



# High School Teen Mentoring Handbook



This publication is available to view online or download at [alis.alberta.ca/publications](http://alis.alberta.ca/publications)

Additional copies can be ordered *free*, in Alberta, from the Learning Resources Centre:  
**www.lrc.education.gov.ab.ca**

**tel.** 780-427-5775  
**fax.** 780-722-9570

ISBN 978-0-7785-8131-4

For copyright or more information about this resource, contact:  
Advanced Education and Technology  
Campus Alberta Awareness  
**tel.** 780-427-5603  
**fax.** 780-644-8427  
**email.** [caap@gov.ab.ca](mailto:caap@gov.ab.ca)

©2009, 2010 Government of Alberta,  
Advanced Education and Technology

This material may be used, reproduced, stored or transmitted for non-commercial purposes. However, Crown copyright is to be acknowledged. It is not to be used, reproduced, stored or transmitted for commercial purposes without written permission from the Government of Alberta, Advanced Education & Technology. This publication is not for resale unless licensed with Government of Alberta, Advanced Education & Technology.

Every reasonable effort has been made to identify the owners of copyright material reproduced in this publication and to comply with Canadian copyright law. The publisher would welcome any information regarding errors or omissions.

Government of Alberta, Advanced Education & Technology publications may contain or reference publications, trademark, patent or copyright held by third parties ("third party material"), identified with a credit to the source. This does not grant the user a license or right to that third party material. Users who wish to reproduce any third party material in this publication should seek permission from that third party.

This information was accurate, to the best of our knowledge, at the time of printing.

# INTRODUCTION

The *High School Teen Mentoring Handbook* is the result of a four year pilot program by Advanced Education and Technology in partnership with Big Brother Big Sister of Edmonton and Area, and supported by Alberta Education. This Handbook is to be used with the *High School Teen Mentoring Activity Book* and *High School Teen Mentoring Bin Resources* publications which are available for download in PDF format from **[alis.alberta.ca/publications](http://alis.alberta.ca/publications)**.

These three resources are available *free* in Alberta for use in various mentoring courses and programs province-wide such as:

- Career and Technology Studies (CTS) mentoring courses in Alberta schools,
- extra curriculum mentoring courses or programs through Alberta schools,
- school partnership mentoring programs, or
- mentoring programs through other organizations.

The *High School Teen Mentoring Handbook* provides you with valuable information on how to be a mentor, including:

- building a great mentoring relationship
- surprises and myths about mentoring
- developing your conversation and listening skills
- determining your learning styles
- protecting your mentee.

# TABLE OF CONTENTS

## Welcome

Congratulations .....	4
Before You Get Started.....	4
Benefits for High School Mentors.....	6
Mentoring Sessions .....	7
What to Expect .....	8
Healthy Awareness in Schools.....	10
Your Mentoring Team.....	10

## Being a Mentor

Who are High School Mentors? .....	11
Roles and Responsibilities of Mentors .....	12
Getting to Know and Understand your Mentee.....	13
Knowing Your Developmental Assets .....	17
Being a Career Coach.....	20
Surprises and Myths .....	22
Typical Characteristics of Children and Adolescents .....	24
Relationship Life Cycles.....	27

## Building Mentoring Skills

General Mentoring Tips and Strategies.....	30
Active Listening and Other Communication Skills.....	34
Conversation Builders.....	35
Conversation Blockers.....	36
Non-Verbal Communication .....	37
Match Management .....	38
Mentoring Challenges.....	39
Solutions to Challenges.....	41

## Self-esteem for Your Mentee

Building Self-Esteem.....	42
Characteristics of Individuals With High Self-Esteem .....	42
Characteristics of Individuals With Low Self-Esteem .....	43
Self-Esteem is Important.....	43
Mentors' Top 10 Ways to Build Self-Esteem.....	44
Self-Esteem Enhancement .....	44

**Child Safety Program**

Child Abuse ..... 45  
How a Mentor Should Talk With a Child Who Discloses Abuse ..... 47  
Procedures for Reporting Child Abuse ..... 48  
Above Suspicion: Protecting Yourself as a Mentor ..... 48

**Understanding Learning**

Learning Styles ..... 50  
Activities That Accommodate Specific Learning Styles..... 53  
Language Development ..... 54

**Resources..... 56**

# Section 1

## Welcome



## Congratulations

Congratulations! If you're reading this, it's because you've chosen to become a **high school mentor**. You're now part of a growing group of high school students who are making a lasting impact in the lives of other students. You're about to start a journey that will not only make a difference for another person in need of an ally and role model, but also shape your life in many positive ways.

This Mentoring Handbook is designed specifically for high school mentors like you. It provides detailed user friendly information that will help you throughout your involvement as a mentor. With ongoing training and support from your mentoring teacher/teacher liaison and some great resources, including this one from Advanced Education and Technology, you should have all the tools you need to become a successful mentor.

Thank you for your commitment to helping children develop into healthy, happy and productive citizens.

## Before You Get Started

### *The Mission*

Enhance the healthy development of children and youth through mentoring relationships and to provide a path to post-secondary education.

### *The Goals*

#### **Mentor's Goals**

- Mentors have opportunities to develop their leadership, communication and interpersonal skills.
- Mentors are satisfied about contributing to the community.
- Mentors have an increased understanding of the career and educational planning process.
- Mentors know how to access credible information about post-secondary studies.

#### **Mentee's Goals**

- Mentees develop a positive attitude towards school and academic achievement.
- Mentees have an enhanced awareness of future post-secondary education options and an increased sense of hope.
- Mentees have an increased awareness of their personal strengths and abilities.
- Mentees will learn to connect their hobbies and interests to potential career pathways and post-secondary education.
- Mentees will learn how to plan for post-secondary education.

## Mentor's and Mentee's Goals

- Mentor's and mentee's self-confidence is enhanced.
- Mentors and mentees establish a positive, long-term relationship between a caring mentor and the mentee.
- Mentors and mentees have opportunities to explore career options.
- Mentors and mentees have the information required to make informed choices about planning for post secondary studies.
- Mentors and mentees are aware of how to get help in planning for the post-secondary school process.

## Background

High School Teen Mentoring takes place in many formats province-wide dependent on whether it is a school course, community program or combination of the these two. The direction of your mentoring training and sessions will vary depending if you are in a:

- Career and Technology Studies (CTS) mentoring course in Alberta schools,
- extra curriculum mentoring course or program through Alberta schools,
- school partnership mentoring program, or
- mentoring program through another type of organization.

However, in this publication we will be providing information from a school-based mentoring program perspective where mentor-mentee matches meet for a certain period of time, usually once per week, to engage in relationship-building activities.

## Research About Mentoring

Research tells us that mentoring works.

<b>Research on in-school mentoring</b>	64% of students with an in-school mentor develop more positive attitudes towards school.
<b>One-on-one relationships</b>	By establishing a positive long-term relationship with a caring teen, children will increase their confidence, their self-esteem and their sense of hope.

## Aims of the Program

This initiative aims to provide mentors and mentees access to good information about

- the world of work and potential career pathways
- programs that can support their long-term interests
- preparation and planning for the future.

---

*"We get more than we give in so many ways." Mentor*

## *The Origins of a Mentor*

We acquired the word, mentor, from the literature of ancient Greece. In Homer's epic, The Odyssey, Odysseus was away from home fighting and journeying for 20 years. During that time, Telemachus, the son he left as a babe in arms, grew up under the supervision of Mentor, an old and trusted friend. When the goddess, Athena, decided it was time to complete the education of young Telemachus, she visited him disguised as Mentor and they set out together to learn about his father.

Youth mentoring by definition is the presence of a relationship between a caring older, more experienced individual and a younger person resulting in the provision of support, friendship and constructive role modeling over time.

## *Characteristics of a Successful Mentoring Relationship*

The essence of a successful mentoring relationship is built on the following five characteristics:

1. consistency – regular visits, showing up when saying you are going to come
2. closeness or connectedness – common interests or a shared bond
3. youth-centred – focused on the mentee's interests
4. structure and support (goals)
5. duration – the length of time a mentoring match lasts.

## Benefits for High School Mentors

The High School Teen Mentoring Program is a two-for-one initiative. That is, one match between a mentor and a mentee promotes the healthy development of both the younger school-aged student and the high school student. Over the years, research evidence has demonstrated many potential benefits to adolescents who participate in ongoing programs to help others.

This mentoring course hopes to engage high school students like you to become mentors that seek and realize these benefits. Your mentoring teacher and/or teacher liaison will seek a partnership with another student group (an elementary school, club or community group) to identify younger students in need of mentors. Your mentoring teacher/ teacher liaisons will assist to create matches, and through structured sessions drive benefits such as

- personal growth
- academic growth
- future potential.

This mentoring program can open opportunities for you in community service scholarships, skill development in working with children, awareness about learning strategies, a better understanding of career pathways and after high school education/training possibilities.

---

*“...our students had an opportunity to develop positive citizenship by being involved in giving back to their community...”* **Elementary School Teacher**

# Mentoring Sessions

## *Enrolment and Training Process*

The enrolment process may vary depending again on the type of course or program you are involved in. But a general process is as follows:

- a referral
- parent permission
- child safety training.

The enrolment process for mentors includes successful completion of the following:

- an application
- references (a parent, a teacher and a third contact), and
- an interview with mentoring foundation training including child safety.

This mentoring course and/or training from a partnering organization will provide your mentoring foundation. After a portion of training, you'll be matched carefully with a mentee from the partner student group. Then throughout the course/program duration, you and your fellow high school mentors will meet with your mentee at regular arranged times to mentor your mentee. You'll also meet regularly with your mentoring teacher/ teacher liaison (mentoring course teacher or mentoring supervisor) and the other high school mentors to reflect on your experiences, share ideas and plan for future sessions with your mentees. That's it in a nutshell.

## *Objectives of the Mentoring Sessions*

As a high school mentor in this initiative, you have two objectives to focus on with your mentee during your mentoring sessions:

1. foster a love of learning (reading, writing, math, sciences, exploring, etc.) in your mentee
2. inform your mentee about educational (post-secondary) planning and career pathways.

This *Mentoring Handbook* and the *Mentoring Activity Book* will provide you with many ideas and resources to achieve these objectives.

For this to succeed, it is necessary for both mentor and mentee to form a strong relationship based on mutual caring and trust. The support you provide for your mentee aims to increase their confidence, resulting in improved success in school. There is a section of the handbook which includes enhancing the self esteem of the child with whom you are working. People feel good about themselves when they are successful. Organize activities so that your mentee can be successful and then tell them how pleased and proud you are of them.

The mentoring session will not always look the same. Some teachers will send assignments with the child every time; some will send things occasionally. It is important to have a balance of class assignments and activities that you and your mentee have decided are important. If you think you are being asked to do too much homework support, be sure to discuss it with the teacher liaison and/or your mentoring course teacher.

Thank you for choosing to be a part of this mentoring initiative. Above all, enjoy your experience and have fun!

# What to Expect

## *Your First Day*

On your first day, you will likely already know the school and name of your mentee. You may already have information about your mentee's strengths and areas in which your assistance is required.

The following process will depend on your program but if you are mentoring at a different location from your school (another school) then your mentoring teacher and/or teacher liaison will

- meet you at the school on the first day
- give you a volunteer's name tag
- show you the sign-in binder where you write in the days and times of your visits
- show you around the school so you know where you can hang your coat and where you will be able to find the basics that you will need. (Your mentee may also show you around in further detail.)
- provide you with a calendar of the school's events for the term or year
- take you to your student's classroom
- introduce you to the teacher when the schedule permits
- introduce you to your mentee
- review what is expected during the mentoring sessions
- discuss the Friendship Agreement.

The Friendship Agreement outlines what will happen during your visits. You, your mentoring teacher/teacher liaison and your mentee will all sign your names on the Friendship Agreement and talk briefly about what you might like to do on your first day.

Once everyone seems comfortable, your caseworker will leave you with your mentee to get started on establishing your relationship.

When your visit is over, you should

- walk your mentee back to the classroom
- remind your mentee that you will be back the following week on the same day at the same time (or provide the next day and time)
- sign out at your designated location.

If you have any questions after your first visit, be sure to talk to your teacher liaison and/or mentoring course teacher.

## *Throughout the Year*

Generally the mentorship program starts in early October and ends the second week of June (this will depend on your course structure). Each mentee visit lasts about an hour. Again this is dependent on your course and mentorship program structure. If you have to end a session early due to your own schedule or something happening at the school, inform everyone of this change, the week previous if possible.

You have completed and worked through some great resources for career and educational planning during your mentoring course(s). These resources will help you build the knowledge and understanding you will need to assist your mentee with the lesson plans from the activity book and also any school work support they may need.

You may also receive a log book and homework that your mentee needs to work on during the session from your mentee's teacher. This log book and homework will go back and forth between the teacher and you. This will allow both of you to write to each other providing homework completion notes, positive achievements and about happenings previous to or during the mentoring session. For example, your mentee might be having a rough day due to some personal issue or school incident, so their teacher gives you a heads up in the log book. Your mentee may have been grumpy during the mentoring session and so you just talked and did a positive activity from the Activity Book versus the planned group activity or homework sent. You would write a note back to the teacher explaining what happened and why the homework wasn't completed, plus what achievements were made.

Every school has a calendar outlining the regular holidays in the year as well as any designated school days off. You are not required to make up days missed because of holidays or student absences.

There may be times when the school has a special visitor or presentation during your scheduled time. In these circumstances, the week before, ask mentees what they would like to do. If they choose to participate in the school group activity, you may want to come and join in, or you may decide to see them the following week instead. Please realize that schools have events that come up very quickly and that participating is important to the children. It is not that they do not want to spend time with you if they choose the school activity. But it would be nice for you to join them in the activity if allowed and if they want you there.

---

*“... High school students really aren't that scary.”* **Mentor**

## Program Evaluation

There is an evaluation process to measure the effectiveness of any program, formally or informally. Your mentoring course teacher and/or teacher liaison will provide the details of the evaluation component for the program you are involved in.

### Mid-term and End-of-term Follow-up

Your mentoring teacher and/or teacher liaison will do a mid-term follow-up with you and with your mentee to determine how things are going. They will also do a final evaluation with you individually or with your high school class/group of mentors. This will include:

- thanking you for your participation
- discussing the mentorship program and seeing how things went
- discussing the option of returning next term or the following year
- discussing how you can get a “Foundations in Mentoring Certificate”.

Many schools prefer to keep the same mentor-mentee match continuing for as long as possible in order to foster the relationships that have been built. So, you may have the option of returning as a mentor for the same student at the same school the next term or the next school year.

## Healthy Awareness in Schools

There are a few simple personal health issues you need to be aware of when interacting with children in schools.

1. Before and after a visit, wash your hands to avoid spreading or contracting germs and viruses that cause common illnesses such as the cold or flu. Even though you are only spending time with one child, you will be exposed to many children and their illnesses during your visit. Washing your hands goes a long way in preventing you from becoming ill.
2. Use **UNIVERSAL PRECAUTIONS** in handling blood or other body fluids. For example, if students have a bleeding nose, have **them** hold the facial tissue as a preventative measure.

## Your Mentoring Team

During this mentoring program (course), we (the teachers/teacher liaisons) are responsible for supervising your match and helping you make it work. At all times, you are part of a team—you are not alone in your relationship with your mentee. A teacher is present during all meeting sessions and will always be available to assist with any questions or concerns. We want and need to know how your match is doing. Thus, we expect you to connect with us regularly.

If you see any signs in your mentee that make you concerned, please connect with school personnel (the mentee’s teacher or principal) and your mentoring teacher/teacher liaison immediately. It is important to talk to us about a situation so that we remain informed and are able to assist you as well as your mentee.

You should never feel like you are alone. You are part of the team.

---

*“I would love to see this program continue and flourish. It is a win/win situation for all involved.”* **Elementary School Teacher**

# Section 2

## *Being a Mentor*



Being a high school mentor will probably be different than any experience you've ever had. It will be both rewarding and challenging—rewarding because of the personal fulfillment you'll get out of helping a younger student and challenging because you may have to think and act differently than you're used to.

### Who are High School Mentors?

High school mentors are high school students involved in mentor training through a school course or as a volunteer. What do high school mentors do? As a mentor, you simply become the best friend you can be to your mentee. So, what does this relationship look like? Let's take a look at how you should approach your role as a high school mentor.

#### *Your Role as a Mentor*

Your role as a high school mentor includes being a

- **good listener** who will be there when needed
- **fun person** who is a pleasure to hang out with
- **friend** who will help inspire mentees about their future
- **teacher** who will encourage learning
- **coach** who will help build skills and confidence
- **guide** who helps with setting and achieving goals
- **motivator** who encourages others
- **confidant** who can be trusted implicitly
- **role model** who is admired and looked up to.

#### *What is NOT Your Role as a Mentor*

It is also important to recognize what your role should not be. As a high school mentor, your role is NOT to be a(n)

- **parent figure** who acts like a mom, dad, or other authority figure
- **therapist or counsellor** who tries to analyze everything said or done
- **cure-all** who tries to provide solutions to every problem
- **missionary** who promotes personal religious beliefs or values
- **advisor** who offers advice at every step of the way.

Some of these may seem a bit out of place to you. You might be thinking, "Okay. I get that being a friend to my mentee is a little different than being a friend to my high school peers, but how can I be a mentor to somebody without giving advice or trying to solve their problems?" Easy—by helping them to make their *own* decisions and find their *own* solutions. In short, by being a coach.

This means your overall goal is to develop a relationship with your mentee to help them

- build awareness of their potential for being a healthy, happy and productive person
- learn how to succeed on their own by making decisions and following through on those decisions.

Take another look at the list of roles we said a high school mentor should not play. If you're always analyzing things, offering solutions and giving advice to mentees—telling them what to do or think—it will be tough for them to develop the ability to make independent decisions and move themselves to action; in essence succeed on their own. Try to keep coaching in mind when you're with your mentee.

This means asking or discussing with your mentee the following type of coaching questions:

- Do you understand or remember what was/is planned for today's session?
- What supplies do we need today to do the activity?
- What do you need to know to do this activity?
- What did you like or learn in the activity, not like?
- What made you feel good about today's session?
- How can we make our sessions or activities better?
- Who can we ask for help?
- What would make you... feel better? ...learn more? ...have more fun?
- What do you want to do in the next session?

## Roles and Responsibilities of Mentors

### *Contact With Your Mentee*

You are allowed to have contact with your mentee **only** in the child's school during school hours throughout the school year. If you are living in a smaller community where outside contact is unavoidable, then just remember that you are both participating in a formal school program and you need to maintain where your mentoring relationship needs to stay. There is to be no exchange of addresses, phone numbers or e-mail addresses. This is the agreement that most programs have made with schools and parents with regards to the program model. Failure to comply with these guidelines could result in a mentor's termination. The best response to a mentee who asks for any of this kind of information is to tell them that you are just an in-school mentor and you can only see them at school.

### *Cancelling or Missing a Visit*

If you know in advance that you are going to be away (i.e. because of holidays, tournaments, etc.), let your mentee know which visits you will be missing. If you have to cancel or miss a visit, it is important for you to contact your high school mentoring teacher and liaison teacher to inform them of your absence. The children really look forward to your visit and when mentors do not show up, especially without prior notice or explanation, they are often very disappointed. Also, notify your mentee's teacher, through the log book or in-person, of your away dates so that they can remind the student that you won't be there during those sessions.

## Consistency and Reliability

Two important elements of being a mentor are **consistency and reliability**.

We ask that you be consistent with your (weekly) visits. Understandably, things will come up in your life, and you may have to miss some of your visits. But, by being consistent with your regular visits with your mentee, you can help alleviate disappointment.

Reliability is a very important characteristic we ask of our mentors. In order to develop a meaningful and trusting relationship with your student, plus set an example for them, it is extremely important that you be reliable. Being reliable means your mentee can depend on you.

## Policy on Giving Gifts

You are under no obligation to buy a gift for your student at any time. The biggest gift you give is you and your time. A good policy to follow is **that mentors are not to give gifts as most of the matches take place in groups and many students cannot afford to buy gifts**. The policy is set out of fairness to all children in the program, as well as to the other children in the school. Please abide by this policy to ensure fairness for all students.

However, we do recognize the generous nature of mentors. As a result, we allow our mentors to **give a gift of a book or some other educational activity item** such as an activity book, journal or word game, valued **under ten dollars** to their mentee at **Christmas and/or at the end of the term/year**.

**What about gifts for other holidays and birthdays?** Our suggestion is that you and your mentee make a card or a gift for each other during your visit. Anything that you wish to do for the child's class must be approved by your teacher and theirs beforehand.

# Getting to Know and Understand your Mentee

## Building Resiliency

What is resiliency? Before you can answer this question, you need to ask yourself,

1. How does a child become a healthy and competent young adult?
2. How can a child who is struggling to survive due to unfortunate circumstances at home thrive in a school and a post school environment?

As a mentor who is part of a team (family, school and community), you have the capacity to provide your mentee with the support they need to develop and work towards their dreams. This can be done by being committed, and by establishing a meaningful relationship that is based on mutual respect. As a positive role model, you have the ability to influence your mentee and provide encouragement in the discovery of their strengths and talents (aptitudes).

While your mentee may come from a nurturing and supportive environment with no major obstacles to overcome right now, it is possible that your mentee may face many obstacles during their life. Being aware of these obstacles is important to help develop the skills and tools to build resiliency.

---

*"I would love to be a mentor again next year!"* **Mentor**

What are some of the obstacles that your mentee may have to overcome in order to succeed? Your mentee may be faced with one or more of the following:

- poverty
- family member struggling with alcoholism and/or drug abuse
- physical, mental and/or sexual abuse
- living with a chronically ill parent or sibling
- other difficult environments.

These may seem like impossible odds to beat but research has proven that young people who live in these difficult environments are not only able to prevail over their circumstances but excel as young adults in post-secondary education, the workplace, and within their community. As a mentor, you may have the opportunity to help your mentee cope with one or more of these difficult environments.

### So, what is resilience?

Simply stated, resilience is an individual's ability to overcome adversity and continue their normal development. The reason some children succeed when faced with obstacles and adversity is resiliency.<sup>1</sup> Some words used to describe resiliency are:

- adaptable
- proactive
- flexible
- spirited
- optimistic
- hardy
- tough
- responsive
- resistant

There are many factors to be aware of that can help you understand the challenges that some students face on a daily basis. The Factor List shows many aspects that **should ideally be present** in order for a child to have a healthy development and attain well-being. Unfortunately, this is not the case for every child.<sup>2</sup> Other symptoms that could be a challenge for these students are:

- loss of energy
- loss of interest or pleasure in ordinary activities
- difficulty concentrating, coping or making decisions
- feeling sad, lonely, or unhappy
- persistent physical ailments.

**These symptoms may be signs of depression** and should be mentioned to the mentee's teacher so they can be monitored. Getting to know your mentee and being comfortable with them by offering continued support is the key to positive change. Together, you will both learn new ways to be effectively resilient. The next few sections will explore how to build and maintain resiliency.

## The Factor List

### Individual Factors

- assertiveness
- ability to solve problems
- self-efficacy
- ability to live with uncertainty
- self-awareness
- a positive outlook
- empathy for others
- having goals and aspirations
- ability to maintain a balance between independence and dependence on others
- appropriate use of or abstinence from substances like alcohol and drugs
- a sense of humour
- a sense of duty (to others or self, depending on the culture)

### Other Factors

- the presence of a positive mentor and role models
- meaningful relationships with others at school, home, and perceived social support
- peer group acceptance
- perceived social equity
- safety and security
- access to a healthy environment
- security in one's community
- access to school and education, information, and learning resources

<sup>1</sup> Definition adapted from Resiliency Initiative – [www.assessing-resiliency.com](http://www.assessing-resiliency.com)

<sup>2</sup> Excerpt, taken from, "A Multidimensional Model of Resilience", The Resilience Research Centre, [www.resilienceresearch.org/](http://www.resilienceresearch.org/)

## 4 Ways to Build Resiliency

Instead of feeling sorry for your mentee and thinking of them as “at-risk”, try the following:

1. Know that positive changes can happen when authentic relationships are formed. Your mentee needs to know that you care and that you will be there for them unconditionally (consistently and reliability).
2. Know that all students have the potential to achieve their goals and dreams. See you mentee at full potential and let them know that you believe in them!
3. Identify and focus on your mentee's strengths. Everyone needs to feel good about themselves. Help your mentee build their confidence by focusing on what they CAN do, not what they can't do.
4. Be aware of the language you and your mentee use. Language we use will determine our reality so frame things positively and help them do the same.

### What is Resilience About?

- Resilience is about having a positive yet realistic attitude
- Resilience is about taking action in response to change
- Resilience is about not giving up
- Resilience is about taking action to make the future better
- Resilience is about seeking help when needed

### Building a Positive Relationship

Below are some suggestions for developing a positive relationship.

- Spend some time visiting and sharing a snack (be aware of any food allergies).
- Create a comfortable atmosphere for your mentee by using some of the icebreakers in your activity book. Activities designed to promote the sharing of information and ideas, or identifying similar likes and dislikes can be very effective.
- Read books and watch videos together that focus on strengths and resiliency.
- Work together to have realistic goals and expectations.
- Let your mentee have some control over the choice of activities you do together.
- Help your mentee feel positive about school.
- Encourage your mentee to solve problems and make decisions.
- Listen.
- Laugh with them, a lot.
- Be caring and supportive.

...But most of all, be a friend and have fun together.

---

*“The Mentors really enjoyed the program –they rescheduled other activities to ensure that they could go to the elementary school as it was so much fun to be with their mentee.”*

**High School Teacher**

### Finally...20 Ways to Say “You’re Great!”

Include some of these words and phrases of encouragement every time you get together.

1. Terrific!
2. Great idea.
3. You did a great job.
4. I'm proud of you.
5. Fantastic!
6. You learned that fast!
7. I knew you could do it.
8. Keep trying—you'll get it.
9. Exactly right!
10. Nice going.
11. Outstanding!
12. Will you show me how to do that?
13. Way to go!
14. Perfect!
15. Wonderful!
16. You get better at this all the time.
17. I know what you mean.
18. I hear what you're saying.
19. That was beautiful.
20. EXCELLENT!

Remember that you are capable of building a good relationship with your mentee. A recent study of Big Brothers Big Sisters mentors<sup>3</sup>, found that mentors who used these approaches were able to build strong friendships and develop trust with their mentees.

You should now have a better understanding of the challenges some children may be up against. More importantly, you should understand that it is possible for a young person to bounce back from any given situation and thrive. This is being resilient.

---

<sup>3</sup> Garringer, M., & Jucovy, L. (2007), *Building Relationships: A Guide for New Mentors*. The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory.

## Knowing Your Developmental Assets

Now that you have gained an understanding of resilience and the qualities that are needed to cope with difficult (stress-filled) environments, you will now look at the building blocks of healthy development known as Developmental Assets. The Developmental Assets are 40 common sense positive experiences and qualities that help influence choices youth make that help them become caring, responsible and resilient adults.

Most people, including youth, do not live a stress-free world so asset building and resiliency will help you better deal with everyday problems. Here are a few principles that will help guide you in your efforts:<sup>4</sup>

- **Everyone can build assets.** Even if your mentee has many obstacles to overcome, they are still capable of building assets. Building assets isn't just about great families or schools or neighborhoods.
- **All young people need assets.** While it is crucial to pay special attention to youth who have many obstacles to overcome - nearly all young people need more assets than they have.
- **Relationships are key.** Building and maintaining a good relationship with your mentee is very important. Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset building.
- **Asset building is an ongoing process.** Building assets starts when a child is born and continues through high school and beyond.
- **Consistent messages are important.** It is important for families, schools, communities, the media, and others to give all young people consistent and similar messages about what is important and what is expected of them.
- **Intentional repetition is important.** Being reliable and consistent with your relationship and the longer the mentor/mentee match is in place the better; as assets need to be continually reinforced across the years and in all areas of a young person's life.

**The Power of Assets**—Studies of more than 2.2 million young people in the United States consistently showed that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to positively succeed in life. Assets have power for all young people, regardless of their gender, economic status, family, or ethnicity to be true and confident in themselves.

Overall, some of the factors that influence healthy development are:

- positive family dynamics
- support from community adults
- caring and supportive school environment
- peer influence
- values development
- social skills

A child may be adversely influenced by one or all of these factors, but it takes only one to create a harmful effect.

### *The 40 Developmental Assets*

The following chart has a list of the 40 common Developmental Assets identified by the Search Institute. These are building blocks for healthy development. Work through the checklist for yourself and see which assets you have present in your life and what could be done to help you develop more.<sup>5</sup>

<sup>4</sup> [www.search-institute.org/developmental-assets](http://www.search-institute.org/developmental-assets)

<sup>5</sup> Adapted from, 1997, 2007 by Search Institute, [www.search-institute.org/developmental-assets/lists](http://www.search-institute.org/developmental-assets/lists). All rights reserved. This chart may be reproduced for educational, noncommercial use only.

## EXTERNAL ASSETS SUPPORT

- Support** – Family life provides high levels of love and support.
- Positive Family Communication** – Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
- Other Adult Relationships** – Child receives support from adults other than her or his parent(s).
- Caring Neighborhood** – Child experiences caring neighbors.
- Caring School Climate** – Relationships with teachers and peers provide a caring, encouraging environment.
- Parent Involvement in Schooling** – Parent(s) are actively involved in helping the child succeed in school.

## FAMILY EMPOWERMENT

- Community Values Youth** – Child feels valued and appreciated by adults in the community.
- Children as Resources** – Child is included in decisions at home and in the community.
- Service to Others** – Child has opportunities to help others in the community.
- Safety** – Child feels safe at home, school, and in the neighborhood.

## BOUNDARIES AND EXPECTATIONS

- Family Boundaries** – Family has clear rules and consequences and monitors the child's whereabouts.
- School Boundaries** – School provides clear rules and consequences.
- Neighborhood Boundaries** – Neighbors take responsibility for monitoring the child's behavior.
- Adult Role Models** – Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- Positive Peer Influence** – Child's closest friends model positive, responsible behavior.
- High Expectations** – Parent(s) and teachers expect the child to do their best at school and in other activities.

## CONSTRUCTIVE USE OF TIME

- Creative Activities** – Child participates in music, art, drama, or creative writing two or more times per week.
- Child Programs** – Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- Religious Community** – Child attends religious programs or services one or more times per week.
- Time at Home** – Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

## INTERNAL ASSETS

### COMMITMENT TO LEARNING

- Achievement Motivation** – Child is motivated and strives to do well in school.
- Learning Engagement** – Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- Homework** – Child usually hands in homework on time.
- Bonding to School** – Child cares about teachers and other adults at school.
- Reading for Pleasure** – Child enjoys and engages in reading for fun most days of the week.

### POSITIVE VALUES

- Caring** – Parent(s) tell the child it is important to help other people.
- Equality and Social Justice** – Parent(s) tell the child it is important to speak up for equal rights for all people.
- Integrity** – Parent(s) tell the child it is important to stand up for one's beliefs.
- Honesty** – Parent(s) tell the child it is important to tell the truth.
- Responsibility** – Parent(s) tell the child it is important to accept personal responsibility for behavior.
- Healthy Lifestyle** – Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

### SOCIAL COMPETENCIES

- Planning and Decision Making** – Child thinks about decisions and is usually happy with results of her or his decisions.
- Interpersonal Competence** – Young person has empathy, sensitivity, and friendship skills.
- Cultural Competence** – Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
- Resistance Skills** – Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- Peaceful Conflict Resolution** – Child seeks to resolve conflict nonviolently.

### POSITIVE IDENTITY

- Personal Power** – Child feels he or she has some influence over things that happen in her or his life.
- Self-Esteem** – Child likes and is proud to be the person that he or she is.
- Sense of Purpose** – Child sometimes thinks about what life means and whether there is a purpose for her or his life.
- Positive View of Personal Future** – Child is optimistic about her or his personal future.

Once you are familiar with the Developmental Assets, you will begin to value the qualities in yourself and your mentee. You will be able to contribute to your mentee's positive development by engaging in various activities that build assets and build a foundation in your commitment to your mentee which is consistent in promoting resiliency.

Being a part of a team that gives youth direction is a rewarding and satisfying experience. Not only will it help your mentee develop the skills that they need to possibly overcome some difficult challenges, but you will have also enriched your own learning experience.

YOU CAN MAKE A DIFFERENCE.

## Being a Career Coach

### *Your Role as a Career Coach*

As outlined in your *High School Teen Mentoring Activity Book*, coaching and supporting your mentee with regards to short and long term goals is part of the mentoring process. Your role isn't necessarily to make any hard or fast decisions about education and career pathways, but rather it is to help your mentee aspire to a promising future by exchanging ideas and exploring possibilities. This is not only beneficial to your mentee but to you as well because you become more informed about potential educational and career opportunities for yourself.

In the Mentoring activity book there are many fun and engaging games, worksheets and ideas to help you structure your time with your mentee. Following the sections in order will allow you and your mentee to unfold the self-discovery process in a logical manner.

There are six sections and 47 activities in the *Mentoring Activity Book* and each section and activity has a specific purpose. Many of the activities are designed to take you through a process of self awareness and career exploration. Each section represents a step on a journey of discovery.

#### **1. Getting to Know Each Other**

The first section is about getting to know each other and sharing self-exploration. This will lead to the discovery of each other's interests, allowing you and your mentee to brainstorm ideas and dream about the possibilities for your future. Together you will talk about how working hard now and doing well in school will lead to opportunities and success later in life.

#### **2. Learning Styles**

Section two focuses on how your mentee gathers and learns information. Do they prefer hands-on learning (tactile), or are they visual or auditory learners? Even though we generally use all three learning styles, it is often one style that suits us best. These activities will help your mentee understand which of the learning styles is best for them. You have the opportunity in this publication to complete a learning styles inventory of yourself in Section 6 Understanding Learning.

#### **3. Who Am I?**

Section three has many activities that concentrate on recognizing and developing your mentee's strengths, skills, and talents. You will work with your mentee on recognizing these assets while investigating career pathways. Being successful in the workplace and in school is not just about being smart, but being able to interact with your colleagues and schoolmates on a mature level. Learning how to turn negative thoughts into positive actions is an important part of life. These activities are an important part of your mentee's development.

---

*“The return of many of last year’s high school mentors to mentor again this fall also speaks to the benefit they feel they have not only gained but given.”* **Mentor**

#### 4. What Occupations are out there?

Section four focuses on generating a connection to the world of work and how your mentee's strengths, skills and talents translate to a career pathway. Many of these activities help mentees discover the skills necessary for a particular job or occupation. How do you get a good idea? By getting lots of ideas. You and your mentee should both discover some occupations of interest and they should begin to understand the world of work.

#### 5. What is right for me?

Section five focuses on how to try and further investigate skills and work environments that may suit your mentee. You and your mentee will discover possible pathways that might be best to pursue with respect to their individual personality and interests. These activities are a good way to examine a number of workplace environments by learning particulars of specific jobs.

#### 6. My Summary Sheet

This is a great opportunity for your mentee to look back and see how much they have accomplished! Together, you and your mentee can organize the activities by putting them into the chart on p. 106 of the activity book. From there you can assist your mentee with an action plan for continuing their career exploration journey. This should be a proud moment for both of you. Congratulations on your achievement!

*For example,*

- My favorite subjects – Activities: 3.4, 5.2
- My Values – Activity: 3.11
- My Interests – Activities: 3.3, 3.4, 3.8
- My Favorite Jobs – Activities: 1.5, 3.4, Section 4, 5.1, 5.2, 5.5
- My Skills – Activities: 1.2, 1.5, 1.6, 3.1, 3.2, 3.5, 3.14, 4.10
- My Favorite Work Setting – Activity: 5.4
- Places I would like to live/work – Activities: 3.13, 4.1

As a mentor and career coach you are opening up many possibilities for your mentee and your own future. The career opportunities out there are limited only by your imagination. Continue to pursue the exploration process. How can you apply what you have learned to any career path that you choose to follow? The answers are simple. *You* have chosen to be a part of this dynamic experience for a reason and you should now realize that you have opened up your *own* future to *infinite* possibilities.

---

*“Our students so look forward to the days their mentors come!”*  
**Elementary School Teacher**

## Surprises and Myths

As your mentoring teacher/teacher liaison helps prepare your group for the high school mentor experience, there hopefully will be other students in your group who were mentors last year or have previous mentoring experience. You should ask them about the ins and outs of mentoring. We have provided a summary of what former high school mentors have said about their experiences, both the pleasant surprises and the myths.

### **Surprise #1: Kids can really amaze you.**

It's true that most mentees are involved in the program because somebody thought they could use a mentor, but you shouldn't automatically think of them as "troubled kids." They can be smart, funny, thoughtful, playful, caring and even just plain silly—they're kids.

Almost all high school mentors have discovered their mentees have many strengths and positive qualities. Learning and encouraging these positive qualities is a large part of what makes the program fun for high school mentors!

### **Surprise #2: You and your mentee may develop a very strong emotional bond.**

You'll probably find that you and your mentee have many interests in common: sports, computers, TV, music, school subjects, career options and others. In many cases, these common interests make the friendship flourish. It's pretty easy to develop strong connections with someone when you have things in common. These similarities may even help you work through the education and career planning activities and build capacity in your mentee.

### **Surprise #3: The bonds you develop are not just with your mentee.**

Your mentoring teacher and your fellow high school mentors will be regularly discussing your experiences to plan for upcoming sessions with your mentees. These discussions are a great venue for sharing ideas, but also for getting to know each other. Many previous mentors have found the bonds they develop with their fellow high school mentors are one of the best things about the course and mentoring program.

### **Surprise #4: You may learn a lot about yourself.**

Ultimately, you and the other mentors are there to help each other be good mentors to your mentees. There's a good chance that each of you will find that being a mentor has opened the door to new experiences or interests for you. You may be surprised at how well you can relate to children, how caring you are or what a great role model you can be. Perhaps it may help you determine what you would like to do for an occupation or career path.

Sound like a great program so far? Will it be a great experience for you? Yes to both. But, you have to have realistic expectations. Don't be surprised when you see that the realities of working with your mentee are not always ideal. Here are some of the myths that former high school mentors have asked us to share with you.

**Myth #1: It will always be easy.**

Developing a close, positive and caring relationship with someone can be hard work. There's a good chance that the child you'll be matched with doesn't have much experience with this type of relationship. There may even be some emotional wounds that cause them to be standoffish at first.

Here are some of the common challenges high school mentors have encountered:

- You cannot relate to some of the life experiences that your mentee has had.
- Your mentee may not show much interest in you and your life.
- Your relationship may not develop as quickly as you believed it would.
- You procrastinate and wait until the last minute to plan activities.
- Activities are cancelled or missed because of miscommunication between you and your mentee.
- Your mentee is not sharing much about them self.
- Your mentee does not let you know what he or she wants to do.
- Your mentee does not want to do anything you suggest.
- Your mentee does not seem appreciative.
- Your mentee's social skills are not improving in spite of your efforts.

In this *Mentoring Handbook*, we offer some ideas on how to handle situations like these. And, you'll always have backup from your mentoring teacher and/or teacher liaison. You can turn to your teacher for help when you need suggestions on what to do or have concerns about your mentee. You also have a team of other high school mentors to support you in your efforts. Remember you are part of a TEAM and never alone.

**Myth #2: I will be able to see day-to-day changes in my mentee.**

With hard work, you can reasonably expect your mentee to be somewhat more confident, competent and caring at the end of the school term or year than at the beginning of your sessions. These changes probably won't be very dramatic. For example, changing from being a C student to an A student or from an introvert to a self-assured live wire is not likely. Any transformations will probably be more subtle—maybe even impossible for you to notice any major changes over the mentoring sessions. But know you have had an effect on this child in a positive way by just consistently being there.

**Myth #3: It's okay for me to adopt a “Do what I say, not what I do” philosophy.**

Kids are pretty smart. They can tell when someone is not being genuine. It will be just about impossible for you to help your mentee make good decisions when you're making really bad ones for yourself. That's why you've been asked to sign an agreement that details the commitments you'll have to stick to while you're a high school mentor. Along with being a role model also comes responsibility.

**Myth #4: I can quit any time without any real damage being done to my mentee.**

Being a high school mentor is not for everyone. It's a big commitment and responsibility. You're signing on to be a trusting caring friend. If you quit the program in the middle of the school term or year, you risk disappointing or even crushing a child who may have few people they can count on. So if something comes up where you may not be able to fulfill your commitment, speak with your mentoring teacher and/or teacher liaison to discuss your options.

---

*“I was reluctant to do mentoring at first, but very glad I did...”* **Mentor**

## Typical Characteristics of Children and Adolescents

The following pages detail some characteristics that will help you understand what your mentee might be like according to age. As you review these items, keep in mind that they are generalizations. While they provide a description of children in general at each developmental stage, you may encounter something slightly different with your mentee. This does not mean that there is something wrong. It just means that, in some ways, your mentee may not be like the average child (see resiliency).

	Ages 5 to 7	Ages 8 to 10	Ages 11 to 13
<b>General Characteristics</b>	<ul style="list-style-type: none"> <li>■ Eager to learn</li> <li>■ Easily fatigued</li> <li>■ Have short periods of interest</li> <li>■ Learn best when active while learning</li> <li>■ Self-assertive, boastful, less cooperative, more competitive</li> </ul>	<ul style="list-style-type: none"> <li>■ Interested in people; aware of differences; willing to give more to others but expect more</li> <li>■ Busy, active, enthusiastic; may try too much; interested in money and its value</li> <li>■ Sensitive to criticism, recognize failure, have capacity for self-evaluation</li> <li>■ Capable of prolonged interest</li> <li>■ May make plans on own</li> <li>■ Decisive, dependable, reasonable, have strong sense of right and wrong</li> <li>■ Spend much time in talk and discussion; often outspoken and critical of adults although still dependent on adult approval</li> </ul>	<ul style="list-style-type: none"> <li>■ Test limits; have "know-it-all" attitude</li> <li>■ Test limits; have "know-it-all" attitude</li> <li>■ Vulnerable, emotionally insecure; have fear of rejection; mood swings</li> <li>■ Identify with admired adult</li> <li>■ Self-image especially affected by physical appearance</li> </ul>
<b>Physical Characteristics</b>	<ul style="list-style-type: none"> <li>■ Very active and need frequent breaks from tasks to do things that are fun and involve the use of energy</li> <li>■ Need rest periods</li> <li>■ Reading books together or doing simple art projects are good quiet activities</li> <li>■ Large muscles are well developed; activities involving small muscles are difficult</li> <li>■ May tend to be accident-prone</li> </ul>	<ul style="list-style-type: none"> <li>■ Very active and need frequent breaks from tasks to do things that are fun and involve the use of energy</li> <li>■ Bone growth not complete yet</li> <li>■ Early maturers may be upset with their size; a listening ear and your explanations may help</li> <li>■ May tend to be accident-prone</li> </ul>	<ul style="list-style-type: none"> <li>■ Small muscle coordination is good</li> <li>■ Interest in art, crafts, models and music is common</li> <li>■ Bone growth is not yet complete</li> <li>■ Early maturers may be upset with their size; a listening ear and explanations will help.</li> <li>■ Very concerned with appearances and self-conscious about growth</li> <li>■ Diet and sleep habits can be bad, which may result in low energy</li> </ul>

	Ages 5 to 7	Ages 8 to 10	Ages 11 to 13
<b>Social Characteristics</b>	<ul style="list-style-type: none"> <li>■ Like organized games and are very concerned about following rules</li> <li>■ Can be very competitive; may cheat at games</li> <li>■ Very imaginative; involved in fantasy play</li> <li>■ Self-assertive, aggressive, want to be first; less cooperative as get older, very boastful</li> <li>■ Learn best through active participation</li> </ul>	<ul style="list-style-type: none"> <li>■ Can be very competitive</li> <li>■ Choosy about their friends</li> <li>■ Acceptance by friends important</li> <li>■ Team games popular</li> <li>■ Worshiping heroes, TV stars and sports figures is common</li> </ul>	<ul style="list-style-type: none"> <li>■ Acceptance by friends important</li> <li>■ Cliques develop outside of school</li> <li>■ Team games popular</li> <li>■ Romantic crushes common</li> <li>■ Friends set general rule of behaviour</li> <li>■ Feel a need to conform (dressing and behaving alike in order to belong)</li> <li>■ Very concerned about what others say and think about them</li> <li>■ Have a tendency to manipulate others ("Mary's mother says she can go. Why can't I?")</li> <li>■ Interested in earning own money</li> </ul>
<b>Emotional Characteristics</b>	<ul style="list-style-type: none"> <li>■ Alert to feelings of others, but unaware of how their own actions affect others</li> <li>■ Very sensitive to praise/recognition and criticism/critique; feelings easily hurt</li> <li>■ Inconsistent in levels of maturity; often less mature at home than with outsiders</li> </ul>	<ul style="list-style-type: none"> <li>■ Very sensitive to praise and recognition; feelings hurt easily</li> <li>■ Because friends are so important; conflicts between adults' rules and friends' rules can arise</li> </ul>	<ul style="list-style-type: none"> <li>■ Very sensitive to praise and recognition; feelings hurt easily</li> <li>■ Because friends are so important; conflicts between adults' rules and friends' rules can arise</li> <li>■ Caught between being a child and being an adult; often critical</li> <li>■ Loud behaviours hide lack of self-confidence</li> <li>■ Look at the world more objectively, but look at adults more subjectively</li> </ul>

	Ages 5 to 7	Ages 8 to 10	Ages 11 to 13
<b>Mental Characteristics</b>	<ul style="list-style-type: none"> <li>■ Very eager to learn</li> <li>■ Like to talk</li> <li>■ Own ideas of fairness become a big issue</li> <li>■ Have difficulty making decisions</li> </ul>	<ul style="list-style-type: none"> <li>■ Fairness still a big issue</li> <li>■ Eager to answer questions</li> <li>■ Very curious; are collectors of everything (but for only short time)</li> <li>■ Want more independence, but know they need guidance and support</li> <li>■ Wide discrepancies in reading ability</li> </ul>	<ul style="list-style-type: none"> <li>■ Tend to be perfectionists (if they try to attempt too much, they may feel frustrated and guilty)</li> <li>■ Want more independence, but know they need guidance and support</li> <li>■ Attention span can be lengthy</li> </ul>
<b>Developmental Tasks</b>	<ul style="list-style-type: none"> <li>■ Identification of gender differences</li> <li>■ Early moral development</li> <li>■ Concrete operations (begin to experience predictability of events)</li> <li>■ Group play</li> </ul>	<ul style="list-style-type: none"> <li>■ Social cooperation</li> <li>■ Self-evaluation</li> <li>■ Skill learning</li> <li>■ Team (cooperative) play</li> </ul>	<ul style="list-style-type: none"> <li>■ Social cooperation</li> <li>■ Self-evaluation</li> <li>■ Skill learning</li> <li>■ Team (cooperative) play</li> </ul>

---

*“Self confidence, social skills, self-esteem and work habits were improved and enhanced through mentor interaction. A quiet, thoughtful presence does much to teach social skills, etc.”* **Elementary School Teacher**

# Relationship Life Cycles

Just like most relationships, a relationship with a mentee has a life cycle. Things usually start slowly and may be a little awkward; eventually interactions become easier as you become more comfortable with each other. The following information gives you an idea of how your relationship generally may progress and offers some guidance on what you can do at each stage.

## *From Hello to Goodbye*



**1**  
**Preparing**

The orientation, enrolment and training process.

- Learn how the program works.
- Learn about working with children.
- Bond with your fellow High School mentors.
- Learn about the particular child you will be matched with.



**2**  
**Discovering &  
Negotiating**

The first several meetings between you and your mentor.

- Find out about each other.
- Get an idea of your mentee's needs and establish some overall goals of the relationship.



**3**  
**Building Rapport  
& Trust**

The time when you both begin to invest in the relationship and build a mutually satisfying relationship.

- Demonstrate consistency, predictability and commitment to the relationship.
- Begin to allow your mentee more control of the content of your interactions.



**4**  
**Accomplishment  
& Attaining**

The time when you achieve a comfortable rhythm and feel like you are having some success.

- Closely monitor and assess the progress of the relationship.
- Note how close you and your fellow High School mentors have become, and recognize group successes along the way.



**5**  
**Wrapping Up**

The end of the year closure and celebrations (even if you plan to continue meeting with your mentee the following school year).

- Wrap things up with your mentee in a thoughtful and sensitive manner.
- Celebrate the fun and growth that you and your fellow High School Mentors have experienced throughout the year.

---

*"I learned how to motivate kids."* **Mentor**

### **Tips for Stage 1: Preparing**

- Ask questions. It's better to ask now than later when you are one-on-one with your mentee.
- Think about what you are learning in the context of other relationships in your life. You may find that lessons learned in one relationship will help you build or repair another one.
- Remember that a child's participation in the program does not mean they are a "problem child." Mentees have a wide range of interests and needs. Teachers, counsellors and some parents request mentors for students who they feel could use additional support.

### **Tips for Stage 2: Discovering and Negotiating**

- In the first meeting, the mentoring teacher or teacher liaison will go through a friendship agreement with you and your mentee. This agreement will talk about the goals of your match and what strategies you will use to achieve them.
- Take the lead more in this stage than in later ones, asking more questions and planning more activities.
- Share appropriate information about yourself.
- Listen carefully to the details of your mentee's life and family, so you can refer to these in later conversations.
- Be prepared to do more games and activities than to have in-depth conversations as discussions will come out of the activities.
- Think about what you and your mentee want from this relationship. What is important to you? What is important to your mentee? Remember the objectives of the program.
- Share successes and challenges with your mentoring teacher or teacher liaison and fellow high school mentors.

### **Tips for Stage 3: Building Rapport and Trust**

- Be on time and do not miss sessions.
- Be patient. Building trust can take a while!
- Arrive knowing what activities have been planned for the session (see *Mentoring Activity Book*) and always ask what activities your mentor would like to do next session.
- Expect some testing of limits. This is a way of determining if you will be consistent and committed even when the mentee's behaviour may be disappointing or difficult.
- Avoid using "should" and learn alternative ways to suggest constructive behaviour; for example, ask, "How about if ...?"
- When talking with your mentee about post-secondary schooling or career pathways, be sure to share your thoughts about your own plans for the future.
- End each session on a positive note, finding something your mentee has done well, learned or enjoyed by completing the evaluation form together. Let them know when you will be visiting again and plan what activities you will be doing next session.
- Continue to share successes and challenges with your mentoring teacher or teacher liaison and fellow high school mentors.

---

*"I have a new found respect and appreciation for what teachers have to go through."*  
**Mentor**

#### Tips for Stage 4: Accomplishments and Attaining

- Be prepared for highs and lows. It's possible that you'll feel much closer to your mentee on some weeks versus others.
- Do some focused thinking about how the relationship is meeting both your and your mentee's needs. You might ask yourself these questions:
  - How well do I understand what my mentee wants and needs from me?
  - Have I set aside my own agenda to listen to my mentee's concerns?
  - How effective is my verbal and non-verbal communication with my mentee?
  - What are the strengths and weaknesses of the match between me and my mentee?
  - What is working best in our relationship? What is not working as well?
  - What things about our interactions could change to make things better?
- Point out **significant milestones** that have been achieved and let your mentee know how excited you are about this (for example, in the areas of reading, comprehension, plans for the future, etc.).
- Acknowledge the growth that you notice in the relationships among you and your fellow high school mentors, as well as the relationships between other matches..

#### Tips for Stage 5: Wrapping Up

- Prepare mentees for the end-of-year closure to be sure they are not surprised by the sudden changes.
- Expect and plan to respond to feelings of anxiety or fear of separation.
- Discuss with mentees what was accomplished over the course of the year. Talk about where they see themselves going in terms of post-secondary schooling or career paths.
- Do the final evaluations and compare original answers to what you know now.
- Commemorate the experience with a group celebration with the other high school mentors and their mentees.
- Remember the gift-giving policy. Giving gifts may be seen as unfair by other mentees who may not get a similar gift from their high school mentor. Instead, decide as a group on something small that every mentor can make and present to their mentee on certain celebrations or special holidays.
- Let your mentoring teacher or teacher liaison know whether you plan to continue being a mentor next year and whether you plan on mentoring the same child.
- Have a party just for you and your fellow high school mentors!

---

*"I didn't know I could make such a difference by doing such a simple thing."* **Mentor**

# Section 3

## Building Mentoring Skills



Good mentoring relationships do not happen by chance. They take work. The most successful high school mentors are those who plan and prepare carefully for the relationship, incorporating tactics that have proven successful. You must develop and thoughtfully integrate good mentoring skills. This section describes those skills and helps you build them.

### General Mentoring Tips and Strategies

When asked about their teachers or mentors, students mention the following traits and behaviours as being important to them. These traits are also important in building the mentor-mentee relationship.

- Appearance** Students like to feel that adults find them so important that they are dressing up for them. Young children especially will notice your clothes and accessories.
- Humour** William Glasser<sup>6</sup> says humour is a form of caring. Have fun and laugh with your student.
- Courtesy** Good manners are important for both you and your student. You can teach by example and make them feel important at the same time.
- Respect** Any time you encourage your student to share their ideas with you, without criticizing or putting them down, you are showing respect. Giving specific feedback also shows respect, whether you are giving praise, correction or suggestions for improvement (for example, "You really used some interesting descriptive words in your story," rather than, "Good work." OR, "I really liked your story. Can you give me more details about...?").
- Realness** Let your student get to know you and you will seem more real to them, and not just another authority figure in the school. Share stories about your own life.

Not long ago, a research organization studied the relationships between mentors and mentees in Big Brother Big Sister mentoring programs<sup>7</sup>. They wanted to know what made some relationships successful and others not so successful. Basically, they discovered that the most successful relationships were those in which mentors took an effective approach and used effective skills. New mentors should follow these recommendations:

<sup>6</sup> Choice Theory: A New Psychology of Personal Freedom, 1998. The William Glasser Institute. [www.wglasser.com](http://www.wglasser.com)

<sup>7</sup> Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study by Carla Herrera, Jean Baldwin Grossman, Tina J. Kauh, Amy F. Feldman and Jennifer McMaken with Linda Z. Jucovy, August 2007. [www.ppv.org](http://www.ppv.org)

### *Be a friend.*

- **Remember your primary role.** You are there to be a friend. Don't act like a parent. Don't try to be an authority figure. Don't preach about values.
- **Show affection, but not too much.** It's okay to let your mentee know that you have been thinking about them, but be careful not to smother them with hugs and other types of affection.
- **Show empathy.** When your mentee is going through hard times, remember how it felt when you experienced a similar problem or loss. Try to imagine how your mentee feels.
- **See your mentee as an individual.** Identify what is special and unique about the child and acknowledge it.
- **Make frequent “deposits.”** Think of building a relationship like building a bank account. Every time you do something positive—like following through or providing encouragement—it's like making a deposit that your mentee can later draw on for strength.
- **Remember details.** Find out about and remember your mentee's siblings, likes/dislikes, pets, classes, favourite teacher, etc.

### *Have realistic goals and expectations.*

- **Focus on overall development.** Your primary concern should not be with making sure that your mentee achieves some specific outcomes (such as better grades or school attendance), but with providing as much support and encouragement as possible to help build their capacity. Throughout the relationship, emphasize friendship over performance.
- **Don't become too involved.** Be aware of your mentee's problems, but encourage them to assume responsibility for doing something about it (build capacity to make decisions and act). Keep in mind that some of your mentee's problems are beyond your control. In these situations, be the best friend you can by listening without judgment.
- **Don't take on too much.** If you think that a situation has gotten out of your control talk to your BBBS caseworker and seek help.
- **Don't expect perfection in yourself or in your mentee.** Human error is inevitable and won't matter as much if your mentee knows you really care. Do your best to handle mistakes in a responsible and constructive way. But don't get discouraged if it seems like your mentee is uninterested in you or the program.

### *Have fun together.*

- **Enjoy yourself.** The bottom line is that it's not worth it if both of you aren't having fun.
- **Think ahead.** Focusing on “fun” games and activities early in the relationship can lead to more “serious” activities later.
- **Don't worry about seeming “cool.”** Find opportunities to be silly, such as making up nicknames for each other and sharing jokes.

---

*“The high school students are building such positive relationships with our students. I know [our] kids will benefit as they learn together and strengthen their skills.”*

**Elementary School Teacher**

### *Give your mentee voice and choice in planning activities.*

- **Be “mentee-centred.”** Emphasize that it's important to you that your mentee enjoy doing the activities. Then, listen carefully to what is said.
- **Brainstorm together.** Select the learning activities together and then brainstorm games and physical activities you would like to do when you get together. Plan a group activity and lead it together. Give a range of choices for possible activities.
- **Don't get frustrated.** Mentees may be reluctant to suggest activities because they don't want to be rude or they find it really difficult to make decisions.

### *Be positive.*

- **Give frequent encouragement.** Remind mentees of previous successes when something seems difficult. Tell them “you can do it.” Also discuss that when learning new things, it usually is hard the first time you do anything but that makes it challenging and worthwhile to learn. Be encouraging, even when talking about potentially troublesome topics such as grades.
- **Acknowledge accomplishments.** In day-to-day activities, note when your mentee tries and succeeds (like correctly spelling a hard word or helping out a fellow classmate).
- **Don't criticize the past.** Avoid bringing up past mistakes.
- **Don't generalize negative behaviour.** Avoid phrases like “you always” or “you never.”
- **Don't get discouraged.** Your mentee is not going to change overnight. Be careful not to set expectations, whether spoken or unspoken that cannot be met.

### *Let your mentee have much of the control over what the two of you talk about—and how you talk about it.*

- **Explain confidentiality.** Be direct in letting mentees know that they can confide in you without fear of judgment or exposure.
- **Don't push.** Children vary in their styles of communicating and habits of disclosure, so try to be sensitive and responsive to their cues.
- **Be flexible.** Do it their way once and your way next to demonstrate your openness to doing things in different ways and to respect their approach to problem-solving. Or ask coaching questions like, “How can we...?” “What are some other ways to...?” Then, decide on a way together.
- **Think ahead.** Remember that the activities you do together become a source of conversation.

### *Listen.*

- **Allow your mentee to share and vent.** Just listening gives children a chance to vent and lets them know that they can disclose personal matters to you without worrying about being criticized.
- **Share.** While discussing any particular topic, share your personal experiences with that topic.
- **Use active listening.** Active listening not only confirms to mentees that they have been heard, but also acknowledges their feelings. For example, say, “You're stuck on this question (content) and seem to be getting frustrated (feeling).”

### *Respect the trust your mentee places in you.*

- **Be responsible.** If you are unable to make it to a mentoring session, it is best to be organized and say that in the session before. If that wasn't possible, ask your mentoring teacher or teacher liaison to relay the information to your mentee. You might also have another high school mentor give a note from you to your mentee, letting them know you are unable to attend but still thinking of them.
- **If you give advice, give it sparingly.** If you give advice, focus it on helping your mentee identify solutions, not on criticizing or placing blame. Use the coaching question starters: how, what, who, where and why. "How can you react differently?" "What needs to change or be done?" "Who can support you?" "Where is another...?" "Why is this important to you?"
- **Confront thoughtfully.** If you feel you have to convey concern or displeasure, do so in a way that also conveys reassurance and acceptance. You increase your credibility if you can say why something is or is not appropriate and give an appropriate behaviour of statement/phrase that is appropriate. For example, stating "when you constantly leave the table while we are doing this activity we will not get it done in our session and that will make us both feel sad and frustrated. I need you to stay here and work with me for the next 10 minutes to get this activity done".
- **Respect boundaries.** If you sense that a question you've asked is a sensitive or "touchy" subject, back off.
- **Don't propose religious beliefs.** It is inappropriate to encourage your mentee to adopt any religious belief or habit.

### *Remember that your relationship is with the mentee, not the mentee's parent.*

- **Keep your primary focus on the mentee.** Talk to your mentoring teacher or teacher liaison when you have any questions or concerns.
- **Be non-judgmental about the family.** You may learn things about your mentee's family beliefs or behaviours that you don't agree with. It is not your position to cast judgment on them or on your mentee.

### *Remember that you are responsible for building the relationship.*

- **Stay in touch.** Take responsibility to have the best outcome for both you and your mentee in attending sessions.
- **Don't expect sophisticated feedback.** You will gain many things from this experience; however, detailed well-articulated expressions of feelings from your mentee are not likely to be among them.
- **Be consistent.** If a child has suffered many disappointments, consistency can be the most important quality you can offer.
- **Model appropriate behaviour.** Be conscious of your own behaviour and what self-image you are projecting verbally and non-verbally.
- **Don't share your personal problems.** Only when there is a lesson to be learned by the mentee is it appropriate for you to share a personal issue. But be sure to make it clear how it relates to your mentee's challenges.
- **Don't give medication.** If your mentee needs medicine, talk to your mentoring teacher or teacher liaison. Never give your mentee any type of medication.

---

*"I now understand how different students are motivated by different things."*  
**High School Student**

## Active Listening and Other Communication Skills

You probably noticed that one of the mentoring tips was good listening. This is so important that it's worth discussing further. In order for you to be successful as a high school mentor, you have to be a good communicator. You'll have to learn and effectively incorporate a number of interpersonal communication skills.

The most important of these skills is being a good active listener. Active listening is not just keeping quiet while the mentee speaks; it requires much more than that. To convey that you care and are paying attention—and to understand and appreciate what the mentee is saying—you will need to respond in ways that help conversations go smoothly. The guidelines below provide you with some of the knowledge and skills that will help.

### Listen

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

*So please, just listen and hear me.*

*And if you want to talk, wait a few minutes for your turn and I promise I'll listen to you.*

ANONYMOUS

---

*"This program gave Melanie some much needed one-on-one support and friendship. She loved this program and always looked forward to attending. It helped her with her peers and social skills. Her spirit was lifted and there was a notice in her confidence."*  
**Elementary School Teacher**

## Conversation Builders

When you are talking with your mentee, there are many ways you can respond that will help build the conversation, making it go more easily and smoothly. These responses can be questions, statements or just brief sounds of acknowledgement. But they are all great strategies to practise.

- **Making the minimal verbal response.** (Provide verbal cues.) “Hm-mm.” “Yes.” “I see.” “Uh huh.”
- **Paraphrasing.** Mentee: “I had a bad day today.” High school mentor: “It sounds like things didn’t go well for you today.”
- **Probing.** “Tell me more.” “Let’s talk about that.” “Could you give me an example?” “I’m wondering about ...”
- **Reflecting.** (Communicate your understanding of your mentee’s perspectives.) “You’re feeling uncomfortable about seeing him.” “You really don’t like being treated like a child.” “It sounds as if you’re really angry with your mother.” “I remember how difficult Grade 4 can be.”
- **Clarifying.** “I’m having trouble understanding what you’re saying. Is it that ...?” “I’m confused about ...” “Could you go over that again, please?” “Sounds to me like you’re saying ...”
- **Summarizing.** (Recap where you left off last time, go over what you’ve done throughout the current session or sum up a few things that the mentee has just said.)
- **Informing.** (Share objective and factual information such as your high school’s football record or what grades you will need to attend college or university.)
- **Reinforcing.** (Highlight any successes.) “Congratulations for doing well on your math test!” “Wow! You learned how to ride a bike? That’s awesome!”
- **Self-disclosing.** “I fell down and chipped my front tooth when I was eight.” “I used to fight with my sister a lot, too.” “One of my biggest fears is talking in front of a lot of people.” “I am hoping to go to University and become a teacher.”

### *Keep these things in mind when you incorporate these conversation builders:*

- Use the same vocabulary level that your mentee uses. Speak slowly enough that each word can be understood.
- Use concise rather than rambling statements or questions. Time your responses to facilitate, not block, communication—for example, don’t interrupt.
- Minimize using closed questions to which the answer can be a simple “yes” or “no”; examples are those that begin with “is,” “are,” “do” and “did.”
- Maximize using open questions. These are questions that encourage longer answers; examples are those that begin with “how,” “what,” “could” and “would.”
- Minimize using “why” questions. These tend to put mentees on the defensive causing the mentees to think they’ve done something wrong.

## Conversation Blockers

Conversation blockers are obstacles to good conversation or good interpersonal interaction. It's best to think of them as "high-risk" responses, rather than absolute killers of communication. In most cases, the occasional use of a conversation blocker will not completely destroy a relationship with a mentee. However, they are more likely to increase (at least temporarily) the emotional distance between the two of you. Using them repeatedly can cause permanent damage to a relationship, so they should certainly be used with caution. Below are a number of examples:

- **Ordering.** "You must ..." "You have to ..." "You will ..."
- **Advising.** "What you should do is ..." "Why don't you ...?" "Let me suggest ..." "It would be best for you ..." "If I were you, I'd ..."
- **Moralizing.** (Similar to ordering and advising, but with an extra element of "duty") "You should ...," "You ought to ..." "It is your responsibility ..." "The right thing to do is..."
- **Condescending.** (Talking down to the mentee, such as using baby talk) "Awww, is wittle Bobby having a bad day today?" "You're too young. You wouldn't understand."
- **Diverting.** (Switching a conversation from the mentee's concerns to your own topic) "Let's not talk about it now." "Forget it." "Think you've got it bad?! Let me tell you what happened to me." "That reminds me ..." "We can discuss it later."
- **Sarcasm.** "Why don't you burn down the place?" "Did you get up on the wrong side of the bed?" "When did they make you boss?"
- **Criticizing.** "You're not thinking straight." "You're acting like a little baby." "Your hair is too long." "That was dumb." "You've got nobody else to blame for the mess you're in."
- **Threatening.** "You had better ..." "If you don't, then ..." "If you do this I promise I'll ..." "Oh yeah? Try it and see what happens."
- **Analyzing.** (Analyzing why the mentee does or says something) "What you need is ..." "You're just trying to get attention ..." "You don't really mean that." "Your problem is ..."
- **Debating.** (Trying to convince the mentee using facts or logic) "Do you realize ..." "Here is why you're wrong ..." "Look at the facts. You broke a school rule. If you hadn't done, that you wouldn't be in this trouble."

## Non-Verbal Communication

You've probably heard the saying "actions speak louder than words." Things that are communicated **without** words often send a stronger message than the words themselves. For example, if you were to say to your mentee, "This is really important to me" (and then roll your eyes at the same time), is what you just said believable?

Here are some tips on how to use non-verbal cues and body language to optimize the conversations you have with your mentee.

After observing humans interact for as long as you've been alive, you probably have a pretty good understanding of the kinds of non-verbal behaviours that would be useful and appropriate in a mentor/mentee setting. So we're simply providing an acronym to help you remember everything you already know. Just remember to SOFTEN up!



**Smile** Everybody prefers a smile over a frown. Obviously, there are times when a smile is not the appropriate facial expression and we're confident that you'll know when these are.

**Open** Adopt an open posture, try not to slouch or cross your arms or legs. An open posture is a sign that you are open to your mentee and to what they have to say.

**(Lean) Forward** During conversations with the mentee, face them squarely (not at an angle) and, as often as possible, lean slightly forward. Pay attention, however, to the distance between the two of you. If you sense that the mentee feels uncomfortable with your physical closeness, back up a bit.

**Touch** Appropriate touching, especially when it's initiated by your mentee, can be a good way to show that you care. But obviously there are times when it can be inappropriate. Be sure to check with your BBBS caseworker for more information on this.

**Eye (Contact)** Looking someone in the eye communicates sincerity and increases your credibility. Avoiding eye contact can make you seem sneaky, guilty, bashful or frightened. While using eye contact, be careful not to stare, squint or blink your eyes rapidly. It's more natural to look away from time to time in a relaxed, comfortable manner by just focusing over their shoulder. Also, try to position yourself so that the two of you are at the same eye level.

(Native cultures may see eye contact as aggressive behaviour. Speak to your BBBS caseworker if mentoring in a Native community.)

**Nod** Using simple gestures like nods conveys that you're paying attention. Other occasional physical gestures like motioning of the hands, tilting your head slightly sideways and leaning in to listen closely can be helpful, too.

## Match Management

Your mentee will probably show you all sorts of behaviour—from being a “model child” to being out of control. Kids seldom act the same way all the time. It’s as if they are always trying out new behaviours. Your job is to keep up with these changing behaviours and understand the difference between misbehaviour and expression of natural childishness and exuberance. But if you do find yourself confronted with a misbehaving child, you should be prepared to handle it in a productive way. Bearing in mind that there are no hard and fast rules as to how and when to apply different child guidance techniques, here’s a simple two-step process to help you.

### *Step 1: Look at the context or situation.*

Be a good detective. Take a close look at the situation and try to determine if something obvious (or not so obvious) might explain your mentee’s behaviour.

- When** It is very common for mentees to be more excitable or restless during transition times—at the beginning and end of the sessions.
- Where** New locations tend to cause excessive loudness, shyness, etc.
- What** Lots of commotion made by nearby mentees and by other high school mentors can make it difficult for your mentee to focus.
- Who** Some children are simply more rambunctious than others by nature.

### **Prevention Tips**

- Begin each session by discussing the day’s plans. Set time limits. Say that your mentee may jump, be loud or run for two minutes. Then, the two of you have to move on.
- Discuss behaviour expectations before changing activities, location, etc.
- When not participating in group activities, move to a place reasonably far away from the others.
- Do not spend too much time on any one activity (15 to 20 minutes maximum). Variety is the key.

### *Step 2: Practise child guidance rather than discipline.*

Your goal here is to guide your mentee into better behaviours rather than to “correct” or “punish” misbehaviours.

- **Focus on “do’s” instead of “don’t’s.”** If mentees are doing something they should not be doing, state what they should be doing instead.
- **Catch your mentee behaving well.** Pay attention to and praise positive behaviours. At the end of the day, say what you liked about the way they behaved.
- **Ignore attention-seeking misbehaviour.** Whenever possible, wait and pay more attention when your mentee quiets down or ceases the behaviour. Say you will talk, interact or play again when your mentee is not behaving in that particular way.
- **Use positive, clear language whenever possible.** Say explicitly what you would like your mentee to do and explain why you’re making this request.
- **Disengage from power struggles immediately.** If your mentee’s behaviour is escalating rather than calming down the more you intervene, say that you need to take a break and remove yourself— physically if necessary—from the situation. Remember that it takes two to be in a power struggle—you should be the one to remove yourself from it.

## Mentoring Challenges

Many of our mentors find it helpful to discuss in advance some of the possible challenges they might face during a match with a mentee. For the most part, challenges are relatively minor and can be solved quite easily with some flexibility and creativity. The following are some situations and questions that other mentors have brought to our attention.

### *“What do I do if my mentee does not want to do the activities?”*

This is a common situation as the mentee is probably missing lunch or recess to be in the program. At first some mentees will feel unmotivated to participate and would rather be playing with their friends. By preplanning you can avoid these problems and engage your mentee early.

To start, you could go for a power walk around the school and talk for about five minutes. Ask about their week or the time since you last met. You might want to compromise, working on one or two activities and then playing a game or doing some physical activity.

The session should be a **20-20-20** structure: 20 minutes of career activity, 20 minutes of literacy or academics and 20 minutes of play. Depending on time, you may only be able to complete either a career activity or a literacy exercise, and use the remaining time to play a game (board or physical).

Some mentors **use a calendar** to write out activities they will be doing each day so their mentee knows what to expect. Get your mentee involved in the planning to allow them to have some control over the sessions, this is a good way to engage them in decision making. If all else fails, remind your student of the Friendship Agreement that you both signed with your teachers.

**Note:** It may be that your mentee is not in the mood, may be having a bad day or not feeling well to work on an activity that day. We all have our moods where we do not want to do things, and that’s okay. This likely will not happen very often. Try your best to incorporate some other types of learning activities.

### *“What do I do if my mentee is having a bad day?”*

Everyone is entitled in having a bad day, including children. We don’t know what may have happened at home, during recess or in the classroom. You may notice your mentee is quieter than usual or somewhat distracted. If your student is feeling this way, this may be one of those days that you keep your reading to a minimum and enjoy another activity instead. You may want to find a joke book and read it together, or tell each other your favourite kid’s jokes or go around the school for a power walk and talk. You could also ask what is wrong and talk to your mentee a bit about how to improve moods. Ask your mentee, “Would you like to go back to class?” Do not take it personally if the answer is “yes”, as sometimes children feel better in the familiarity of the classroom where they can choose to participate or not. If using a log book make sure to make a note to the teacher.

---

*“My Mentor helped me with my school work and it’s been improving because of her. I want to be a mentor when I am older!”* **Mentee**

### *“What if my mentee misbehaves?”*

It is rare that a child will misbehave during a mentoring session but it does happen sometimes. If mentees misbehave during a visit, consider the following:

- give a warning
- end the particular activity
- try something new
- return your mentee to the classroom if all else fails.

**Physical discipline is not permitted.** If you are not able to de-escalate the situation, ensure that you ask school personnel for assistance immediately. In the case of any extreme behaviour, you must discuss the appropriate intervention technique with school personnel and your mentor teacher or teacher liaison.

Remember that most children do some amount of testing to see what is appropriate with you and what they can get away with. In this situation be firm but friendly as most testing will disappear when they clearly understand their limits. Maintaining clear boundaries and an appropriate length of time for activities will prevent difficult situations from arising.

### *“My mentee is easily distracted during our visits.”*

Most children are easily distracted or they have a tendency to want to jump from one thing to another. This is normal. The key to handling this situation is to ensure that you are able to change activities at least a couple of times during your visit. Most children have a very hard time sitting and reading a book for an entire hour. They need variety. You may also want to avoid high traffic areas in the school or have students sit where facing away from hallway traffic or activity.

### *“I need more ideas on what to do with my mentee.”*

Start by referring to the activities section of the *Activity Handbook* to engage your student in activities related to education and career pathways.

1. Try to choose activities together and look for those that are more physical (build a model, move around the room) or plan a group activity based on one of the group exercises.
2. Some activities require dressing up and pretending to be a reporter.
3. Other activities on the computer may draw the interest of your mentee.
4. Use your Learning Clicks CD to build an Avatar and profile for your mentee. (Extra Learning Clicks CDs may be in the resource bin.)
5. Watch some of the youth reflection videos on the Alberta Learning Information Services (ALIS) website ([alis.alberta.ca/youthreflections](http://alis.alberta.ca/youthreflections)).
6. Also included in the resource bin are literacy-based activities, website addresses for other resources and lots of ideas of fun things to do together.
7. Another valuable resource is your mentoring teacher and/or teacher liaison who has excellent ideas and solutions and also hears from other mentors what works well in other matches.
8. Your student's teacher may be someone you would like to approach and ask if there is anything you can help your mentee with.
9. Speaking of other mentors, we would like to encourage you to approach your fellow mentors and ask them what they find is helpful to do with their mentee.

### *“What do I do if my mentee is away or absent frequently?”*

If your student is often absent when you come to visit, you may want to try a few things to help make your meetings happen:

- Discuss with the teacher any reason for the absences on your visiting day. The solution may be as easy as changing the day of your visit if this is a possibility.
- Talk to the secretary about setting up a system where you call prior to coming to the school to see if your mentee is in attendance that day. Keep in mind that school personnel will do their best to contact you if the student is absent; however, school personnel are very busy and calling you about an absence may be something they miss occasionally.
- Mention absences to your mentoring teacher/teacher liaison so that the issue can be further addressed. Most schools ask for the mentors to call to touch base. Schools will often have alternates to go in case there are children missing.

## Solutions to Challenges

The four main points in tackling challenges that you face in your match are as follows:

1. **Be flexible.** Be willing to change activities and realizing your mentee may be having a bad day.
2. **Set limits and boundaries.** Remember it is okay to say, “No.” Feel free to set limits by giving your student a choice, yet you control the parameters of the choices you offer.
3. **Ask for assistance.** If in doubt in any situation, do not hesitate to speak with school personnel or mentoring teacher/teacher liaison.
4. **Have fun.** We want your student’s experience with you to be enjoyable and fun. Your visit is something we want them to look forward to.

# Section 4

## Self-esteem for Your Mentee



### Building Self-Esteem

Self-esteem is defined as self-respect or the belief in oneself. It is how people feel about themselves. It is the feeling of self-worth—that we can handle our self and the environment with competence. It is the feeling that “I am somebody.”

Self-esteem is enhanced by	You could
<ul style="list-style-type: none"><li>■ being in touch with yourself and your personal history</li><li>■ being part of a family and community</li></ul>	<ul style="list-style-type: none"><li>■ share your interests, hobbies, future plans and life concerns</li><li>■ teach the value of family background and that one can move beyond this background if needed</li></ul>
<ul style="list-style-type: none"><li>■ developing a special sense of self and recognizing uniqueness</li></ul>	<ul style="list-style-type: none"><li>■ discuss how you and your student are unique in appearance, talents, hobbies, career goals or interests</li></ul>
<ul style="list-style-type: none"><li>■ having the resources, opportunities and capabilities to control one's own life</li></ul>	<ul style="list-style-type: none"><li>■ teach students to make decisions, set personal limits, take responsibility and solve problems (build capacity)</li></ul>
<ul style="list-style-type: none"><li>■ having good role models.</li></ul>	<ul style="list-style-type: none"><li>■ set an example to help students establish their own values, goals ideals and personal standards.</li></ul>

### Characteristics of Individuals With High Self-Esteem

Individuals with high self-esteem tend to

- be more effective in meeting environmental demands than those with low self-esteem
- adopt an active and assertive position in meeting environmental demands
- associate with such terms as self-respect, pride, self-acceptance and self-love
- manifest greater confidence that they will succeed
- be popular with their peers
- participate in more exploratory and independent activities
- defend themselves well against threats and demeaning attempts by other
- possess greater confidence in their ability to deal with events
- have less anxiety and a greater ability to resist the negative implications of social judgments.

# Characteristics of Individuals With Low Self-Esteem

Individuals with low self-esteem tend to

- withdraw from others and experience constant feelings of distress
- be more intro-punitive (i.e. being hard on oneself) and passive in adapting to environmental demands and pressures
- feel inferior and timid
- have self-hatred and lack personal acceptance
- be submissive
- exhibit more frequent psychosomatic symptoms and feelings of depression
- isolate themselves from others. These individuals tend to feel that they have greater difficulties in forming friendships than do others.
- submit to social pressure
- have difficulty expressing controversial opinions, even when they know they are correct; and they tend to have a strong, defensive reaction to criticism.
- be “invisible members” of a group and rarely serve as leaders
- be self-conscious when talking to others. They tend to be conscious of their faults— whether real or imagined
- turn inward and dwell upon themselves—unlike those with high self-esteem.

## Self-Esteem is Important

Do the children you work with like themselves? Do they think others like them? Do they feel good about being them?

The answers to these questions are important. A child's self-esteem has a tremendous influence on the child's educational success, behaviour and overall development, in essence their resiliency.

### Helping Children Develop Self-Esteem

As adults, there is much that we can do—and can avoid doing—to ensure that children develop confidence and respect for themselves.

We can say things such as

- |  |                                |
|--|--------------------------------|
| ■ “Let's do it together.”                | ■ “We're really proud of you.” |
| ■ “What do you think?”                   | ■ “You're an expert.”          |
| ■ “That's the best job you've done yet.” | ■ “Thank you.”                 |

By following these few guidelines, we can reinforce children's positive efforts, whether in academics, in citizenship or in attitudes toward others. We will be contributing to the development of their self-esteem.

*My father knew all my faults, but to hear him talk (and in my presence, at that) you would think I had few equals. He showed in a hundred ways that he approved of me. When I disappointed him, he never showed anger, but instead assured me that he knew I would do better next time, that I could do great things. Everyone should have one person somewhere in his life like my father.*

**William Jefferies**

## Mentors' Top 10 Ways to Build Self-Esteem

1. Find out what is important to mentees, including some of their favourite things.
2. Use positive reinforcement. Point out things done well and provide compliments when appropriate.
3. Give opportunities to succeed.
4. Allow your mentee to make choices (i.e. choose the activity or book you will read together).
5. Be a good role model to your mentee, who will be watching you.
6. Remember your mentee is unique and should not be compared to other mentees.
7. Let your mentee know when she or he has taught you something new.
8. Be realistic with your expectations of your mentee. Set realistic goals.
9. Allow mentees the freedom to make mistakes but also encourage them not to be defeated by these mistakes.
10. Smile when you come and go to show you were happy to spend time with your mentee.

## Self-Esteem Enhancement

### Positive Reinforcement

Encouraging the Deed	Appreciation Recognition
<p><i>Verbal</i></p> <ul style="list-style-type: none"> <li>■ I like the way you ...</li> <li>■ You're good at ...</li> <li>■ You sure know how to ...</li> <li>■ Boy, look at all those ...</li> <li>■ I like the way you handled that!</li> <li>■ It looks as if you worked very hard on...</li> <li>■ That's quite a good job.</li> </ul> <p><i>Non-Verbal</i></p> <ul style="list-style-type: none"> <li>■ Smile</li> <li>■ Wink</li> <li>■ Pat on the back</li> <li>■ Nod</li> <li>■ Hug</li> </ul>	<ul style="list-style-type: none"> <li>■ Thanks for ...</li> <li>■ I really appreciate ...</li> <li>■ It was sure nice of you to ...</li> <li>■ I was really pleased yesterday when ...</li> <li>■ I noticed how you ...</li> <li>■ I thought it was super when you helped me with ...</li> <li>■ Great, you did... without me even telling you.</li> </ul>
Encouraging Further Effort	Self-Evaluation
<ul style="list-style-type: none"> <li>■ That's a difficult job ...</li> <li>■ Gee! That's tough.</li> <li>■ It sure looks like hard work.</li> <li>■ Hard, eh?</li> <li>■ That's hard!</li> <li>■ What a job!</li> <li>■ You've made a good start.</li> <li>■ You're improving.</li> <li>■ I see you're getting ready to ...</li> <li>■ You're all set!</li> <li>■ Great! Now you're ready to tackle ...</li> <li>■ That's a good beginning!</li> <li>■ Keep it up. You're on the right track!</li> </ul>	<ul style="list-style-type: none"> <li>■ You must be pleased with ...</li> <li>■ That must give you a good feeling!</li> <li>■ I see you're very pleased with ...</li> <li>■ You are pretty proud of ...</li> <li>■ What were some of the things you felt good about today?</li> <li>■ Sounds like you have some ideas on how to improve in ...</li> <li>■ I bet that gives you a neat feeling ...</li> <li>■ Sounds like you're excited ...</li> <li>■ Sounds like you have learned ...</li> </ul>

Adapted from: Stay in School/Ecole Avant Tout, Government of Canada Initiative, 1996.

# Section 5

## Child Safety Program



### Child Abuse

The purpose of this section is to **highlight signs and symptoms of different types of child abuse**. Please note that the following signs and symptoms are not to be seen as exhaustive, but are examples or indicators of child abuse and neglect. It is possible for a child to experience more than one form of abuse at a time.

Child abuse includes the **physical, emotional or sexual mistreatment or neglect** of a child by a parent, guardian or other caregiver that may result in a physical injury or emotional and psychological harm to the child. There are many different families in our community from a number of different cultural backgrounds. Keep in mind that what has been tolerated in one country may be defined as abuse in Canada.

Many children who are not abused or neglected may show one or more of these signs and symptoms from time to time—this does not necessarily mean that they are being abused. **It is the combination, frequency and duration of indicators that should alert you to a problem.** Take note of any changes in usual behaviour and extreme differences in behaviours from one session to another.

#### *Signs and Symptoms of Various Types of Abuse*

##### **Physical Abuse**

Physical abuse is the deliberate use of force on a child's body that may result in an injury. Physical abuse can be connected to punishment or confused with a method of discipline.

Signs that a child may have experienced physical abuse include the following:

- unexplained bruises, welts, lacerations or abrasions on the face, torso, back, buttocks and backs of the legs
- unexplained small circular burns (cigarette burns) on the soles of the feet and palms of the hands
- unwillingness to tell you how an injury occurred
- serious physical injuries that are left untreated
- extreme behaviours (from extreme aggressiveness to extreme withdrawal)
- lack of trust and fear of physical contact with adults
- unwillingness to have you talk to his or her teacher about an injury
- having parents who give an unlikely explanation for an injury or who blame it on another person
- wearing clothes that cover arms and legs, even in hot weather; child resists changing clothing for any reason.

**Neglect**

Neglect consists of omission on the part of the parents or caregiver to provide the basic necessities to a child. Examples of this include: lack of sufficient food, clothing, shelter, adequate medical care or adequate supervision to prevent injury. Neglect may be identified by looking at the overall emotional and physical well-being of a child.

Signs that a child may have experienced neglect include the following:

- appears hungry, listless and tired, has poor personal hygiene and frequently unattended physical or medical needs (hair, teeth, eyes and ears).
- gets inadequate supervision or childcare arrangements (places the child at risk) or is left at home without any supervision
- frequently misses school
- has parent(s) or guardian(s) who miss appointments and do not follow through on school requests, or easily allow others to assume this responsibility
- craves physical contact with others
- “fails to thrive” despite lack of disease or abnormality.

**Emotional Abuse**

Emotional abuse is the persistent attack on a child's sense of self. Examples include humiliation, isolation, rejection, intimidation and name-calling. Emotional abuse destroys a child's self-image. A child who has been emotionally abused will often say “I can't” and gets overly upset if they make a mistake. The child may be afraid of new situations and changes and may have the inability to trust others.

**NOTE:** Some of these signs may also be an indication of another kind of upset in a child's life such as some type of loss (death of pet, death or illness in family, break-up of family members).

Signs that a child may have experienced emotional abuse include the following:

- acts older or younger than appropriate stage of development
- displays a range of behaviours from aggressiveness and being out of control to being withdrawn and depressed
- states they are being blamed or belittled on a regular basis by parent(s) or guardian(s)
- seeks constant approval and has an unusual need to please adults
- feels responsible for parent's difficulties and/or disappointments
- arrives early for school and makes excuses why they can't go home
- has unusual fear of consequences of actions—often leads to lying.

<b>Sexual Abuse</b>	Sexual abuse includes any sexual exploitation of a child, whether or not it is consented to. It includes behaviour of a sexual nature towards a child by another child or adult. Sexual abuse is often difficult to identify because the children are often abused by a parent, relative or trusted adult-figure in the child's life who has threatened the child "not to tell" and to "keep the secret."
---------------------	---

Signs that a child may have experienced sexual abuse include the following:

- complains of pain or itching in the genital area
- has detailed knowledge of sexual behaviour inappropriate for the child's age
- exhibits sexually precocious behaviour, or, creates artwork involving sexually explicit body parts or sexually abusive details
- dresses inappropriately (wears clothing that covers their arms and legs even in hot weather or wears provocative clothing)
- receives unexplained gifts or money
- seems sad or unhappy, and has poor self-esteem
- runs away from home often or talks about wanting to run away
- is discouraged from having contact with others and has poor peer relationships
- is reluctant to go to a particular place or be with a particular person.

## How a Mentor Should Talk With a Child Who Discloses Abuse

Abuse victims are scared. They are scared of the past, the present and the future. They feel helpless and vulnerable and have a tremendous need for safety. The overriding thought that remains is, "Will telling be worse than not telling?"

The following are important points to remember about handling a disclosure of abuse:

<b>Do</b>	<b>Don't</b>
<ul style="list-style-type: none"> <li>■ Believe the child.</li> <li>■ Stay calm.</li> <li>■ Listen openly.</li> <li>■ Reassure child it is not his/her fault.</li> <li>■ Reassure child he/she did the right thing by telling.</li> <li>■ Let the child know what you are going to do.</li> <li>■ Offer the child comfort and support.</li> <li>■ Tell the child's teacher, school principal or counsellor or your mentor teacher/teacher liaison <b>before</b> leaving the school. .</li> </ul>	<ul style="list-style-type: none"> <li>■ Display indifference or trivialize the abuse.</li> <li>■ Display shock, horror, panic or disapproval to the situation.</li> <li>■ Interrupt while the child is telling the story.</li> <li>■ Allow the child to feel "in trouble" or "at fault."</li> <li>■ Expect the child to disclose everything at the beginning.</li> <li>■ Make an inappropriate promise not to tell anyone.</li> <li>■ Press or probe for information or counsel the child.</li> <li>■ Confront the alleged offender.</li> </ul>

## Procedures for Reporting Child Abuse

It is essential that you report any suspicion of abuse as soon as it is identified. This is important particularly where there is concrete physical evidence on the child (bruises, burns, welts, broken bones). Some forms of physical evidence that may disappear within 24 hours are needed to corroborate the child's complaint. You do not have to prove that abuse has taken place as long as you have reasonable and probable grounds for the suspicions and are reporting your observations based on your work with the child.

**As an in-school mentor, you should report any suspicions or disclosures directly to the appropriate school personnel, specifically the child's teacher, school counsellor, principal or vice-principal.**

**DO NOT LEAVE THE SCHOOL WITHOUT SPEAKING WITH YOUR MENTEE'S SCHOOL PERSONNEL FIRST.**

**As an in-school mentor, you are required to connect with your mentoring teacher/teacher liaison immediately after speaking with your mentee's school personnel.**

There will always be a teacher liaison present in the school during your sessions. The school will deal with the abuse disclosure. They may want to speak with the child directly and any siblings in the school before calling Children's Services and/or police to gather as much necessary information as possible.

Each disclosure is dealt with on an individual basis. The responsibility for investigation and follow-up lies with Children's Services and/or police. Cases will be prioritized and responded to by Children's Services and/or police depending on the urgent nature of the report.

After making your verbal report to the school authorities, you may want to jot down some notes: the date and place of your conversation with the child is important, and details on what the child has reported using the actual words the child used.

## Above Suspicion: Protecting Yourself as a Mentor

As more cases of sexual abuse are revealed through the media, there are bound to be situations where there is doubt about the guilt of the accused. Sometimes allegations made by children are actually "unfounded" and the accused is acquitted because of insufficient evidence. But, we are left to wonder whether or not the individual was really "guilty".

The justice system is improving and, in general, the rights of the victims are becoming more evenly balanced with the rights of the accused. Nevertheless, the system is not perfect and the media is quick to make a case of unfair treatment when a career is tarnished or a reputation is damaged. As a result, some people are urging those who care for children not to show any kind of physical affection whatsoever.

This kind of instruction is an overreaction—part of the backlash against the new measures for working against child abuse. It is important to show caring and to encourage children by being warm and affectionate. An extra effort by a child deserves a friendly "pat on the back" or a "tousling of the hair" to let them know how proud you are of them.

There are **sensible ways for mentors to continue to show warmth to children while protecting their own integrity**. The following are guidelines you should follow to protect yourself as a mentor:

- Make a point of showing affection to your student in open places where others can see and share in the warmth. If you are comfortable with others watching what you are doing with children, you are probably okay.
- Touch children **ONLY** on safe places on their bodies: the back, the head and the shoulders are acceptable. Avoid private places; they are not acceptable: the buttocks, breasts, thighs or groin.
- If a child is experiencing pain or feeling ill, take them to the school office. If an examination is necessary, it can be conducted by school personnel.
- If a child is sad and needs to be comforted, show affection by placing your arm around a shoulder and give a gentle hug or a good squeeze from the side. There is no need to hold or cuddle the child—leave this to the parent(s) or guardian(s).
- When conducting visits with your student, ensure you are in a designated or approved area of the school, in view of others.
- Sexually explicit conversations are not appropriate. If children ask any questions about sexuality, it can be handled by informing them that this is not a question for you, but rather a question for their parent/guardian. You should inform their teacher and your teacher about the situation.

### *Always respect the integrity of the mentee you are matched with.*

Your mentee's wishes must always be respected and a mentor is never to stray beyond the “comfort zone” of the mentee. Be alert to your mentee's messages about their own personal space and the extent to which they are comfortable, if at all, with your physical closeness. For some children, even the briefest and least intrusive physical contact is not comfortable. It is not part of your job to “adjust” their comfort zone. Accept them the way they are and adjust your own behaviour accordingly.

Always think about propriety before you act. As with physical safety, we want you to keep both the reality and the perception of your behaviour beyond reproach. What may have been perfectly innocent and well intentioned on your part may look completely different to someone else. Don't allow yourself to stray into, or to be drawn into, a compromising situation that could be misinterpreted.

### *No secrets ever!*

We teach the children that there shouldn't be any conversations or actions between the mentors and students that cannot be shared with their guardian and teachers.

These recommendations are made for your protection, not to frighten or discourage you from developing a close relationship with your student. Relax, have fun and be comfortable knowing you are enriching a child's life.

# Section 6

## *Understanding Learning*



### Learning Styles

To contact a person by phone, you must dial specific numbers in the proper sequence. Our mind works in much the same fashion as a telephone switching system. It goes through several operations in a specific order, which allows it to store or retrieve information. We all do this a little bit differently. Even though we use our five senses to learn about the world around us, we develop our own unique learning style.

Most of us learn new things by predominantly using one preferred learning style:

- auditory
- visual
- kinesthetic/tactile.

The **Auditory** learner prefers to “hear” about new things; the **Visual** learner would sooner see a demonstration or read instructions; and the **Kinesthetic/Tactile** learner, learns best by doing things that are physical in nature or that have some emotional feeling attached to them. Some of us combine two or three modes when learning. Or, depending on what we are learning, we may switch our preference from one mode to another.

If we use all three modes, we tend to learn things better. However, there is no right or wrong way of learning. Most people just use or adapt their own unique combination of learning modes.

You can improve your ability to learn simply by understanding your dominant learning style (or styles) and by using the following chart. On the next page is a test designed to help you understand your learning preferences. Please take as much time as you require; answer the questions honestly as there is no right or wrong answer.

When you have answered all the questions, please add up your scores. The area that has the highest score indicates your preferred learning mode; your lowest score indicates your least preferred and least used mode of learning. By using some of the ideas listed under your strongest mode from the chart below, you can enhance your learning of new material.

This activity will help you determine your best learning style. Understanding how you learn helps you to be a better student.

When you have finished, transfer each number to its proper place on the Scoring chart on page 52. Then, add up each of the three columns on that page. You will then see very quickly your best learning style. At that point, you will know whether you are a visual, auditory, or kinesthetic/tactile learner. By this we mean whether you, as an individual, learn best through seeing things, hearing things or touching things.

Place a check in the appropriate column after each statement.

	Often	Sometimes	Seldom
1. I remember more about a subject by listening to my teacher than by reading about it.			
2. I follow written directions better than spoken directions.			
3. I like to write things down or take notes for visual review.			
4. I press down very hard with a pen or pencil when I write or print.			
5. I require explanations of diagrams, graphs or visual directions.			
6. I enjoy working with tools.			
7. I am skilful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I remember best by writing things down several times.			
10. I can understand and follow directions on maps.			
11. I do better at academic subjects by listening to discussions and tapes.			
12. I play with coins or keys.			
13. I learn how to spell by repeating the letters out loud rather than writing the word on paper.			
14. I can better understand a news article by reading it than by listening to the radio.			
15. I chew gum, or snack while I study.			
16. I remember best when I picture something in my head.			
17. I learn spelling by "finger spelling" or writing out the words.			
18. I would rather listen to a talk or speech than read about the same material in a textbook.			
19. I am good at solving jigsaw puzzles and mazes.			
20. I grip objects in my hands when I am studying or listening to the teacher.			
21. I prefer listening to the news on the radio to reading about it in a newspaper.			
22. I obtain information on an interesting subject by reading relevant materials.			
23. I feel very comfortable touching others, hugging, shaking hands, etc.			
24. I follow spoken directions better than written ones.			

Adapted from the Barsch Learning Style Inventory, Academic Therapy Publications.

## Scoring Chart

Often = 5 points

Sometimes = 3 points

Seldom = 1 point

Place the point value on the line next to its corresponding item number. Then add the numbers to obtain the preference scores under each heading.

VISUAL		AUDITORY		TACTILE (Kinesthetic)	
No.	Points	No.	Points	No.	Points
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
20		21		19	
22		24		23	
<b>VPS =</b>		<b>APS =</b>		<b>TPS =</b>	

VPS = Visual Preference Score

APS = Auditory Preference Score

TPS = Tactile Preference Score

My learning style is \_\_\_\_\_.

I learn best by \_\_\_\_\_.

My least preferred style of learning is \_\_\_\_\_.

*I hear and I forget.*

*I see and I remember.*

*I do and I understand.*

**Chinese proverb**

# Activities That Accommodate Specific Learning Styles

## *Visual Learner*

If you are a visual learner, you will remember things best when you've seen them.

- You will like a stimulating and orderly environment.
- You probably like to use diagrams and charts.
- You probably like reading, and may be a good speller.

### **Study tips to help visual learners**

- Write things out to help you learn them.
- Draw pictures, charts and maps to help you understand things.
- Use mind mapping.
- Use planners, organizers or goal-setting charts.
- Highlight important points with colour.
- Try visualizing ideas and facts in your mind.
- Try changing places in the room while you're studying, to get a different perspective.
- Use models if they're available.
- Have a clear view of your teachers when they are speaking so you can see their body language and facial expressions.
- Study in a quiet place away from verbal disturbances.

## *Auditory Learner*

If you are an auditory learner, you will learn best when you're listening (for example, when a teacher is speaking or when you are talking to someone). You will remember things best when you've heard them.

### **Study tips to help auditory learners**

- Talk things through as you learn them, with a friend or tutorial group.
- Get a friend to read aloud to you.
- When you have to learn facts, try reciting them to yourself, or even singing them aloud.
- Find out if you study best in silence, or with music playing in the background.
- Participate in class discussions or debates.
- Use a tape recorder in class instead of taking notes.
- Speak out loud to someone while they write down your thoughts.

## *Tactile/Kinesthetic Learner*

If you are a tactile/kinesthetic learner, you will learn best when you're moving around. You will remember things best when you've done them. You may have trouble with spelling. In lectures, you may make many notes but tend never to look at them again.

### **Study tips to help tactile/kinesthetic learners**

- Move around as you learn and revise.
- Work in a standing position.
- Work through problems physically (by doing the problems or sample problems).
- Mentally review what you've been studying while you're swimming or jogging.
- Use models and machines when you can.
- Take plenty of breaks while you're studying.
- Chew gum while studying.
- Use bright colours to highlight reading material.
- Dress up your room with posters.
- Listen to music as you study.
- Skim through reading material to get a rough idea what it is about before settling down to read it in detail.

## Language Development

Language development is a process that takes many years. Infants learn to respond to the language they hear in their homes by developing a listening vocabulary. As children grow, they start to use language to communicate, at first with words only their mothers can understand. This is the beginning of a speaking vocabulary. The development of oral language is the foundation of literacy learning.

Children who have not been raised in a language-rich environment will encounter difficulties in their attempts to read. It is very important to remember that talking with your mentee, reciting nursery rhymes, telling stories, jokes, riddles and playing word games will help them become a competent reader.

Most children first encounter books when someone reads to them. In order for them to understand stories, they must have an understanding of the vocabulary used and the concepts presented. Always talk about the ideas and the words before, during and after reading a book. Exposure to good children's literature helps mentees learn about the world and their place in it.

---

*"This is a wonderful program. The kids that are chosen are always excited and willing to participate."* **Elementary School Teacher**

The literacy skills of reading and writing develop together. We often say that children “learn to read with a pencil” since decoding (sounding out words) and encoding (spelling) are really opposite processes using the same knowledge of the sound-symbol relationship of the English alphabetic code. Therefore, **each session should reinforce both reading and writing**. Remember that stories are not the only print material to which children need to be exposed. The career activities, non-fiction books, magazines, newspapers and all sorts of pamphlets can also be read and enjoyed. In some schools, access to computers will allow you and your student to access and enjoy career activities and other information online.

The use of language for listening, speaking, reading and writing, like any other skill, will improve with practice. The more you can incorporate language learning in sessions with your student the better.

### *Paired Reading*

**Your goal is to make literacy fun**, and to have the mentee see reading as enjoyable. Don't let a child struggle with any reading or writing task. When encountering an unfamiliar word, let your mentee try to sound it out if desired, but quickly intervene and supply the word if your mentee is not successful. Another option is paired reading, reading out loud together (paired). Pace your reading speed to theirs and have your mentee track the lines you are reading with a ruler. Slow down if they fall behind and point to the word you are at to begin again if they completely stop reading. It takes practice to do paired reading but is a great way to increase literacy.

Using a dictionary is a difficult task for a child to master; if the meaning of a word is unknown, tell your mentee what it means. When your mentee is working on a written assignment, offer to do the typing, writing or printing. If your mentee is doing the writing, you can help by spelling the words when needed.

### *Reading Aloud*

Most of us enjoy having someone read to us and children are no exception, even those in Grade 6. Read with expression in your voice and ask probing questions at the end. When you read to your mentee, you provide access to books that may be beyond their reading ability but feature concepts they can still understand.

# Section 7

## Resources



### General Handbook Information

Refinement and development of existing content was in collaboration with Big Brother Big Sister of Edmonton and Area and Alberta Education. Original manual was received from Big Brother Big Sister of North Texas with permission to use the content.

**[www.just4big.org/](http://www.just4big.org/)**

**[enspire.com/apps/pan/movie.html?launched=true](http://enspire.com/apps/pan/movie.html?launched=true)**

### Resiliency

**[www.resiliencyinitiatives.ca](http://www.resiliencyinitiatives.ca)**

**[www.wested.org/cs/we/view/u/339](http://www.wested.org/cs/we/view/u/339)**

The Resilience Research Centre (RCC), **[www.resilienceresearch.org/](http://www.resilienceresearch.org/)** "What is Resilience?"

Ceridian Corporation. (2002, 2006), *Bouncing Back: Staying resilient through the challenges of Life*, 12, 26-28, 37-38.

Garringer, M., & Jucovy, L. (2007), *Building Relationships: A Guide for New Mentors*. The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory.

Zimmerman, R., *Creating an Organizational Culture of Resiliency: Why and How*. Presentation. Resiliency Initiatives and Alberta Mentoring Partnership, 2009.

### Developmental Assets

Damon, W. (1997), *The youth charter: How communities can work together to raise standards for all our children*. New York: Free Press.

Sampson, R. J., Raudenbush, S. W., & Earls, F. C. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918–924.

Peter L. Benson, Peter C. Scales, Stephen F. Hamilton, and Arturo Sesma Jr. with Kathryn L. Hong and Eugene C. Roehlkepartain, *Positive Youth Development So Far: Core Hypotheses and Their Implications for Policy and Practice*. Insights & Evidence: *Promoting healthy children, youth and communities*. Search Institute, November, 2006, Volume 3, No. 1

**[www.search-institute.org/system/files/InsightsEvidence-11-06.pdf](http://www.search-institute.org/system/files/InsightsEvidence-11-06.pdf)**

### Career Coaching

**[alis.alberta.ca/high-school](http://alis.alberta.ca/high-school)**

**[alis.alberta.ca/publications](http://alis.alberta.ca/publications)**



