or questions about what was just covered. Pass out a session evaluation form. Remind folks of any upcoming training or events.

Using Strengths To Promote Goals

This goal-setting model uses individual strengths to promote achievement of personal, academic, and short- and long-term goals. Through this model, you will gain an additional tool to build goals for yourself and your mentee. Because goal setting is an essential part of your work as a mentor, this model will help you to become better prepared to guide your mentees through important steps that will enrich their ability to reach their potential.

Also, you can think of each step as an area in which you can help your mentee develop skills through fun and interactive activities. By giving mentees opportunities to practice any and all of these step areas, you give them incredible tools to achieve their dreams.

Step 1. Defining Strengths

The first step in this model is to define personal strengths. What are the qualities, skills, and characteristics that you would define as your strengths? What are the abilities that you bring with you that you can use as a foundation for future success?

Step 2. Envisioning the Future

Step 2 will help you see goal setting in the big picture. What is your ideal future like? How do you want to be living in 10 or 20 years? What do you want to achieve in the long term? By thinking long term, you will gain insight into what you truly value in your own life purpose. This will help to connect your goals and short-term activities with your long-term dreams.

Step 3. Goals for Action

Now that you have reflected upon your personal strengths and your vision for the long-term future, try to choose three to five short-term goals that will help to move you toward that long-term vision.

Step 4. Concrete Tasks

What specific and concrete activities can you start doing now to start you on your way to achieving these goals? Describe each activity and set a date by which you plan to accomplish the activity.

Step 5. Problem-Planning

Think about potential barriers in your goal setting. What can get in the way of achieving your goals? What preventive steps can you take to prepare you for these barriers?

Step 6. Reflection

After you have worked toward your short-term goals, you should spend some time reflecting on how your goal-achieving activities worked. What did you learn? Have your goals changed? What specific activities worked and didn't work?

Goal-Setting Worksheet

Step 1. Defining Your Personal Strengths

Think about the personal resources you bring with you that can help you in goal setting.

Strength 1: _____

Strength 2: _____

Strength 3: _____

Strength 4: _____

Step 2. Envisioning Your Future

How do you see yourself in 10 or 20 years? What do you want to be doing in the long term?

Describe your vision:

Step 3. Establishing Short-Term Goals

What are three short-term goals that you can accomplish that relate to your long-term vision?

Goal 1:

Goal 2:

Goal 3:

HANDOUT 2 (cont.)

Step 4. Goal Activities

Describe activities in which you will participate that will help you achieve your goals. Set concrete dates and times for when you will accomplish these activities. If this is a recurring activity, describe how often you will do it (e.g., 1 time a day, 1 time a month, etc.)

Activity 1:	Date this will be accomplished:
Activity 2:	Date this will be accomplished:
Activity 3:	Date this will be accomplished:

Step 5. Planning for Potential Barriers

What are the barriers that may prevent you from accomplishing your goal? What steps can you take to overcome these barriers?

Barrier 1:	Preventive step:
Barrier 2:	Preventive step:
Barrier 3:	Preventive step:

HANDOUT 2 (cont.)

Step 6. Reflection

This step should be done throughout the goal-setting process.

What did you learn? How have you changed since working on your goals?

Reflection:

Adapting the Model for Mentees

While this model will be easily accessible for you as an adult, it also offers potential goal-setting opportunities for your mentee.

Instead of taking your mentee through a worksheet, there are many ways that you can adapt its ideas for easy implementation in your mentoring relationship. You should be creative, have fun, and use this as a way of building skills for your mentee to grow and reach his or her potential.

Maybe each step can be seen as a skill area that you can work on with your mentee. By creating fun and interactive opportunities for her (or him) in any of these goal-setting areas, you will be giving her skills to achieve her goals. The following activities should give you some ideas for ways to build goal-setting skills into your mentoring relationship.

Step 1. Defining Strengths

- Have a conversation with your mentee about what he or she feels good about. What does your mentee like about himself or herself? What special qualities do you see in him or her?
- “Strength” Bingo. Have your mentee create a bingo card with all his strengths listed on the card. This will help the mentee identify strengths and will provide an interactive opportunity for you to talk with him about his qualities
- Create a rap song, poem, or collage from magazines that asks the mentee to identify her strengths. You can work with each other to share your own positive traits or stories.

Step 2. Envisioning Your Future

- Have your mentee create a “life map” of where he wants to go in 20 years. Ask him to write the milestones, travels, jobs, families,

and dreams that he sees in his future. What does the map look like? How does he get there?

- Have the mentee write a “time traveler” letter to herself. Ask her to write the letter from the perspective of herself as an adult in the future. What does she see from 20 years in the future? How have things changed since she was a child participating in a mentoring program? What is different? Prompt her to write the letter from the perspective that she has achieved all her greatest dreams.

Step 3. Establishing Short-Term Goals

- Build a tower with your mentee out of newspaper and masking tape or other supplies. Ask the mentee to define the goals for what the tower will look like. How tall will it be? How wide will it be? What will it look like? Use this activity to discuss ways that your mentee can apply this activity to

his academic, personal, short- or long-term goals. Ask him prompting questions about ways that he can use this activity to think about goal setting.

- Play a game with your mentee. Ask her to discuss personal goals for the game and you can share your own. Goals are much bigger than just winning the game—you can set goals for having fun, being respectful, or even around asking questions. When the game is complete, ask your mentee about how she accomplished her goals? What did she do? How can she apply this to school? Other relationships?

Step 4. Goal Activities

- Plan a day together. What will you do with your time together? You can ask your mentee to be a famous tour guide and work with him to create an agenda for the day. Discuss specific activities that will happen and when they will happen.
- Plan a service-learning project together. Work with each other to

decide on a community need that should be met. This could be anything from a canned food drive at school to a garden project at a site. Set specific activities and dates for how you want to accomplish this project. Who will do what? By when?

Step 5. Planning for Potential Barriers

- Playing games or sports together can provide great opportunities to talk about strategies that you use to plan for potential challenges. How did you prepare for the big game? What did you do? Why did you make a specific chess move that prevented the loss of a piece?
- While planning any activity for the day, ask the mentee to discuss potential challenges that may get in the way. What are potential “rainy day” plans that can help you ensure a great time together even if something goes wrong?

Step 6. Reflection

- Make a mentoring relationship portfolio to document the growth that you have both had since you began your relationship. Use photographs, create drawings, post grades, or use magazine cutouts.
- Ask your mentee to keep a journal. Have him or her write out all the activities that you have done together throughout the year.
- Ask your mentee to talk about his or her personal growth throughout the year. What has changed? What is still the same?

Goal Setting With Your Mentee

RESOURCES

Becoming a Co-pilot: A Handbook for Mentors of Adolescents. Effective Skills and Strategies for Reaching and Encouraging Middle and High School Youth, by R.P. Bowman and S.C. Bowman (Chapin, SC: YouthLight, 1997).
<http://www.youthlight.com/main.html>

Community Mentoring for Adolescent Development: Trainer's Manual, (Waco, TX: Baylor University Health Education and Wellness, 2004, Rev. ed.)
http://www.mentoring.org/program_staff/manage/mentor_trainers_manual.php

Elements of Effective Mentoring: A Mentor Training Manual for the In-school Volunteer Mentor, (Wilmington, DE: Creative Mentoring, 2001).
<http://www.creativementoring.org/cmweb/cmpublications.html>

Get Real. Get a Mentor: How You Can Get to Where You Want to Go With the Help of a Mentor, by B.E. Webster (Folsom, CA: EMT Associates, 2000).
http://www.carsmentoring.org/publications/listing.php?publication_id=114

My Mentor and Me: The High School Years. 36 Activities and Strategies for Mentors and Mentees To Do Together During the High School Years, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2001).
<http://www.preventionworksct.org/publications.html>

My Mentor & Me: The Middle School Years. 36 Activities and Strategies for Mentors and Mentees During the Middle Years, Including Tips for Talking About Bullying, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2003).
<http://www.preventionworksct.org/publications.html>

What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens, by B.K. Bachel (Minneapolis, MN: Free Spirit, 2001).
http://www.freespirit.com/catalog/item_detail.cfm?ITEM_ID=65

Introduction to Understanding Adolescent Health Issues

Author: Patti MacRae

Duration: 60–90 minutes

Preparation: Learn about the health resources in your community and develop a list for mentors. Good places to start include: school health centers, library resources, local health or crisis hotlines, and upcoming health fairs.

You may prefer to focus your session on issues that you know your mentors have interest in or concerns about. If so, do some research on these areas and be prepared with some additional handouts on those topics.

Outside expert: Bringing in an outside health expert for this topic can be very helpful. If a speaker is planned, decide in advance where this person would fit into your agenda. You may wish to have her/him speak on a specific issue after your general training, or to address one or more of the agenda items. Or you may want her/him to start off with an overview of adolescent health, followed by an interactive session. However you use this speaker, be sure to build in time for questions and answers.

In addition to this session, consider asking the group for input on additional health information they would like to hear, and plan a follow-up session with a speaker who can address these topics.

Speakers might include a school health nurse from middle or high school, a pediatric nurse or pediatrician, a community health worker, a 4-H or extension service staff person, or a county health specialist.

Materials: Easel with newsprint and markers, index cards, Handouts 1 and 2, examples of books suitable for children and teens on health issues (from your local library), additional health fact handouts from Web sites.

Room set-up: Place chairs in U shape facing the easel.

Description: As children enter adolescence, they begin to experience many physical and emotional changes. They also become more independent and will be making choices about activities that can affect their health and well-being, and may be pressured by peers to engage in risky behaviors. At the same time, they may become more self-conscious and less open to talking about their health-related needs and concerns and more likely to get information from peers rather than parents or care-givers. Mentors can play an important role in helping mentees deal with health-related questions and problems. They can model healthy behavior and find opportunities to encourage healthy and safe habits in their mentees. This session will help mentors understand some of the important adolescent health issues and how to talk with mentees about them.

Session goals: By the end of the session, participants will:

- Be introduced to common adolescent health issues and health risk behaviors
- Develop skills that will help them address health issues with mentees
- Understand the role of the mentor in modeling and encouraging healthy behaviors
- Receive print, online, and community resources to learn more about health issues

Agenda & instructions:

1. Introductions

10 minutes

- Have the participants introduce themselves and say how long they have been a mentor and how old their mentee is.
- Ask each to relate one health-related issue that has come up or that he/she thinks is an issue for the mentee.
- Record their responses on the newsprint. Ask them to think of any other health-related issues that aren't already on the list and add these.
- This activity may raise issues of confidentiality and essential values, especially around specific mentees' health issues. Encourage mentors to meet with you separately if they have follow-up concerns or questions.

2. Handout 1: “Health Issues for Adolescents”

15 minutes

Pass out Handout 1 and ask participants to read the information. Explain that the list represents agreement among major health associations, including the American Medical Association, the American Academy of Family Physicians, and the American Academy of Pediatrics. Many resources can be found online under these broad categories.

Using the handout, have the participants identify how each of the items on the list of health issues they made earlier fits under these broad health categories. Depending on the size of your group, you can do this together or break the group into several smaller workgroups and have each group take two or three of the categories. Have them feel free to add more items under each category as they discuss them. Use a separate piece of newsprint to record the information, and post them around the room.

3. Many People Have a Role in, and an Impact on, a Child’s Health

10 minutes

Looking at the lists and thinking about your own experiences, either as a child or as a parent or mentor, brainstorm all the people who impact the health and well-being of the mentee. (*Note:* This list should include parents, other adult relatives, siblings, teachers, friends, health professionals, the media, etc.) Tell them to leave their own role of mentor out at the moment. Lead a brief discussion about the role of each of these people in the health of the mentee.

4. What Is the Mentor’s Role?

15 minutes

Ask the participants to think about their roles as mentors. A quick brainstorm will elicit the major roles: role model, friend, teacher, coach, guide, listener, and supporter.

Break into small groups and give each an index card. Have group members talk about how these roles can help them encourage healthy behavior and help mentees be safe and healthy. On index cards respond to the following:

- *Skills that may be helpful* when talking with mentees about health issues
- *Activities they can do* with mentees to highlight healthy habits, safety, and avoidance of risky behaviors

Have each group report out one or two skills and activities it came up with. Write responses on newsprint and post. Facilitate a brief discussion about the lists and any issues that came up during their small-group work. Some talking points might include:

- How could some of the activities listed be implemented by mentors?
- How can the skills listed help mentors overcome potential discomfort in talking with mentees about sensitive health issues?
- When could personal disclosure be an appropriate communication technique when talking to mentees about health issues?
- What roles are NOT appropriate for mentors when dealing with their mentees' health issues? Examples include "expert," "judge," or "parent."

5. *When and Where To Turn for More Help*

10 minutes

Sometimes issues will come up that may require the intervention of a health care professional. Examples might include a mental health specialist, doctor, nurse, nutritionist, etc.

Remind participants that your confidentiality policy describes how to handle situations in which they need to share information with the program coordinator. In general, mentors should *not* talk directly with a professional or recommend that mentees go to someone; this should be handled by program staff.

Activity: What issues might need the intervention of a health care professional?

- Have participants go back to the lists of health issues they created earlier.
- Have them identify which items on the list could require the involvement of someone other than the mentor and should be brought to the attention of the program. Circle the items that they identify.
- On a clean sheet of newsprint write "When To Get Professional Help." Ask participants what are some common warning signs that professional medical help may be needed? Record responses.
- Review Handout 2: "When a Health Concern Becomes Significant."

Allow some time for discussion and questions.

6. *Final Questions & Closing*

5 minutes

Before closing, be sure that participants understand program policies and procedures on mandatory reporting, confidentiality, and other relevant issues. Note that parental values and beliefs are important to consider when discussing health topics and that parental notification or approval may be required before discussing certain health issues. For this reason it's important for mentors to check in with program staff for guidance when a health-related issue emerges.

Primary Health Issues for Adolescents

Accidental injuries

Oral health/personal hygiene

Fitness/nutrition/weight/body image

Violence/abuse issues

Reproductive health and sexuality

Tobacco, drugs, alcohol, and other
substance abuse

Mental health: depression/suicide/
mood swings

Social engagement: school performance,
home relations, peers, Internet

When a Health Concern Becomes Significant: Suggestions for Obtaining Professional Help for Mentees

- Understand and follow program guidelines for confidentiality, making a report or referral, handling emergencies, and other policies and procedures.
- If your mentee raises a health concern:
 - ✓ Listen to his/her feelings in a caring and open manner.
 - ✓ Express your personal support and your concern about the situation.
 - ✓ Use active listening and open-ended questions to learn as much as you can about the situation and what your mentee is feeling.
 - ✓ Find out if your mentee has already talked to a parent or professional about the situation.
 - ✓ Remind your mentee that you have limited training in dealing with this issue and suggest that a trained professional could offer more support.
 - ✓ Let the mentee know that the mentoring program staff can help him/her obtain assistance if necessary.
 - ✓ Follow up with program coordinator or other assigned professional if appropriate.
 - ✓ Continue meeting with your mentee, listening and providing encouragement and praise for facing the problem and working on it.
- If you become aware of a serious health concern that the mentee is not sharing with you, such as clear signs of drug/alcohol tobacco use, depression, or suicidal thoughts:
 - ✓ Report your concerns to your program coordinator immediately.
 - ✓ Encourage your mentee to have an honest discussion with you about the concern.
 - ✓ Follow the suggestions outlined above.

Introduction to Understanding Adolescent Health Issues

RESOURCES

KidsHealth

<http://www.kidshealth.org/kid/>

Information for children, with activities, clickable menus of information on a wide range of age-appropriate health topics.

<http://kidshealth.org/teen/>

TeensHealth! was created for teens looking for honest, accurate information and advice about health, relationships, and growing up.

<http://www.kidshealth.org/parent>

Information for parents on surviving the teen years and understanding adolescence, with a focus on health. Also very helpful for any adult working with teens.

Center for Disease Control

<http://www.cdc.gov/healthyyouth/healthtopics/index.htm>

Healthy Youth! Six critical health behaviors and other important health topics for youth.

Bright Futures

<http://www.brightfutures.org/>

Bright Futures is a national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practices.

Bright Futures Family Tip Sheets:

For middle childhood:

http://www.brightfutures.org/TipSheets/pdf/mc_bw.pdf

For adolescence:

http://www.brightfutures.org/TipSheets/pdf/ad_bw.pdf

The American Medical Association Parent Package

<http://www.amaassn.org/ama/upload/mm/39/parentinfo.pdf>

The Parent Package was designed to help physicians share important information about adolescence with parents and adolescent patients. Each of the 15 topics addressed in these handouts contains up-to-date facts, parenting tips, and other resources. An excellent resource for detailed information on specific topics.

A Family Guide to Keeping Youth Mentally Healthy & Drug Free

<http://www.family.samhsa.gov/main/about.aspx>

This is a public education Web site developed by the Substance Abuse and Mental Health Services Administration (SAMHSA) to communicate to parents and other caring adults about how they can help promote their child's mental health and reduce his or her risk for becoming involved with alcohol, tobacco, and illegal drugs.

TRAINING SESSION 8

Helping Your Mentee With Homework

- Author:** Author: Patti MacRae (adapted from materials from the LEARNS project)
- Duration:** 60–90 minutes
- Materials:** Chalkboard or newsprint, chalk or markers, overheads, handouts
- A/V:** Overhead projector
- Room set-up:** Place chairs in U shape facing the chalkboard or newsprint.
- Description:** Helping mentees with homework can be a large part of the academic assistance mentors can provide. Homework elicits a wide range of emotions, from anxiety, to grudging acceptance, to genuine enjoyment. The overall goal of homework is to teach students to work independently, plan effectively, get organized, and think on their own. The mentor’s primary role will be to help the mentee in this endeavor, offering support that encourages the growth of the basic study skills. In this session mentors will learn how to effectively help their mentee with homework.
- Session goals:** By the end of the session, participants will:
- Understand strategies youth need in order to successfully complete homework
 - Identify ways mentors can support mentees as they do their homework
 - Learn key strategies to help mentees overcome difficult homework situations

Agenda & instructions:

1. Introductions

15 minutes

Have the participants introduce themselves, tell the group how long they have been matched with their mentee, and mention any academics issues that have come up with their mentee.

As participants talk, chart academic issues on newsprint or the chalkboard. As you move through the session try to incorporate these issues into your session. If you cannot, state that you will follow up with them later with answers or ideas.

2. *Brainstorm: Understanding Homework* *15 minutes*

Post Overhead 1: “What We Think About Homework.” Have participants discuss in pairs their thoughts to the following questions:

- Think back to when you had to do homework. What are some of the feelings you associated with having to do it? What do you remember about your homework?
- Do you think anything is different about homework today as compared to when you were in school?
- How do you think kids today feel about homework?

Ask for report-outs and additional discussion from the group. How might participants’ own attitudes and experiences with homework help or hinder them as they work with their mentees?

3. *Understanding Strategies: The Role of the Adult in Homework Help* *10 minutes*

Post Overhead 2: The Role of the Adult in Homework Help. Review each strategy and check for understanding

To help the child to think about his/her own learning by:

- Activating prior knowledge
- Inviting students to reflect on their knowledge and learning
- Helping the child reflect on his own work (self-assessment)

To assist the child in attaining homework independence by:

- Organizing: work, directions, priorities
- Modeling a variety of strategies
- Identifying stumbling blocks and/or difficulties
- Offering helpful strategies a child can utilize independently

What are some examples of each of these strategies? Ask for questions or further comment.

**4. What Does Homework Look Like? Examples
From Real Life**

25 minutes

Homework assignments can be confusing to students. Use the examples provided (or find some of your own) to discuss how some assignments are easier than others to understand, and how mentors can help their mentees understand their homework and offer assistance.

Post Overhead 3: “Example 1. Life in the Americas: Sugar and Slaves.”

Ask participants the following questions:

1. What’s your initial reaction to these directions?
2. How many of you had to read this more than once to understand the directions?

In pairs or small groups, have participants discuss the following and then offer their responses to the full group:

1. What would you ask the child to find out if he/she understands the assignment?
2. How could you help the child proceed with the assignment?

Participant responses might include:

- Does the child have the article that he/she was supposed to read?
- Does the child understand the questions being asked? Can he/she explain the assignment to the mentor?
- What did the child think about the article?
- Does the child have a plan for proceeding with the assignment?

Post Overhead 4: “Example 2. Archaeology Video Assignment.”

1. Do you think this assignment is well organized and clear? Why?

Look for responses like:

- The instructions are simple and include examples of what should be included.
- There is room on the paper to write out the answers.
- There are only two questions.

2. In pairs or small groups, have participants discuss how they might help the child with this kind of assignment. Ask for volunteers to report out.

Responses might include:

- Ask the child about the video and why he/she watched it.
- What is the child learning about?
- The mentor might say that he/she doesn't know much about this and ask the child to explain it.
- Help the child jog his memory by asking open questions and following up.
- Remind the child that she only has to write in the space provided.

Post Overhead 5: "Example 3. Math Homework."

1. Ask the participants to share their impressions of this piece of homework:
 - What are the challenges with this kind of homework?
 - How does this page of homework make you feel?
 - How do you think your student might feel about this homework?
 - In pairs or small groups, ask participants to think about ways they could help a student with this homework.

Possible responses might include:

- Make sure they understand the instructions and the basic concepts of fractions.
- Ask if they have a book with examples they could use to help them understand.
- Provide a separate piece of paper to do the problems on.
- Do a few at a time and then take a break or stretch.
- Be empathetic if they seem overwhelmed or nervous about the assignment.
- Offer lots of praise for working on the problems.

Key debrief points:

What general tips or approaches did participants come up with as they went through these three examples? Have the group come up with some key approaches that were used in all three examples, such as:

- They didn't have to be an expert in the particular subject to be helpful.
- The processes that they used included active listening, using open questioning, giving praise, being empathetic.
- They were helping them understand the assignment and organize their ideas.

5. Final Questions & Closing**5–10 minutes**

Distribute Handout 1, "Homework Survival Kit," as one way they can help their mentees get organized and make homework more enjoyable. Also distribute any other resources you think will be helpful and the "Helping Your Mentee With Homework" resource list.

Ask participants for any final questions or comments about what was just covered.

Remind them that teachers have resources that can help mentors as they provide homework help to mentees. Parents should also be kept informed of any successes as well as consulted when there is an ongoing problem.

Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.

How We Think About Homework

Think back to when you had to do homework. What are some of the feelings you associated with having to do it? What do you remember about your homework?

Do you think anything is different about homework today as compared to when you were in school?

How do you think kids today feel about homework?

The Role of the Adult in Homework Help

To help the child to think about his/her own learning (metacognition) by:

- Activating prior knowledge
- Inviting students to reflect on their knowledge and learning
- Helping the child reflect on his own work (self-assessment)

To assist the child in attaining homework independence by:

- Organizing—work, directions, priorities
- Modeling a variety of strategies
- Identifying stumbling blocks and/or difficulties
- Offering helpful strategies a child can utilize independently

Example 1. Life in the Americas: Sugar and Slaves

Name: _____ Date: _____

Directions: Read the article and underline or highlight important words and phrases. Use the information to answer questions 1–3 on a separate piece of paper. For question 4, look around your house for foods that you eat that contain sugar. Think about foods that you eat as a regular part of your diet as well as treats like candy, cake, or cookies.

1. Why were African slaves treated so harshly by the Europeans?
2. How were slaves able to retain their culture? What aspects of their culture were they able to keep?
3. What were two ways that Africans resisted enslavement?
4. Think about the foods you have eaten in the past couple of days. Make a list of 10 of those foods that contain sugar.

Example 2. Archaeology Video Assignment

Name: _____ Date: _____

Today when we watched the video about the African Burial Ground, we saw **ARCHAEOLOGISTS** working on the ABG site.

1. Think about what you saw. On the lines below, write a description of what you observed. Be sure to include specific details. For example:

- What were archaeologists doing?
- What were they wearing?
- What tools were they using?

2. Think about the video and the description you have just written. In your own words, define what archaeology is.

Example 3. Math Homework

Chapter 5

Reinforcement

Practice 5-1

Add. Write each sum in simplest form.

1a. $\frac{7}{15} + \frac{8}{15}$ b. $\frac{7}{8} + \frac{5}{8}$ c. $\frac{8}{9} + \frac{5}{9}$

2a. $\frac{1}{4} + \frac{1}{3}$ b. $\frac{3}{5} + \frac{3}{10}$ c. $\frac{1}{6} + \frac{1}{2}$

3a. $5\frac{1}{2} + 3\frac{1}{4}$ b. $2\frac{1}{6} + 3\frac{1}{2}$

4a. $\frac{1}{2} + \frac{1}{4} + \frac{1}{3}$ b. $3 + \frac{1}{5} + 1\frac{7}{10}$

Subtract. Write each difference in simplest form.

5a. $\frac{5}{8} - \frac{3}{8}$ b. $\frac{11}{6} - \frac{5}{6}$ c. $\frac{19}{10} - \frac{7}{10}$

6a. $\frac{7}{8} - \frac{3}{4}$ b. $\frac{7}{10} - \frac{2}{5}$ c. $\frac{11}{12} - \frac{3}{4}$

7a. $3\frac{3}{4} - 1\frac{1}{2}$ b. $4\frac{6}{7} - 2$

8a. $5\frac{1}{2} - 1\frac{1}{5}$ b. $8\frac{7}{9} - 5\frac{1}{3}$

Add or subtract. Write each answer in simplest form.

9a. $\frac{7}{8} + \frac{1}{2} + \frac{3}{4}$ b. $10\frac{3}{4} - 4\frac{1}{3}$

Practice 5-2

Add. Write each sum in simplest form.

1a. $\frac{9}{12} + \frac{1}{5}$ b. $\frac{7}{20} + \frac{3}{8}$ c. $\frac{1}{7} + \frac{3}{4}$

2a. $\frac{3}{4} + \frac{5}{6}$ b. $\frac{2}{3} + \frac{6}{7}$ c. $\frac{4}{9} + \frac{3}{7}$

3a. $1\frac{5}{9} + 1\frac{3}{4}$ b. $10\frac{1}{3} + 4\frac{7}{8}$

4a. $6\frac{1}{8} + 8\frac{5}{6}$ b. $9\frac{1}{4} + 3\frac{2}{3} + 2\frac{2}{5}$

Subtract. Write each difference in simplest form.

5a. $\frac{4}{5} - \frac{2}{3}$ b. $\frac{8}{9} - \frac{3}{5}$ c. $\frac{5}{6} - \frac{2}{7}$

6a. $\frac{11}{12} - \frac{5}{8}$ b. $\frac{13}{15} - \frac{1}{6}$ c. $\frac{4}{7} - \frac{1}{5}$

7a. $3\frac{3}{5} - 1\frac{1}{4}$ b. $5\frac{7}{8} - 1\frac{2}{3}$

8a. $10 - 3\frac{2}{3}$ b. $9\frac{1}{4} - 5\frac{4}{5}$

9a. $3 - 1\frac{9}{10}$ b. $8\frac{2}{3} - 7\frac{9}{10}$

PROBLEM SOLVING

10. Steve weighs $67\frac{1}{4}$ lb. Mark weighs $\frac{3}{4}$ lb more. Find Mark's weight.
11. Rachel sang for $1\frac{1}{3}$ h and danced for $\frac{3}{4}$ h. How much longer did she sing?
12. On three hikes, Andrew walked $6\frac{1}{8}$ mi, $7\frac{1}{4}$ mi, and $12\frac{1}{2}$ mi. How far did Andrew hike altogether?
13. The sum of two fractions is $\frac{11}{16}$. One fraction is $\frac{3}{8}$. What is the other?
14. Liza has $\frac{4}{5}$ yd of ribbon. If she cuts off $\frac{3}{10}$ yd, how much ribbon does she have left?
15. Jacob needs 8 pounds of apples. If he has already picked $3\frac{5}{8}$ lb, how many more pounds of apples must he pick?

Estimate. Use front-end estimation.

10a. $6\frac{5}{6} + 4\frac{1}{2}$ b. $8\frac{1}{6} - 3\frac{7}{8}$

11. $13\frac{4}{5} + 9\frac{1}{6} + 7\frac{9}{10}$

PROBLEM SOLVING

12. Jeanne is $10\frac{1}{2}$ years old. Her brother Jake is $6\frac{3}{4}$ years old. How much older is Jeanne?
13. Maria rode her bike $2\frac{1}{3}$ mi to the store and then another $1\frac{4}{5}$ mi to the library. How far did she ride in all?
14. Ellen ordered 6 pizzas for a party. Guests ate $4\frac{7}{8}$ pizzas. How much pizza was left over?
15. The theater is showing a double feature. One movie lasts $1\frac{7}{8}$ h. The second movie lasts $2\frac{1}{4}$ h. Estimate the total length of the double feature.

Homework Survival Kit

Checklist of Materials and Supplies

Put a check mark by any of the supplies you think you need to do your homework. Add items not on the list on the lines provided. How many of each is needed?

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Pencils | <input type="checkbox"/> Hole punch | <input type="checkbox"/> Compass |
| <input type="checkbox"/> Pens | <input type="checkbox"/> Stapler | <input type="checkbox"/> Protractor |
| <input type="checkbox"/> Writing paper | <input type="checkbox"/> Scissors | <input type="checkbox"/> Dictionary |
| <input type="checkbox"/> Note cards | <input type="checkbox"/> Paper clips | <input type="checkbox"/> Thesaurus |
| <input type="checkbox"/> Colored pencils | <input type="checkbox"/> Folders | <input type="checkbox"/> Atlas |
| <input type="checkbox"/> Markers | <input type="checkbox"/> Report covers | <input type="checkbox"/> Calendar |
| <input type="checkbox"/> Pencil sharpener | <input type="checkbox"/> 3-ring binder | <input type="checkbox"/> Notebook |
| <input type="checkbox"/> Erasers | <input type="checkbox"/> Rubber bands | |
| <input type="checkbox"/> Glue | <input type="checkbox"/> Simple calculator | |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Ruler | |
| <input type="checkbox"/> Construction paper | | |

Other Supplies

_____	_____
_____	_____
_____	_____

Making Your Personal Homework Survival Kit

Have the student get a large shoebox, sturdy zip-lock bag, or other roomy container. The choice may depend on whether she wants to have the supplies with her in a backpack or at her home. It should be big enough to hold most of her supplies.

Work together to decorate the box or container, personalizing it to make it her own. Use stickers, puff paints, colored tape, markers, paper—whatever you have on hand.

Treasure Hunt

Once you have your checklist completed and have made a container, you can start putting the Homework Kit together.

Spend the next few days having the student find the supplies on the list. Mentors can offer suggestions for where to get some of the items for free (e.g., their school) or inexpensively (the Dollar Store).

When you get back together, go through the list and the supplies gathered. What supplies does the student already have? What is still needed? Make a plan for getting these additional items.

Adapted with permission from: *Connect! Learning Activities to Strengthen Assets*, by Sage Platt, Jill Pappas, Ellen Serfustini, & Kathleen Riggs (Cedar City, UT: Cedar Express Printing & Graphics, 1999).

Helping Your Mentee With Homework

RESOURCE LIST

Hundreds of Web sites offer homework help for students, some better than others. Many local libraries have Web pages devoted to helping students with homework assignments. School libraries are also excellent places to go to get recommendations for both Web and print resources.

Web Resources

The U.S. Department of Education has many useful online resources that are geared to parents but can easily be adapted for mentors working with their mentees. Most materials are available in English and Spanish.

<http://www.ed.gov/parents/landing.jhtml?src=pn>

LEARNS provides training and technical assistance for literacy, tutoring, and mentoring programs. Their Web site offers an array of practical tips and thought-provoking articles to help literacy, tutoring, and mentoring programs enliven their sessions with students.

<http://www.nwrel.org/learns>

This issue of the LEARNS online newsletter *The Tutor* is devoted to homework help.

<http://www.nwrel.org/learns/tutor/spr2005/spr2005.html>

A wealth of articles and resources on tutoring, homework help, learning concepts, and more.

<http://math-and-reading-help-for-kids.org/index.html>

Originally developed by Baylor University to train college students to mentor young adolescents, the Community Mentoring for Adolescent Development (CMAD) manual has

been revised and updated by MENTOR/National Mentoring Partnership. This section offers helpful information about study skills and tutoring.

http://www.mentoring.org/program_staff/files/06_MentorTrng.pdf

Print Resources

These and other print resources are available for loan to ED Mentoring grantees from the National Mentoring Center library. Browse the catalog at <http://www.nwrel.org/mentoring/library.html>

Connect! Learning activities to strengthen assets. S. Platt, J. Pappas, E. Serfustini, and K. Riggs (1999). Cedar City, UT: Cedar Express Printing and Graphics.

Elements of effective mentoring: A mentor training manual for the in-school volunteer mentor. Creative Mentoring. (2001). Wilmington, DE: Author.

Making the grade: A guide to incorporating academic achievement into mentoring programs and relationships. A. Cannata, M. Garringer, P. MacRae, D. Wakeland (2005). Washington, D.C: U.S. Department of Education Mentoring Resource Center.

“What Should We Do?” Planning Activities With Your Mentee

- Author:** Amy Cannata
- Duration:** 60 minutes
- Preparation:** Create a list and/or calendar of activity ideas for matches. Photocopy the list/calendar for this session.
Option: Invite project partners or representatives from local youth centers to present their onsite activity schedules to your mentors.
- Materials:** Chalkboard or newsprint, chalk or markers, note cards or scratch paper
- Room set-up:** Place chairs in U shape facing the chalkboard or newsprint.
- Description:** Planning and deciding on activities can be a major challenge for mentoring pairs. Mentoring research illustrates time and again that effective matches allow the mentee to be the primary decision maker for match activities.¹ Yet, mentees are not always aware of the variety of activities available. This is why the mentor plays an important role in providing ideas and parameters for each meeting. This session explores ways for matches to figure out “what to do.”
- Goals:** By the end of the session, participants will:
- Understand the resources available in their community for match activities
 - Learn how to help their mentee decide on match activities that are relevant to their interests

¹Jekielek, S., K.A. Moore, and E.C. Hair (2002). *Mentoring programs and youth development: A synthesis*. Washington, DC: Child Trends.

Agenda & instructions:

1. *Introductions*

10 minutes

Have participants introduce themselves and tell the group what they did during their last match meeting.

2. *Activity: When I Was Your Age Visualization*

20 minutes

Ask the participants to think back to when they were a child. Now ask them to visualize themselves at the same age as their mentee. Use the following phrases to help them visualize:

- *How did your bedroom look?*
- *What books did you like reading?*
- *What was your favorite subject in school?*
- *What did you look forward to after school?*
- *What sports/hobbies did you enjoy?*
- *What did you like to collect?*
- *What made you unique?*

Ask them to keep those images in their mind. Now ask, “What was your favorite activity during this time in your life? What were you really into?”

Record their responses on the chalkboard or newsprint. Review the list and have the group talk about how the activities might be changed to appeal to the kids your program serves. Have the group expand one of the activities listed. For example, if a participant says that his/her favorite activity was playing on the jungle gym, talk about related activities that a match might pursue, such as researching famous Olympic gymnasts, attending a sporting event, designing the ultimate jungle gym using popsicle sticks, or using the Internet to learn about sports-related careers.

Have participants go through the same process of expansion using their mentee’s favorite activity or one of their own. Have them write down activity ideas on their note cards or scratch paper. Give them about five minutes to complete this task. Ask for a few more report-outs.

3. *Review Available Options*

10 minutes

Take a few minutes to review what type of activities mentors and mentees can participate in at their program site and in the community. Mention any free or low-cost activities on the horizon. Remind mentors of any group outings or school events that are scheduled. Review the calendar of events/activity list you created.

4. Key Debrief Points

5 minutes

- The expansion activity can also be done with mentees to help them generate ideas for match activities.
- Keep in mind that activities should adhere to program policies around off-campus outings (if applicable), amount of money that can be spent, and liability and safety issues. Remind them to check with program staff if they are unsure if an activity is okay.
- Encourage mentors to suggest activity ideas that take advantage of other program offerings (e.g., a group museum trip or open gym time) and that mesh with program goals.
- In a community-based program mentors should check in with the mentees' parents and program staff before embarking on any new or out-of-the-ordinary activities.

5. Final Questions & Closing

5–10 minutes

Have each mentor report an activity idea for his/her next match meeting.

Ask for any final questions or comments about what was just covered. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.

What Should We Do? Planning Activities With Your Mentee

RESOURCES

Becoming a Co-pilot: A Handbook for Mentors of Adolescents. Effective Skills and Strategies for Reaching and Encouraging Middle and High School Youth, by R.P. Bowman and S.C. Bowman (Chapin, SC: YouthLight, 1997).
<http://www.youthlight.com/main.html>

Connections From School to Career: A Journey with My Mentor into the World of Work, by K. Faggella and J. Horowitz (Westport, CT: Ideas 'R' Popping, 1995).
<http://www.creativementoring.org/cmweb/cmotherpublications.html>

Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults, by K. Probst (Minneapolis, MN: Search Institute, 2006).
<http://www.search-institute.org/catalog/product.php?productid=16424>

Mentoring: Suggested Activities for Mentors and Youth, (Sacramento, CA: State of California, Department of Alcohol and Drug Programs, Reprinted 2000).
<http://www.adp.ca.gov/rc/pdf/1001.pdf>

My Mentor and Me: The High School Years. 36 Activities and Strategies for Mentors and Mentees To Do Together During the High School Years, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2001).
<http://www.preventionworksct.org/publications.html>

My Mentor & Me: The Middle School Years. 36 Activities and Strategies for Mentors and Mentees During the Middle Years, Including Tips for Talking About Bullying, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2003).
<http://www.preventionworksct.org/publications.html>

What on Earth Do I Do With My Mentee? 50 Mentoring Activities to Get You Started, by M. Boyles (Atlanta, GA: Communities in Schools of Georgia).
<http://www.cisga.org/PLC/MentoringProgram/MentoringActivities.pdf>

A Year's Worth of Mentoring Activities, (Sacramento, CA: Governor's Mentoring Partnership).
http://www.mentoring.ca.gov/pdf/mentoring_activities.pdf

Working With the Mentee's Family

- Author:** Elsy Arévalo
- Duration:** 60 minutes
- Materials:** Chalkboard or newsprint, chalk or markers, note cards or scratch paper
- A/V:** None
- Room set-up:** Small groups of four or five people
- Description:** Mentors can benefit greatly from learning how to effectively work with parents. Though often staff will have to directly mediate the relationship between the mentor and the parents or guardians, there is a lot staff can teach the mentors about the best ways of interacting with their mentee's family.
- Session goals:** By the end of the session, participants will:
- Understand typical situations that may arise with the mentee's family
 - Be prepared to respond to their mentee's family
 - Develop guidelines and tips on how to deal with family situations effectively

Agenda & instructions:

1. *Introductions*

10 minutes

Have participants introduce themselves and share one of the strengths or skills they bring into their mentoring relationships. Bring closure to the exercise by thanking them for sharing their strengths and for being willing to be challenged, grow, and learn through the mentoring relationship.

2. Scenarios

15 minutes

Split group into four or five members for small-group discussions. Give each group a different scenario and ask them to:

1. Decide as a group how they would handle the situation.
2. Chose two people to role play their agreed-upon response.
3. Give them 15 minutes to discuss the scenario and then bring the group back together.

Trainer Note: Remember, the scenario recommendations are just general guidelines. The scenarios you choose as well as the responses to those scenarios should be tailored to fit the needs of the population you are serving, the skill level of your mentors, and the policies of your organization.

3. Role Play

15 minutes

Have each group role play their scenario in front of the group, modeling their recommended approach. Ask for feedback and questions from the group.

4. Key Debrief Points

5 minutes

Once each group has role played its scenario, help facilitate and wrap up the discussion by highlighting the things that worked well and adding your recommendations and guidelines for each of the scenarios that were not already mentioned in the role plays.

5. Final Questions & Closing

5 minutes

Ask participants to share one insight they gained from the meeting. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.

Scenario 1

You and your mentee have been struggling to meet on a regular basis. The last two times he has not been home when you arrived. When you've tried to call in advance the phone is either disconnected or he does not seem to receive the messages. What should you do?

There are three points to keep in mind when dealing with this issue:

1. Be understanding. This is perhaps one of the most frustrating issues the majority of mentors have to deal with. Being stood up can often make mentors feel like giving up. However, remember that most children have never made "appointments" to meet with adults and do not have Palm Pilots to schedule their time. Additionally, remember that children do not have as much control over their lives as adults do. Getting a message from their siblings may be a struggle or arriving on time may be challenged by what is going on at home. It is this very instability (moving frequently, not having access to a phone, etc.) that will make your steady and consistent presence all the more important.
2. Share your feelings. Being understanding, however, does not mean that you shouldn't address the issue. You can share your concerns with your mentee by simply speaking honestly about your feeling, "I really enjoy seeing you and look forward to our outings. However, when I arrive to pick you up and you are not there it makes me feel sad and disappointed." You can use the same strategy when working with your mentee's family to elicit their support.
3. Seek the support from staff or other mentors. You will greatly benefit from tapping the experience of your program manager or the wisdom other mentors have gained. Some of the ways in which mentors have approached this issue include:
 - Create stability and consistency in your meetings. Generally, when children and their families have a lot of instability going on in their lives it is challenging to remember what is supposed to be going on and when. It may be helpful to agree to meet or call at the same time and on the same day each time to create some consistency.
 - Have a "match calendar." This is something that the two of you can create together. In this calendar you can plan calls, outings, include contact information, etc. Give a copy of the times you will be meeting to the parents or guardians.
 - Call the night before and even the day of if necessary to remind the family about your meetings.
 - You can seek the help of program staff to contact the family and your mentee.

Scenario 2

Your mentee has shared with you that her father is always angry and emotionally absent. You've also learned that he is a gambler, does not work, and that as a result the family is going through financial problems. The last time you two met, she implied that her father was also involved with other women. As a result, your mentee is having a hard time at home. She tells you she hates her father. What should you say?

There are five important tips you need to know about handling this issue:

1. The most important thing you can do is to simply listen. You can show you are listening by reflecting back what you are hearing; this will allow your mentee to continue to expand on her feelings while feeling heard.
2. You are not a god. Don't feel like it is your responsibility to solve all of your mentee's problems. Doing so will not only make you feel burdened in the long run, but it will send the message that you don't think your mentee is capable of solving her own problems. Instead, ask probing questions that will help her come to her own solutions. For example you can ask, "What has worked for you in the past when dealing with similar situations?" or even, "Based on past experiences, what could you do to make things worse for yourself and therefore you should avoid doing?" Think of your role as being a partner on the journey, rather than the leader of your mentee's walk in life.
3. Be careful not to impose the burden of your own feelings onto your mentee. Avoid saying things like "I can't believe your father said that to you" or "Your father makes me so angry!"
4. It is important that you are very careful not to judge or criticize your mentee's family. Though you may have strong feelings about the environment you want your mentee to be raised in, your role is to help him thrive within the context of his reality. Additionally, remember it is difficult for most youth (and for anyone) to bring up the difficulties they are having at home and they will be less likely to do so if you jump to criticize. One way you can help them feel at ease is by simply saying, "Thank you for trusting me with how you are feeling and what is going on at home. I appreciate you sharing and allowing me to be here for you."
5. Finally, remember that learning about the familial challenges your mentee is having at home can provide you with valuable insights about what your mentee is going through, as well as ways in which she has learned to cope with difficulties. (Does she avoid problems? Does she act out her feelings in anger?)

Scenario 3

You and your mentee have made plans to go to the movies on Saturday. When you get to her home to pick her up, her mother asks you to please take her little sister as well. She has to go to visit her sister who is sick and is afraid of taking her little one with her. How should you respond?

There are three issues to be concerned with in this scenario:

1. Taking the focus away from your mentee: Remember that one of the reasons that your mentee is in the program is because he/she needs to spend quality one-to-one time with a caring mentor. Your mentee is likely to come from a family that has so many demands on their internal resources that they are unable to provide him/her the one-on-one attention they need. Try to avoid replicating in your relationship what is going on at home. Even if your mentee asks that his/her sibling be included, it is your responsibility to set healthy boundaries that protect your mentee. You need to be the one to say "I'm sorry your sister is sick; unfortunately I cannot take your other daughter to our meeting" and explain that it is against program rules to include another child on the outing.
2. Creating false expectations or dependency: It is not your responsibility to give parents "a break," serve as a babysitter, or to help out with their responsibility of caring for their other children. Do not get caught up in an unhealthy cycle by becoming involved in the family's needs. This will lead you to feel used and it will create unrealistic expectations on the part of the parent.
3. Danger of additional liability: By taking the other sibling on the outing you are in essence accepting additional responsibility and liability for the well-being of this other child.

When all else fails, call your case manager and let that person be the conduit between you and the parent.

Scenario 4

Your mentee's mother calls you to tell you that she just received her son's grades and that he is failing most of his classes. She sounds concerned and asks you to please intervene by talking to her son and helping him with schoolwork. What should you say?

- Be careful not let the parent/guardian use you simply as a tutor or disciplinarian to the child. This of course is hard to do since most mentors are told at one point that the mentoring relationship will help their mentee's academic success. So although you may feel that this is your role, remember that the way to positively impact your mentee is simply by building a caring mentoring relationship. At times, it will be important for you to remind your mentee's family of this important point.
- To address this issue you can begin by finding a common ground with the parent: "Thank you for sharing what is going on with your son with me. I also care about your son's well-being and enjoy meeting with him."
- You can also explain your interest in helping and how you are doing so through the mentoring program.
- Finally, remember that there are probably program resources available just for this reason. To tap into those resources ask program staff for help and don't forget to let the parent know those resources are available.

Working With the Mentee's Family

RESOURCES

Cultural Perspectives on Child Rearing. Unit 3: Cultural Awareness, (Seattle, WA: National CASA Association).

<http://www.casenet.org/program-management/diversity/cultural-child.htm>

For Parents with Children in Mentoring Programs: Guidelines, Ground Rules, and Answers to Questions, (Sacramento, CA: State of California, Department of Alcohol and Drug Programs, 1996).

<http://www.adp.cahwnet.gov/pdf/1003.pdf>

Mentoring Answer Book, by C. Klapperich (McHenry, IL: Big Brothers Big Sisters of McHenry Country, 2002).

<http://www.mentoringanswerbook.com>

Mentoring Handbook for Parents (McHenry, IL: Big Brothers Big Sisters of McHenry Country, 2004).

<http://www.mentoringanswerbook.com>

Tips for Working with Families. In *Guidelines for Reading Tutoring Sessions: Family Literacy* (Portland, OR: Northwest Regional Educational Laboratory, LEARNS).

<http://www.nwrel.org/learns/resources/famlit/index.html#family>

Working with Parents, (Buffalo, NY: EPIC National Center for Parenting and Character Education).

<http://www.epicforchildren.org/workingwithparents.cfm>

TRAINING SESSION 11

Money Matters

- Author:** Amy Cannata
- Duration:** 1 hour, 20 minutes
- Preparation:** Review your policies and procedures related to gift giving and activity costs.
- Materials:** Chalkboard or newsprint, chalk or markers, copies of your program's policy related to money and gifts, copies of handouts 1–4.
- A/V:** None
- Room set-up:** Place chairs in U shape facing the chalkboard or newsprint
- Description:** Mentors often have questions about money and gifts during their mentoring relationships. Questions range from how much to spend on activities, to the appropriateness of gifts, to purchases of basic needs items. This session will help mentors understand program policies and build skills to address money issues in a proactive way.
- Session goals:** By the end of the session, participants will:
- Understand the importance of setting boundaries around money and gift giving
 - Review program policies related to money and gifts
 - Build skills to address money issues with their mentee

Agenda & instructions:

1. *Introductions*

10 minutes

Have the participants introduce themselves and provide a brief review of their past month of mentoring activities.

Display and read the following quote from Handout 1: “A mentor has a golden opportunity to show his mentee several aspects of money management, including spending habits, saving, and ways to have fun without spending money.”

Review session goals.

2. *Brainstorm: The Importance of Setting Boundaries Around Money and Gift Giving* 20 minutes

Ask participants to turn to their neighbor and discuss why setting boundaries around gifts and money is important to their mentoring relationship. They might even want to share a specific example from their current match. Ask for report-outs and chart responses on newsprint or the chalkboard.

Pass out and review Handout 2: “Top 10 Reasons for Setting Boundaries Around Money and Gifts in Mentoring Relationships.” Ask for comments or questions.

3. *Review Program Policies Regarding Money and Gifts* 10 minutes

Review your program’s policy around money and gift giving. Allow time for participant questions.

4. *Activity: Building Skills To Address Money Issues* 30 minutes

Pass out Handout 3: “What Mentors Have To Say About Money and Gifts.” Give mentors 5–10 minutes to read the handout. Ask for questions or comments.

Ask mentors to pair up with a different partner than they worked with on the last exercise. Pass out Handout 4: “Setting Boundaries Around Money and Gifts in Mentoring Relationships Scenario Worksheet.” Allow participants 10 minutes to review, discuss, and jot down responses to each scenario. If time is short assign one scenario to each pair. Discuss answers to the scenarios in the large group.

Key Debrief Points 5 minutes

- Mentoring is about the friendship, not what the mentor can do or buy for the mentee.
- Modest gifts should be reserved for special occasions only.
- If your mentee or mentee’s family has a basic needs emergency, notify program staff. Staff may be able to connect the mentee and his or her family to supports in the community.
- Model good spending habits and budgeting for your mentee.
- Take advantage of free or low-cost activities in the community.

5. *Final Questions & Closing* 5 minutes

Ask for final questions or thoughts before closing. Pass out session evaluations and remind participants of upcoming events before they leave.

“A mentor has a golden opportunity to show his mentee several aspects of money management, including spending habits, saving, and ways to have fun without spending money.”

—From *The Mentoring Answer Book*

Top 10 Reasons for Setting Boundaries Around Money and Gifts in Mentoring Relationships

1. So that mentees value mentors for their friendship and not their pocketbook or entertainment value.
2. So that more expensive outings or gifts are viewed as special, instead of expected.
3. Because blowing a bunch of money on gifts or outings might not be modeling good spending habits.
4. Because spending large amounts of money on activities or gifts is not sustainable over the course of an entire year.
5. Because many community agencies can provide basic needs items such as winter coats, food, and school supplies.
6. Because creating financial dependency may end up causing a rift in the relationship over time.
7. Because trying to solve all of the mentee's problems can create in the youth a sense of guilt and dependency.
8. Because some of the best interactions occur during simple day-to-day activities.
9. Because once you start spending a lot of money it is hard to go back.
10. Because your program policies prohibit such activities.

What Mentors Have To Say About Money and Gifts

“He wants the extreme, he wants to buy everything. He thinks I’m rich, which, compared to him, I am. But he expects—doesn’t expect, but he asks me for—a lot of things, and I’ll always tell him no. But that’s kids, you know, I’m not worried about that. It’s no big deal.”

“At an adventure center, after we went down there and did everything he wanted, I spent \$50 easily. So last time we went, I told him, ‘Here’s \$20, that’s it.’ And he brought some of his own money, so that added to it. We went to play video games and again the same thing—‘You can spend \$5 or \$6,’ which is not a lot of money, but I don’t want him to think that every time he gets anything he wants, so I restrict it. I think last Friday night it was \$4 and I told him that, and he understands that, and so he’ll take his time and work with that.”

“I think it’s important to set a budget and to be up-front about what kind of money there is to spend, rather than it being sort of a vague thing. Because then you’re kind of pulling strings a little bit and the kid’s like, ‘Well, you bought me popcorn last time. What’s the deal here? Why isn’t it forthcoming now?’ I mean, I think there has to be some kind of rationale behind the money that’s spent or something that they can sort of grab onto and understand rather than just kind of—I don’t want it to be totally ambiguous.”

From: *Building Relationships: A Guide for New Mentors*, by L. Jucovy (Tech. Assistance Packet No. 4). (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2001).

A mentor asks: “I know that there are things my mentee needs. Where should I draw the line in buying her things?”

A mentor replies: “I would draw the line on what you feel comfortable with. You don’t want to keep buying the child things and make the parent feel disrespected or uncomfortable.”

“I’ll tell her, ‘If we’re going to do that, we’re not going to do this.’ I’ve been very honest with her about what I can spend and what I can’t spend. She’s respectful about the fact that I have a budget, and there’s a learning that’s being done—that you have to make choices.”

“Quite honestly, the most successful outings we’ve had, where he’s really been thrilled and really been happy, were ones where we used our imagination, where we painted something or went on a nature hike and found a special place for a long talk.”

“You can have just as much fun going to the library as on an expensive outing. I think the best opportunities for bonding are things that don’t cost a lot, like going to the park, taking a walk, fishing. It gives you more time to talk and interact as opposed to going to the movies and sitting there, silent.”

“The way ‘no’ works is that you’ve got to say it at least three times for it to stick, and you’ve got to be consistent. If you say ‘no’ first and then ‘yes’ later, then they know they can work you.”

From: *Mentoring Answer Book*, by C. Klapperich (McHenry, IL: Big Brothers Big Sisters of McHenry County, 2002).

Setting Boundaries Around Money and Gifts in Mentoring Relationships Scenario Worksheet

Choose a partner. Discuss and respond to each scenario below. Be prepared to share your thoughts with the group.

1. You are matched with a mentee in a community-based program. You are planning your first outing. Your mentee has no idea what to do. What type of activity might you suggest?
2. You arrive at school to have lunch with your mentee and notice that she is wearing sandals in 30 degree weather. You ask her about her shoes and she responds that these are the only pair she owns that fit. What do you do?
3. Your mentee's birthday is next week. How will you celebrate with him? What type of gift might be appropriate?
4. Your mentee has expressed that she would really like to go to the amusement park. What do you say?

Money Matters

RESOURCES

Becoming a Co-pilot: A Handbook for Mentors of Adolescents. Effective Skills and Strategies for Reaching and Encouraging Middle and High School Youth, by R.P. Bowman and S.C. Bowman (Chapin, SC: YouthLight, 1997).
<http://www.youthlight.com/main.html>

Generic Mentoring Program Policy and Procedure Manual, by L. Ballasy, M. Fulop, and D. St. Amour (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2003).
http://www.nwrel.org/mentoring/pdf/policy_manual.pdf

Mentoring Answer Book, by C. Klapperich (McHenry, IL: Big Brothers Big Sisters of McHenry Country, 2002).
<http://www.mentoringanswerbook.com>

My Mentor and Me: The High School Years. 36 Activities and Strategies for Mentors and Mentees To Do Together During the High School Years, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2001).
<http://www.preventionworksct.org/publications.html>

Preparing for Closure

- Author:** Judy Strother Taylor
- Duration:** 90 minutes
- Materials:** Chalkboard or newsprint, closure handouts, closure policies
- A/V:** None
- Room set-up:** Place chairs in U shape or in groups of five to eight around small tables.
- Description:** This session will teach mentors how to recognize the importance of closure for youth they are mentoring, and learn which options are available to them for continued involvement with the program, and between the mentor and mentee.
- Session goals:** By the end of the session, participants will:
- Be aware of the impact, both positive and negative, of closure on a mentoring relationship
 - Increase knowledge of how life events impact future behavior and experience
 - Learn strategies through which they can support mentoring relationships as they prepare for and go through closure
 - Understand and discuss program policies related to closure and post-match contact

Agenda & instructions:

1. Welcome & Introductions

10 minutes

Welcome participants and ask them to introduce themselves and share their expectations for the session. Record their expectations on newsprint or the chalkboard. Review the goals of the session and how participant expectations will be addressed.

2. *Exercise: Relationships I Have Been Part of*

15 minutes

Distribute and read Handout 1: “Relationships I Have Been Part of.”

Review the following key points:

- A valuable source of information about closure resides in each of us and that we will be drawing on this information in this exercise.
- There will be no expectation to share anything they feel is too personal.

Ask participants to recall a relationship that they have had in the past that ended well. On newsprint or the chalkboard write “Positive Closure.” After they have had time to think of an experience, ask them to share the type of relationship they are recalling (e.g., friend, teacher, family member, significant other) and the qualities of that closure experience they considered to be “good” or “positive” characteristics. Ask the participants how they felt as the experience unfolded. Record participant responses on newsprint or the chalkboard.

Next ask the group to recall a relationship that didn’t end quite so well. On newsprint or the chalkboard write “Difficult Closure.” What types of relationships were these? What were the characteristics of those experiences that were different from the last relationship they recalled? Record responses.

Note: This exercise may bring strong emotions to the surface for many mentors. Be prepared in case anyone has a strong reaction, and consider taking a short break after this exercise if needed. Be available to talk further after the training if anyone would like to spend a little more time on the issue. Also be aware that this exercise has the potential to reveal wounds and issues in prospective mentors that could be relevant to the mentoring relationship or the type of support the program should be prepared to provide during the closure process.

Facilitate a discussion about how their perspective might have changed as the years have passed. Some of the points that come out may include that even in good relationships, sadness and/or a sense of loss is not uncommon. Also, people have a tendency to see the value and impact that others have in our lives only as we reflect across years. As the trainer you can contribute an example of this from your own life and/or ask for examples from mentors.

Now ask the participants what they thought of this exercise. Ask them what it brought to mind about their own experiences and how that might affect their approach to closure in general. What might be difficult for them about supporting their mentee as they go through closure together? Ask where their strengths might lie based on their own experiences.

3. Discussion: Handling Terminations

10 minutes

Distribute Handout 2: “Handling Terminations.” Ask the mentors to read the handout, then lead a discussion about the concept of Johari’s Window, exploring the kind of information that might reside in each of the four areas and how the information might impact a relationship.

4. Role Plays

15 minutes

Copy and distribute Handout 3: “Closure Scenario.” Conduct two role plays of the scenario provided or create one of your own that looks at the impact of an individual’s earlier life experience with closure. During the first role play ask the volunteer who is playing the role of John to make this a difficult encounter. After the role play, ask the mentors to:

- Identify ways that John’s experience appears to be affecting his conversation and behavior.
- Discuss how Bob is responding to John’s actions and behavior.

Ask the volunteers to redo the role play and ask John to participate as if he has no negative “baggage” about closure. After the second role play, ask the mentors to:

- What differences did you note in John’s behavior?
- Did you notice any difference in Bob’s behavior?
- How might these observations be useful in your own closure experience?

5. Program Policies & Strategies for Closure

15 Minutes

Review with the participants the policy of your program regarding closure and termination of mentor/mentee relationships. Be sure to cover:

- a. The relationship is ending as was originally planned.
- b. The mentor is leaving the relationship early.
- c. The mentee is leaving the relationship early.
- d. The program’s policy for continued contact between mentors and mentees after formal involvement in the program ends.
- e. Future mentoring or volunteer options.

As part of this activity, discuss reasons why the mentor or mentee might leave the relationship early and implications that might have for program support of the mentor and mentee in the closure process. Be sure to introduce the idea of celebrating the relationship and the importance of seeing the value in the time the mentor and mentee have spent together.

Ask for the group's ideas for actions and activities that they would like the program to offer to structure and support closure. Record their ideas.

6. *Preparing Mentors for Closure*

10 minutes

Provide mentors with copies of the closure forms and supporting documents (surveys, exit interview forms, readings) from your program (handouts 4–7 offer samples). Allow the mentors the opportunity to review your forms and process and address any questions the group might have. Discuss how the information will be used.

7. *Closing*

5 minutes

Ask if there are any outstanding questions and note additional resource materials. Review the session goals with the group to make sure these were achieved and thank mentors for their involvement in the program and for attending today's session.

Relationships I Have Been Part of

Did you know that most of the world's population never travels more than 100 miles from where they were born in their whole lifetimes? One of the wonderful things about our lives is that they are so multifaceted; we get to travel through time and space in so many ways that we are almost living multiple existences. School, church, sports, hobbies; each component exposes us to a universe of individuals and experiences not possible in the not too distant past. We see more, do more, and pack more into a year than previous generations and individuals from other cultures cover in a lifetime. That's the good news. But there is a down side. All this opportunity takes us away from many relationships that in earlier times might have lasted a lifetime. One result is that we all are faced with the experience of closure.

Handling Terminations

Our life experiences affect our perceptions of the events we encounter as they unfold every day. We can observe this in others as we look at the way they interpret, react, and respond to events. Sometimes these interpretations, reactions, and responses can be traced to cultural or religious values, local custom, political philosophies, or other factors that are part of the human experience. Sometimes it may be difficult to recognize or identify a source at all. Just as we can see the connection between a person's experiences and beliefs and how they behave, it is also possible, to a degree, to make these observations in ourselves. This is the part of us that doesn't just feel and react, but that place inside each of us that considers, "why do I feel and desire to react this way?" or "why am I doing this?"

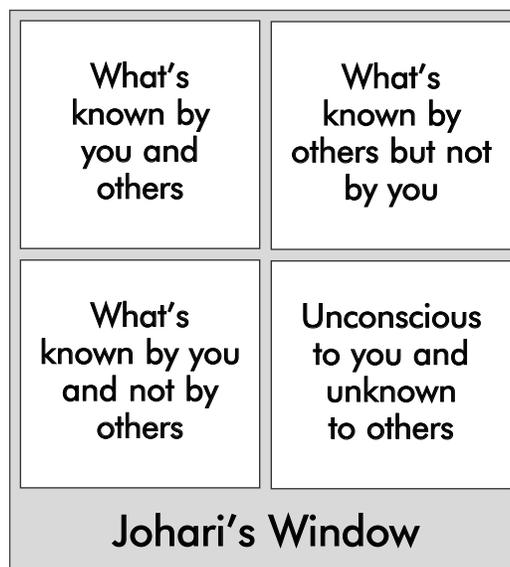
Why, as mentors, might we want to look at this dynamic? What impact might these issues have on youth in mentoring relationships?

Often the experiences that have affected us strongly are a big part of the reason we are motivated to serve as mentors. We each bring experiences from previous relationships with us to all of our new ones and they affect how we act, like filters

through which each of us views the world. Since none of our lives are the same, these filters are different for each of us. They can have positive or less desirable effects on our relationships and behaviors. The degree to which we become aware of our own filters and the way they affect us, allow us to make conscious decisions about what we want to bring with us to the mentoring relationship. This concept of

self-awareness was captured in a tool called Johari's Window. Two psychologists, Joseph Luft, and Harry Ingham, developed this tool to help individuals see themselves more clearly. "Johari's Window" consists of a four-paned window: the information you and others know; the information you alone know; the information others have about you of which you aren't aware, and finally, that which resides in your

unconscious mind. It's useful in the mentoring relationship to bring as much of what's unconscious into consciousness. It is usually the unconscious material, for example, internalized rules and messages about ourselves that we live out but are unaware of that cause problems in our lives.



From: Luft, J., & Ingham, H. (1955). The Johari window: A graphic model for interpersonal relations. In *Proceedings of the Western Training Laboratory in Group Development*. Los Angeles, CA: University of California.

Closure Scenario

John Smith is a mentor in your program and has been matched with 16-year-old Bob Trujillo for the last school year. Bob has been in four foster care homes over the past three years. The matches in your program are created to run from September through June to coincide with the school year. The match has gone well and it is now the final one before the summer break. John is saying good-bye to Bob and is thinking about his own experience as a seven-year-old child when his father left the family and never returned.

HANDOUT 4

High School Mentor Program SAMPLE MENTEE EVALUATION

Mentee name: _____ Date: _____

Name of your mentor: _____

Thank you for your participation in the mentor program. Your feedback will help us maintain a quality program.

1. Approximately how many times have you and your mentor met?
2. What has been your overall experience with the program?
3. What has been most helpful to you as a mentee with the program?
4. What suggestions do you have to improve the program?
5. Do you have any suggestions for securing more mentors?
6. Please share any special or successful experience that you have had with your mentor.

Thank you!

HANDOUT 5

High School Mentor Program SAMPLE MENTOR EVALUATION

Mentor name: _____ Date: _____

Thank you for your participation in the mentor program. Your feedback will help us maintain a quality program.

1. Approximately how many times have you and your mentee met?
2. What has been your overall experience with the program?
3. What has been most helpful to you as a mentor with the program?
4. What suggestions do you have to improve the program?
5. Do you have any suggestions for securing more mentors?
6. Please share any special or successful experience that you have had with your mentee.
7. Can you suggest one friend who may wish to serve as a mentor next year?
8. Will you serve as a mentor with our program again next year?

Thank you!

Closure Talking Points

Instructions: Take the steps in Column 1 by asking the related questions in Column 2.

Column 1	Column 2
Closure Preparation Step	Questions
1. Revisit your purpose.	What is our goal in working together?
2. Envision a best-case closure.	What would we ideally like to see happen when the mentoring relationship comes to completion? How can we evaluate that we have made progress in the focus area? Look at the wheel of life and re-evaluate where you are.
3. Envision a worst-case closure.	If the goal wasn't attained, how can this relationship still be seen as positive? (For example, what did you learn?)
4. Plan for mutual accountability.	What will we do to overcome the obstacles that get in the way of having a compatible or positive closure?
5. Establish a process for acknowledging the time for closure.	How will we know when it is the right time to bring the relationship to closure?
6. Establish the ground rules for the conclusion conversation and recognize the contribution.	What will the agenda be for our closure conversation? Look at pluses and minuses, what worked and didn't, and express appreciation and anything else that needs to be said.

Adapted from Zachary, L.J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass. Reprinted with permission of John Wiley & Sons, Inc.

Preparing for Closure

RESOURCES

- Building Blocks of Quality Mentoring Programs. Module 3.9: Closure*, by S. Ferronato (Burlington, Ontario, Canada: Big Brothers Big Sisters of Canada, Mentoring Canada).
http://www.mentoringcanada.ca/training/Mentors/Modules/3_9_closure.html
- Closure. In *ABCs of Mentoring* [Workshop materials]. (Hauppauge, NY: Mentoring Partnership of Long Island).
http://www.mentoring.org/program_staff/eep toolkit/operations/closure/closure.doc
- The Final Stage: Match Closure, by M. Smith. In *Connections*, Summer 2004: Vol. 6, No. 3, pp. 1–3. (Redwood City, CA: Friends for Youth Mentoring Institute).
http://www.homestead.com/prosites-ffy/files/Match_Closure.pdf

About the Contributors

Elsy Arévalo

Elsy Arévalo is an experienced trainer with firsthand knowledge of mentoring and effective mentoring practices. She is currently director for the Friends of Youth Mentoring Institute and mentoring project director at the Center for Applied Research Solution. Through these positions, she provides vision and direction to technical assistance initiatives, presents at statewide mentoring forums and conferences, and develops mentoring curricula and training materials. Arévalo is author of *Running a Safe and Effective Mentoring Program*, the *Mentoring Document Kit*, and the online *Developing and Implementing a Recruitment Plan*. She is on the board of the Silicon Valley Mentoring Coalition and has been instrumental in organizing the Northern California Mentoring Conference. Arévalo has worked directly with mentors and mentees through Friends for Youth Mentoring Services. As program coordinator and recruitment coordinator she has recruited, screened, trained, matched, and counseled mentors and mentees through the challenges of building a lifelong friendship.

Amy Cannata

Amy Cannata is the training and technical assistance coordinator for the National Mentoring Center at the Northwest Regional Educational Laboratory. Her work focuses on providing training and technical assistance for youth development professionals, with an emphasis on youth mentoring. Ms. Cannata also served as project director for Mentor Texas!, a training and technical assistance project focused on supporting youth mentoring programs in Texas. Prior to her work with NWREL, she conducted an evaluation of the Teen Court Program for the Department of Youth Services in Eugene, Oregon, coordinated data collection for a psychology research project funded by the National Science Foundation, and worked as an outreach and shelter worker with homeless street youth. Ms. Cannata specializes in youth development for at-risk youth, youth program development, and program evaluation. She holds a master's degree in public affairs from the University of Oregon.

Patti MacRae

Patti MacRae has been a training and technical assistance specialist with the National Mentoring Center since March 2005. Prior to joining the NMC, she led a coalition of providers serving pregnant and parenting teens in the Portland metropolitan area for over 10 years, and managed an interagency program for at-risk youth to help them achieve school success and avoid involvement with the justice system. In both roles she worked closely with health care professionals to provide training on adolescent health to program providers and community members, helping them understand such issues as adolescent sexuality, brain development, risk behaviors, and identifying health concerns. Ms. MacRae is a member and former co-chair of the Oregon Teen Pregnancy Task Force, a statewide organization that promotes adolescent health. She holds a B.A. from Reed College.

Christian Rummell

Christian Rummell is currently a doctoral student in educational leadership at Portland State University and a consultant with youth mentoring programs. He has worked as a trainer at the National Mentoring Center and coordinated the AmeriCorps program at the “I Have a Dream” Foundation. Christian is a lifelong advocate for promoting mentoring as a resiliency strategy.

Maija Ryan

Maija Ryan’s social work experience includes working with battered women, children who have experienced trauma, street youth, teen mothers and families. She has worked in a variety of settings including mental health agencies, mentoring programs, nonprofit organizations, research programs, and schools.

Judy Strother Taylor

Judy Strother Taylor is project director for the Mentoring Resource Center, which provides training and technical assistance to 255 mentoring programs funded by the U.S. Department of Education’s Office of Safe and Drug Free Schools to help children improve academic performance and develop interpersonal skills. Ms. Taylor, a specialist in youth development, alcohol and drug abuse treatment, delinquency prevention, juvenile justice, mentoring, and alternative health care with more than 35 years of experience, has served as a clinical analyst with the White House’s Special Action Office for Drug Abuse Prevention, directed technical assistance initiatives for federal agencies, including the Office of Juvenile Justice and Delinquency Prevention, the Bureau of Prisons, and the Agency for International Development. Ms. Taylor is the author of *Training New Mentees* and creator of the Two-by-Two Mentoring Model.

Johnna Timmes

Johnna Timmes is currently a program associate with the Equity Center at the Northwest Regional Educational Laboratory. She works with school districts, state educational agencies, and local educational agencies providing training and technical assistance in capacity building in the area of educational equity. These include the impact of race, national origin, and gender on student achievement. Ms. Timmes began her career as a classroom teacher in Chicago. Most recently, she has worked at the national level on issues related to inclusive child care, special education law and early literacy. Ms. Timmes holds a B.S. in early childhood education from Bradley University, Peoria, Illinois, and a M.Ed. in special education curriculum and instruction from National-Louis University, Washington, D.C.

About LEARNS

LEARNS is the Corporation for National and Community Service Training and Technical Assistance Provider for Education Success and Mentoring. A partnership between the Northwest Regional Educational Laboratory and Bank Street College of Education, LEARNS supports projects working the areas of mentoring, tutoring, literacy, and out-of-school time. Access LEARNS’ online resources at www.nationalservice.org/sites/learns.



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