

Hello Mentors!!!!

I hope you had a fantastic Spring Break!

Please complete the following assignment for Tuesday, April 21

Please be sure to read instructions thoroughly in this handout. There are readings and worksheets to complete throughout the package.

Please email Angela.Thompson@spschools.org or text (780) 907-9183 with any questions or concerns with this assignment or any issues you may be having with the Mentoring Project.

Thanks!

Ms. Thompson

10. Read Understanding Learning Styles. (attached) Page 9

11. Complete Learning Styles Checklist. (attached) Pages 10 and 11

12. Then read pages 12, 13, 14 in this package. Do you agree with the teaching style your results suggest? Explain.

13. On page 15 (attached) there are 20 ways to say "Great" to your mentees. Please list 20 **different** ways.

- | | | |
|-----|-----|-----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | 11. | 12. |
| 13. | 14. | 15. |
| 16. | 17. | 18. |
| 19. | 20. | |

14. Please read Dealing with Conflict. (attached) Pages 16 and 17

15. How are you at dealing with conflict in your life?

16. What are some things you can do to more effectively deal with conflict in your life?

*If a man knows not what harbor he seeks,
any wind is the right wind.*

-Seneca

Creating S.M.A.R.T. Goals

Specific

Measurable

Attainable

Realistic

Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Grade 10 IB Humanities Mentor Assignment

DUE: Tuesday, April 21

Name _____

1. Was the orientation helpful? Explain.

2. Have you read the mentor handbook? _____

(It is expected that you read the handbook prior to your first mentor visit, so if you have not done so, please do so RIGHT NOW)

3. What were your initial observations of your mentees?

Mentee #1

Mentee #2

4. Following your first mentor visit did your initial observations change or remain the same? Explain.

Mentee #1

Mentee #2

5. Identify some potential challenges you may face and how you might deal with them.

6. Read the Goal Setting Handout attached. (Pages 4 and 5)

7. After your first mentor session, identify an academic goal you want to work towards achieving with both of your mentees.

Mentee #1

Mentee #2

8. Read Development Assets Checklist (attached) (Page 6)

9. Based on YOU and your characteristics **complete** your external and internal assets (which are attached to this assignment → Pages 7 and 8) and identify 2 goals for yourself based on the results.

1.

2.

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

It can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

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:⁴

- **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 | ▪ peer influence |
| ▪ support from community adults | ▪ values development |
| ▪ caring and supportive school environment | ▪ 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.⁵

⁴ www.search-institute.org/developmental-assets

⁵ Adapted from, 1997, 2007 by Search Institute, 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.

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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.

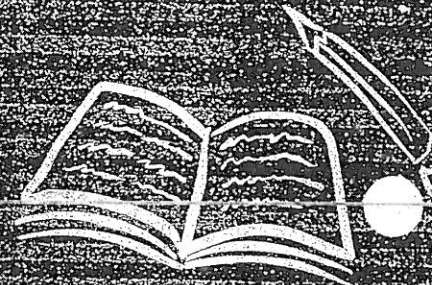
POSITIVE IDENTITY

- ☐ **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.

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.

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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	
VPS =		APS =		TPS =	

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.

Kinesthetic/Tactile Learner

If you are a kinesthetic/tactile 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 kinesthetic/tactile 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.

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"This is a wonderful program. The only thing I don't like is that I wasn't 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.

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Finally...20 Ways to Say "You're Great!"

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

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

Remember that you are capable of building a good relationship with your mentee. A recent study of Big Brothers Big Sisters mentors³, 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.

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³ 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.

Dealing with Conflict

Approaches to conflict resolution:

There are at least three approaches to resolving conflicts peacefully:

- Win-win
- Creative response
- Broadening perspectives

Win-win Approach

Usually when people disagree, they battle over opposing solutions. There is a sense that one person is right and the other person is wrong. With the win-win approach, people shift their attitudes to say, "I want to win and I want you to win, too." They change disagreements from right and wrong situations to cooperative agreements. The most important step of the win-win approach is to discuss underlying needs. This helps to build solutions that acknowledge and value the underlying needs. To do this, people must ask one another questions such as:

- What are your needs here?
- What values are important to you?
- What are the outcomes or results you want?
- What seems like the best solution to you? Why?

The win-win approach also requires:

- Recognition of individual differences
- Flexibility
- Openness to change positions or viewpoints
- Attack of the problem, not the person.

The win-win approach works because both parties get more of what they want and they are committed to the solution.

Creative response

Do you see conflict as a problem or opportunity? If you see conflict as a problem, you may tell yourself things such as "Life is hard work," "I have to be right," "Mistakes are unacceptable," or "Don't take any chances!"

The creative response is about turning conflicts into opportunities. It is deciding to learn from conflicts, doing something about conflicts (instead of

sucking with the problems), and getting the best out of conflict situations. With this response, you think:

- How else can I look at this situation?
- What are the possibilities?
- What opportunities can this bring?
- I'll take a risk.
- Everything is a success.

With the creative response, conflicts are not about "right" or "wrong". Rather, problems look like intriguing challenges, and errors are regarded as opportunities for learning. When you are mistaken, you turn back, note what happened, and do it differently next time.

Broadening Perspectives

Different perspectives about problems are inevitable. Everyone has a different viewpoint about a problem (and often we think our viewpoint is the "right" one). If we broaden our perspective and look at other people's viewpoints, we see that each one makes a contribution to the whole. Each viewpoint requires consideration and respect in order to form a complete solution. In fact, this wider view opens our eyes to many more possibilities. In this way, some conflicts can be resolved by taking a different perspective. Guidelines for this approach include:

- Consider how the problem will look over a long period of time. The longer the time frame can help people be more realistic about the size of the problem.
- Assume a broad perspective. Look at the overall system (family, group, community, etc.) and consider what it needs in order to work well.
- Deal with resistance to the broader perspective. Assuming a broader perspective may be scary. People may feel less certain of the rightness of their own case. They may have to give up the security they got from the simple way they used to see the problem. They may need courage to enter the confusion of complexity. Many of these fears prove ungrounded once they are carefully analyzed.
- Be open to the idea of changing and risk-taking. When people take a broader perspective, they may be confronted with the enormity of the difficulties. Identify what one person can do to affect a particular problem, even if it is only a small step in the right direction. One step forward changes the dynamics and new possibilities may open up.

