



THE EISENHOWER FOUNDATION
DEEP MENTORING
TRAINING



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THE EISENHOWER FOUNDATION DEEP MENTORING TRAINING

Part I. For The Trainer

THE EISENHOWER FOUNDATION
WASHINGTON, DC

THE EISENHOWER FOUNDATION DEEP MENTORING TRAINING

For The Trainer

INTRODUCTION

This *Deep Mentoring Training* guide was written for program coordinators



at Youth Safe Haven/Ministation and Quantum Opportunities programs, funded by The Eisenhower Foundation. These programs are

housed at locally run, community-based organizations. The programs provide intense support to young people from deeply distressed communities. These communities – and the young people and their families – may have frequent experiences of violence and of contact with the criminal justice system.

Both the Youth Safe Haven/Ministation and Quantum Opportunities programs offer mentoring as a key component of their program model. In particular, the

Eisenhower Foundation has developed a Deep Mentoring Model that marshals people and resources to provide

- advocacy and intercession;
- enhanced accessibility; and
- crisis identification and response.

In addition, this model demands a long-term commitment to young people in the program.

Using this guide, program coordinators will have the tools they need to train a corps of mentors in the Eisenhower Foundation Deep Mentoring Model.

“These are students who have good hearts and are willing to work. Just don’t know which direction to go. Their family is not a good resource.”

- Quantum staff

THE IMPORTANCE OF MENTORING: YOUTH DEVELOPMENT, MENTORING AND “HIGH RISK” YOUTH



As a program coordinator, you will need to communicate to mentors the value of an asset-based, positive approach to working with youth and how mentoring is an important piece of that approach.

In this section, we provide key information about the history and importance of the positive youth development framework, describe how high quality mentoring supports young people’s need for positive youth development, and outline the particular importance of mentoring for “high risk” youth.

Youth Development

“At the most general level, the term youth development connotes a focus on supporting or promoting, during the second decade of life, the positive developmental processes that are known or assumed to advance health and well-being.”¹ Youth development activities can take place in a variety of settings, from after school programs to summer camps to leadership programs. Young people’s experiences in these different settings and with different adults interact and influence one another.

Youth development theory emerged in the 1980’s and 1990’s as a counter to the prevailing “deficit-based” approach of the time. The deficit-based approach to youth programs took a “fix it” mentality to youth, narrowly targeting a particular issue (such as drug use) and attempting to eradicate it (such as just say no).² Evaluations of these programs found that few, if any, were very effective.

This deficit-based program approach was unsuccessful because it didn’t take into account the factors that affect all young people, regardless of their socio-economic status or neighborhood. Deficit-based programs treated at-risk kids as somehow different than their peers and as people—who needed to be fixed. Further, deficit-based program models didn’t adequately prepare young people to navigate adolescence successfully.

In contrast, resiliency research explored the factors that helped young people from distressed communities to succeed in the face of multiple obstacles. Studies of these youth found that three factors contributed to their resiliency:

- Caring relationships;
- High, clear, and fair expectations;
- Opportunities for participation and contribution.³

These findings imply that the more opportunities that young people have to experience these factors, the more resilient they will become, enabling them to better adapt to challenging circumstances and negative influences.



Mentoring

Mentoring programs aim to develop one of the factors that contribute to success: caring relationships between youth and adults.

“Our Quantum program is more like a family. Students are really close with each other, going to class together. Quantum is its own family within the bigger family of the high school.”

- Quantum staff

¹ Public/Private Ventures, “Youth Development: Issues, Challenges and Directions,” September 2000, p.126.

² Community Network for Youth Development, “Youth Development Guide,” 2000, pp.4-6

³ Community Network for Youth Development, “Youth Development Guide,” 2000, p. 7

Youth in well-run mentoring programs experience a variety of benefits:

- They are less likely to initiate alcohol and drug use;
- They may skip fewer days of school.⁴

In addition, they may feel more confident in their ability to do well in school and report more positive relationships with both parents and friends.

These impacts were found in a study of programs that trained mentors simply to build a trusting, friendly relationship with their mentee. The mentors had no special training in tutoring, drug prevention, or family therapy. The mentoring relationship, then, in and of itself, has the potential for being a powerful positive force in a young person's life.

High Risk Youth

Youth at risk for violence or incarceration should not be excluded from the benefits of a positive mentoring relationship. For children with incarcerated parents, for example, mentoring may "improve a young person's socio-emotional skills, increase their capacity for attachments

"If you mentor, you've got to have a foundation: be firm, fair, a good listener, a role model. Be consistent. But you've got to vary according to the needs of the child, community, family."

- Youth Safe Haven staff

and produce stronger, healthier relationships between children and significant others."⁵

For young people who are themselves system-involved or who are at risk for becoming so, mentoring may offer a way to build experience and skills in pro-social behavior. The Positive Youth Justice model suggests that that youth development theory should be an effective



framework for designing interventions for at-risk young people.⁶

"Yet, in the arenas of juvenile justice and delinquency prevention, PYD approaches and innovations are more

limited in scope and impact, or missing altogether. Clearly, juvenile justice and delinquency prevention is an arena where PYD could have its most profound positive value and impact."⁷

Mentoring figures at the intersection of two key Positive Youth Justice components: opportunities to attach and belong and opportunities to develop relationships.

Research also suggests that the length of the mentoring relationship is critical. Relationships that end early may produce more harm than good. Mentees may experience decreased feelings of self-worth and academic self-confidence.⁸ For children of prisoners in particular, ensuring a sustained relationship may be even more important. Relationships that last at least a year begin to show positive impacts in a child's life.⁹

The Eisenhower Foundation approach encourages and supports programs to provide Deep Mentoring for program participants. Mentoring in these programs includes traditional mentoring practices such as one-on-one and group mentoring, within on-site

"We receive lots of training on building trust and establishing the relationship. But how do you maintain it once it's been established?"

- Youth Safe Haven staff

⁴ Sipe, Cynthia, "Mentoring: A Synthesis of P/PV's Research: 1988-1995," Public/Private Ventures, 1996.

⁵ Bilchik, Shay, "Mentoring: A Promising Intervention for Children of Prisoners," MENTOR: Research in Action Series Issue 10, 2007, p. 9.

⁶ Butts, Jeffrey A., et al, "Positive Youth Justice – Framing Justice Interventions Using Concepts of Positive Youth Development," 2010. pp.6-13

⁷ Butts, et al., 2010, p.6 ⁸ Bilchik, 2007, p. 10. ⁹ Bilchik, 2007, p. 12.



after school programs or via specialty outings and field trips. However, Eisenhower Foundation Deep Mentoring must also include:

- A long-term commitment to the young person;
- Support for the young person as he or she navigates various systems (advocacy and intercession);
- A willingness to be present and responsive (enhanced accessibility); and
- The ability to respond appropriately to crisis (crisis identification and response).

These features provide youth from distressed communities with the support they need to bridge adolescence, reduce their experience of violence, and support their growth into productive, healthy, resilient adults.

MANAGING PROGRAM RISK

Inherent in working with youth is the need to identify potentially harmful risks – such as injury, accident or even physical or sexual abuse – to the young people in the program, and to create routines and practices that minimize this risk. Keeping young people safe is a crucial activity of any youth program and the program staff. Keeping young people safe enables them to get on with their important work of building relationships, learning new skills and developing into healthy, happy, productive adults.

As a mentor program coordinator and trainer, it is critical to include information about **policies**

“A mentor is an adult who is hanging on their every word.”

- Youth Safe Haven staff

Keeping young people safe enables them to get on with their important work of building relationships, learning new skills and developing into healthy, happy, productive adults.

and procedures to which staff and volunteers must adhere.

In preparation for the training, it will be important to include these policies and procedures in a **mentor handbook**. Also, as you will see in the Activity section, some activities are designed to familiarize mentors with the policies and procedures, so it will be important that you have them available.

If you feel you need to develop policies and procedures, the “Generic Mentoring Program Policy and Procedure Manual” produced by the National Mentoring Center is a good place to start (see Resources information on the next page).



Some programs may wish to assess their level of risk as part of a process of reviewing and updating policies and procedures or creating a mentor handbook. “Assessing Risk” produced by EMT Associates, Inc. provides a framework and checklist for assessing the risk specifically of mentor programs.

Keep in mind that the training outlined in the Activity Guide is itself a risk management strategy. Programs that provide adequate training and support for mentors reduce the chances that mentors will do something unsafe through negligence or ignorance.

Perhaps more importantly, by providing a robust training, program coordinators have several opportunities to observe the attitudes and skills of potential mentors. These observations

Training itself is a risk management strategy.



can be used to provide constructive feedback to mentors before they begin their work with young people. Or, in certain cases, these observations can be the basis for dismissing someone who is

inappropriate or who is not able to or willing to learn the skills and attitudes necessary to being a successful mentor.

Additionally, through on-going training and monitoring, the program continues to reinforce crucial practices, policies and procedures.

Finally, it is worth noting here that observations in a training are no substitute for background checks and fingerprinting of potential mentors. These checks are critical to keeping adults who have a history of harming children out of your mentor program.

"Your parents are your parents. I definitely wouldn't want my child to show up at someone's door. Don't want the kids to feel like that's an option."

- Youth Safe Haven staff

"We'll never be their parent, never try to take their place, but at the same breath, you do have to step in as a caregiver a lot of the times."

- Quantum staff

Additional Risk Management Resources

The Foundation encourages Youth Safe Haven/ Ministations and Quantum Opportunities sites to share their program's expertise with each other. In addition, sites may find these materials helpful:

National Mentoring Center, "Generic Mentoring Program Policy and Procedure Manual," The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory, Revised September 2007.

North, Dustianne and Jerry Sherk, "Mentoring Essentials: Risk Management for Mentoring Programs," The EMT Group, Regional Training Symposiums, 2002 (<http://emt.org/userfiles/RiskManagement.pdf>).

Ingram, Brenda, Denise Johnston and Dustianne North, "When Stakes are High: Research-Based Mentoring for Youth with Multiple Risk Factors," The EMT Group, Regional Training Symposiums, 2003.

EMT, "Assessing Risk," Regional Training Symposiums, Module 2, 2002.

DEVELOPING A TRAINING

In the last few decades, there has been a growing body of theory and best practices when it comes to adult learning.¹⁰ A few themes emerge.

Teaching adults should **draw from and honor the life experience** the adults bring to the training. For example, the training could include opening activities that allow the mentors to share their own experience of having a mentor in their childhood.

Learning should happen **cooperatively or collectively**. The training could use small group work or pairs to allow mentors discuss the importance of setting appropriate boundaries and learn from each other's perspective.

Learning should also **positively engage the emotions** of the participants. While not all adults will want to share their emotions with the group, it can lead to transformation and learning. For example, you could include youth voice through videos or panels that testify to the power of having a mentor.

Training for adults should include **opportunities for critical reflection** on the activities and on their own life experience. For example, this could include a group reflection on what went well and what else could have been done in a role-play that everyone witnesses.

"If my mentee came to the door, I'm going to open the door and let her in. That tells me that she's in trouble and chose me to help her. Would call her mom first, then the police (if needed). I can't say if that is right or wrong, it will depend on the situation."

- Youth Safe Haven staff

Or, to continue the previous example, it could include a group discussion in response to a video or youth panel.

Training for adults should always include **an application or action-planning component**. For example, this can occur when participants practice new skills in role plays that mimic situations they expect to encounter.

Adults learn well when the **circumstances of their learning free them** to give their full attention. This can mean making it easy for attendees to participate by holding the training at a convenient location and time, and meeting such basic needs such as food, water, bathrooms and appropriate room temperature. It can also mean creating an inviting and emotionally safe learning environment for all participants by creating group agreements and then reinforcing them.



Finally, engaging training will take advantage of a **variety of modalities** such as individual, small group and full group work; and lecture/presentation, discussion and individual reflection. It will also include a mix of creative activities (skits, collage, creative writing, drawing), movement-based (kinesthetic) activities (skits, role plays, "take a stand"), and visual activities (drawing, watching videos, commenting on photos).

The Activity Guide includes a variety of activities that address these themes. For more on how to use the guide to pull together your own mentor training agenda, turn to page 13.

¹⁰ Malcolm Knowles, "The adult learner: A neglected species (3rd ed.)" in Sharan B. Maerriam, Rosemary S. Caffarella, and Lisa M. Baumgartner, Learning in Adulthood: A Comprehensive Guide (San Francisco: Jossey-Bass, 2007), pp. 84-87.

How to be an effective trainer

We are aware that many program coordinators have years of experience training and supervising mentors in their programs. However, if you are new to conducting training, we encourage you to seek training or coaching in this important skill. Observing experienced and effective trainers, co-training with them, or attending a Training-of-Trainers are all excellent ways to develop the skills a trainer needs.

What follows are some of the key skills that will help your training run smoothly:^{11,12}

First of all, **rehearse**. As Benjamin Franklin is reported to have said, “by failing to prepare, you are preparing to fail.” Even for such short and seemingly simple parts as the instructions to an icebreaker, take the time to prepare what you are going to say in advance.

Model punctuality.

Participants will take a cue from how well you hold to the stated schedule and times for the training. You want people to come back from break mostly on time, you have to start the training on time.



Build relationships. Especially at the beginning, create opportunities for participants to learn each others names and other important information about their history and perspective.

“[I would like training on] utilizing outside resources. I know I’ve been through suicide prevention, but when you get in that situation, it’s difficult. You skip over things, you learn as you go.”

- Quantum staff

“I’m used to taking the lead. To give that power up is a relief. It’s their time, I do what they want to do. I’m just listening to them and doing what they are interested in.”

- Youth Safe Haven staff

Clarify expectations. Ensure all participants understand the training objectives and agenda. Create ground rules – and follow them. Give clear directions. Include a right to pass, especially for activities that might bring up sensitive information.

Facilitate effective role play activities.¹³

People love role plays. In order to do them effectively, be willing to call time out if a role play is going on too long or gets stuck. You can then ask the group how to un-stick the role play. Always facilitate a reflection on the experience and, as the trainer, be prepared to clarify the key point of the activity.

Apply the insights of the activity: Ask the participants how the activity might relate to their own experience as mentors.

Be a confident presenter. Maintain eye contact, use visual aids, write clearly and boldly, and provide clear, simple instructions.

Be a thoughtful facilitator. Stay aware of the emotional pulse of the group. Encourage participation, summarize discussions, provide bridges or connections from one topic to the next. Finally, plan – and carry out – strong closing sessions.

¹¹ International Labour Organization, “Guidelines for Training of Trainers,” Technical Intervention Area Summary Notes, September 2002.

¹² Solter, Cathy, et al, “Trainer’s Guide: Advanced Training of Trainers,” Pathfinder International, May 2007.

¹³ Youth Peer Education Network, “Training of Trainers Manual,” Youth Peer Education Toolkit, 2005, pp. 48-49.

Training Preparation To Do List¹⁴

This checklist should serve as a starting point for planning the actual training day(s). This list is not exhaustive. Be prepared to add those To Do items that are specific to your situation.

□ LOCATION SELECTED

- Be sure the room is large enough for the full group and for small group work.
- Identify location of electrical outlets. Be sure there are enough.
- Identify how to control the temperature and lighting.
- Identify location of the bathrooms. Be sure they are accessible for all your potential mentors (wheelchair accessible, near by for those with limited mobility).
- Map out the room set up.
- Identify who will set up and dismantle the room.
- Identify who will clean up.
- Make sure you can post or tape chart paper to the walls.

□ FOOD AND REFRESHMENTS ORGANIZED

- Identify when and how much food you will need.
- Order in advance.
- Identify someone to set up and to clean up the food.
- Notify the participants what to expect (lunch on their own or provided, for example).
- Have bottled water or cups for drinking fountains.

□ CURRICULUM/AGENDA FINALIZED

- Prepare the trainer's agenda listing the activities chosen from the activity guide, including all times, introductory and closing activities and icebreakers and energizers, ample breaks and time for meals as needed.
- Review the curriculum/agenda with any co-presenters.
- Make a "trainee" agenda as a handout and prepare a large flip chart with the agenda so everyone can see it throughout the training.

□ MATERIALS AND SUPPLIES PREPARED

- Prepare copies of your Mentor Handbook.
- Prepare flip charts in advance if possible.
- Prepare participant handouts.
- If using a computer and PowerPoint, make sure there is a screen. Make sure you practice and review any presentations in advance.
- Check equipment.
- Prepare name tags.
- Ensure that basic materials are on hand: markers for flip charts and small group work, pens, pencils, notepads, flip charts, masking tape, and so on.
- Prepare training evaluation forms.

¹⁴ Kay, Amy, et al, "Trainer-of-Trainers Curriculum: Building the Training Skills of PLHIV in the Middle East and North Africa Region," Investing in PLHIV Leadership in the Middle East and North Africa, Volume 1, Washington, DC, July 2010.



THE EISENHOWER FOUNDATION DEEP MENTORING TRAINING

Part II. Activity Guide

THE EISENHOWER FOUNDATION
WASHINGTON, DC

THE EISENHOWER FOUNDATION DEEP MENTORING TRAINING

Activity Guide

HOW TO USE THE ACTIVITY GUIDE

The Eisenhower Foundation mentor training includes the following components:

- Introduction to Mentoring (Setting the Stage)
- Power and Privilege
- Positive Youth Development
 - Building Trust
 - Active Listening
 - Having Fun
- Policies and Procedures
- The Components of Deep Mentoring:
 - Support for the young person as he or she navigates various systems (advocacy and intercession);
 - A willingness to be present and responsive (enhanced accessibility); and

- The ability to respond appropriately to crisis (crisis identification and response).

Because of the variation among the Eisenhower Foundation sites and programs, this Guide does not include one set curriculum. Rather, it includes a variety of activities and a few different ways to build a training for new mentors that covers all of the topics above.

The Activity Guide begins with an index to the activities, categorized by training topic and group size (individual, small group, large group). For program coordinators who want to customize a training to their program and mentor



population, this index outlines the many activities from which to choose.

For program coordinator who wants a more “plug and play” approach, the guide includes three pre-determined training agendas for different-sized groups. These agendas include activities from the Activity listings as well as introductory activities, icebreakers, energizers and closing activities matched to the content of the sessions.

Each activity includes:

- A purpose, a one-sentence description of the intent of the activity;
- The content area, keyed to the list of components on the previous page;
- Ideal group size;
- The materials needed, including those that need advance preparation;
- The time the activity takes;
- A detailed description of how to facilitate the activity;
- Trainer notes highlighting key concepts to include, possible variations, and potential pitfalls.

The Center for the Advancement of Mentoring

The Center for the Advancement of Mentoring (TCAM, www.advancementoring.org) provides excellent self-paced online training modules for mentors. These modules cover youth development, developing a relationship with a mentee, and overcoming common challenges, among other topics. This resource can be used to complement your in-person training.

In particular, we’ve included it as a key piece in the suggested agenda for individual mentor training. This agenda explicitly pairs one-on-one reflection activities with the components of the TCAM online training. However, we encourage all programs to request that mentors supplement their in-person training with these online modules as technology allows.

INDEX OF ACTIVITIES	INDIVIDUALS	SMALL GROUPS (2-5)	MEDIUM TO LARGE GROUPS (6 OR MORE)	PAGE NUMBER
SETTING THE STAGE				
Guided Visualization	●	●	●	16
Roles of a Mentor		●	●	17
Mentor Word Association			●	18
POWER AND PRIVILEGE				
Reflection: Unpacking the Invisible Knapsack	●	●	●	19
Where do you stand?			●	21
Power Walk		●	●	23
POSITIVE YOUTH DEVELOPMENT (PYD)				
Developmental Assets	●	●	●	26
Who is at Risk?		●	●	28
Empathy Map	●	●	●	29
PYD: BUILD TRUST				
Dreams and Nightmares	●	●	●	30
Trust Comes First		●	●	31
Building Trust role plays		●	●	35
PYD: ACTIVE LISTENING				
Active Listening Practice	●	●	●	37
If You Want Easy Listening...		●	●	38
Competing for Attention		●	●	40
Listen Reflection	●	●	●	41
Actions Speak Louder than Words Energizer		●	●	43
HANDBOOK AND PANEL				
Mentor Handbook Jigsaw		●	●	44
Orientation to Available Activities	●	●	●	46
Mentor Panel		●	●	48
ADVANCED: ADVOCACY AND INTERCESSION				
Context Map		●	●	49
Honoring the Right to Self Determination		●	●	51
ADVANCED: ENHANCED ACCESSIBILITY				
Boundary Setting		●	●	55
Working with Parents		●	●	57
ADVANCED: CRISIS IDENTIFICATION AND RESPONSE				
Dealing with Difficult Situations		●	●	60
Responding to Delicate Situations		●	●	62
Local Resources Presentations		●	●	64

GUIDED VISUALIZATION

Remember a trusted adult in your life

PURPOSE	To get mentors-in-training to think about how mentoring (formal or informal) is important in their own lives and what qualities might be important in a mentor.
CONTENT AREA	Introduction to Mentoring
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	• Guided Visualization Script • Chart paper • Markers
TIME	15-20 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Tell participants that you are going to lead them through a guided visualization about an adult who was important to them during their childhood or adolescence. 2. Ask participants to close their eyes, sit comfortably with their feet on the floor and their hands on their knees. Ask them to relax their neck, shoulders, back. 3. Read the Guided Visualization script to them (read slowly and softly and pause 1-2-3-4 seconds between paragraphs): <ul style="list-style-type: none"> <i>Think back to when you were a child. Think of an adult you trusted who helped you in some way. Maybe they were a camp counselor or a church leader or a teacher or a family friend.</i> <i>Think about what they said or did that helped you. Helped you grow and learn about yourself. Helped you grow into the adult you are today. What were their words or their actions? How did their words or actions affect you?</i> <i>How do you feel when you think back to that time and that person?</i> <i>How might your life have been different if you'd never met them?</i> 4. After a moment of silence at the end, ask everyone to slowly open his or her eyes. 5. Ask, "Will someone share with me who they thought of? What qualities of that person were important to you or helped you grow into the adult you are today?" Give several people (everyone) the chance to share. Write their responses to the second question up on the chart paper. Once everyone has finished, write "Qualities of a mentor" on the chart paper. 6. De-brief: We all get help along the way. As mentors, we are walking with the youth for part of their journeys through childhood and into adulthood. The qualities we wrote up here are not a complete list of the kinds of support and friendship we can offer mentees, but it is a good list. In particular, in this training, we will cover [highlight items from the list that the training will address].
TRAINER NOTES	• Variation: For individuals and small groups, you can have participants write down their thoughts after the visualization and then ask them to share what they have written.
SOURCE	Script written by Public Profit

ROLES OF A MENTOR

PURPOSE	This activity helps identify qualities of effective mentors and to explore roles that mentors can play in the lives of children and youth.
CONTENT AREA	What is mentoring?
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• 3"x 5" Index Cards • Chart paper • Markers
TIME	30 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Give each participant an index card. Ask them to think back to when they were a child or youth. (Suggest an age range that is the same as the ages of the children or youth they will be mentoring.) 2. Ask them to silently: <ol style="list-style-type: none"> a. Identify one person, preferably someone who is not a relative, who was a kind of mentor for them b. Think about why that person was important to them and the result for them of that person's interest c. Recall the qualities of that person that made her or him so valued, and write down two or three of those qualities on the index card 3. Have participants talk briefly about the mentor they identified and the qualities they valued. 4. As they speak, list those qualities on the chart paper. When a quality is repeated, put a check mark next to it each time it is mentioned. (For example, the first time someone says "good listener," write that phrase. Each time someone else identifies this quality in his or her mentor, put a check mark by the phrase.) 5. Review the items on the list. Note which items were mentioned most often. 6. Then have the participants identify which of the qualities might be categorized as "communication skills," such as listening, talking, asking questions, and being nonjudgmental. (Later training activities focus specifically on helping mentors develop communication skills, but their importance should be emphasized immediately.) 7. Ask participants—again thinking back to the person they identified—to identify the roles a mentor can play in a child or youth's life. 8. List their responses on the chart paper. (These might include friend, big brother, big sister, positive role model, resource, and guide.) 9. Lead a brief discussion about what each of these roles might involve. Be sure participants see that a mentor is NOT the same as a parent, teacher, or counselor. 10. Allow time for participants to talk about their hopes and concerns in their new role. Ask which of the qualities that they admired in their "mentors" do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?
TRAINER NOTES	<ul style="list-style-type: none"> • If you've done the guided meditation, this can be a discussion of the person they thought of in that exercise. • At the end of the activity, you may want to map the training activities to the development of skills that may address their hopes and concerns.
SOURCE	Modified from: Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory. Training New Mentors. September 2007. pp. 19.

MENTOR WORD ASSOCIATION

PURPOSE	To generate definitions of mentoring and illustrate via metaphor that the mentors have access to a network of peer and agency support.
CONTENT AREA	Introduction to Mentoring
GROUP SIZE	<ul style="list-style-type: none"> • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • Ball of yarn
TIME	30 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Tell participants that you would like them to stand up and form a circle in the center of the room and explain that we will do a “Word Association Activity.” 2. Show the group the ball of yarn. 3. Explain the following: You (the facilitator) will hold the end of the yarn and throw it to someone else in the circle. When you throw the yarn, say the first word or phrase that comes to mind when you think of the word “mentor.” The other person catches the yarn, holds on to it, and then throws it to someone else, saying a word or phrase associated with the word “mentor.” Be sure to hold on to the end of the string before you throw it! 4. Check for Understanding: Ask if the activity is clear to everyone, and start it yourself as an example. 5. Repeat these steps until everyone has had an opportunity to catch and throw the yarn and share their first thoughts associated with the word “mentor.” Ask participants to keep hold of the string at the end of the activity. 6. As the activity proceeds, record participants’ words on a flip chart (you may need another person to do this or you may need to hand your end of the string to your neighbor so you can record). 7. Debrief this portion of the activity by asking the following types of questions: What we have formed? (Typical answers are a web, a net, a network.) What can the web signify? (Answers typically include: all of our ideas are linked, there are many facets to mentoring, etc.) What can happen if someone drops his/her end of the string? If everyone holds on tight, what happens when pressure is applied to this net? (Use your hand to push down on the net once everyone is holding tight.) 8. Thank the participants and ask them to return to their seats. (Note: In some cases, the participants may want to preserve the net, so instruct them to lay it down on the floor gently before returning to their seats.)
TRAINER NOTES	<ul style="list-style-type: none"> • De-brief: reiterate that the while mentoring is a relationship between the mentor and the mentee, the mentor is supported by the other mentors in the program, by you (the facilitator/site director), and by the agency itself. • Variation: instead of writing down the words during the activity, you can: <ol style="list-style-type: none"> a. Have people write them up on a piece of chart paper during the break, and add to it throughout the training to build more of the “web” b. Just let the words be said, but not written down – not everything needs to be recorded • Variation: this can work well as a closing activity after the first session. Alternatively, it could happen at the end of the entire training to illustrate the web of support the training has created among participants.
SOURCE	Modified from: USAID’s Health Policy Initiative, Training of Trainers Curriculum: Building the Training Skills of PLHIV in the Middle East and North Africa Region, July 2010. pp.146.

UNPACKING PRIVILEGE REFLECTION

PURPOSE	To provide an opportunity for mentors to reflect on power and privilege and apply it to their own role as an adult working with a young person.
CONTENT AREA	Power & Privilege
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • Handout: Unpacking the Invisible Knapsack (available at www.nymbp.org/reference/WhitePrivilege.pdf) • Handout: The Invisible Knapsack Reflection Questions
TIME	45 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Have the trainee read the handout. It is a bit long, so give them plenty of time and a comfortable place to sit. 2. When they are done, have them complete the reflection questions handout: <ol style="list-style-type: none"> a. Write 2-3 phrases that particularly stood out for you. b. Reread the numbered list of privileges. This time, think about the power and privilege you hold as an adult. Replace “race” or “color” with “age” throughout. This will work better for some on the list than for others. Write 2-3 phrases that stand out for you when you do this replacement. c. Thinking about adult power and privilege, write 2-3 additional phrases to add to the list. d. Write a paragraph or two on how you feel this might relate to your role as a mentor. 3. Once they’ve completed the reflection questions, ask them to share what they wrote. Focus on how they feel it might relate to their role as a mentor. 4. Offer guidance or concrete strategies to address any concerns, and thank them for what they’ve shared with you.
TRAINER NOTES	<ul style="list-style-type: none"> • Variation: this can be done in a group or as an individual “homework” supplement to a group activity. • Variation: For individuals that do not learn well through reading, there is an online audio recitation that can be used at: http://www.archive.org/details/audio, search for “Unpacking the Invisible Knapsack” • If you do a lot of one-on-one training, you may wish to keep a growing, anonymous list of some of the responses to the reflection questions to share with new trainees.
SOURCE	Reflection questions written by Public Profit

UNPACKING THE INVISIBLE KNAPSACK

Reflection Questions for Mentors in training

After you've had a chance to read, "Unpacking the Invisible Knapsack" by Peggy McIntosh, take a few moments to go through the following reflection. You will then share and discuss them with your trainer.

1. Write 2-3 phrases that particularly stood out for you.

2. Reread the numbered list of privileges. This time, think about the power and privilege you hold as an adult. Replace "race" or "color" with "age" throughout. This will work better for some on the list than for others. Write 2-3 phrases that stand out for you when you do this replacement.

3. Thinking about adult power and privilege, write 2-3 additional phrases to add to the list.

4. Write a paragraph or two on how you feel this might relate to your role as a mentor. You may wish to do so on the back of this paper.

WHERE DO YOU STAND? Snowball Activity

PURPOSE	Get participants to share values about young people and their behavior.
CONTENT AREA	Power & Privilege
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Signs labeled “Strongly Agree” “Agree” “Disagree” and “Strongly Disagree” • Tape • Pens (all the same ink color) • Handout: The Role of Young People Questionnaire
TIME	45-60 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Tell the group that they should think about the young people they will be working with and that they will be given a short questionnaire about those young people. This questionnaire asks whether they Agree or Disagree with the list of statements. They should <ol style="list-style-type: none"> a. answer how they really feel and b. not take too much time answering them. 2. Tell them that the group will have a chance to discuss the questions, but won’t be able to link a particular opinion to any one person. 3. Hand out the questionnaire and the identical pens. 4. Give them no more than 5 minutes to answer the questionnaire. Encourage them to move quickly through the questionnaire, going with their gut. When everyone is done, have him or her crumple up their paper into a ball and throw it into the center of the room. 5. Pick up the crumpled papers and throw one to each person. Point out that they should not let people know if they get their own. 6. Frame the next part: <p><i>“Next, I am going to read each statement aloud. You are going to represent the paper that you now have in your hands. I want you to stand next to the sign that reflects the response on your paper. I’m then going to ask for a few people to share why someone might feel that way. Please speak a response that reflects what is on the paper you now have.”</i></p> <p>Proceed this way through all the statements, encouraging a few people to represent their paper each time and from different parts of the spectrum.</p> 7. De-brief: What was that like for everyone? Did you hear any perspectives that were completely new to you or any other surprises? How might a young person offer a different perspective (if no young people present)? (If young people are present, such as high school or college-age mentors, you can ask how the exercise might have been different if it had only been adults.) How might this affect your understanding of your role as a mentor?
TRAINER NOTES	<p>Key points you might consider emphasizing:</p> <ul style="list-style-type: none"> • Sometimes people standing next to each other had opposite ideas whereas sometimes people standing far apart had similar thoughts. • There is no right or wrong answer. • Young people are often capable of great leadership and responsibility, but like most people, they need support and coaching to build these skills. • Adults hold a great deal of power over young people’s lives. Like other forms of oppression, this adultism can get in the way of young people realizing their full potential. • The snowball aspect of this activity helps create safety as people are representing opinions that aren’t necessarily their own. It’s important to remind people to represent their paper respectfully and to not resort to stating their own response “well, I put Strongly Agree” to distance themselves from that of their paper. • Try to give everyone a chance to speak from “where they stand” at least once during the exercise.
SOURCE	Adapted by Public Profit

THE ROLE OF YOUNG PEOPLE QUESTIONNAIRE

Please indicate how much you agree or disagree with the following statements by circling the corresponding response. Please do not think too hard about your response. Rather, go with your gut.

1. Since young people can vote, enlist in the army, and be tried as an adult at age 18, they should also be allowed to legally drink alcohol.

Strongly Disagree

Disagree

Agree

Strongly Agree

2. Elementary-school-aged youth should be included in developing school policies.

Strongly Disagree

Disagree

Agree

Strongly Agree

3. Middle schoolers cannot offer counseling to their peers.

Strongly Disagree

Disagree

Agree

Strongly Agree

4. Youth have as much power as adults to effect change in the world.

Strongly Disagree

Disagree

Agree

Strongly Agree

5. Youth have as much power as adults to effect change in their lives.

Strongly Disagree

Disagree

Agree

Strongly Agree

6. Middle schoolers can create and run their own programs.

Strongly Disagree

Disagree

Agree

Strongly Agree

7. Teenagers cannot successfully run their own businesses.

Strongly Disagree

Disagree

Agree

Strongly Agree

POWER WALK

PURPOSE	To raise awareness about the inequality of opportunities in society, foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups, help participants identify vulnerable and marginalized groups and promote empathy with those who are different from oneself.
CONTENT AREA	Power & Privilege
GROUP SIZE	<ul style="list-style-type: none"> • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • One index card for each participant with a typical character you're your community written on each [see list of characters below]. These characters should NOT be identifiable as an actual person people might know. • CD/MP3 Player and CD/MP3 of soft/relaxing music • Chart Paper • Markers • List of Statements
TIME	40-50 minutes
DESCRIPTION	<p>Process Before Starting Activity</p> <ol style="list-style-type: none"> 1. Write each of the characters you will use on an index card or piece of paper. A list of suggested characters is below. However, feel free to draw from your community to create other, typical characters. Do not use an actual person someone people will be able to identify. Make as many as there are participants. <ul style="list-style-type: none"> • Mayor of a your town (male) • Head of a social services organization (female) • School teacher (female) • Boy in detention facility, age 14 • Girl in residential institution, age 13 • Aunt, guardian of a niece • Single mother with three children, ages 12, 6, and 2 • Girl with disability, age 10 • School principal (male) • Street kid, age 10 • Drug using pregnant woman, age 23 • HIV-infected man, age 42 • Boy with a learning disability (invisible disability), age 14 • Adolescent girl, looking for a job, age 16 • Police officer (male) • Unemployed father • Judge in juvenile justice system • Medical doctor (female) • Incarcerated father • Migrant worker with a family of four (male) 2. Prepare a chart paper with this list of characters. Do not display the sheet until you start Part 3 of the exercise. This exercise requires a big space, so if room is not available indoors, you might want to take the group outside.

DESCRIPTION

Part 1

1. Create a calm atmosphere by playing soft background music or by asking participants to remain silent. Hand out the role cards at random, one to each participant. Tell them to read their card but not show it to anyone else. Invite them to sit down.
2. Now ask them to begin to get into the role. To help, read some of the following questions out loud, pausing after each one to give them time to reflect and develop a picture of themselves as this person:

What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

What is your everyday life like now? Where do you socialize?

What do you do in the morning, in the afternoon, in the evening?

What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?

What excites you? What are you afraid of?

3. Now, stop the music.

Part 2

1. Ask participants to remain absolutely silent as they line up beside each other (as if on a starting line). Tell them that you are going to read a list of statements. Every time their character can agree to the statement, they should take a step forward. Otherwise, they should stay where they are.
2. Ask participants to remember the number of steps they take until the end of the exercise.
3. Now read aloud the statements listed below, one at a time.
 - I can influence decisions made at the city level.
 - I get to meet visiting officials from foundations, other cities.
 - I get new clothes when I want.
 - I have time and access to watch TV, go to the movies, spend time with friends.
 - I am not in danger of being sexually abused or exploited.
 - I get to see and talk to my parents.
 - I can speak at city hall.
 - I can pay for treatment in a private hospital if necessary.
 - I went to or expect to go to secondary school.
 - I will be consulted on issues affecting children/young people.
 - I am not in danger of being physically abused.
 - I sometimes attend workshops and seminars.
 - I have at least some form of health insurance.
 - I can provide a child what he or she needs.
 - I have access to social assistance if necessary.
 - I can talk to an adult I trust when I have problems.
 - I am not isolated.
 - I can report cases of violence, abuse, and neglect of children when I identify them.
 - I can provide for and protect my children.
4. After reading all statements, invite everyone to take note of their final positions:
 - Some participants will have moved a long way forward, while others are further behind.
 - Ask the 'power walkers' (those at the front) to reveal what roles they are playing.
 - Then ask those in the back to reveal their roles.
 - Give participants a couple of minutes to come out of their roles before debriefing as a group.

<p>DESCRIPTION</p>	<p>Part 3</p> <ol style="list-style-type: none"> 1. Bring the group back together for the debriefing. Before they take their seats, ask each participant to record the number of steps each took on a table on the chart paper. When everyone is seated, ask how they felt about the activity. 2. Then, lead a group discussion about the following questions: <ul style="list-style-type: none"> • How easy or difficult was it to play the different roles? How did they imagine what their character was like? • How did people feel stepping forward? Not stepping forward? • How did those who made very few or no steps feel as they watched all the others moving forward? For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? • Why are some people at the front and some at the back? Does the exercise mirror society? How? • What factors might account for these disparities? • Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them? • How does gender account for the different end positions? <p>Closure</p> <ol style="list-style-type: none"> 1. Think about where you would be on this spectrum. Where would the young people you will be mentoring? Where are their parents? How might differences in where you stand and where they stand affect your relationship with your mentee? With their family?
<p>TRAINER NOTES</p>	<ul style="list-style-type: none"> • Make this exercise relevant by adapting the characters and questions to your local context. • When doing this activity outdoors, make sure that the participants can hear you, especially if you are working with a large group. • In the imagining phase, some participants may say that they know little about the life of the person they have to role-play. Tell them that this does not really matter and that they should use their imagination and do the best they can. • The impact of this activity lies in seeing the distance increase between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not. • Some participants with “privileged” characters may respond to the questions by creating reasons why this person might not be as privileged as they appear (such as a white male mayor being targeted for sexual abuse or violence). As a trainer, acknowledge that all people can experience hardship. However, re-focus the group by pointing out that hardship or negative experiences tend to follow lines carved by racism, sexism, and other forms of oppression. • If you have fewer participants than roles, shorten the list of characters. Be sure that there is a balance in the characters who can take steps forward (i.e., can agree with the statements) and those who cannot. This also applies if you have a large group and have to devise more roles. • Be sure to connect concerns in the de-brief to the skills and exercises that are coming up. For example, we will be discussing and strategizing how to maintain an appropriate relationship with the mentee’s family and how this agency will support you in that.
<p>SOURCE</p>	<p>Modified from: Ministry of Gender, Labour and Social Development (Kampala, Uganda), Guidelines for Training of Trainers: A Curriculum. 2008, pp. 85.</p>

40 DEVELOPMENTAL ASSETS

PURPOSE	This activity helps examine the concept of positive youth development in more detail and to explore ways that mentors can distribute to positive youth development.
CONTENT AREA	Positive Youth Development
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • 3" x 5" index cards • Chart paper • Markers • Handout: 40 Developmental Assets for the age level of your mentees (available at www.search-institute.org/developmental-assets/lists)
TIME	40 minutes
DESCRIPTION	<ol style="list-style-type: none"> Copy one or more of these quotes (or other quotes that you like) onto the chart paper: <ul style="list-style-type: none"> <i>"Few things help an individual more than to place responsibility upon him, and to let him know you trust him." —Booker T. Washington</i> <i>"Treat a child as though he already is the person he's capable of becoming." —Haim Ginott</i> <i>"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</i> Lead a discussion about the quote(s) as a way into talking about principles of positive youth development. (Note that experts in positive youth development often talk about young people's "basic needs" essential conditions that help youth avoid risky behaviors, experience healthy development, and achieve their full potential.) Distribute the handout "40 Developmental Assets" for the appropriate age group. Explain the concept of developmental assets as described in the first two paragraphs of the handout. Then review the list of assets. As you do, ask which of the assets could be "delivered" by a mentor. You can also ask which assets could be delivered, but probably should not be, given the discussions the group has been having about mentors' roles. Organize participants into pairs, and give each pair an index card. Ask them to think about everything the group has discussed so far during this training session—including the qualities and roles of mentors, the children or youth enrolled in the program, and positive youth development. Then ask each pair to choose one of the developmental assets that mentors can help deliver, and decide on two or three things a mentor could do to accomplish that. They should write these on the front of the card. On the back of the card, they should write down two or three things that, as mentors, they should avoid doing because they would be counterproductive. (For example, a mentor can provide support by being sure to meet regularly with the mentee, by doing "fun" activities with their mentee, and by being encouraging and positive. Criticizing or lecturing the mentee would be counterproductive.) Have the pairs present their "can do" and "should avoid" lists. As they do, compile two master lists on the chart paper. Where useful, have the group discuss individual items—both positive and negative ones. For example, if a pair suggests that a mentor should avoid being judgmental, ask for examples of situations when a mentor's first impulse might be to sound judgmental (if the youth reports bad grades or being in a fight, for example), and how those situations could be handled in a more positive, productive way. After the pairs have finished presenting their ideas, review the lists and see if there is anything that the participants want to add, delete, or modify. Display this quote (or another quote you like) on the chart paper: <ul style="list-style-type: none"> <i>"Catch people in the act of doing something right." —Ken Blanchard, The One-Minute Manager</i>

40 DEVELOPMENTAL ASSETS

CONTINUED

DESCRIPTION	13. Ask participants to think for a minute about some of the many small ways they could “catch” their mentee “in the act of doing something right.” 14. Then ask for a few volunteers to give some examples. Emphasize the important role that mentors have in providing support and building their mentees’ self-esteem and self-confidence.
TRAINER NOTES	<ul style="list-style-type: none">• One-on-One Variation: Give the trainee a blank paper with just the quote across the top. Ask them to jot down their thoughts in response to the quote, in the context of mentoring. Have them share what they have written. Then, share the Ken Blanchard quote and ask them to think about some of the many small ways they could “catch” their mentee “in the act of doing something right.”
SOURCE	The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory, Training New Mentors, revised September 2007, pp. 26.

WHO IS AT RISK?

PURPOSE	The purpose of this activity is to help participants understand why some young people are more vulnerable to risky behaviors than others and to create awareness of the risk factors and protective factors for substance abuse.
CONTENT AREA	Positive Youth Development
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Chart Paper • Markers
TIME	30 minutes
DESCRIPTION	<p>1. Introduce this exercise to the group with the following question: <i>‘What is the chance that a particular man or woman will fall in love with you?’</i></p> <p>You may let participants come up with some answers. Continue with the following explanation: <i>‘Now most of us know that it is not just a matter of coincidence or being decent looking. There are many other factors, some of which will work in your favor and some of which will go against you. For example, does the object of your desire already have a partner, do your interests match, are you in the same school or workplace and so are likely to meet often, do you have common friends who will act as your messengers? Depending on how you answer these questions, there will be a higher or a lower chance that you will get what you want. The same goes for risky behavior like drug use, violence, or even skipping school. There are a number of factors in one’s life that can cause one to start risky behavior; these are called “risk factors”. At the same time, there are some other factors that prevent one from doing so and these are called “protective factors”.’</i></p> <p>2. Ask participants to name as many risk factors as they can think of that could lead a person to start risky behaviors. Record the answers on chart paper.</p> <p>3. Ask the group to brainstorm the protective factors and record the answers on a different piece of chart paper or a different column.</p> <p>4. Explain that both kinds of factors, risk and protective factors can be further divided into two. They can be either personal or environmental. Personal factors are those that have to do with the individual, and environmental factors are those that have to do with the social, familial, and physical environment in which a person lives.</p> <p>5. Ask a volunteer to indicate which factors in the first list are personal and which are environmental. Follow the same procedure for the list of protective factors.</p> <p>Closure</p> <p>6. Emphasize that these factors do not cover all the possible things that contribute to risky behavior by young people. However, if the risk factors in an individual’s life outweigh the protective factors, it is more likely that she or he will start risky behavior. When working with young people who are at risk, it is important to look at both risk and protective factors. We must reinforce protective factors, not simply reduce risk factors.</p>
TRAINER NOTES	• The transition from “love” to “risk factors” is a bit abrupt in this exercise. It is particularly important to practice how you frame this exercise and the transitions before you conduct this training.
SOURCE	Modified from: YouthNet, Youth Peer Education Tool Kit, http://www.fhi360.org , p. 93.

EMPATHY MAP

PURPOSE	To give mentors an opportunity to see the world from their mentee's viewpoint.
CONTENT AREA	Positive Youth Development
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	• Chart Paper • Markers
TIME	1 hour
DESCRIPTION	<ol style="list-style-type: none"> 1. Give each person a piece of chart paper. 2. Demonstrate: draw a big circle/head in profile with eyes, nose, ears, an open (talking) mouth. Draw lines and label the following sections: Seeing, saying, doing, feeling, hearing and, inside the head, thinking. Write "Mentee" (instead of "Jack, VP of Sales") across the top. <div data-bbox="500 583 1058 1087" data-label="Diagram"> </div> <p data-bbox="1177 1031 1521 1079">Image taken from Gamestorming. See citation below.</p> <ol style="list-style-type: none"> 3. Instruct participants to write and draw the same on their paper. Then, they should write in phrases that describe what their mentee might be Seeing, Saying, Doing, Feeling, Hearing and Thinking. 4. Give everyone 15 minutes to write/draw their empathy map. 5. Report Back: Have someone share their picture and present it to the group. Then go around and ask people to present theirs, focusing on anything different that they wrote down. 6. De-brief: Once everyone has had an opportunity to share their drawing, ask is there anything anyone wants to add stood out for them, any themes they noticed, or any new ideas they would like to add.
TRAINER NOTES	<ul style="list-style-type: none"> • Advanced Activity: This may also be used with practicing mentors as part of their on-going training. They can then think about their own mentee(s). This variation could then be done in one-on-one follow up as well. • Variation: Individuals may do this as a reflection activity in preparation for a check in with the Program Coordinator. • Variation: Gallery Walk Have everyone post their empathy map on the wall. Ask people to go around silently viewing the maps. After 10-15 minutes of viewing, depending on the number of maps, ask people to share anything that stood out for them, any themes they noticed, or any new ideas they would like to add.
SOURCE	Modified from: Dave Gray, Sunni Brown, James Macanufo, Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers, pp. 65.

DREAMS AND NIGHTMARES

PURPOSE	To allow participants to a) share their hopes and fears for their mentoring experience and b) get to know one another further.
CONTENT AREA	PYD: Building Trust
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	• Chart Paper • Markers
TIME	10 minutes or more (about 1 minute per person; 10 minutes minimum)
DESCRIPTION	<ol style="list-style-type: none"> 1. Ask each participant to share 1 Dream (hope or expectation) and 1 Nightmare (fear) they have about mentoring and building trust with their mentee. Record them on the chart paper. 2. De-brief: <ul style="list-style-type: none"> • Comment on any common themes. • Reassure participants that their fears are normal. • Comment on any hopes that are realistic and caution people about any that aren't (e.g. Your mentee will not become "perfect" because you are mentoring her/him). • Remind people of the aspects of upcoming training activities that will address some of the "fears" they bring up.
TRAINER NOTES	<ul style="list-style-type: none"> • Timing Note: This is particularly good at the start of a day (day 2 or later), or after a return from a break, as a way to return the group to the material. • Artistic Variation: Ask participants to draw or write a poem/limerick/rap about their Dreams and their Nightmares and present to the group. • Individual Variation: Have the mentor draw her or his Dream and Nightmare and share it with the Coordinator.
SOURCE	Modified from: Pathfinder International, Cathy Solter, Pham Thi Minh Duc, and Susheela M. Engelbrecht, The Advanced Training of Trainers Participant's Guide, Watertown, MA, May 2007. pp. 4.

TRUST COMES FIRST

PURPOSE	This activity is for mentors to acknowledge and appreciate the importance of taking the time to first build trust with their mentee and to understand what does and does not contribute to building trust.
CONTENT AREA	PYD: Building Trust
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • Handout: “Building Relationships” • Optional Handout: “The Mentor-Mentee Relationship Cycle”
TIME	25 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Emphasize to participants that being an active listener is an essential quality for building a successful mentoring relationship. However, it is not the only one. 2. Ask participants to think about their own experiences in relationships they had with adults (other than their parents) when they were a child or youth. <ul style="list-style-type: none"> <i>How long did it take for those relationships to form? How long, as a child, did it take them to trust and feel attached to the adult? How long, as a youth, did it take? Why did they begin to trust that adult? Did the trust remain? Did they ever begin to question it? If so, why?</i> 3. Distribute the handout “Building Relationships” (Note that the information on the handout is based on research conducted about mentoring relationships in Big Brothers Big Sisters agencies from around the country.) 4. Allow participants a few minutes to read the handout. 5. Lead a discussion about information on the handout. (Before the session, you could write the handout’s key points on the chart paper and display them during the discussion.) Be sure to relate the bulleted items to the underlying principle of establishing trust. 6. Allow participants ample opportunity to ask questions and to discuss any confusion about, or possible disagreement with, information on the handout. 7. After discussing the Building Relationships handout, you may also want to refer to the “Mentor-Mentee Relationship Cycle” handout, which describes the stages of a typical mentoring relationship and provides communication tips for building trust and overcoming difficulties. (Alternatively, this additional handout can be used in ongoing training or inserted into a mentor handbook you provide.)
TRAINER NOTES	<ul style="list-style-type: none"> • The Eisenhower Foundation Deep Mentoring Model emphasizes that mentors need to commit to a length of time that allows for some significant time in the “Real” Mentoring stage. If we create the climate for our mentor-mentee relationships to grow to this stage and then make the commitment to maintain the relationship with a young person for a while once you’ve reached this stage, we make it possible for the benefits of mentoring to emerge.
SOURCE	Modified from: The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory, Training New Mentors, revised September 2007, pp. 46.

BUILDING RELATIONSHIPS Handout

What makes a mentoring relationship successful?

The key to creating effective mentoring relationships lies in the development of trust between two strangers of different ages. Volunteers come to mentoring programs because they want to help youth. Without establishing trust, however, mentors can never truly support the youth with whom they interact.

Establishing communication and developing a relationship can often be difficult processes. Learning to trust, especially for youth who have been let down before, requires time—youth cannot be expected to trust their mentor simply because program staff have put the two of them together.

The most critical factor in determining whether matches develop into satisfying and effective relationships characterized by high levels of trust is the approach of the mentor. Mentors who follow a gradual path in trust-building find that the types of support they can offer, and are accepted, broaden considerably once trust has been established.

Effective mentors are more likely to engage in the following practices:

- They see themselves as “friends” rather than teachers or parents, and define their role as supporting the youth in a variety of ways.
- They are “active listeners.”
- They make a commitment to being consistent and dependable, to maintaining a steady presence in the youth’s life.
- They understand that the relationship may seem fairly one-sided—they may feel like they are doing all the work—and they take responsibility for keeping the relationship alive. For example, early in the relationship, youth often test adults to determine whether they will actually stick around. Successful mentors regularly initiate contact and ensure that meetings are scheduled, rather than waiting to hear from youth.
- They involve the youth in deciding how the pair will spend their time together. While youth are often reticent about expressing what they want to do, successful mentors take the time to learn about the youth’s interests and provide them with options for how to spend their time, rather than planning everything without their input.
- They pay attention to kids’ need for “fun.” Having fun together is a key part of building relationships, and it also provides youth with valuable opportunities that are otherwise often unavailable to them. They seek and utilize the help and advice of program staff. Successful mentors recognize that they don’t have all the answers, and they value the support and guidance that program staff can provide.

What stands in the way of a successful relationship?

Mentors who focus first on building trust and becoming a friend to their youth tend to be more effective than mentors who immediately try to change or reform the youth. Adults whose attention is concentrated on reforming youth often are frustrated by the youth’s lack of receptivity. These mentors make the mistake of pushing too hard and too quickly on the mentee’s problems: pressing them to talk about sensitive issues before they are ready, and ignoring the youth’s desire to help set the agenda for the pair’s activities. These mentors fail precisely because they are too focused on their own agenda.

Less successful mentors tend to do the following:

- They approach the relationship with narrow, specific goals aimed at changing the youth’s behavior.
- They have difficulty meeting with youth on a regular and consistent basis, often demanding that youth play an equal role in initiating contact. Unsuccessful mentors often complain that their mentees do not call them to schedule meetings, or that youth fail to show up for meetings when they say they will.
- They attempt to instill a set of values that may be different from or inconsistent with those the youth is exposed to at home.
- They attempt to transform or reform the youth by setting tasks (for example, focusing on doing schoolwork during their meetings) and adopting a parental or authoritative role in their interactions with youth. For youth, the value of a mentor is often in having a supportive adult who is not a parent or teacher—adopting the posture of these authority figures undermines the development of trust between a mentor and youth.
- They emphasize behavior changes over developing mutual trust and respect in the relationship. Mentors cannot force youth to change; too much focus on what is wrong with a youth is more likely to turn him or her away from the mentor.

Adopting these ineffective strategies most often leads to dissatisfaction with the match and premature termination. In a study of Big Brothers Big Sisters of America, researchers found that more than 70 percent of the matches that included mentors who took a “reform the youth” approach met only sporadically, and the majority of those matches ended relatively quickly without much impact. In contrast, in matches where mentors adopted the gradual trust-building approach, more than 90 percent met on a regular and consistent basis for an extended period of time.

Source: Cannata, Ann, et al, “Training New Mentors: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities,” National Mentoring Center, 2008.

THE MENTOR-MENTEE RELATIONSHIP CYCLE

BEGINNING



CHALLENGING AND TESTING



"REAL MENTORING"



ENDING

STAGE 1: Beginning of the Match

Characteristics:

- Getting to know each other
- The first impressions
- Trying to see the positive in the relationship
- Bonding

Effective Communication:

- 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

STAGE 2: Challenging and Testing

Characteristics:

- Mentee challenges
- Testing phase
- Rethinking first impressions
- Difficult feelings or emotions may surface

Effective Communication:

- Be consistent in your communication, even if it is difficult
- Demonstrate respect
- Build problem-solving techniques into 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

STAGE 3: "Real" Mentoring

Characteristics:

- The relationship begins feeling right again
- Trust is established
- Growth in the mentee can be observed
- A "deeper" bond and connection has been formed

Effective Communication:

- 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

STAGE 4: Ending

Characteristics:

- Preparing for closure
- Relationship may become deeper or mentee may start pulling away
- Reflection

Effective Communication:

- 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

BUILDING TRUST

in Mentoring Relationships

PURPOSE	This activity is used to discuss different scenarios and discuss what is the most effective way to handle situations in building trust within mentoring relationships.
CONTENT AREA	PYD: Building Trust
GROUP SIZE	<ul style="list-style-type: none"> • Small group • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • Chart Paper • Markers
TIME	Varies depending on how many scenarios reviewed and the number of participants.
DESCRIPTION	<ol style="list-style-type: none"> 1. Set up the flip chart in front of the group with some markers. 2. After the group has settled down, tell the participants <ul style="list-style-type: none"> Scenario 1: <i>Carol brings her mentee Lucy over to her house to bake cookies. Carol takes off her heirloom ring and puts it on the kitchen windowsill while they bake so that she doesn't lose it. After they finish baking, cleaning the kitchen and packing up the cookies, Carol takes Lucy home. When she gets back, she can't find her ring anywhere. She is frantic and isn't sure how to handle the situation.</i> 3. After reading Scenario 1, ask the participants questions such as <ol style="list-style-type: none"> a. How should Carol handle the situation? b. What are some of the reasons that a mentee MIGHT take something from a mentor's home, office, or car? 4. Give them some time to think about the scenario and questions. 5. Then ask the participants to come up and write their answers to the question on the flip chart. 6. Then discuss amongst the group. 7. For scenarios 2-4, do the same as steps 1-6. <ul style="list-style-type: none"> Scenario 2: <i>You and your mentee have been matched for 3 years, ever since she was 13. You are very bonded and have a deep, trusting relationship with one another. On a Saturday night, your mentee calls at 1 a.m. telling you that she is at a party, her boyfriend has been drinking and she doesn't want to get into the car with him. She is afraid to call her mother because if she comes to get her, she knows her mother will realize that there has been alcohol at the party and she is afraid of the consequences and finally admits to you that she herself is slightly drunk.</i> <ol style="list-style-type: none"> a. What should the mentor do right then? b. Should the mentor tell the parent? c. What should the mentor do the next time she sees her mentee? Scenario 3: <i>You have been matched with a 14 year-old boy for the past six months. One night driving home from McDonalds he tells you that he is planning to "go all the way" with his girlfriend on Saturday night. After all he says, "everyone is doing it" and he doesn't think he needs to be the only virgin in his crowd.</i> <ol style="list-style-type: none"> d. What should the mentor say at this point? e. Should the mentor inform the parent that his mentee is planning on having sex? f. Should the mentor provide information on birth control, or discuss STD/HIV info?

BUILDING TRUST

in Mentoring Relationships

CONTINUED

DESCRIPTION	<p>Scenario 4: <i>You are matched to a fairly unattractive 15-year-old girl. She tells you that the only way to be popular at her school is to have sex with the boys. She tells you she hasn't done IT yet, but is seriously thinking about it because she thinks no one will invite her to the prom unless she does. She gets teased a lot about her skin, hair, and clothes and has a very low opinion of herself, even though she is an honor's student with top grades in her class.</i></p> <p>g. How should you discuss this situation with her? h. What questions should you ask this mentee? i. What types of things can you do to help boost her self-image?</p> <p>Debrief: Building trust takes time and effort and can be a very fragile thing. Once trust is broken, it is almost impossible to mend the rift that will happen in the relationship, and most times, the match will end.</p>
TRAINER NOTES	<p>Things to keep in mind:</p> <ul style="list-style-type: none">• Never promise a mentee that you will keep everything they tell you confidential. Qualify it by stating, "I can keep this confidential unless it is something that involves your health, safety, or the safety of someone else."• If something comes up that you are unsure how to handle, it is OK to say, "Hmm, great question, I want to be able to give you a really complete answer, so let me think about it and call you back tomorrow." This is a good opportunity to call the agency staff and get additional feedback on how to handle a situation.• Never accuse your mentee of something unless you have 100% proof of wrong-doing. If you accuse and are incorrect, your relationship is probably over.• If you suspect drug or alcohol use, teen pregnancy or other situations you feel are detrimental to your mentee, contact your agency IMMEDIATELY. Let the case management staff contact the parent and make decisions on how things should be handled. You are NOT alone.
SOURCE	<p>Modified from: Elsy Arevalo with contributions by DeVone Boggan and Lynne West, <i>Designing and Customizing Mentor Training</i>, June 2004, pp. 99.</p>

ACTIVE LISTENING PRACTICE

PURPOSE	To give participants an opportunity to practice active listening and reflect on the difficulties they may have with it.
CONTENT AREA	PYD: Active Listening
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	• Pairs of comfortable chairs
TIME	30 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Pair up the participants using a structured method so participants are likely to be with someone they don't know well. One such method could be having people line up by birthday and counting off pairs from one end of the line. Another method could be handing out pairs of cards (the 2 red Aces, the 2 black Kings, etc.) and having people find their pair. 2. Ask the pairs to arrange two chairs so they can sit facing each other at a comfortable distance for a conversation. 3. Tell them they are going to practice active listening with each other. Each person will have 3 minutes to talk about anything they want to such as their plans for the weekend, what they did the night before, a book they've just read or a movie they've just seen. The Talker can talk on whatever topic but they must keep talking for the entire three minutes. If they run out of things to say, they can start over. The other person, the Listener, is to listen attentively without saying anything. Not a word. They can and should make acknowledging gestures like nodding and smiling. After the first person has been the Talker, they will switch roles. 4. Have the person with the darkest hair begin. If necessary, remind the room that the Talker must keep talking the entire 3 minutes. Call out when there is 1 minute left. When the 3 minutes are up, ask the Listener to thank the Talker for what they shared and the Talker to thank the Listener for listening. Then ask that they switch roles. Repeat. 5. Reflect on the exercise as a facilitated discussion: <ol style="list-style-type: none"> a. As a Talker, how was this exercise for you? <ul style="list-style-type: none"> • What was good about this experience? • Did you want something different from the Listener? b. As a Listener, how was this exercise for you? <ul style="list-style-type: none"> • What worked well? • What did you want to do differently? • How might this relate to other experiences you've had listening to friends, colleagues, and partners/spouses? • How might this come up when you are listening to your mentee? 6. Take home: Truly listening to someone else can be a challenge. We may feel we have a lot of wisdom or life experience to impart to help our mentees. However, it is critical to our role as mentors to listen to them. This is a key component to building a relationship and building trust. Paradoxically, we must listen to them to show we are worth listening to.
TRAINER NOTES	<ul style="list-style-type: none"> • Variation: This can be done as a trainer-trainee pair in an individualized training. • Usually, it is difficult for people to be the Listener. They want to jump in and share or they want to affirm and react verbally, or both. This is an opportunity for them to reflect on the ways it is difficult for them so they can anticipate some of the challenges they might face in listening to their mentee. • It can be difficult to be the Talker, who wants a more specific response. If this comes up, ask the group for ways to be responsive while still listening ("uh uh" or "yes, I see" for example).
SOURCE	Written by Public Profit

IF YOU WANT EASY LISTENING

PURPOSE	The purpose of this activity is to hear the difference between supportive and non-supportive communication and to understand the qualities of “active listening.”
CONTENT AREA	PYD: Active Listening
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Handout: “I Hear You” • Chart paper • Markers
TIME	25 minutes
DESCRIPTION	<ol style="list-style-type: none"> On your chart paper, write a line in the middle of the page to identify two columns. One titled with “good” and the other with “bad listening”. Ask the participants to get together in trios. Have them pick their role: Mentor, Mentee and Observer. Ask them to do two role-plays of a conversation between a mentor and mentee. <ul style="list-style-type: none"> In the role-plays, the “mentee” should be the same age as the children or youth in their program. Have other conversational characteristics that realistically exemplify those real mentees. Ask them to use or modify the following scenario that represent situations that mentors in your program will be dealing with: <p><i>Your mentee is 13 years old. You have been meeting for two months. He is always polite but is also always very quiet. Today, when you meet, he is even quieter than usual and he seems uninterested in doing anything. Suddenly, he blurts out, “I can’t stand it anymore. My teachers are picking on me. My mother ignores me. My brother’s beating up on me. I’m going to run away from home.”</i></p> In the first role-play, the “mentor” should display poor listening and other communication skills. The “mentor” could, for example, be non-supportive by asking, “What did you do at school that got you in trouble?” Or the mentor could cause the mentee to feel defensive by saying, “Your mother isn’t very nice to you.” Or the mentor could shut off communication by telling the mentee what to do instead of listening and helping to draw him out. After the role-play, ask participants what they thought of the scenarios presented. As they are talking, add their feedback/thoughts under the appropriate lists that are on the chart paper from the previous activity, “good” and “bad” listening. Then in the second role-play, the “mentor” should display effective listening and other communication skills. After the role-play, ask participants for feedback. Again, as appropriate, add items to the “good” and “bad” listening lists on the chart paper. After hearing feedback and jotting down items on the lists, distribute the handout “I Hear You.” Allow participants a few minutes to read it. Then lead a discussion about items on the handout, asking for examples and encouraging participants to ask questions about anything they don’t understand. (Remember, you are modeling good listening skills!) After discussing handout, summarize the activity by using the following quote (write it on the chart paper). <i>“Easy listening exists only on the radio.” —David Barkan</i>
TRAINER NOTES	<ul style="list-style-type: none"> If appropriate, remind trainees that Active Listening is a skill. We must learn it. We must practice it. We rarely see this role-modeled by our teachers, our parents, and our bosses. We must make a conscious effort to incorporate it into our skill set as mentors. You can create your own scenario based on common experiences in your program.
SOURCE	Modified from: The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory, Training New Mentors, revised September 2007, pp. 38.

I HEAR YOU

People tend to think of listening as something passive, or they tend not to think about it at all. But listening is actually a skill—a valuable skill that can be practiced and learned.

One writer has compared a listener to a catcher in a baseball game. Observers who don't know a lot about baseball might believe that a catcher is doing nothing more than waiting for a pitcher to throw the ball. They think that all the responsibility rests with the pitcher, who is, after all, the one who is winding up and delivering the pitch. In the same way, some people believe that all the responsibility in communication rests with the person who is talking.

In reality, though, a good catcher is not a passive target waiting to receive the pitch. He or she concentrates on a pitcher's motions; tracks the path of the ball; and, if necessary, jumps, stretches, or dives to make the catch. Similarly, a good listener actively tries to catch and understand the speaker's words.

Active listening is the most important skill of a good mentor

"You cannot truly listen to anyone and do anything else at the same time." —M. Scott Peck

When you talk with your mentee, try to remember to:

- Clear your mind of unnecessary thoughts and distractions, so you can give her or him your undivided attention.
 - If your mentee is a child or much smaller than you, sit when you talk, so you are at about the same level.
 - Make eye contact.
 - Be aware of your body language.
 - Pay attention to your mentee's facial expressions, gestures, and body language.
 - Read between the lines for your mentee's feelings. Learn to say, "How did that make you feel?"
 - Ask open-ended questions. Don't ask, "How was school today?" Instead ask, "What did you do in school today?" Then, as appropriate, ask nonthreatening follow-up questions.
 - Paraphrase—restate in your own words—what you think the child or youth has said. When paraphrasing is accurate, your mentee will feel understood. If it is off the mark, it invites her or him to clarify and also reminds you to listen more closely.
 - Ask questions when you don't understand.
 - Put yourself in your mentee's "shoes," and try to understand the world from her or his perspective.
 - Put aside preconceived ideas, and refrain from passing judgment.
 - Acknowledge that you are listening by occasionally nodding your head and saying things like, "I see."
 - Give your mentee the same respect that you desire for yourself when you are talking to someone.
-

How to kill a conversation:

- Tell the speaker that the way he or she feels is wrong. "It's silly to feel that way."
 - Don't look at the person who is speaking to you.
 - Sit slouched over, look distracted, drum your fingers on the table, or use some other body language to signal to the speaker that you're not really interested.
 - While the person is speaking, think about what you're going to say in reply. It's not possible to be forming your own words and concentrating on the speaker's at the same time—so the response you're planning is unlikely to be very useful.
 - Be judgmental and challenging. Ask questions that put your mentee on the spot: "Why didn't you do better on the test?" "Why did you say that to her?" "How could you possibly think that?"
 - Interrupt the person who is talking. Finish his or her sentences.
 - Be totally silent for minutes at a time while your mentee is talking. Don't say, "I see," or "OK," or ask any questions. That way, your mentee will wonder if you're even there.
 - Do something else while the conversation is taking place: work at your computer, read your e-mail, do dishes, fold laundry, pay bills.
-

COMPETING FOR ATTENTION

PURPOSE	The purpose of this activity is to build participants' skills by practicing listening and giving selective attention through role-plays.
CONTENT AREA	Active Listening
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Three chairs per group
TIME	15-30 minutes depending on how long you let the listening go.
DESCRIPTION	<ol style="list-style-type: none"> 1. Ask the participants to sit in a semicircle. Place the three chairs side by side and slightly removed from the participants. 2. Ask three volunteers to sit in the chairs facing the rest of the group. 3. Begin the exercise by saying: <ul style="list-style-type: none"> <i>The person sitting in the center of the three chairs is the "listener", whose job is to try to listen and be attentive to the people on both sides. The person in the chair on the right must continually try to attract and keep the listener's attention. (Do this by telling the person in the center about some problem that you make up.)</i> <i>The person in the chair on the left must also try to keep the listener's interest and attention by telling the listener about your class, the wonderful, amazing class you have that you love so much. You can make up any kind of class you want.</i> <i>Neither of the people trying to get the listener's attention should pay attention to the other one, but focus only on the listener.</i> 4. All participants in the group rotate through all three positions in sequence, moving over one seat at a time as in a big, moving circle. During this activity, you may help participants who need some coaching – for example, encouraging him or her to try harder to capture the listener's attention. You can also stop the game temporarily to demonstrate how to work very hard to get the listener's attention. This might involve turning up the emotional 'volume,' such as by showing how desperate you are to capture the listener's attention. 5. After all the participants in the group have rotated through all three positions, allow the participants to talk about their experience with the exercise, ask them whether there were any moments that clearly stand out in their memory. Ask the group whether there were any particularly effective strategies used to get the listener's attention. 6. To wrap up the activity, provide a brief review of the topics covered during the activity.
TRAINER NOTES	<ul style="list-style-type: none"> • De-brief: Inappropriate behaviors often result from wanting to be heard. As mentors, we need to be sure we don't have anything else competing for our attention when we are with our mentees.
SOURCE	Modified from: Ministry of Gender, Labour and Social Development (Kampala, Uganda), Guidelines for Training of Trainers: A Curriculum. 2008, pp. 81.

LISTEN REFLECTION

PURPOSE	Allow participants to reflect on the importance of listening.
CONTENT AREA	PYD: Active Listening
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	• Listen handout
TIME	20-30 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Pass around the “Listen” handout 2. Ask the group to read the handout silently to themselves. 3. When everyone has had a few minutes, ask for volunteers to raise up any parts of the poem that particularly strike them by asking the following reflection questions: <ol style="list-style-type: none"> a. Did any of the phrases surprise you? b. Did anyone resonate with feelings you have had? As someone hoping to be listened to? As a listener? c. Does anything in this poem remind you of something that has already come up so far in this training? d. How does this apply to our work as mentors of young people? 4. Connect what people say to the important work of building trust, ensuring safety, maintaining appropriate boundaries, the mentor-mentee cycle or whatever else feels important to you. 5. Thank everyone for participating when you are done.
TRAINER NOTES	<ul style="list-style-type: none"> • Variation: you can have someone with a good reading voice read the poem rather than have everyone read silently. It is often best to ask that person in advance so they can read it through to themselves a few times first. It is often best to not recite it yourself but allow another voice to fill the space. • Variation: you can provide this handout to an individual trainee and ask her or him to write or speak or draw their reflections. • This often works best as a closing activity after the other Active Listening activities.
SOURCE	Reflection questions written by Public Profit

LISTEN

*When I ask you to listen to me and you start giving me advice,
you have not done what I asked.*

*When I ask you to listen to me and you begin to tell me why I shouldn't feel that way,
you are trampling on my feelings.*

*When I ask you to listen to me and you feel you have to do something to solve my problems,
you have failed me—strange as that may seem.*

Listen! All I asked was that you listen—not talk or do—just hear me.

Advice is cheap. Ten cents will get you both Dear Abby and Billy Graham in the same newspaper.

I can do for myself. I'm not helpless—discouraged and faltering maybe—but not helpless.

*When you do something for me that I can and need to do for myself,
you contribute to my fear and weakness.*

*But when you accept as a simple fact that I do feel what I feel,
no matter how irrational, then I can quit trying to convince you
and get about the business of understanding what's behind the irrational fear.*

And when that's clear, the answers are obvious and I don't need advice.

Irrational fears make sense when we understand what's behind them.

Perhaps that's why prayer works—sometimes—for some people.

God is mute. He doesn't give advice or try to fix things.

He just listens and lets you work it out for yourself.

So please listen and just hear me.

*And if you want to talk, wait a minute for your turn,
and then I'll listen to you.*

—Anonymous

Modified from California Coalition Against Sexual Assault, Support for Survivors, 1999, p. 124.

ACTIONS SPEAK LOUDER THAN WORDS

PURPOSE	An energizer that also illustrates the importance of one's actions.
CONTENT AREA	PYD: Active Listening (energizer)
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	None
TIME	5 minutes
DESCRIPTION	<ol style="list-style-type: none">1. Ask participants to stand and face you.2. As you demonstrate, ask the participants to extend their right arms parallel to the floor.3. Say, "Now make a circle with your thumb and forefinger." Demonstrate this as you say it.4. Then say, "Now bring your hand to your chin." But, this time, as you say it, bring your hand to your cheek and not to your chin.5. Pause with your hand on your cheek. Most of the participants will have brought their hand to their cheek. Look around, but don't say anything.6. After a few seconds some of the participants will realize they made a mistake and move their hands to their chins.7. Use the exercise to reinforce the point that actions speak louder than words and that Mentors need to keep this in mind when communicating with Mentees.
TRAINER NOTES	<ul style="list-style-type: none">• Use as an energizer in the context of or preceding a discussion of active listening
SOURCE	Modified from: Scannel, E., Newstrom, J., Still More Games Trainers Play, reprinted in Pathfinders International TOT Participant's Guide McGraw-Hill, New York, 1994. pp. 122.

REVIEW MENTOR HANDBOOK: JIGSAW

PURPOSE	To give mentors a chance to become familiar with the program’s policies and procedures and to ask clarifying questions.
CONTENT AREA	Mentoring Policies and Procedures
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	<p>Preparation: Mentor Handbook Warning: The preparation for this activity may be extensive!</p> <ul style="list-style-type: none"> • In advance, prepare a handbook for your mentors. You can use the Generic Mentoring Policy and Procedure template, available from the Hamilton Fish Institute on School and Community Violence (www.hamfish.org) or prepare your own. (See also Part I. For the Trainer.) • The purpose of the handbook should be to communicate expectations clearly to mentors. • At a minimum, it should cover policies and procedures related to: <ul style="list-style-type: none"> • Recruitment, screening and training • Matching, match support and supervision • Record-keeping requirements • Confidentiality policies • Transportation, overnight and out of town travel • Mandatory child abuse and neglect reporting • Unacceptable behaviors • Closure and evaluation • It should also clearly state the contact information for key staff, both for regular and for emergency or crisis communication. <p>Materials</p> <ul style="list-style-type: none"> • Chart paper and markers for each group
TIME	About 45 minutes (about 5 minutes for each topic)
DESCRIPTION	<ol style="list-style-type: none"> 1. Divide the participants into 3 or more groups. If you have 5 or fewer participants, have them work on sections individually. 2. Tell them they will be reviewing, summarizing and presenting different sections of the handbook to their fellow mentors-in-training. 3. Evenly distribute handbook sections to the small groups/pairs/individuals. Give them 10-15 minutes to review their assigned section. 4. Once they have reviewed, ask them to write down short (one sentence) responses to the following questions (10 minutes). <ol style="list-style-type: none"> a. Why is this policy or procedure important? b. Under what circumstances does this policy or procedure apply? c. What is the key action the mentor may need to take regarding this policy or procedure? d. What question do you still have about this section? <p>As an example, you can write up the following (modify as needed):</p> <p>Policy: Overnight or out of town trips with mentees prohibited</p> <ol style="list-style-type: none"> a. This is important to keep mentees safe from abuse b. This applies to any circumstance where the mentor is with the mentee c. Do NOT take a mentee out of town and participate in any overnight activities with a mentor d. What if the program organized a camping trip for a group of us? (Possible response: official group activities planned by XYZ organization are not prohibited.)

DESCRIPTION	<ol style="list-style-type: none">5. Ask each group to present their sections in the order they appear in the handbook. Be prepared to respond to the questions raised, even if the response is "I'll get back to you on that."6. After everyone has gone, thank the participants for their research and presentation and ask if there are any additional clarifying questions.7. Write up the key contact information on the board. Give everyone a few minutes to enter that contact information into their phones or address books as needed.8. Ask them for any closing thoughts on the policies, procedures or issues raised. Remind them that they can always ask you for clarification at any time.
TRAINER NOTES	<ul style="list-style-type: none">• Remember to follow up on any additional information you promise to retrieve or clarify.• Be prepared to use this exercise as a screening tool. If someone does not understand the value of these policies and procedures, they may not be a good fit for your program.
SOURCE	Prepared by Public Profit

LET'S HAVE FUN!

Orientation to Available Activities

PURPOSE	Provides an orientation to available activities
CONTENT AREA	Have Fun!
GROUP SIZE	• Individual • Small group • Medium to large group
PREPARATION & MATERIALS	<p>Preparation</p> <ul style="list-style-type: none"> • Create a list of “Top 10 Things to Do with your Mentee” that lists local activities such as the zoo, amusement park, local amateur sporting events or age-appropriate museums where mentors can take mentees for a fun outing. <p>Handouts</p> <ul style="list-style-type: none"> • Prepared list of “Top 10 Things to do with your Mentee” • 101 Fun Things to do with Your Mentee
TIME	10-15 minutes for the energizer 15 minutes for the handouts
DESCRIPTION	<ol style="list-style-type: none"> 1. Play a fun energizer with the group. 2. Write the following quote on the board (or find a similar one): <i>“It is a happy talent to know how to play.” — Ralph Waldo Emerson</i> 3. Part of building a relationship with your mentee will be to have fun with them. 4. Pass out the first handout of local activities. Say a word or two about one activity you’ve done before (for example, “I’ve been to the Children’s Art Lab. Fun. Cheap. Glitter Glue!” Ask for a show of hands for people who have been to each activity. Ask for a word or two about each one. 5. Pass around the second handout at the end (or point it out in their binder).
TRAINER NOTES	<ul style="list-style-type: none"> • You want to evoke a sense of these activities to give the other mentors in training some ideas. • When you model the first “word or two” REALLY keep it to one or two words. Participants will follow your lead more than your directions. • Variation: Have the handouts in their original materials. At the end of the first day, ask for volunteers to write a “Yelp” style review of each local activity (they should have done the activity already) before the next session. At the next session, collect the reviews and post them around the room for people to view during breaks. • Variation: Individuals in one-on-one training can ask questions about the different activities of the Program Coordinator.
SOURCE	Written by Public Profit

101 FUN THINGS TO DO WITH YOUR MENTEE

The particular activities can be almost anything. What is important is that the mentee play a role in deciding on the activity and that it be fun!

1. Play games
2. Hang out and talk
3. Read a book together
4. Create artwork together
5. Have a picnic
6. Take photographs together
7. Do homework (only occasionally)
8. Go to the library
9. Talk about your career
10. Talk about the future
11. Eat lunch together
12. Play Frisbee
13. Tell stories about your childhood
14. Research colleges and universities
15. Color
16. Set New Year's resolutions
17. Talk about news or current events
18. Share a talent or teach a skill
19. Talk about planning a budget
20. Talk about what it takes to succeed
21. Take a walk
22. Swing together
23. Make a craft
24. Talk about career interests
25. Share your favorite subject in school
26. Talk about places you want to visit
27. Learn something new together
28. Teach each other a song
29. Research a different culture
30. Learn about a foreign country
31. Talk about college
32. Share your culture and background
33. Carve a pumpkin
34. Play Hangman
35. Shoot some hoops
36. Plan a random act of kindness
37. Play with Legos
38. Play with Play-doh
39. Eat breakfast together
40. Talk about bullying
41. Keep a journal
42. Talk about study habits
43. Make a collage
44. Create art you can wear
45. Blow bubbles
46. Play hopscotch
47. Play Scrabble
48. Talk about eating healthy
49. Play a musical instrument
50. Talk about good manners
51. Role play
52. Play checkers
53. Teach a skill
54. Make finger puppets
55. Have a tea party
56. Read a comic book
57. Play Jacks
58. Read the funny pages
59. Tell a story
60. String beads together
61. Research a historical event
62. Practice spelling words
63. Go to a movie
64. Go to the library and borrow a movie for free
65. Play board or card games
66. Attend a free concert in the neighborhood
67. Take in a sports event at school
68. Investigate which area museums offer free museum days, and go
69. Tie-dye a T-shirt with Kool Aid
70. Find some old magazines and make a collage for a special person
71. Just talk
72. Make popsicles in the freezer and enjoy them on a really hot day
73. Turn on the radio and make a new dance
74. Hang out at the coffee shop or pizza parlor
75. Go bowling
76. Take an old pair of jeans and recycle them into something else (a bag? a book cover?)
77. Attend a neighborhood festival
78. Bake your favorite cookie recipe
79. Bake cookies for an elderly relative
80. Catch butterflies, find insects
81. Create jigsaw puzzle
82. Decorate for a holiday
83. Do landscaping and gardening together
84. Draw pictures and color together
85. Do some painting – a fence, a picture, a face
86. Do some woodwork and build a bird's house or bird's feeder
87. Do arts and craft
88. Feed the birds at a park or waterfront
89. Find something your mentee has never tried or a food she/he has never tasted
90. Tour a police station
91. Tour a television station
92. Tour a fire station
93. Bake a pizza
94. Visit an art gallery
95. Make paper snowflakes
96. Draw pictures of each other
97. Make finger puppets
98. Create a cartoon character
99. Play wall ball
100. Visit a natural area
101. Visit a science center

MENTOR PANEL

PURPOSE	To allow new mentors to talk with and ask questions of current mentors.
CONTENT AREA	All content areas
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	<p>Preparation Warning: The preparation for this activity may be extensive!</p> <ul style="list-style-type: none"> • Invite current mentors to be a part of your panel. Ask them to prepare a short presentation (1-2 minutes) addressing 2 questions: <ol style="list-style-type: none"> 1. What do you like best about mentoring? 2. What is one thing you know now, that you wish you knew then (when you started)? • Point out that they will be asked questions from the training participants about their experience. <p>Additional Materials</p> <ul style="list-style-type: none"> • Prepared list of additional questions for the panelist (optional) • Chart paper and markers • Snacks and water for the panel • Thank you cards for the panel
TIME	Depends on the size of the panel, but a 45 minute presentation may be sufficient.
DESCRIPTION	<ol style="list-style-type: none"> 1. Introduce the panelists. 2. Ask each in turn to answer the 2 questions they received in advance. 3. Open up the floor for questions from the training participants. 4. As the time for questions draws to a close, thank the panelists and encourage a round of applause from the training participants.
TRAINER NOTES	<ul style="list-style-type: none"> • You may need to steer the conversation, at least at first. You may wish to have a prepared list of questions for the panelist if the training participants don't jump in right away. • Do not be shy about clarifying any points about policies, procedures, safety or boundaries even if it contradicts something a panelist says. • However, in general, cede the floor to the panelists and the training participants. • Be prepared to follow up with current and new mentors about any issues that arise in the panel. • Note: this session is best as one of the closing sessions after the content sessions have already been delivered.
SOURCE	Written by Public Profit

CONTEXT MAPPING

PURPOSE	Creates a picture of the systems that influence the lives (positive and negative) of the young people (mentees) in the program. Allows an opportunity to plan how to be an effective and appropriate advocate for their mentee.
CONTENT AREA	Advanced Training: Advocacy and Intercession (opener for an advanced group)
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• 6 pages of chart paper (can be prepared in advance) • Markers
TIME	45-60 minutes
DESCRIPTION	<p>Paint the Picture</p> <ol style="list-style-type: none"> Place 6 pieces of paper on the wall (2 rows by 3 columns). In the center top one, draw a few figures of youth and label them “mentees in our program” or “youth in our school.” Use the specific name of the school or program. You want people to think concretely about the youth they will be working with. On the page to the left, write “Institution: Family” and on the page to the right, “Institution: School” Label the lower Left “Institutions: Economic”. Label the lower Center “Institutions: Legal and Political” Leave the lower Right blank Go one by one through the 4-labeled squares and ask participants to name aspects of that institution. For example, “School” can have various teachers, the principal, school counselor, school security officer, etc. “Family” could have grandparents, mom and dad separately, and could have family-related institutions such as “Church.” The blank square is for institutions that participants don’t feel fit neatly in another category. For example, they may feel that Religious Institution needs its own category and may want to break that down further into Minister, Youth Minister, Elders, etc. Once the brainstorm has slowed down enough, summarize the overall picture or some key points. Ask participants for observations, insights, and concerns. Allow for discussion. <p>Advocating for youth within these systems</p> <ol style="list-style-type: none"> Advocate means “champion or intercessor.” Ask for initial thoughts about what it means to advocate for young people. How might it be different advocating for youth vis a vis these different institutions? How does the role of mentor lend itself to certain kinds of advocacy if any? What kinds of advocacy might be inappropriate for a mentor? <p>Key points that should be raised:</p> <ul style="list-style-type: none"> Mentors are not parents. Building on an established mentoring relationship, mentors can encourage a young person to advocate for themselves. Mentors can advocate for youth by being an ally to youth, sticking up for young people generally, and advocating for policies that support positive youth development. Established mentors can be informal advocates: showing up at school events and student performances, getting to know the student’s teacher and other school staff, getting to know the parents. In other words, showing the other adults in the child’s life that you believe in and support them.

**TRAINER
NOTES**

- Let the group dictate where you place things. Allow for some to appear in more than one square if the group wants.
- **Variation:** you can do this in a one-on-one training in a couple of ways:
 - Bring a saved set of pages from a previous group activity, set it up and ask the mentor-in-training to look at it for a few minutes.
 - Have a set of institutions and forces that you explain to the mentor-in-training as you sketch this on a large sheet of paper.
 - In either case, give the mentor-in-training structured time to ask clarifying questions, respond to what they see, and add their own ideas to the drawing.

SOURCE

Modified from: Dave Gray, Sunni Brown, James Macanuso, *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers*, pp. 84.

HONORING THE RIGHT TO SELF DETERMINATION

PURPOSE	To provide mentors the opportunity to reflect on how they can support mentees in being their own advocates.
CONTENT AREA	Advanced Training: Advocacy and Intercession
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Self Determination and Problem-Solving Handouts • Case Study Handout • Chart paper • Markers
TIME	45 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Divide participants into small groups. 2. Assign each group one case study. Ask them to read it aloud to each other, and respond to the question “What would be your approach?” using the Honoring Mentee’s Right to Self-Determination handout as a guide. 3. After the groups have had about 10 minutes to discuss the case study and prepare their responses, ask each group in turn to report back on their case. 4. Allow other participants a minute or two to add comments to each case study presentation. 5. Once everyone has gone, ask: What did you notice? How do we support young people in being their own advocates? In what ways do they still need adult support? In what ways are mentors the appropriate source of the support? In what ways not? 6. Have them read silently the handout “Honoring the Mentee’s Right to Self-Determination.” Ask if anyone is willing to share additional thoughts raised by the reading.
TRAINER NOTES	<ul style="list-style-type: none"> • Variation: For individuals and small groups, you can have participants write down their thoughts about one or two of the case studies individually and report what they wrote to the small group or to the Program Coordinator.
SOURCE	Case Studies written by Public Profit

HONORING THE MENTEE'S RIGHT TO SELF-DETERMINATION

Self-determination is the right that every human should have to make decisions for his or herself.

Of course this concept becomes tricky when youth are involved since many decisions are made for them, with or without their consent. They are not seen as old enough to be trusted with such decisions. Therefore, youth live in a world where it is often difficult for them to feel they have a right to make decisions.

Also, their decision-making skills may be limited because they are offered little opportunity to exercise them. So while teachers, parents, probation officers, and other adults in their lives must focus on managing behavior and determining what is best for a child's welfare, a mentor's job is to help his or her mentee develop these skills for themselves and learn to make their own choices.

Below are some tips for promoting and respecting a mentee's right to self-determination. The idea is to process with the youth so that they understand what the implications might be of any particular course of action, and to help them discover what is truly important to them.

This process is important to the mentoring relationship as it communicates respect and trust. It also builds healthy decision-making skills, a key developmental asset for young people.

- Focus on his/her feelings and needs rather than jumping to problem-solving.
- When issue has been talked about, ask, "What do you think you would like to do about this situation," and "How would you like for me to help?"
- If you are not comfortable with what (s)he wants to do, ask yourself why before you decide whether to say so.
- If what (s)he wants to do is not possible, explain so gently and apologize.
- Ask what alternative solutions would make him/her comfortable.
- Encourage critical thinking through questions and reflections.
- Use the words, "I don't know — what do you think?"

Other thoughts:

PROBLEM-SOLVING AND RESOURCES

Once the mentor has successfully addressed the mentee’s feelings and has processed with the mentee in a way that honors their need for self-determination, the mentor can further assist the mentee in locating resources and options. It is important that the mentor be prepared to assist the mentee. It is also important that the agency be prepared for any interventions that are needed. Ideally, this should be a team effort, a team of which the mentee his or herself is the key player. The mentor, the program staff, the mentee’s family, and any other adults who are relevant to the mentee’s life or situation should ideally work together so that the mentee has the best support available.

However, it is equally important that the mentee participate in the development of this team and that his or her needs and feelings be addressed at every turn.

- Know your appropriate role as a mentor.
- Be honest with the mentee if confidentiality does not hold.
- Suggest that your supervisor may have some thoughts if you don’t know what to do.
- Ask the mentee if (s)he would like to talk to the agency with you if necessary.
- Provide information if the mentee is unaware of resources or options.
- Brainstorm with the mentee and be creative in finding a solution — there is usually more than one way to handle a situation, and this process is educational for the mentee.
- Offer to accompany the mentee if (s)he is uncomfortable with something (s)he has decided to do.
- BE COLLABORATIVE — you are a team.
- FOLLOW THROUGH WITH ANY AND ALL COMMITMENTS

Other thoughts:

CASE STUDIES Self Determination

Case Study One:

Your mentee confides in you that her teacher doesn't like her and is flunking her on purpose. Recently, the mentee was sent to the office and later had her seat assignment moved to "keep her from talking" to her friends during class.

- What would be your approach to her?

Case Study Two:

Your mentee has had trouble with the law in the past and is on probation. While hanging out with friends, one of them was discovered with marijuana in her backpack. A report has been filed with his probation officer. He is nervous about the consequences.

- What would be your approach to him?

Case Study Three:

Your mentee has recently moved in with his grandmother. She seems to love him very dearly, but has set very strict limits on his time outside of school. Your mentee wants to get her to change her mind about these limits, and asks you how he should go about it.

- What would be your approach to him?

BOUNDARY SETTING

PURPOSE	To discuss, determine and practice clear boundaries for a mentoring relationship.
CONTENT AREA	Advanced Training: Enhanced Accessibility
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Handout: Boundary Setting scenarios • Chart paper • Markers
TIME	45 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Divide participants into small groups of about 4. 2. Give each small group a scenario and ask them to prepare a role-play based on that scenario. 3. Give them 15 minutes to prepare. <p>Scenarios:</p> <ul style="list-style-type: none"> • You go to pick up your mentee and the mom meets you at the door in a robe and slippers, sniffing and sneezing and asks you if you wouldn't mind picking up a few things at the drug store while you and your mentee are out. What should you say and why? • You have set aside Saturday afternoons for your meeting with your mentee. Mom calls and asks if you wouldn't mind switching your time to Friday night as she has an important meeting to attend. What should you do? • The mother of your mentee calls you and says that your mentee has been getting into trouble at school and she thinks that he might be gang involved. What is your role? What do you do? • You go to pick up your mentee and he isn't home. You had previously called to let him know what time you would be there. You had both agreed on what to do and you had spent a significant amount of money on getting tickets to a sporting event. What should you do? 4. After 15 min, bring the group back together and have them role-play their scenario. 5. After the role-play ask them to discuss what they felt the boundary issue was, how they decided to resolve the issue and what significance they felt it had on the mentoring relationship. 6. Get input from others who had not been part of that group as to how they might have handled it differently and why. 7. After each group has gone and others have had an opportunity to respond, ask the full group to brainstorm what they feel are the key points of the exercise. 8. At the end, ask if anyone wants to add anything that they felt was done particularly well in the role-plays, or might be done differently, based on the discussion.
TRAINER NOTES	<p>The following are some examples of key points about boundaries:</p> <ol style="list-style-type: none"> 1. Do not let a mentor get caught up in the parent's personal situation. It will lead a mentor to feeling used if it continues on an ongoing basis and sets an unrealistic expectation on the part of the parent that the mentor should be there for them. 2. The relationship between the mentor and mentee is between them. Scheduling needs to be approved by the parent but should be changed only with the consent of all parties. If the change makes it inconvenient for the mentor then they should not feel pressured. 3. Certain time limits should be set early on in the match establishing some guidelines as to how long one party will wait for the other, calling ahead of time if something comes up, (for example, bad traffic, stuck at the office, needing to stay late at the library to finish a school project, etc.) 4. Never let the parent/guardian get you involved in something that is strictly a family situation or allow them utilize you as a disciplinarian.
SOURCE	Modified from: Elsy Arevalo with contributions by DeVone Boggan and Lynne West, Designing and Customizing Mentor Training, June 2004, pp. 56.

BOUNDARY SETTING Handout

Scenarios:

1. You go to pick up your mentee and the mom meets you at the door in a robe and slippers, sniffing and sneezing and asks you if you wouldn't mind picking up a few things at the drug store while you and your mentee are out. What should you say and why?

2. You have set aside Saturday afternoons for your meeting with your mentee. Mom calls and asks if you wouldn't mind switching your time to Friday night as she has an important meeting to attend. What should you do?

3. The mother of your mentee calls you and says that your mentee has been getting into trouble at school and she thinks that he might be gang involved. What is your role? What do you do?

4. You go to pick up your mentee and he isn't home. You had previously called to let him know what time you would be there. You had both agreed on what to do and you had spent a significant amount of money on getting tickets to a sporting event. What should you do?

WORKING WITH PARENTS

PURPOSE	This activity is used to discuss different scenarios and discuss what is the most effective way to handle situations in working with parents within mentoring relationships.
CONTENT AREA	Advanced Training: Enhanced Accessibility
GROUP SIZE	<ul style="list-style-type: none"> • Small group • Medium to large group
PREPARATION & MATERIALS	<ul style="list-style-type: none"> • Chart Paper • Markers • Handout: Working with Parents Scenarios
TIME	Varies depending upon how many scenarios are reviewed and on the number of participants.
DESCRIPTION	<ol style="list-style-type: none"> 1. Divide the participants into three groups 2. Give each group a different scenario to work with: <ul style="list-style-type: none"> Scenario 1: <ul style="list-style-type: none"> • The mentor is extremely frustrated and wants to end the match. The last two times he has gone to pick up his mentee, he has been told by the parent at the door that the mentee is grounded and cannot go on their planned visit. The mentor politely reminds the parent that it is against the agency rules to ground the mentee from their weekly outings, but the parent is adamant. The mentor feels extremely put out because he had made specific plans and bought tickets to a local event being held that weekend. Scenario 2: <ul style="list-style-type: none"> • There are three siblings in a family. Only the middle child is matched at this time, the others are still on the wait list. It is almost time for the three youth to go back to school and the mentor decides (without telling the parent) to take their mentee shopping for back to school clothes to help out the parent, who they know is having problems making ends meet. The mentor buys their mentee designer clothes, shoes, jackets and school supplies. When they come home laden with all the bags from the local mall mom can barely contain her anger and the mentor is confused. The mentor and the parent both call the case manager, and each exhibits anger and hurt feelings. Scenario 3: <ul style="list-style-type: none"> • One of the program rules is that a parent/legal guardian must be at home when a mentor drops off their mentee. The parent is often late and the mentor and mentee often wind up sitting in the car waiting. The parent does not have a cell phone to call them on and the mentee gets really anxious and keeps pleading that it is okay for him to be home alone. The mentor is getting so frustrated he is ready to end the match. Mom's version is completely different. She states that the mentor is often late in picking up the mentee, that she has told the mentor that she needs to do errands, and that she makes it clear to the mentor that she can only give an approximate time for when she will return home. 3. Ask each group to discuss the following: <ol style="list-style-type: none"> a. Discuss this scenario from both the parent and the mentor's views. In particular, what might the parent be feeling? What concern does the parent have for her or his child in this scenario? What concern does the mentor have? b. What can be done to improve communication skills between the mentor and the parent? c. What type of rules/boundaries should there be, and how can this be established so that the parent doesn't feel disrespected/disregarded, etc.? 4. Ask them to report back their key discussion points to the full group. While they are giving their feedback write them on the chart paper. 5. De-brief questions: What do you notice? Does anything surprise you? Otherwise stand out for you?

**TRAINER
NOTES**

Some points that should be covered:

- It is important to remember that the relationship is about the CHILD. Having clearly written guidelines and ground rules can help, but it is clear communication between all parties concerned that will make or break a match.
- Each party in the match must be heard. It is important to hear not only what is said, but what underlies it, what fears it is bringing up for the person you are speaking to, and what you can do to calm the waters.
- Emphasize importance of healthy boundary setting with parents and guardians.

SOURCE

Modified from: Elsy Arevalo with contributions by DeVone Boggan and Lynne West, Designing and Customizing Mentor Training, June 2004, pp. 107.

WORKING WITH PARENTS Handout

Scenario 1: The mentor is extremely frustrated and wants to end the match. The last two times he has gone to pick up his mentee, he has been told by the parent at the door that the mentee is grounded and cannot go on their planned visit. The mentor politely reminds the parent that it is against the agency rules to ground the mentee from their weekly outings, but the parent is adamant. The mentor feels extremely put out because he had made specific plans and bought tickets to a local event being held that weekend.

Scenario 2: There are three siblings in a family. Only the middle child is matched at this time, the others are still on the wait list. It is almost time for the three youth to go back to school and the mentor decides (without telling the parent) to take their mentee shopping for back to school clothes to help out the parent, who they know is having problems making ends meet. The mentor buys their mentee designer clothes, shoes, jackets and school supplies. When they come home laden with all the bags from the local mall mom can barely contain her anger and the mentor is confused. The mentor and the parent both call the case manager, and each exhibits anger and hurt feelings.

Scenario 3: One of the program rules is that a parent/legal guardian must be at home when a mentor drops off their mentee. The parent is often late and the mentor and mentee often wind up sitting in the car waiting. The parent does not have a cell phone to call them on and the mentee gets really anxious and keeps pleading that it is okay for him to be home alone. The mentor is getting so frustrated he is ready to end the match. Mom's version is completely different. She states that the mentor is often late in picking up the mentee, that she has told the mentor that she needs to do errands, and that she makes it clear to the mentor that she can only give an approximate time for when she will return home.

Discussion Questions

1. Discuss this scenario from both the parent and the mentor's views. In particular, what might the parent be feeling? What concern does the parent have for her or his child in this scenario? What concern does the mentor have?

2. What can be done to improve communication skills between the mentor and the parent?

3. What type of rules/boundaries should there be, and how can this be established so that the parent doesn't feel disrespected/disregarded, etc.?

DEALING WITH DIFFICULT SITUATIONS

PURPOSE	This activity helps identify different types of difficult issues that may come up in a mentoring relationship and discuss different ways to effectively handle difficult situations.
CONTENT AREA	Advanced Training: Crisis Identification and Management
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• Chart paper and markers • Handout: “Dealing with Difficult Situations”
TIME	Approximately 45 minutes (Varies depending upon how many scenarios are reviewed and on the number of participants.)
DESCRIPTION	<ol style="list-style-type: none"> 1. Ask participants split up in to small groups. 2. Hand each group a sheet with each of the following situations: <ul style="list-style-type: none"> • Your mentee says it would be easier to commit suicide. Should you consider the remark serious, or should you change the subject? Is counseling appropriate? • Your mentee has been missing school lately and seems lethargic; grades suffer. The school counselor feels you have would have some influence on this student. Should you have the mentee talk about his/her problems? Should you share responsibility for his/her being at school regularly? • Your mentee shares with you that s/he is experimenting with drugs; just “recreational” drugs. Do you refer the problem, or ignore it? Do you confront the student in a way that ensures your continued support? • Your mentee confides in you that she is three months pregnant, and “the school will not let me continue if they find out.” Do you involve a counselor or parent? Can you identify support for this girl? • Your mentee needs transportation to work. Do you loan him/her a car or money, or assist in arranging transportation? • You and your mentee are in your place of employment. The student makes a tasteless remark to a customer (or one of your coworkers). Should you confront the mentee in front of others, discuss it in private, or ignore it? • After many unexcused absences and tardiness, the principal contacts you to say that your influence might bring the mentee back to school. The principal also believes s/he is an abused child. In calling the mentee, you reach the suspected abusive parent who suggests that you “leave them alone.” Do you confront the parent and child, or contact a caseworker in Social Services? 3. Ask the group members to read one scenario at a time and discuss amongst each other on how they would go about handling the situation and use the questions to help shape their discussions as well.
TRAINER NOTES	• This session is best as an opportunity for participants to apply what they’ve learned after a series of guest presentations or after you’ve presented key information and agency policies and procedures.
SOURCE	Modified from: Elsy Arevalo with contributions by DeVone Boggan and Lynne West, Designing and Customizing Mentor Training, June 2004, pp. 110.

DEALING WITH DIFFICULT SITUATIONS Handout

Take a moment to read a Scenario below. Discuss your response with your group.

1. Your mentee says it would be easier to commit suicide. Should you consider the remark serious, or should you change the subject? Is counseling appropriate?

2. Your mentee has been missing school lately and seems lethargic; grades suffer. The counselor feels you have would have some influence on this student. Should you have the mentee talk about his/her problems? Should you share responsibility for his/her being at school regularly?

3. Your mentee shares with you that s/he is experimenting with drugs; just "recreational" drugs. Do you refer the problem, or ignore it? Do you confront the student in a way that ensures your continued support?

4. Your mentee confides in you that she is three months pregnant, and "the school will not let me continue if they find out." Do you involve a counselor or parent? Can you identify support for this girl?

5. Your mentee needs transportation to work. Do you loan him/her a car or money, or assist in arranging transportation?

6. You and your mentee are in your place of employment. The student makes a tasteless remark to a customer (or one of your coworkers). Should you confront the mentee in front of others, discuss it in private, or ignore it?

7. After many unexcused absences and tardiness, the principal contacts you to say that your influence might bring the mentee back to school. The principal also believes s/he is an abused child. In calling the mentee, you reach the suspected abusive parent who suggests that you "leave them alone." Do you confront the parent and child, or contact a caseworker in Social Services?

RESPONDING TO DELICATE TOPICS AND CRISES

PURPOSE	This activity helps identify what a mentor should do when in a delicate or difficult situation and discuss some ideas on how to handle the situation.
CONTENT AREA	Advanced Training: Crisis Identification and Management
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	• “Delicate Topics and Crisis Response” sheet • Chart Paper • Markers
TIME	45 minutes
DESCRIPTION	<ol style="list-style-type: none"> 1. Divide participants into three groups. 2. Hand one “Delicate Topics and Crisis Response” sheet per group. 3. Read the crisis scenario out loud to everyone or ask one person per group to read out the crisis scenario within their small group. 4. Ask each group to focus on one aspect of the scenario: <ol style="list-style-type: none"> a. Group 1: brainstorm strategies to address Jack’s immediate safety and your own, and the agency’s liability. b. Group 2: brainstorm ways to address his immediate emotional needs in coming to you for help. c. Group 3: brainstorm ways to offer him some solutions and resources for his situation. 5. After giving them about 10 minutes to write down their ideas, have one person per group share their thoughts while you record them on chart paper. 6. After all groups have presented, ask participants: what do you notice? What surprised you? What do you particularly agree with?
TRAINER NOTES	• Be prepared to clarify agency policy on some of the issues raised in this scenario, referring to the Policies and Procedures previously reviewed with the group.
SOURCE	Modified from: Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues, pp.20.

RESPONDING TO DELICATE TOPICS AND CRISES

A Crisis Scenario SMALL GROUP ACTIVITY

Imagine that you are a mentor for a 14-year-old boy named Jack. You have been mentoring him for seven months, and he seems to really like you. Jack lives with his mother and two younger siblings. He is in the eighth grade and he performs at a level a little above average. You know from your agency that Jack's father has been incarcerated for the past nine years, but Jack never talks about him. His mother is always appreciative of the time you spend with him since she works two jobs and has little time for him. Jack also has a large extended family in the neighborhood, and you have met several of his cousins, aunts and uncles. The family seems very well known in the neighborhood, and the school principal has told you that parts of the family are gang-involved. When you go to meet Jack at school as agreed upon, he tells you immediately that his house was shot at from a passing car last weekend. He goes on to say that he has been having nightmares ever since, and that he is fearful something will happen to his mother or siblings.

GROUP 1 Please brainstorm strategies to address Jack's immediate safety and your own, and the agency's liability.

GROUP 2 Please brainstorm ways to address his immediate emotional needs in coming to you for help.

GROUP 3 Please brainstorm ways to offer him some solutions and resources for his situation.

LOCAL RESOURCE GUEST PRESENTATION

PURPOSE	To provide mentors with information and referral resources for crises they may encounter.
CONTENT AREA	Advanced Training: Crisis Identification and Response
GROUP SIZE	• Small group • Medium to large group
PREPARATION & MATERIALS	<p>Preparation</p> <p>Warning: The preparation for this activity, scheduling and communicating with a guest speaker, may be extensive!</p> <p>As part of risk management for the program, coordinators should be aware of local resources such as suicide prevention and rape crisis centers where they can refer mentees if needed. It is often a good idea to have a representative from these agencies present to mentors about how to identify the crisis, how to respond in that moment, and how to successfully refer to additional, appropriate support.</p> <ul style="list-style-type: none"> • Identify partners in the community that provide specialized crisis services. • Schedule partners to present to mentors about how to identify the crisis and refer appropriately. • Confirm with guest presenter and attendees a few days in advance. <p>Also, be prepared to refer participants to the Policies and Procedures handout, presented earlier in the training, outlining:</p> <ul style="list-style-type: none"> • Agency policies and procedures regarding crisis (at minimum, the handout should cover abuse, neglect, suicidality, domestic violence, arrest). • How these policies and procedures connect to state laws, including mandated reporting laws. • Guidelines on how to respond to a mentee or other youth that informs you of such a crisis. • Clear contact information of the agency staff member(s) that mentors should contact with any information or suspicion of a crisis. <p>Additional Materials</p> <ul style="list-style-type: none"> • Chart paper • Markers • Other materials as arranged with guest presenter
TIME	Depends on the presenter, but a 45 minute presentation may be sufficient to familiarize mentors with the basic information and resources available to them.
DESCRIPTION	1. After introducing the guest presenter, let them run their presentation.
TRAINER NOTES	<ul style="list-style-type: none"> • In communication with the presenter before the presentation, prompt her or him to cover the following: <ul style="list-style-type: none"> • How to identify the crisis • How to get additional support • Questions the mentors may have • Assumptions the mentors may have • How this specifically applies in their mentoring role • If the presenter doesn't cover every point, be prepared to fill in the gaps.
SOURCE	Written by Public Profit

SUGGESTED TRAINING AGENDAS

Suggested Agenda: Individual Mentor Training

This approach to individual mentor training involves

- 2 in-person meetings with the Program Coordinator;
- all 6 TCAM modules and other reflections before and between these two meetings.

The Center for Advancement of Mentoring (TCAM)'s online training modules can be found at <http://www.advancementoring.org/online-training>.

BEFORE THE 1ST MEETING (APPROXIMATELY 2.5 HOURS)

- View TCAM Module One: What is a Mentor?
- View TCAM Module Three: Understanding Your Mentee's Development
- Be prepared to describe your responses to each module, including: What is one thing you were surprised by in this module? What is one think in this module that reminds you of your personal experience? Please briefly describe that experience? What is one idea, concept or skill in this module you plan to use when working with your mentee?

1ST MEETING (1 HOUR)

- Welcome
- Review response to first TCAM modules
- Activity: Guided Visualization (individual variation)
- Activity: Unpacking the Invisible Knapsack and Reflection

BETWEEN MEETINGS (APPROXIMATELY 6 HOURS)

- TCAM Module Two: Understanding your Mentor's Background
- Activity: Empathy Map (individual variation)
- TCAM Module Four: Developing a Relationship with your Mentee
- TCAM Module Five: Communicating with your Mentee
- TCAM Module Six: Overcoming Common Challenges
- Be prepared to describe your responses to each module, including: What is one thing you were surprised by in this module? What is one idea in this module that reminds you of your personal experience? Please briefly describe that experience? What is one idea, concept or skill in this module you plan to use when working with your mentee?

2ND MEETING (2 HOURS)

- Review response to remaining TCAM modules
- Activity: Active Listening Practice
- Activity: Orientation to Available Activities
- Review Agency Policy & Procedures (Mentor Handbook) Q&A

Suggested Agenda: Small Group Mentor Training

2-DAY TRAINING

(These do not need to be consecutive days, but they should be no more than 2 weeks apart.)

DAY ONE

WELCOME AND INTRODUCTIONS (1 HOUR)

Welcome everyone to the training. Provide a brief overview of the agenda and address housekeeping needs (bathroom location, cell phones put away, get up and stretch or walk around as you need to).

Ask that they turn to a partner (the trainer can participate to round out odd-numbered groups) and introduce themselves to their partner:

- Name
- Why they want to be a mentor
- One strength they bring to the training

Give each person 1 minute to introduce themselves.

After a couple of minutes, ask each person to introduce their partner.

ACTIVITY: GUIDED VISUALIZATION (P 16)

ACTIVITY: ROLES OF A MENTOR (P 17)

BREAK

ADULTISM: WHERE DO YOU STAND? (P 21)

LUNCH

ACTIVITY: DEVELOPMENTAL ASSETS (P 26)

BODY COUNTDOWN (ENERGIZER) (10 MINUTES)

Ask everyone to stand in a circle. Tell everyone they are going to do a body countdown by first shaking their right arm up in the air while they count down: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Then do the same with the left arm, then the right leg, then the left leg. Repeat, but count down from 9. Continue to repeat until you are counting down from only 1.

ACTIVITY: EMPATHY MAP (P 29)

BREAK

ACTIVITY: DREAMS AND NIGHTMARES (P 30)

ACTIVITY: TRUST COMES FIRST (P 31)

CLOSING: LEAVE BEHIND, TAKE AWAY (30 MINUTES)

Ask everyone to return to their partner from the morning. Share with them one thing that they will take away from the training and one thing they will leave behind.

After everyone has had a few minutes to share, ask for volunteers to share (with permission) what their partner would leave behind. Then ask for volunteers to share (with permission) what their partner would take away.

Remind everyone of the start time, place, day of the second day of the training.

DAY TWO

WELCOME AND OPENING (45 MINUTES)

Welcome everyone back to the training. Remind everyone of the housekeeping details from the day before.

Give everyone paper and markers, crayons or colored pencils to draw something that represents a question still on their minds as they think about becoming a mentor. After about 15 minutes, ask everyone to share their drawing and tell the group what question it represents.

ACTIVITY: BUILDING TRUST ROLE PLAYS (P 35)

ACTIVITY: IF YOU WANT EASY LISTENING, TURN ON THE RADIO (P 38)

BREAK

ACTIVITY: ACTIVE LISTENING PRACTICE (P 37)

ACTIVITY: ORIENTATION TO AVAILABLE ACTIVITIES (P 46)

LUNCH

PASS THE BALL (ENERGIZER) (10 MINUTES)

Have everyone stand in a circle. The facilitator starts with an imaginary ball in her hand and tosses it to another person in the circle. They catch it and mime a new shape before tossing it to someone else. For example, the facilitator might start with a basketball-sized ball they dribble and then throw to the next person. That person catches the “basketball” and shrinks it down to the size of a baseball and pitches it to another person who, in turn, grows it into a volleyball and serves it to the next person. This continues until everyone has had a chance to catch, transform and throw the “ball” a few times.

ACTIVITY: MENTOR HANDBOOK JIGSAW (P 44)

CLOSING (30 MINUTES)

Bring everyone back into a circle. Ask everyone to think of one or two things they want to say to the other training participants to encourage them as they embark on the journey of becoming a mentor. Ask folks to share what they would say. Record what people say on chart paper where everyone can see it.

After everyone has had a chance or two to speak, including the facilitator, ask everyone to read the chart paper as words spoken directly to them.

Thank everyone for participating. Distribute certificates of completion (optional).

Remind everyone of the next step, whether it is waiting to hear about their match, visiting the program, or applying the training to their work with young people right away.

Suggested Agenda: Medium to Large Group Mentor Training

3 EVENING SESSIONS PLUS 1 FULL-DAY SESSION

(These do not need to be consecutive days; they can be spread out over a couple of weeks.)

SESSION ONE: SETTING THE STAGE

WELCOME AND INTRODUCTIONS (1 HOUR)

Welcome everyone to the training. Provide a brief overview of the agenda for all sessions and address housekeeping needs (bathroom location, cell phones put away, get up and stretch or walk around as you need to) and any additional locations you will be using.

Introductions

Ask that they turn to a partner (the trainer can participate to round out odd-numbered groups) and introduce themselves to their partner:

- Name
- Why they want to be a mentor
- One strength they bring to the training

Give each person 1 minute to introduce themselves.

After a couple of minutes, ask each person to introduce their partner.

ACTIVITY: GUIDED VISUALIZATION (P 16)

ACTIVITY: ROLES OF A MENTOR (P 17)

CLOSING: TAKE AWAY & LEAVE BEHIND REFLECTION (30 MINUTES)

Materials: blue and yellow (or any other two colors) index cards.

At the end of each of the sessions, ask participants to write down one thing they learned from the session that they will take with them (on a blue index card) and one thing they want to leave behind (on a yellow index card). Ask for volunteers to share what they've written. Not everyone has to share every session. However, encourage those

who haven't yet shared to do so. Ask them to keep their index cards (or collect them) for a closing activity during the final session.

SESSION TWO: YOUTH AND ADULTS

WELCOME (30 MINUTES)

Welcome everyone back for this second session. Ask everyone to think back to a time when they were able to ask for the support they needed. Ask everyone to take a few minutes to turn to the person next to them and share this experience. Ask each group to determine one word that sums up how each person felt when they received the support they needed. As a whole group, go around the circle to hear everyone's one word.

ACTIVITY: POWER WALK (P 23)

ACTIVITY: DEVELOPMENTAL ASSETS (P 26)

ACTIVITY: EMPATHY MAP (P 29)

CLOSING: TAKE AWAY & LEAVE BEHIND REFLECTION (30 MINUTES)

SESSION THREE: BUILDING THE RELATIONSHIP

WELCOME ACTIVITY: DREAMS AND NIGHTMARES (P 30)

ACTIVITY: TRUST COMES FIRST (P 31)

ACTIVITY: BUILDING TRUST ROLE PLAYS (P 35)

CLOSING: TAKE AWAY & LEAVE BEHIND REFLECTION (30 MINUTES)

SESSION FOUR (DAY-LONG): ACTIVE LISTENING, POLICIES AND PROCEDURES

WELCOME (45 MINUTES)

Give everyone paper and markers, crayons or colored pencils to draw something that represents a question still on their minds as they think about becoming a mentor. After about 15 minutes, ask everyone to share their drawing and tell the group what question it represents.

ACTIVITY: IF YOU WANT EASY LISTENING, TURN ON THE RADIO (P 38)

ACTIVITY: COMPETING FOR ATTENTION (P 40)

BREAK

ACTIVITY: PANEL OF MENTORS (P 48)

LUNCH

FOLLOW THE LEADER (ENERGIZER) (10 MINUTES)

Materials: a way to play at least 5 different genres of music such as classical, R&B, hip hop, salsa, world, pop, country/western.

Divide the group into groups of 3-4 people. Have the small groups count off 1, 2, 3, 4. The first person is the leader to start. Put on music from an iPod or MP3 player (where you can switch from one kind of music to another). Have the first person start a dance line around the room to that music. After about 30 seconds, switch the music and ask Person 1 to go to the back of the line. Person 2 is now the leader. Continue switching music and leaders about every 30 seconds until everyone has had a chance to go. For the last 30 seconds of music, each group can stand in place together and dance.

Note: the more varied the music at each switch, the better.

ACTIVITY: ORIENTATION TO AVAILABLE ACTIVITIES (P 46)

ACTIVITY: MENTOR HANDBOOK JIGSAW (P 44)

CLOSING (45 MINUTES)

Have everyone pull out their index cards from the previous days and create new ones for this final day.

First, go around and have everyone read one or two cards of the things they would leave behind. Ask them to crumple up all their cards and throw them in a recycle bin placed in the center of the circle.

Then, have everyone read one or two things they will take with them. Have them tape all the cards up on a large chart paper with

the trunk and bare branches of a tree drawn on it. (They can tape them face down if they wish to.) After everyone has gone, allow people to approach the tree to look at it in silence for a few minutes.

Ask for a few people to share what they notice about what people wrote.

When this is done, thank everyone for participating. Distribute certificates of completion (optional). Remind everyone of the next step, whether it is waiting to hear about their match, visiting the program, or applying the training to their work with young people right away.

Suggested Agenda: Advanced Mentor Training: Deep Mentoring

2 + EVENING SESSIONS

(One each on Advocacy and Intercession and Enhanced Accessibility, plus additional evening sessions on Crisis Identification and Response)

SESSION ONE: ADVOCACY AND INTERCESSION

WELCOME AND INTRODUCTIONS (30 MINUTES)

Welcome everyone to the training. Provide a brief overview of the agenda for all sessions and address housekeeping needs (bathroom location, cell phones put away, get up and stretch or walk around as you need to).

Introductions

Ask that they turn to a partner (the trainer can participate to round out odd-numbered groups) and introduce themselves to their partner:

- Name
- One thing they enjoy about being a mentor
- One strength they bring to the training

Give each person 1 minute to introduce themselves.

After a couple of minutes, ask each person to introduce their partner.

ACTIVITY: CONTEXT MAP (P 49)

ACTIVITY: HONORING THE RIGHT TO SELF-DETERMINATION (P 51)

CLOSING (30 MINUTES)

Ask everyone reflect on

- how being an Advocate or Intercessor is something they are already doing;
- how the agency can support them in continuing serving that role;
- what they might start doing in the future.

Ask for a few volunteers to share their thoughts.

SESSION TWO: ENHANCED ACCESSIBILITY

WELCOME AND INTRODUCTIONS (30 MINUTES)

Welcome everyone to the training. Provide a brief overview of the agenda for all sessions and address housekeeping needs (bathroom location, cell phones put away, get up and stretch or walk around as you need to).

Introductions

Ask that they turn to a partner (the trainer can participate to round out odd-numbered groups) and introduce themselves to their partner:

- Name
- One thing they enjoy about being a mentor
- One strength they bring to the training

Give each person 1 minute to introduce themselves.

After a couple of minutes, ask each person to introduce their partner.

ACTIVITY: BOUNDARY SETTING

ACTIVITY: WORKING WITH PARENTS

CLOSING (30 MINUTES)

Ask everyone reflect on how they see Enhanced Accessibility provided by the program. Ask them to reflect

- how they are already doing this in their work;
- how the agency can support them in continuing providing that for mentees;
- what they might start doing in the future.

Ask for a few volunteers to share their thoughts.

ADDITIONAL SESSIONS: CRISIS IDENTIFICATION AND RESPONSE

WELCOME AND INTRODUCTIONS (30 MINUTES)

Welcome everyone to the training. Provide a brief overview of the agenda for all sessions and address housekeeping needs (bathroom location, cell phones put away, get up and stretch or walk around as you need to).

Introductions

Ask that they turn to a partner (the trainer can participate to round out odd-numbered groups) and introduce themselves to their partner:

- Name
- One thing they enjoy about being a mentor
- One strength they bring to the training

Give each person 1 minute to introduce themselves.

After a couple of minutes, ask each person to introduce their partner.

ACTIVITY: LOCAL RESOURCES PRESENTATION

ACTIVITY: DEALING WITH DIFFICULT SITUATIONS OR RESPONDING TO DELICATE SITUATIONS

You may wish to modify the activity and role-plays to match the presentation topic. Sometimes, the guest presenters themselves may have role play scenarios they can bring with them.

CLOSING (30 MINUTES)

Ask everyone reflect on what skills they feel they now have to identify and respond appropriately to a crisis. Ask them to reflect on

- how they are already doing this in their work;
- how the agency can support them in continuing providing that for mentees;
- what they might start doing in the future.

Ask for a few volunteers to share their thoughts.



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