



Welcome Mentors

This training has been designed to set the stage for your relationship with your student and to give you the necessary information, tools, and mindset to be effective in your match.”

We see this type of mentoring program as promoting a good balance between relationship-building activities and more direct educational support activities; such as tutoring, homework completion, and studying for tests.. There still needs to be plenty of room for conversation, friendship, and unconditional support.

“Helping young people achieve their full potentials is the best way to prevent them from becoming involved in risky behavior.”

“Few things help an individual more than to place responsibility upon him, and to let him know you trust him.”

—Booker T.Washington

“Treat a child as though he already is the person he's capable of becoming.”

—Haim Ginott

“If you have no confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started.”

—Marcus Garvey

A Mentor Is

A responsible and caring friend

An Advisor

A Coach

A Confidant

A Companion

A Motivator

A Positive Role Model

A patient listener

An advocate

A nurturer of possibilities

A mentor is not . . .

A counselor or social worker

A parent or guardian

A disciplinarian

A party planner or money machine

A savior

A Mentor Will

Maintain Confidentiality

Be Here Now

Speak from the Heart

Listen from the Heart

Respect Differences

Have Fun!

Why Youth Need Mentors

Peer Pressure
Substance Abuse
Sexuality
Child Abuse and Family Violence
School Safety and Violence
Depression and Suicide
Social and Time Management
Importance of Education and their future

Role of the Mentor

Academic Help and support

Improving cognitive skills through dialogue and listening

Emotional Support

Enhancing emotional wellbeing

Social Experiences

Enhancing social skills

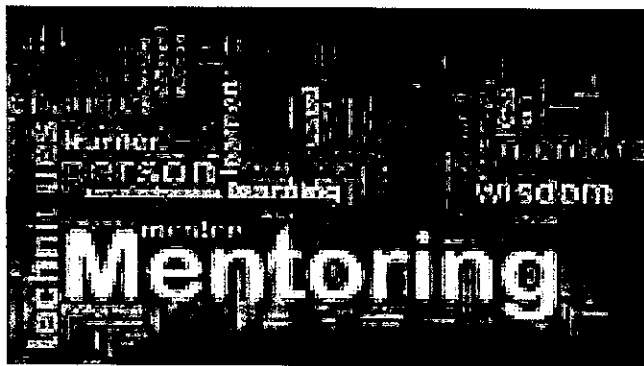
FRIEND!

Serving as a role model and advocate

- 1) Listening
- 2) Accountability
- 3) Attention & Concern
- 4) Role Model

Students Hopes/Expectations

Fun Mentors * Not a Parent * Guidance
Good at Explaining Things * Be a Friend
Like a Brother or Sister * Listen to Us * Sympathetic
Understanding * Knowledge * Help Us Improve
Honest * A Role Model * Don't Judge Us
Cool Mentors that Won't Get Mad * Respect Us
Encourage Us * Supportive * Trustworthy
Dependable * Devoted * Easy to Talk To * Available
Open-Minded * Challenge Us * Motivate Us
Show Us New Things * Someone to Look Up To
Help Us Understand the Work Environment



Three key areas of Mentoring program:

First, academic help.

Most of the students in this program need academic help in one or more subject areas. Some are failing in school. Your job is to provide academic support or to assistance (Tutoring and guidance).

The Second key area is emotional support. You could be the only person in their life at this time that is providing that attention and concern. When middle schoolers are asked, 'Why do you want a mentor?' The majority of them reply, 'I need someone to listen to me.' Or, 'I need someone to talk to about confidential things that I can't talk to my parents about.'

The third key area is providing social experiences. Many of these young people have never been outside of their own neighborhoods. They know nothing other than their own home environment, school, and the streets.

Academic Activities

- Reading together
- Studying for a test
- Completing homework
- Joining (or finding more about) a school club, sport, activity, etc.
- Curriculum-specific activities or learning exercises related to what's being taught in the classroom (see Section II for a list of Web sites that provide specific learning activities)
- Reviewing previous tests and homework
- Discussing managing time effectively
 - Doing research on the Internet
 - Doing research in the school library

- Talking about what happened during the school day
 - Talking about disappointments at school
- Discussing being accountable for your own actions, responsibilities
 - Creating a notebook to organize schoolwork
 - Creating academic goals (both short schoolwork
 - Creating academic goals (both short and long term)
 - Learning effective study habits
 - Discussing strategies for taking tests
- Talking about the best (and the worst) parts of school
 - Work on spelling — and how to use a dictionary

What Are High Quality Questions

- What do you really want in this situation?
- What are all the ways you can go about getting what you want?
- What is important about achieving this particular outcome?
- Can the outcome be initiated and sustained by you?
- Considering what it will take and the possible consequences, is the outcome worth doing?
- If you get what you want, what will this do for you?

Children's Strengths

Make a point of recognizing the strengths in the children and compliment them, help them recognize them. Once the child acknowledges and takes ownership of their strengths they will glow and will want to use their strengths even more. For example:

- Thank a child for their honesty in admitting to a mistake.
- Congratulate a young person on their perseverance in getting a task finished.
- Say how much you enjoy their humor when a child makes you laugh.
- Point out their fairness when they treat their friends equally.
- Tell them how kind they are being when they do a favor without being asked.
- Tell them they have good self-control when they are able to wait for a treat.
- Show them you are proud of them when they forgive their sister, brother or classmate for having upset them.
- Celebrate good teamwork in class or groups or between siblings.
- Tell a child they are showing great courage when you see them coping with a difficult situation, like a parental separation or a bereavement.

Help children to think about new ways of using their top strengths on a regular basis. Their strengths will grow if they are imaginative in thinking up ways to bring them into their daily life. When they are using their top strengths daily they will be happier and have a better sense of their own worth. For example:

- If a child is particularly brave, help them to find challenges they can overcome.
- If a child is particularly creative, help them find problems they can solve or new things they can make.
- If a child is particularly sociable, help them think of ways to be even more friendly to the people they meet or to spend more time with their friends.
- If a child is particularly kind, help them think of ways to do favors for friends and family.
- If a child is a particularly good leader, help them think of things they can organize.

The Basics

1. "Listening" is a mentor's most valuable skill, and it can be practiced and learned.
2. The key to creating effective mentoring relationships lies in the development of trust. That requires time and patience by the mentor.
3. A central task for trainers is to plan approaches that keep all participants actively involved in learning..