

UNE COLLEGE COMMUNITY MENTORING PROGRAM



MENTOR TRAINING MANUAL

2007-2008

A Little Fellow Follows Me

A careful man I ought to be,
A little fellow follows me.
I do not dare to go astray,
For fear he'll go the selfsame way.

I cannot once escape his eyes,
Whatever he sees me do he tries.
Like me he says he's going to be,
The little chap who follows me.

He thinks that I am good and fine,
Believes in every word of mine,
The base in me he must not see,
That little chap who follows me.

I must remember as I go,
Thru summer's sun and winter's snow.
I am building for the years to be,
In that little chap who follows me.

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Additional Worksheets: Mentee Scenarios and the “First Meeting” worksheet are included in the back

****If you find yourself in an *uncomfortable situation* or believe that your *mentee* is in *danger*: DO NOT WAIT!! Talk immediately with site coordinators:**

Biddeford Intermediate School

Denise D'Entremont
Guidance Counselor
282-5957 (T,Th,F)
282-4134 (M,W)

Biddeford Middle School

Sue Kramer
BMS Civil Rights Team and
BMS Student Assistance Team
282-6400 x2151

Ron Zeller
BMS Alternative Education
282-2132

Biddeford Primary School

Mitch McDonald
Guidance Counselor
282-8285

Crossroads Youth Center

Deb Landry
Director
838-2146

Kennebunk Sea Road School

Michelle Fortier-Oosterman
Social Worker
985-1105

Kennebunkport Consolidated School

Katharine Pence
Principal
967-2121

**Project SAFE and SMART
(Lincoln Middle School and Reiche School)**

Matt Skehan
Project Safe and Smart Director
874-8175

**UNE College Community
Mentoring Program**

Melissa Grove
Coordinator
602-2294
mgrove@une.edu

***If you feel as though the child is in immediate danger, call:
State Children's Emergency Services Hot Line: 1-800-452-1999
*Logistical questions should be directed to: CCMP Coordinator, Melissa Grove.**

The College Community Mentoring Program Fact Sheet

The program is:

- A partnership between The Northern York County YMCA, The Consolidated School of Kennebunkport, The Sea Road School of Kennebunk, The Alternative Education Program of the Biddeford Middle School (BMS), The BMS Civil Rights Team, The BMS Student Assistance Team, Biddeford Primary School, Biddeford Intermediate School, Lincoln Middle School, Reiche School, Crossroads Youth Center, The Biddeford Public School System, and The University of New England.
- A minimum, semester-long mentoring relationship between UNE students (mentors) and local children grade K-8 (mentees).

Expectations of mentors:

- Provide a positive role model for a child.
- Interact with children primarily in one-on-one situations.
- Join mentees in extracurricular activities.
- Assist mentees with academic work.
- Attend a mandatory one-night training session before any mentoring occurs.
- Attend periodic reflection sessions.

Mentors are prohibited from: **

- Transporting mentees off-site
- Seeing mentees outside of scheduled meeting times
- Withholding any information that could put the child/mentor at risk (i.e. abuse, threats, harassment, etc.) or manifest into an uncomfortable situation for either participant
- Engaging in illegal activity or substance use while mentoring

****Any violations of above criteria will result in IMMEDIATE removal from program.**

Logistics and Conditions

- Mentors will **only** meet their mentees at the mentoring site.
- All interactions will take place in a supervised setting.
- Mentors will meet mentees once a week at the designated mentoring site.
- Each session will last between one to two hours.
- **Support staff will be available to address questions or concerns at ANY time**
- Mentors will provide their own transportation, carpool with other mentors, or participate in scheduled UNE Van Transportation.



A Mentor is...

- A trusted **GUIDE** or **FRIEND**: This is a unique opportunity for young people to be friends with an adult. You do not need to be an endless stream of advice, rather enjoy one another's company.
- A caring, **RESPONSIBLE ADULT** who provides access to people, places and things outside their mentee's routine environment and a nurturer of possibilities.
- A positive **ROLE MODEL**: This can be done in a variety of ways, including keeping your word, sharing your strengths and acknowledging imperfections, having a positive outlook, and displaying helping behaviors.
- A **CONFIDANT**: The relationship gives the mentee an opportunity to share dreams, fears, insecurities, and hopes with a trusted person.

A Mentor is NOT...

- **ALL THINGS** to their mentee.
- A **PARENT/LEGAL GUARDIAN**: The role of the parent or legal guardian (governed by law) is to provide food, shelter and clothing. It is not the mentor's role to fulfill these responsibilities. If the mentor believes his/her mentee is not receiving adequate support, he/she should contact and speak **ONLY** with the appropriate contacts (pg. 1).
- A **SOCIAL WORKER**: A social worker is a licensed professional with the necessary skills and training to assist in family issues. If a mentor believes there is something wrong in the mentee's home life, the mentor should share this information **ONLY** with the appropriate contacts (pg.1).
- A **PSYCHOLOGIST**: A mentor is not a formal counselor or therapist.
- A **SAVIOR**: A mentor's role is not to fix problems of the mentee, although your support is very valuable.

Expectations of Mentors

- I agree to commit 1-2 hours a week to my mentoring site and mentee.
- If I am unable to attend the program on a given day, I will call the CCMP Program Coordinator, Melissa Grove, and give appropriate notice of my absence so that she can contact the site staff to inform my mentee of my absence. (see page 1).
- I will arrive on time (as scheduled) and devote that time to my mentee.
- While devoting that time to my mentee, I will act in a positive and appropriate manner, which means that I will not intentionally influence my mentee in any negative way.
- I shall not talk about inappropriate subjects (i.e. skipping classes, drinking/drugs, dating relationships, or partying) in the presence of my mentee.
- I will not talk inappropriately to or about other people.
- I will do my best to be a positive role model that my mentee can look up to.
- I will not see my mentee outside of this commitment.
- I will always stay within areas that are visible to other adults and will not take my mentee off of my assigned site's grounds or into a vehicle.
- I will join my mentee in extracurricular activities as well as assist them with academic work.
- I will attend periodic reflection sessions with other mentors.
- If I have ANY concerns about my mentee's well being, I will talk directly with the site supervisors (page 1). ****Please do this in person or via phone - no email****



Guidelines for Mentors

- Be on time.
- Be honest and respectful.
- Always call the CCMP coordinator, Melissa Grove, by the assigned time if you have to change your plans so the child will know what to expect (page 1).
- Give your mentee advanced notice if you have to miss a regular visit for vacation. (Hint: a postcard or letter lets your mentee know you were thinking of him/her)
- Give your mentee your full attention when you are together.
- Be consistent and clear with your expectations.
- Allow and encourage your mentee to be open about his/her thoughts, feelings and values...but don't pry. Respect your mentee's opinion...don't discount it as foolish.
- Be aware that your actions, thoughts and words may be picked up by your mentee even if that is not your intention.
- Value diversity--chances are that your mentee will be different from you in fundamental ways. Remember that you can learn from him/her just as he/she learns from you.
- Set a positive example by obeying laws and school rules.
- Do not be drawn into family conflicts. The parent-child relationship is "family business" and you should not be involved beyond listening to the mentee's feelings.
- Help your mentee make decisions and formulate their own conclusions without telling him/her what to do. Explore alternative solutions together.
- Never make promises you can't keep.
- Let your mentee know that you like him/her through words of praise and encouragement.
- Give the relationship time to develop. Don't judge it too quickly!!
- Talk to the CCMP coordinator if you are ever confused or concerned about anything in your match--no matter how insignificant it may seem. "Insignificant" things tend to blossom into larger issues if not addressed.

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 318 communities and 33 states. (the starred items relate particularly to the role of the mentor)

Asset type *Asset name and definition*

EXTERNAL ASSETS	Support		70 %
		1. Family Support -Family life provides high levels of love and support.	30 %
		2. Positive Family Communication -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.	45 %
		**3. Other Adult Relationships -Young person receives support from three or more nonparent adults.	40 %
		4. Caring Neighborhood -Young person experiences caring neighbors.	40 %
		5. Caring School Climate -School provides a caring, encouraging environment.	29 %
		6. Parent Involvement in Schooling -Parent(s) are actively involved in helping young person succeed in school.	34 %
			25 %
	Empowerment		25 %
		**7. Community Values Youth -Young person perceives that adults in the community value youth.	28 %
		8. Youth as Resources -Young people are given useful roles in the community.	51 %
		9. Service to Others -Young person serves in the community one hour or more per week.	51 %
		**10. Safety -Young person feels safe at home, school, and in the neighborhood.	48 %
			48 %
	Boundaries & Expectations		48 %
		11. Family Boundaries -Family has clear rules and consequences and monitors the young person's whereabouts.	53 %
	12. School Boundaries -School provides clear rules and consequences.	49 %	
	13. Neighborhood Boundaries -Neighbors take responsibility for monitoring young people's behavior.	30 %	
	**14. Adult Role Models -Parent(s) and other adults model positive, responsible behavior.	30 %	
	15. Positive Peer Influence -Young person's best friends model responsible behavior.	65 %	
	**16. High Expectations -Both parent(s) and teachers encourage the young person to do well.	49 %	
		20 %	
Constructive Use of Time		20 %	
	**17. Creative Activities -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	58 %	
	**18. Youth Programs -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	63 %	
	19. Religious Community -Young person spends one or more hours per week in activities in a religious institution.	49 %	
	20. Time at Home -Young person is out with friends "with nothing special to do" two or fewer nights per week.	49 %	
INTERNAL ASSETS	Commitment to Learning		67 %
		21. Achievement Motivation -Young person is motivated to do well in school.	61 %
		22. School Engagement -Young person is actively engaged in learning.	53 %
		23. Homework -Young person reports doing at least one hour of homework every school day.	54 %
		24. Bonding to School -Young person cares about her or his school.	54 %
		25. Reading for Pleasure -Young person reads for pleasure three or more hours per week.	23 %

Positive Values		50
		%
	26. Caring -Young person places high value on helping other people.	52
	27. Equality and Social Justice -Young person places high value on promoting equality and reducing hunger and poverty.	68
	28. Integrity -Young person acts on convictions and stands up for her or his beliefs.	%
	29. Honesty -Young person "tells the truth even when it is not easy."	67
	30. Responsibility -Young person accepts and takes personal responsibility.	%
31. Restraint -Young person believes it is important not to be sexually active or to use alcohol or other drugs.	63	
	%	
	47	
	%	
Social Competencies		30
		%
	32. Planning and Decision Making -Young person knows how to plan ahead and make choices.	47
	33. Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills.	%
	34. Cultural Competence -Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	42
	35. Resistance Skills -Young person can resist negative peer pressure and dangerous situations.	%
36. Peaceful Conflict Resolution -Young person seeks to resolve conflict nonviolently.	42	
	%	
	45	
	%	
Positive Identity		44
		%
	37. Personal Power -Young person feels he or she has control over "things that happen to me."	52
	38. Self-Esteem -Young person reports having a high self-esteem.	%
	39. Sense of Purpose - Young person reports that "my life has purpose."	59
40. Positive view of personal future - Young person is optimistic about her or his personal future.	%	
	74	
	%	

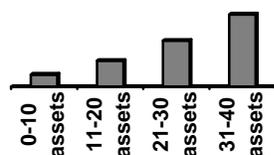
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The Power of Developmental Assets™

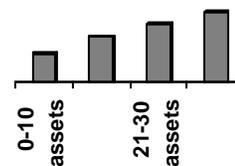
Based on Search Institute's surveys of more than 200,000 students in grades 6-12 in 318 U.S. communities during the 1999-2000 school year, these charts show that the more assets young people experience, the less likely they are to engage in a wide range of risky behaviors, and the more likely they are to engage in positive behaviors.

The Power of Assets to Promote Positive Attitudes and Behaviors

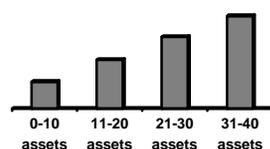
Succeeds in School



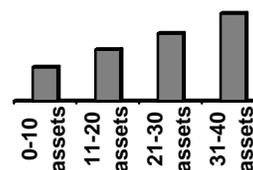
Values Diversity



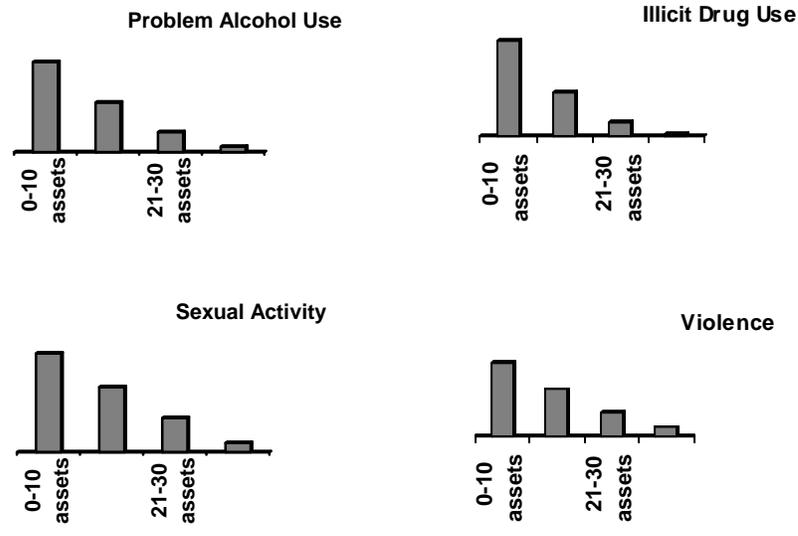
Maintains Good Health



Delays Gratification



The Power of Assets to Protect from High-Risk Behaviors



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WHY are the Developmental Assets important for mentoring?

- Focuses on the strengths of young people and not their deficits
- Focuses on the creation of a strong foundation and not just prevention
- Relationships are the key method through which youth experience assets
- Everyone can build assets with young people
- Helps clarify how to be an effective mentor

HOW can you build assets? Here are some ideas...

EXTERNAL ASSETS:

Support: Point out to your mentee when you see him/her doing something positive.

Empowerment: Encourage your mentee to take the initiative in planning your time together.

Boundaries and Expectations: Help your mentee form realistic goals and meet people who are involved in what they are interested in.

Constructive use of time: Challenge your mentee to take things they are involved in to the next level or to try something new.

INTERNAL ASSETS:

Commitment to Learning: Encourage your mentee to read and research things they are interested in.

Positive Values: Discuss age-appropriate situations in which there is an ethical conflict (anywhere from cheating on a test to social injustice)

Social Competencies: Talk about your own experiences of interpersonal conflict and how you handled it.

Positive Identity: View your mentee as a whole person with strengths and help him/her to connect with his/her own talents.

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Engaging in Good Conversation

Conversations are the foundation of strong relationships. And strong relationships are the foundation of a successful mentor/mentee relationship. Engaging in the art of conversation does not always come naturally to people, and for many teens it can be a territory in which they have yet to build skills. (Ever have this conversation with a teen? “How are you doing?” “Fine.” “How’s school?” “Fine.”)

Below are some tips for making conversations work, as well as some conversation starters to spark interesting conversations. Hopefully they not only give you and your mentee something else to chat about once in awhile, but also give you a chance to get to know each other a little better.

Tips for Making Conversations Work:

- **Keep it going.** It’s one thing to ask a question and then sit back to wait for an answer. It is another thing to really engage in a conversation. Asking follow-up questions or providing open-ended responses are great ways to keep the conversation going. The idea is not to debate an answer but to learn more. Try some of these:
 - “That’s interesting. Tell me more.”
 - “You’ve really thought about this, haven’t you?”
 - “Are you saying...?”
 - “Interesting. Have you thought about...?”
- **Conversation doesn’t have to be “heavy.”** It is important to have conversations about subjects that matter deeply, such as who are the most influential people in a young person’s life. It is also important to listen to why a young person likes a certain fad, music star, or TV program. All conversations are meaningful when two people are truly engaged and interested in one another’s questions and answers.
- **Be prepared for the unexpected answer.** You may ask a question and get an answer you did not want or expect. If an answer bothers you, simply listen and ask more questions about why the young person thinks and feels that way. Suspend your own judgment and let young people express their ideas and opinions.
- **Listening is most important.** Conversations with kids are better when we “elders” practice the art of listening. Through careful listening we tell them we care about their thoughts—and we care about them.
- **Timing can be everything.** If you ask a question that is met with silence or “the look,” maybe this isn’t the best time for a conversation. Or it could be that the question triggers a bigger issue for him, or he needs some time to process it. Taking a rain check on a question is okay.
- **Be prepared to give your own answer.** You are focusing on the young person, but she may also want to turn the question in your direction.

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Active Listening

Active listening involves listening carefully to words and feelings expressed and repeating those facts in such a way that the speaker knows he/she has been understood.

Active listening takes energy and concentration. It attempts to identify the emotions underlying the words. "What is this person really feeling?" "What are they actually saying?" Active listening requires that the listener reflect the feelings heard. Here are some tools to help you:

- **Paraphrasing:** The listener, in his/her own words, states what has been heard and asks the speaker to verify or correct the interpretation.

"Do I hear what you are saying?" "I believe you mean...am I right?" "Sounds like..."

- **Door Opening:** This invites the speaker to elaborate about something that is important to them. The speaker shows interest and stays open-minded.

"Please tell me more about that." "Can you give me an example?" "I'm not sure I understand..."

- **Probing (this should not turn into prying!!):** This asks the speaker to elaborate in a specific direction. It helps to recognize patterns and can be useful in solving problems.

"Have you ever noticed that happening at other times?" "What do you usually do when that happens?" "How did that make you feel?"

- **Perception Checks:** This allows the listener to check what they are hearing through non-verbal clues.

"I've noticed that you clench your fists when you talk about your sister. I sense a lot of anger. Are you mad at her?" "You are really quiet today; I'm sensing that you are sad...Is that correct?"

- **Open-ended Questions:** These questions require more than a "Yes" or "No" answer. This can be helpful in drawing out your mentee and helps you discover their world.

"What did you do at school today?" "What was the best part of your weekend?"

"I" Statements

The way we talk can build or destroy another person's confidence or self-esteem. For many mentees, self-esteem is virtually non-existent or easily destroyed. How we talk to our mentees, therefore, is an important factor in reinforcing how they feel about themselves. A good way to think about the differences between ineffective and effective communication is to think of sending either "YOU" or "I" messages.

"YOU" messages are belittling and blaming. They put the responsibility for your feelings on the other person.

"YOU make me so mad!"

"YOU disappoint me."

"Don't talk back to me."

"I" statements are more effective. They let you express your feelings and thoughts directly, honestly, and clearly...without blaming, accusing or labeling. An "I" message states how you feel, a specific behavior, the effect the behavior had on you and/or what you want. They may also induce more responsible or more clearly thought out behavior from your mentee.

"I feel...when you...because..."

"I feel disappointed that you lied to me about going to school because I thought that you trusted me."

"I get nervous when you ride your bicycle without a helmet because I worry you'll get hurt."

"I feel frustrated when you are not ready when I arrive, because we may be late."

"I feel happy that you are my mentee because I have had a lot of fun with you."

Effective Mentoring

The key to effective mentoring is development of trust between two strangers of different ages and stations of life, a process that is largely determined by the mentor's approach.

Developing Trust

1. Involve the mentee in deciding how you will spend your time together.
2. Make a commitment to being consistent and dependable – a steady, stable presence in the child's life.
3. Recognize and accept that the relationship can be one-sided, and take the responsibility for keeping the relationship alive.
4. Pay attention to the youth's need for "fun". This is not only key for relationship building, but is a chance for the youth to have experiences that she/he may not otherwise have.
5. Respect the mentee's point of view.
6. Only offer sincere praise. (see Appendix B on effective praise)

Goal Setting

Goal setting is an important aspect of the mentor relationship and it helps to introduce the concept if it has not previously been emphasized. It is important for a mentee's goals to be their own, although you can assist in formation of them. Goals can be SHORT or LONG term, as well as AGE APPROPRIATE.

When goal setting with a mentee, the goals should be:

1. **Conceivable:** The mentee must have a firm grasp on what it is they are working toward. For example, their goal may be to answer 10 out of 10 math problems correctly, not to have "mastery" over addition.
2. **Believable:** The mentee must believe that the goal is actually attainable. You can take an active role in reassuring them that they are capable of achieving the goal you have set together.
3. **Achievable:** It is important to be cognizant of the given abilities of the mentee. For example, it would be unwise to set a goal for a child who has trouble reading to be able to read an entire book by him/herself by your next meeting time. Likewise, you would not set the goal for a math genius to answer ten simple math problems.
4. **Measurable:** You can help the mentee set goals that are measurable in time and quantity (ie: able to read x number of pages on their own in one month from now) This is particularly relevant to younger students in order to help them understand what a goal is and to make the abstract reality. When working with middle schoolers you may be able to stray more from the concrete to goals more conceptual.
5. **Desirable:** It is important for the mentee to want to do what you have outlined together. While some of the focus of mentoring is on academics, in which it is a bit easier to identify goals, mentees may not always be enthusiastic about it. It is important to also set goals outside of the school arena, such as in sports or other games.

Limit Setting

Expect that:

- Children will want and need limits placed on their behavior. Limits provide security.
- Children will test limits frequently. It is crucial to be consistent with your limits.
- It will be important to set limits right at the start of the relationship.
- Setting limits will clarify your role as an adult friend.

DO:

*Find out what the child thinks is acceptable behavior and then state your expectations.

*State the consequences for not respecting those limits. Remember... the only behavior you can control is your own. State what you will do, then follow through.

*Have the consequence fit the situation.

- "If you spill your milk, I will not give you any more."

- "If you can not be nice to the cat, I'll have to put her away."

- "If you do not stop poking Jimmy in the head with the pencil, I will take it away and we will stop this project."

*Stress that the mentee is making the choice. If he/she chooses not to listen, he/she has chosen the consequence.

*Set limits and consequences in advance whenever possible.

*BE AS CONSISTENT AS POSSIBLE!!!!

DO NOT:

*Use the loss of the relationship as a consequence.

*EVER use physical force to set limits.

*Promise a material reward for good behavior...that sets you up to be manipulated when a child wants something.

REMEMBER: You are responsible for the mentee and have a right to set limits when the child is with you. You are the adult...don't be afraid to say "NO". And do not be afraid to use CCMP guidelines as an explanation for why you cannot do something or go somewhere with your mentee.

Ex: "No, I'm sorry, Jen, but I cannot drive you to Dairy Queen. It is against CCMP rules for us to leave the J. Richard Martin Community Center and I don't want to get in trouble with my supervisor. (You can use something like this as a catalyst for a valuable conversation.)

Stages of a Mentor/Mentee Relationship

Each mentor/mentee relationship grows at a different pace, but they all start out in the same way: two strangers (one child, one adult) agree to try and become friends. How long that takes depends on many, many variables. Still, there is a pattern to the journey from strangers to friends. If you know what the pattern will be, you can be prepared to get through the risky points successfully.

In the beginning:

Mentors: have lots of energy and excitement for the relationship.

Mentees: on best behavior, generally likable and cautious about trusting.

Relationship: learning roles and discovering mutual interests.

Growth in the Relationship:

Mentors: newness wears off, needing to set limits, feeling the commitment, could feel easy to miss a visit.

Mentees: trust enough to let down guard and be real self, may test mentor for consistency.

Relationship: building trust, setting limits, some confusion about roles.

"Turning point" - This is an event that requires honest communication and cooperation. It is a significant point in the relationship.

Maturity:

Relationship moves to a level of friendly acquaintances. Roles are now clearly defined.

Trust has been established and relationship is able to be flexible without feeling guilty. Only danger here is getting into a comfortable rut.

NOTE: The relationship can cycle through the "growth" and "maturity" phases a number of times during the relationship. The first time is the toughest because the bond of trust is weaker.

Ending:

Endings can be difficult for all of us. There is the temptation to simply withdraw, avoid, or deny feelings at this stage. However, doing so could hurt your mentee very deeply. While it is likely to evoke complicated feelings in both you and your mentee, you are the one in charge of making the “good-bye” a positive experience.

There are many ways you can say good-bye and end your time together on a reflective and positive note. You might want to plan a special final meeting that involves food and exchange of pictures or a small gift for your mentee. At that last meeting – or even at the second to last meeting – you might want to talk with your mentee about what you have learned from him/her or what she/he has meant to you; or you might perhaps write a card or note expressing those sentiments. You might talk with your mentee about how you have seen him/her grow as a person in your time together and comment on positive things you see and feel about him or her. It’s entirely appropriate to share your sadness at not seeing your young friend anymore. If your mentee shares sadness with you, try to be as receptive and understanding of those feelings as you can be.

Some mentees may want to stay in touch with their mentors. This is a fine thing to discuss as well. The most important thing is: *DO NOT PROMISE ANYTHING THAT YOU DO NOT INTEND TO DO*. If you would like to stay in touch, exchange addresses and plan to do so. If you’re not sure you’ll be able to follow through, you can say your own version of something like, “I’m a terrible letter writer. I don’t want to promise something I won’t do. But I’ll miss you and think of you often.”

*You may be able to continue mentoring your mentee the following semester. If interested, please speak with a CCMP staff member before mentioning the idea to your mentee.

How to Help a Mentee Clarify Values... (What to do...)

In working with children we want to encourage them to think through the consequences of possible actions when they are faced with a dilemma. A mentor can help by asking a mentee questions like:

How do you feel about this?

What would happen if you did...?

How would you like this to work out?

How will the results of this decision affect you and others?

Is that the effect that you want?

Would it help to get more information?

Have you ever been in a similar situation? What did you do?

How did it turn out?

However, always remember that even if you do not agree with the mentee's decision/values, your job is to give him/her the proper support to make that decision *on his/her own*.

**You may wish to give your mentee the red card "Ask Yourself" when the conversation develops.

Roadblocks to Communicating about Values...

...What Not To Do

- **Moralizing, Preaching, Obliging**

*These messages induce guilt, reduce self-esteem, and build general resistance to authority (including you!!).

"You should..." "You ought to..." "It's your duty to..."

- **Persuading with Logic, Arguing, Instructing, Lecturing**

*These invite counter arguments, increase defensiveness, reduce openness and belittle the opinion against which you are arguing.

"Do you realize..." "Here is why you are wrong..." "The fact is..."

- **Advising, Recommending, Providing Answers or Solutions**

*Statements like these imply superiority, deprive the receiver of the esteem-building experience of solving their own problem and may encourage dependency.

"What I would do is..." "Why don't you..." "It would be best for you..."

- **Criticizing, Blaming, Judging Negatively, Disapproving**

*These statements instantly lower self-esteem, induce guilt, reduce openness and arouse resentment.

"You are lazy..." "You aren't thinking straight." "You're really mixed up..."

- **Kidding, teasing, joking, using sarcasm**

*These messages may arouse feelings of rejection and resentment.

"You think that you know it all." "Were you just born yesterday?" "Get up on the wrong side of the bed this morning?"

When in doubt, USE YOUR COMMON SENSE. Take a moment to try and place yourself in your mentee's shoes and think about how you would feel if you were him/her. Then proceed.

Acknowledgments!

Jane McCabe

Andy Greif

Colby Cares About Kids Training Manual

YMCA Staff Training Manual

Campus Compact Resource Manual for Campus-Based Youth Mentoring
Programs

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“While we try to teach our children all about life,
Our children teach us what life is all about.”
~Angela Schwindt

Barsch Learning Styles Explanation

	Clues	Learning Tips
V I S U A L	<ul style="list-style-type: none"> • Needs to see it to know it. • Strong sense of color. • May have artistic ability. • Difficulty with spoken directions. • May be easily distracted by sounds. • Trouble following lectures. • Misinterpretation of spoken words. 	<ul style="list-style-type: none"> • Use of graphics to reinforce learning, like slides, films, illustrations, diagrams, or doodles. • Color-coding to organize notes and possessions. • Written directions. • Use of flow charts and diagrams for note taking, • Visualizing spelling of words or facts to be memorized.
A U D I T O R Y	<ul style="list-style-type: none"> • Prefers to get information by listening. Needs to hear it or speak it to know it. • Written directions more difficult to follow. • Prefers listening to reading and writing. • Inability to read body language and facial expressions. 	<ul style="list-style-type: none"> • Use of tapes for reading, class, and lecture notes. • Learning by interviewing or by participating in discussions. • Works well in study groups. • Having test questions or directions read aloud or put on tape.
K I N E S T H E T I C	<ul style="list-style-type: none"> • Prefers hands-on learning. • Can assemble parts without reading directions. • Difficulty sitting still. • Learns better when physical activity is involved. • May be very well coordinated and have athletic ability. 	<ul style="list-style-type: none"> • Experiential learning (making models, doing lab work, and role playing). • Frequent breaks in study periods. Tracing letters and words to learn spelling and remember facts. • Use of computer to reinforce learning through sense of touch. • Memorizing or drilling while walking or exercising. • Usually involves some kind of movement while learning i.e., tapping pencil, shaking foot, or holding something.

Appendix A