Peer Mentoring
Youth Make a Difference

Activity Guide
Peer Mentoring Guide: A Toolbox for Preparing Youth for Peer Mentoring was produced with the support of Alberta Health Services - Children’s Mental Health.

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- John Paul II, Stony Plain AB
- Kipohtakaw Education Centre, Alexander First Nation, AB
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Introduction

The Safe and Caring Peer Mentoring Activity Guide contains a variety of activities, lesson plans and possible school projects focused on the mentors and mentees getting to know each other and building relationships. In addition to this, there are specific activities related to raising awareness about relational aggression, cyberbullying and diversity. All templates and handouts required for the activities are included. This material may be used, reproduced, stored or transmitted for non-commercial purposes. However, SACSC copyright is to be acknowledged.
I. Mentor/Mentee Group Activities and Projects

The following activities may be used as part of mentor training and/or when mentors and mentees meet together as a group.

A. Getting to Know You
   - Inside-Out Circle
   - Ball Toss
   - On the Spot
   - Positive Puzzles
   - Name Game
   - Partner Sharing
   - Would You Rather

B. Building Relationships
   - Big Wind Blows
   - Follow the Leader
   - Human Knot Game
   - Straw and Paper Clip
   - Animal Characteristics
   - Helping Relationships
   - People Tags

C. Addressing Relational Aggression
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   - Sticks and Stones
   - Niska’s Adventure
   - Conflict Up – Conflict Down
   - High Five
   - Create a Bookmark
   - People Practise
   - Eyewitness
   - Mystery Message

D. Cyber Safe Spaces
   - Cyber Savvy Bingo
   - The Digital World Word Search
   - The Digital World Crossword Puzzle
   - Text It!
   - A variety of videos about cyberbullying

E. Youth Action Projects
A. Getting to Know You

Diversity, whether it be race, ethnicity, religion, gender, sexual orientation or culture, plays a role in the ways that mentors and mentees relate to each other. The quality of mentoring relationships may be shaped by the way diversity-related issues are negotiated by mentor/mentee pairs. With this in mind, three activities (Where in the World, Flower Power and It’s All About Perspective), that will raise awareness of and respect for diversity have been included in the guide as part of the Getting to Know You activities. Some of the other activities included in this section will also introduce students to the importance of celebrating who we are and our differences. In addition to this, guidelines and resources specific to mentoring in FNMI and Immigrant communities are available on the Alberta Mentoring Partnership website at: http://albertamentors.ca/.
Flower Power

1. Staff facilitator can begin by saying;
   “In the activity Flower Power, we will look at similarities and differences in our group.”

2. Say:
   Every person is ...
   • like every other person in some ways
   • like some other person in some ways
   • like no other person in some ways.

3. Divide students into groups keeping mentors with their mentees and have students choose a recorder and a reporter for their group.

4. Give each group a large piece of white paper and ask them to draw a large flower with a centre and a series of petals (like a daisy) on their paper. (one petal for each person in the group)

5. Students each share something about themselves with their group that they think will be unique to them. The recorder writes down what they shared on one of the petals.

6. Repeat this for each student in the group.

7. In the centre, record things that are shared by one or more members of the group.

8. Each reporter shares what’s written on their group’s flower with the larger group.

9. Summarize the activity by saying something like:
   One of the reasons prejudice and discrimination happens, is because people tend to prefer security – things they are used to and can recognize. Unusual or different things make us uneasy. As a society we are conditioned to prefer similarities. However, it’s important to look for examples of how differences and diversity are important to building community. Get to know people as individuals before you decide whether or not you like them. Stereotypes are based on assumptions about groups of people.

Images retrieved from www.bothsidesofthetable.com
Where In The World?

1. Display a large map of the world on the wall.

2. Introduce the idea of diversity to students:
   Respect for diversity is about recognizing and appreciating the variety of characteristics that make individuals unique. Increasing understanding of and respect for visible and behavioural differences, diverse customs, traditions, beliefs or physical appearance helps to develop respect for diversity. It’s important to see others as individuals instead of labelling them according to a group they may belong to.

3. Read the poem *We Aren’t All The Same* aloud to students.

4. Have a “sticky flag”, a sticky note or a tack for each student to use.

5. The staff facilitator begins by indicating on the map where he/she was born and sharing something about their country, their culture or their traditions that is important to them.

6. Following this, have each student come up to the map, introduce themselves, indicate where they were born by telling the name of the country and placing a ‘sticky flag’ on it on the map. They then share something about their country, their culture or their traditions that is important to them.
We aren’t all the same beneath our different coloured skins.

We aren’t identical even without our different religions, genders, sexual orientations and cultural backgrounds.

But that doesn’t mean we don’t share important values, experiences, goals and dreams. The key to getting along is not to pretend that differences don’t exist.

Instead, we need to learn about differences, learn to accept them and let ourselves enjoy them.

by Lynn Duvall
It’s All About Perspective

1. Staff facilitator can begin by sharing some of the following information about perspective with students:

   Each person views things according to their own experiences. The same experiences, like the same image, can mean different things to people. Sometimes, it is necessary for us to stop and try to put ourselves into the other person’s perspective – to look at the experience in a different way.

2. Tell the students that they are going to be shown several different pictures and that depending on their perspective, they may not all see the same thing in the picture.

3. Display the pictures on a screen, whiteboard or hand out hard copies.

4. Go through each picture discussing what students ‘see’.

5. Close the activity by asking students what they’ve learned that may help them when they are working with their mentor/mentee or in any group situation.

6. Summarize the activity by saying:

   Our perception is influenced by the focus of groups and individuals we spend time with. Sometimes we focus our attention on only a part of the whole and make assumptions based on this. It’s important to look at the whole person before making judgments based on stereotypes.
Young Girl or Old Woman?

Vase or Profiles?

Rose or kissing couple?

mickyduff.deviantart.com

wikipedia.com

mayhemandmuse.com
What else do you see besides the tree?

Duck or rabbit?

Tree or Faces? (there are 10 faces)
Inside-Outside Circle

1. Choose a partner and number yourselves 1 and 2.

2. All of the 1s, form a large circle facing outward.

3. All of the 2s form a circle so they are facing their partner. There should now be an inside and an outside circle.

4. The inside circle moves one person to the left.

5. With the individual you are now facing, the person in the outside circle introduces themself and tells about a time they witnessed a (relational aggression) bullying incident.

6. When the first person has finished, the person facing them in the inside circle does the same.
   (allow enough time so each of the two people has time to finish)

7. The inside circle now moves one person to the left. Repeat introductions but this time each person tells about a time they did something that helped others.
Ball Toss

1. Participants form a large circle (no more than 10-12 people otherwise make two circles).

2. Give a ball to one of the people in the circle or the facilitator could join the circle and have the ball first.

3. The person with the ball gives one description of how a safe and caring school might look (what you would see). He/she then says the name of someone across the circle from them loudly so all can hear, looks that person in the eye and then tosses them the ball.

4. That person gives a different description of how a safe and caring school might look, says the name of someone else, makes eye contact and then tosses the ball to that person. (Each participant needs to remember the name of the person who they threw the ball to because they will be throwing to the same person in the next round).

5. As each person gets a turn, they could cross their arms behind their back so others in the circle know they’ve already had the ball.

6. This continues until the ball comes back to the first person.

7. Repeat the above but participants now give one description of how a safe and caring school might feel or what you might hear being said. During the second round, participants say the name of and throw the ball to the same person as in the first round. This round should go faster since each person already knows who to throw to.
On The Spot

Use two dice. Take turns rolling the dice and then completing the sentence of the number you roll. Play until you have worked through most of the statements. If you roll the same number twice, give a different ending for the sentence.

With your partner, complete the following sentences ...

1. You can’t roll this with two dice, so there is no question for it!
2. After a long day, I like to ...
3. My favourite food is ...
4. I am most excited when ...
5. My favourite movie is ...
6. What always makes me laugh is ...
7. I get my best work done when ...
8. My favourite time of day is ...
9. My ideal day would be spent doing ...
10. If I could go anywhere, I would go to ...
11. You would be surprised to know that I ...
12. The thing that bugs me the most is ...
Positive Puzzles

Photocopy and enlarge the puzzle master on the next page to 11" by 14" size. Make enough copies so that each mentor/mentee pair gets a puzzle. The mentor helps the mentee to come up with 9 words or phrases that describe themselves. Print one word or phrase (make it quite large) in each puzzle piece. Draw a picture or add designs to each piece to go with the descriptive word.
The Name Game

Write the letters (all capitals) in the mentee’s name vertically on a piece of blank paper, leaving space between each letter. Beside each letter, record a personality trait or something about that person that starts with the letter. Once the list is complete, draw a few pictures beside the name to represent the person described.

Example:

D – dares to try new things
A – always on time
R – really likes hockey
R – runs fast like a horse
Y – yo-yo champion
L – likes to play sports
Partner Sharing

This activity provides an opportunity for mentor and mentee to practise the behaviour of listening respectfully. It allows students to talk about their ideas and hear the ideas of others.

This is a good activity to take 5 minutes or so and use on a regular basis at the beginning of a mentor/mentee session.

Begin the activity by reviewing some good listening/speaking skills such as the following:

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nodding head, smiling</td>
<td>Use a calm voice</td>
</tr>
<tr>
<td>Look eye to eye</td>
<td>Look eye to eye</td>
</tr>
<tr>
<td>One speaker at a time, no interrupting</td>
<td>Talk about the topic</td>
</tr>
<tr>
<td>Think about what is being said</td>
<td>Hold your head high</td>
</tr>
</tbody>
</table>

The facilitator or mentor chooses one of the partner sharing topics from the list on the next page. Read the topic out loud and ensure that everyone understands. Decide on a method for who in the mentor/mentee pair will be the listener and who will be the speaker (i.e. the person with the longest hair will be the speaker first). Speakers are to continue talking on the topic until the leader says “freeze” (some topics may only need a few seconds but some as long as a minute). Students then reverse roles.

Repeat the activity but with a different topic.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your favourite movie or TV show?</td>
<td>Describe a character in a book you’re reading.</td>
</tr>
<tr>
<td>What sports do you play?</td>
<td>Retell the directions for a game, sport, board game, card game, etc.</td>
</tr>
<tr>
<td>Tell me about your family.</td>
<td>Describe your partner’s best traits.</td>
</tr>
<tr>
<td>What are your favourite things to do after school?</td>
<td>Describe a room in your home.</td>
</tr>
<tr>
<td>What is your favourite food…pizza topping…ice cream 16osalí?</td>
<td>Describe your favourite holiday.</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>Tell about a scary experience.</td>
</tr>
<tr>
<td>What do you like to do in your spare time?</td>
<td>Five years from now …</td>
</tr>
<tr>
<td>Tell me two things you really like to do in school.</td>
<td>If I could be any famous person I’d be … because …</td>
</tr>
<tr>
<td>What do you do on a typical Saturday?</td>
<td>If I could meet any famous person I’d like to meet … because …</td>
</tr>
<tr>
<td>What is your favourite music group…instrument…band?</td>
<td>I like people who …</td>
</tr>
<tr>
<td>What is your favourite pet and why?</td>
<td>What kids really need that grown-ups don’t give us is …</td>
</tr>
<tr>
<td>Tell me about things you like.</td>
<td>I wish …</td>
</tr>
<tr>
<td>Describe a moment you’ll never forget.</td>
<td>Three words that best describe me are …</td>
</tr>
<tr>
<td>I know a person is listening to me when …</td>
<td>I’m happiest when …</td>
</tr>
<tr>
<td>Quickly tell the plot of a book you’ve read.</td>
<td>The most exciting thing that’s happened to me is …</td>
</tr>
<tr>
<td>If I had a choice about how to make the world a better place, it would be …</td>
<td>The one skill I wish everyone would learn is …</td>
</tr>
<tr>
<td>Tomorrow I’d like to …</td>
<td>The one thing that would make the world a better place is …</td>
</tr>
<tr>
<td>One thing I’m looking forward to is …</td>
<td>I spend most of my free time …</td>
</tr>
<tr>
<td>When I grow up, I want to …</td>
<td></td>
</tr>
</tbody>
</table>
## Would You Rather

Each person needs their own copy of the “Would You Rather” table. First answer the question based on yourself and then what you think your partner would say. Even if you feel that neither option describes you very well, circle the activity which you would prefer (even if just a little bit). When both the mentor and the mentee have finished, they compare answers.

<table>
<thead>
<tr>
<th>I would rather ...</th>
<th>I think my partner would rather ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Or Play paintball</td>
<td>Read Or Play paintball</td>
</tr>
<tr>
<td>Watch a movie Or Act in a movie</td>
<td>Watch a movie Or Act in a movie</td>
</tr>
<tr>
<td>Be a teacher Or Be a hockey player</td>
<td>Be a teacher Or Be a hockey player</td>
</tr>
<tr>
<td>Ski in the mountains Or Lie on a beach</td>
<td>Ski in the mountains Or Lie on a beach</td>
</tr>
<tr>
<td>Go skydiving Or Go fishing</td>
<td>Go skydiving Or Go fishing</td>
</tr>
<tr>
<td>Have a pet spider Or Have a pet goldfish</td>
<td>Have a pet spider Or Have a pet goldfish</td>
</tr>
<tr>
<td>Go shopping Or Go see a movie</td>
<td>Go shopping Or Go see a movie</td>
</tr>
<tr>
<td>Go to a rock concert Or Go to a musical</td>
<td>Go to a rock concert Or Go to a musical</td>
</tr>
<tr>
<td>Visit a Vancouver Or Visit the mountains</td>
<td>Visit Vancouver Or Visit the mountains</td>
</tr>
<tr>
<td>Go water skiing Or Go hiking</td>
<td>Go water skiing Or Go hiking</td>
</tr>
<tr>
<td>Shovel the snow Or Rake the leaves</td>
<td>Shovel the snow Or Rake the leaves</td>
</tr>
<tr>
<td>Go to the zoo Or Go to an amusement park</td>
<td>Go to the zoo Or Go to an amusement park</td>
</tr>
<tr>
<td>Join a choir Or Play on a basketball team</td>
<td>Join a choir Or Play on a basketball team</td>
</tr>
<tr>
<td>Eat Chinese food Or Eat Mexican food</td>
<td>Eat Chinese food Or Eat Mexican food</td>
</tr>
<tr>
<td>Be an airplane pilot Or Be a doctor</td>
<td>Be an airplane pilot Or Be a doctor</td>
</tr>
</tbody>
</table>
B. Building Relationships
Big Wind Blows Game

1. One person starts as the “Big Wind” stands in the center of the circle, with everyone else seated in a large circle around him/her.

2. The Big Wind raises both arms and spins around, while saying something like the following: “The Big Wind blows everyone who _____.“ The blank must be filled with a true statement about himself or herself, such as “The Big Wind blows everyone who has been to British Columbia” or “The Big Wind blows everyone who has two brothers”.

3. At this point, any of the players who share this characteristic (including the person who is currently the Big Wind) must stand up and quickly find a new seat.

4. For each statement, no player is allowed to sit in the same seat or a seat directly adjacent to his or her previous seat.

5. One person will be left without a seat. This person becomes the new “Big Wind” for the next round.

www.orendaenergy.com
**Follow the Leader (also known as the Copycat Game)**

A copycat game in which people try to imitate one leader’s actions, and the person in the center attempts to identify who is the originator of the actions (the leader). The game serves as a good energizer or warm-up activity.

1. Participants arrange themselves into a circle, facing inwards.

2. One person leaves the room for a minute. This person will be the guesser for the round. While he or she is gone, the group decides who should be the “leader.” The leader will be the one who sets the movements for that round. When the leader is chosen, invite the guesser to come back.

3. The guesser stands in the very center of the circle.

4. When the round begins, everyone starts swinging their arms up and down. The leader will eventually begin to do other movements, and everyone else mimics the leader’s actions, without being too obvious to reveal who the leader is. The leader can do just about anything he or she wants, such as:
   - clapping
   - making a kicking motion with his or her leg
   - jumping up and down
   - singing a line from a song
   - patting his or her own head
   - a dance move

Everyone in the circle should be careful to avoid prolonged eye contact with the leader, so the leader’s identity is not given away. The guesser must keep turning his or her head to try to figure out which person is the leader (the person who is starting all of the group’s movements). The guessers are allowed to make up to three guesses. If the guess is incorrect, the round continues. If the guess is correct, the leader becomes the new guesser for the next round. If all three guesses are exhausted and the leader is not correctly guessed, the round ends and you can either keep the same guesser or switch it up.
Human Knot Game

This game is versatile in that multiple group sizes may play.

1. Form groups with up to 10 people in each group.

2. Each group stands shoulder to shoulder in a circle facing each other.

3. Everyone lifts their left hand and reaches across to take the hand of someone standing across the circle.

4. Next, everyone lifts their right hand and reaches across to take the hand of another person standing across the circle. Make sure that no one is holding hands with someone standing directly beside them.

To play, the group must communicate and figure out how to untangle the knot (forming a circle of people) without ever letting go of any hands. If you wish, this can be played competitively, in which the facilitator says “Ready. Set. Go!” and has all the groups race to become the first group to finish. If any group member lets go of a hand (breaks the chain), then the group must start from the beginning, or you could impose a penalty/punishment for that person (e.g. wear a blindfold).
Straw and Paperclip Activity

1. Divide the participants into groups of 3 or 4.

2. Give each group a box of paperclips and 20-30 straws. (straws that do not bend) Check that the paperclips can fit snugly into the end of the straws.

3. Give each group a task (you can use the same task for each group if you want) and let them build a structure as a group. Sample tasks: tallest, strongest, longest, most creative, most functional, etc.

4. Debriefing should include describing teamwork and leadership as well as how different models are needed to accomplish different tasks.
Animal Characteristics

1. Write the names of the animals, from the following page, and a couple of their characteristics on the board.

2. Have the mentees choose one of the animals from the list. They should write the name of the animal along with the characteristics on a piece of white paper and put their name on the back of the paper. They can also draw a picture of their animal if they like and there is time (mentors may help with any of this).

3. When completed, tape all of the animal papers around the room on the walls.

4. In mentoring pairs, the students now go around the room and read all of the animals and their characteristics adding more positive words that they can think of (help students with this by providing more of the positive characteristics listed on the following page if needed).

5. When all of the mentor/mentee pairs have had a chance to look at each animal (or sooner depending on time), the mentees go to their own animal and read the characteristics that have been written.

6. Suggest to the mentees that the positive characteristics that the animal has, they also have in themselves.

7. Have the mentees take their “animal” characteristics with them.

Adapted from: *High School Teen Mentoring Handbook*
Some Animal Characteristics

**Horse** – Sensitive, hardworking, responsible, loving, strong, speedy, quiet

![Horse](image)

**Dog** – Brave, loving, loyal, energetic, assertive, smart, forgiving

![Dog](image)

**Cat** – Curious, playful, adventurous, smart, friendly, caring

![Cat](image)

**Goose** – Courageous, wise, faithful, responsible, caring, loyal

![Goose](image)

**Owl** – Wise, quiet, observant, reserved, mysterious

![Owl](image)

**Giraffe** – Strong, fast, graceful, patient, intelligent

![Giraffe](image)

**Tiger** – Muscular, agile, secretive, quiet, fast, strong, persistent

![Tiger](image)
Helping Relationships

When working with a mentee, mentors need to consider how to develop a relationship that will be of the most benefit to the mentee. *This activity is more appropriate for mentor training than for mentor/mentee meetings.*

**Materials:** Lego, building blocks, or recycled materials and newspapers

Staff facilitator asks students to brainstorm ways of developing a helping relationship. Ask: What kind of things can people do to establish warm, caring relationships? Following the discussion:

- Ask three volunteers (they will be the builders) to leave the room
- Ask for three additional volunteers to be the builder’s helpers
- Explain to the entire group and the builder’s helpers that in helping people we can take three approaches:

  1. We can be **too responsible**, such as we can take over and do all the work for them.
  2. We can take **no responsibility**, such as we can be there but not give help.
  3. We can be **just responsible enough**, such as with help we can encourage them to succeed.

Explain that through this activity we might be able to find out which approach is the most helpful in building good relationships.

Give one card from the following page to each builder’s helper. Tell each helper that he/she is to play the role as described on the card, but not to tell anyone which role he or she has. One at a time, builders come into the room and are instructed by the helpers to build the tallest freestanding tower that they can using the materials provided.

*Adapted from: Kids Helping Kids: A Training Manual for Elementary and Middle School Helpers and Peer Mediators* by Trevor Cole.
Helping Relationships

Card 1
“I’m the expert. I know what a tower is supposed to look like. I’m going to make sure you’re going to build a good tower my way. I’ll show you how to make a good tower.”

Card 2
“I couldn’t care less what you do. I won’t be rude to you so I’ll give you a little help, but don’t bother me too much.”

Card 3
“I want to help you solve your own problem. If there is anything I can do to help you build your tower I’d like to. I’m confident in your ability to build a good tower.”

This activity will probably raise the issue of giving advice or asking questions as a helping person. Be sure to compare the relative benefits and disadvantages of advice-giving with other problem-solving communication patterns; discuss advice-giving as compared to understanding, listening and caring for example. Have the students provide the input as to why advice-giving can backfire.

It should be stressed that a mentor’s role is to help or guide their mentee in solving their own problems. Mentors do not attempt to solve problems for their mentee, they simply act as a helping friend.
People Tags

1. Print one copy of the People Tags cards for each mentor/mentee pair. Cut up the page so that there are 4 people cards, 8 object cards, and 4 fact cards in each set.

2. Give each mentor/mentee pair a set of 4 people cards and 8 object cards. Do not give out the fact cards yet.

3. Ask everyone to imagine they are buying a gift for 4 people they’ve never met. Mr. Frank a science teacher, Mina, who helps in the school office, Wei, who takes piano lessons and Mrs. Keshan, a grandma who volunteers at the school.

4. Ask students to choose a gift for each person from the 8 object cards.

5. After a few minutes, ask:
   • Who gave: Mr. Frank the microscope? Mina the office supplies? Wei the piano music book? Mrs. Keshan the apron?
   • How did you decide who would get each gift?
   • How did the labels like “piano player” and “grandma” influence your choices?

6. Now pass out the fact cards (one set to each mentor/mentee pair) and give students time to use this information to choose a different gift if they would like.

7. After a couple of minutes ask:
   • What were the final gift choices you made and why?
   • How did the new information change your gift choices?

8. Discuss:
   • What happens when we make decisions about people before we get to know them?
# People Tag Cards

<table>
<thead>
<tr>
<th>Mr. Frank</th>
<th>Mina</th>
<th>Wei</th>
<th>Mrs. Keshan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A science teacher</td>
<td>Helps in the school office</td>
<td>Takes piano lessons</td>
<td>A Grandma who volunteers in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>school</td>
</tr>
</tbody>
</table>

**Fact Card**

- Mina plays guitar in a rock band on the weekend
- Wei collects graphic novels
- Mrs. Keshan just bought a motorcycle
- Mr. Frank enjoys cooking

![Icons](image-url)
C. Addressing Relational Aggression
Relational Aggression Research

Mentors could work in small groups on this activity or mentors could work with their mentees (depending on their age) to complete the statements together.

The Ophelia Project is a website that provides information about relational aggression and other non-physical forms of aggression. The research questions can be answered by using the website: http://www.opheliaproject.org/ra.html. The goal of the activity is for students to gain a better understanding of what relational aggression is and how it affects people.

1. Distribute a copy of the Student Handout to each mentor/mentee pair or to groups of mentors.

2. View the website with students. Read and discuss the information under the question “What is relational aggression?” together. The definition may be simplified to: Psychological (social/emotional) aggression between people in relationships where the group is used as a weapon to hurt others and their relationships.

3. Have students complete the statements on the handout by clicking on each of the questions in red font on the website. If students complete the activity individually, the answers should be reviewed and discussed as a group.

4. The staff facilitator may prefer to bring the website up on an interactive white board and complete that activity as a group.

5. To conclude this activity, students could participate in role plays depicting relational aggression situations.
   Examples might include:
   - Exclusion
   - Taunting and name calling
   - Spreading malicious gossip
   - Covert (hidden) physical aggression
   - Alliance Building
   - Ignoring
   - Manipulative affection
   - Cyberbullying
A. What is relational aggression (RA)?

1. Relational aggression is __________ others through __________________ and __________________ of their peer ____________________.

B. Where does relational aggression occur?

2. Relational aggression is most common in locations where time is less ________________.
3. The majority of relational aggression incidents occur during _______________ or ________________.
4. Top locations where relational aggression occurs most often are in the ________________, ________________, on the way ____________, in the ______________ and in the ________________.

C. Who reports relational aggression?

5. Students say they report physical aggression more often than they report relational aggression. _____% of students would tell someone if they saw relational aggression compared to ____% if they saw physical aggression.
6. Students report relational aggression to one or more of the following people:
   ________________, ________________, ________________ or ________________.

D. What are some physical effects of relational aggression?

7. Three physical effects of relational aggression are ____________________________, ____________________________ and ____________________________.
Relational Aggression Key

A. What is relational aggression (RA)?

1. Relational aggression is **harming** others through **purposeful manipulation** and **damage** of their peer **relationships**.

B. Where does relational aggression occur?

2. Relational aggression is most common in locations where time is less **structured**.
3. The majority of relational aggression incidents occur during **recess** or **break time**.
4. Top locations where relational aggression occurs most often are **in the cafeteria**, **the hallways**, **on the way home**, **in the restrooms** and **in the classroom**.

C. Who reports relational aggression?

5. Students say they report physical aggression more often than they report relational aggression. **47%** of students would tell someone if they saw relational aggression compared to **70%** if they saw physical aggression.
6. Students report relational aggression to one or more of the following people: **a parent**, **a teacher**, **a friend** or **the principal**.

D. What are some effects of relational aggression?

7. Three physical effects of relational aggression are **headaches**, **stomach aches**, **fatigue**, **trouble sleeping**, **loss of appetite**, and **unexplained crying**.
Sticks and Stones

• Ask students if they’ve ever heard the saying: “Sticks and stones may break my bones but words will never hurt me” Explain it if necessary.

• Give each mentor/mentee pair a copy of the heart (following the “Sticks and Stones Story”). Cut the hearts out ahead of time. Depending on the age of the mentees, you may prefer to use the rock outline instead of the heart.

• Explain that you are going to read a short story to them. As they listen to the story, participants are asked to fold their heart (or rock) each time something is said or done that would hurt a person’s feelings or could be considered bullying.

• At the end of the story, ask participants to unfold their hearts (or rocks). Discuss the fact that the creases or folds still show no matter how much you try to flatten them out.

• Explain that “Hurtful words can leave a wrinkle or scar on our heart that can never be erased. Even though, the words may be taken back or the person who said them may apologize, the wrinkle remains”.

www.fanpop.com
Sticks and Stones Story

When I first came to Roosevelt Elementary a month ago, Vince seemed friendly enough. But when I tried out for the soccer team he was on, things started to get a little weird between him and me. “Hey, Vince!” I told him. “Coach Dibbs said I’d be a great goalie for the team!”

“Did ya hear that guys?” Vince called out. “D.J.’s gonna be our new girlie!” The kids laughed as Vince pranced around the soccer field with a goofy look on his face and acting like a girl. “Maybe you should play on the girl’s team instead of ours.” teased Vince. Brian yelled out, “We don’t need you. We already have a good goalie.” One of the other boys piped up and said, “Yeah, why don’t you go back to your old school. We don’t want you here.”

Yesterday morning, when I got on the school bus, I headed to my usual seat – way in the back, in front of Vince, Brian and the other guys. Right when I sat down, Vince asked, “Are you wearing a pajama top to school?” “Hey, Bed Head! Did you bother looking the mirror this morning?” Before I could answer, he started poking me with his finger, chanting, “D.J.’s wearing pj’s! D.J.’s wearing pj’s!”

“That’s not funny, Vince,” I said.
Poke.
“Quit it!”
Poke.
“Knock it off, Vince!”
Poke.
“STOP IT”, I yelled.

Everyone on the bus got really quiet and the bus driver glared at me. At the next stop light, the bus driver called me to the front of the bus. As I got out of my seat Vince pulled a wad of bubble gum out of his mouth and threw it at me. All the other boys laughed. I walked down the aisle and when I got to the front the bus driver made me sit in the front seat with the kindergarten kids.
Before you speak
Think and be smart
It's hard to fix
A wrinkled heart
Niska’s Adventure

- Give each mentor/mentee pair a copy of the following story “Niska and the Basketball Practice.”

- Have the pairs read the story together or assign parts to volunteers in the large group and have them role-play the story for the rest of the group.

- Discuss the story using the following questions:
  - How would you feel if you were one of the younger children in the story?
  - How would you feel if you saw one of your friends bullying someone?
  - Have you ever seen something like this happen? If so, what did you do?
  - If you experience bullying, what can you do to make sure it doesn’t happen again?
  - Is bullying always as obvious as it was in this story?

- Ask the mentor/mentee pairs to write a “positive” ending that in some way, addresses the bullying behaviour.

- If time, have each pair share their ending.
TOPIC FOUR: MANAGING
ANGER AND DEALING WITH
BULLYING

NISKA AND THE
BASKETBALL PRACTICE

THIS RESOURCE WAS MADE POSSIBLE THROUGH FUNDING FROM THE ALBERTA
COMMUNITY SPIRIT PROGRAM.

WRITTEN AND ILLUSTRATED BY DAN RIPLEY (WITH SPECIAL THANKS TO PAMELA GETSCHEL).

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11010 142 STREET NW, EDMONTON, ALBERTA, CANADA T5J 2R1

THIS RESOURCE MAY BE REPRODUCED FOR EDUCATIONAL OR NON-PROFIT USE.
ONE SUNDAY AFTERNOON, NISKA AND SOME FRIENDS WERE ON THEIR WAY TO THE PARK TO PLAY BASKETBALL. THEIR SCHOOL WAS HOLDING TRYOUTS FOR THE BASKETBALL TEAM ON MONDAY, AND THEY ALL WANTED TO PRACTICE.

DON'T WORRY, I'LL SHOW YOU GUYS SOME TRICKS. PAY ATTENTION TO ME, AND YOU'LL MAKE THE TEAM FOR SURE.

WAIT A MINUTE... THERE ARE TWO LITTLE KIDS USING THE COURT.
AWWW, NO WAY! WE REALLY NEED TO PRACTICE!

I KNOW THOSE KIDS! THEY'RE IN KINDERGARTEN, AND THEY CAN'T EVEN REALLY PLAY BASKETBALL ANYWAY.

SEE? THEY'RE TERRIBLE!

HEY, KIDS! WE NEED TO PRACTICE, SO YOU HAVE TO GET OFF THE COURT.

OH NO.... IT'S HAROLD.
BUT...BUT WE WERE HERE FIRST....

TOO BAD!

COME ON, HAROLD. WE SHOULD JUST LET THEM PLAY.

NO WAY! HEY KID... LET ME SEE YOUR BALL FOR A SECOND.

HEY, NO! THAT'S MINE!

-CRAB-
HA HA HA! NOW GO GET IT! COME ON GUYS, LET'S PLAY!

NISKA HAD SEEN HAROLD DO THINGS LIKE THIS BEFORE, AND ALWAYS THOUGHT THAT HAROLD WOULD GET ANGRY AT ANYONE WHO TRIED TO INTERFERE. NISKA DIDN'T FEEL LIKE PLAYING BASKETBALL ANYMORE, BUT WASN'T SURE WHAT ELSE TO DO.
WHAT WOULD YOU DO IF YOU WERE NISKA? FINISH THE STORY!
Conflict Up – Conflict Down

Explain to the students that a conflict is a disagreement between people about something. Give each mentor/mentee pair a card with an arrow on it. As the staff facilitator or one of the mentors reads each scenario out loud, the students need to listen carefully to the statements and the actions of the characters. As they hear words or an action that is likely to increase the conflict, they hold up their card with the arrow facing up. When they hear words or an action that is likely to decrease the conflict, they hold the card with the arrow pointing downward.

Following this, have groups of students take the two roles in the scenario and role-play what happened, using appropriate voice tone, facial expressions, and physical actions along with the words.

Discuss how various behaviours – words, voice tone, facial expressions, and physical actions – can greatly determine whether or not the conflict increases.
Conflict Scenarios

1. **Jim**: Let’s go buy some vanilla ice cream.
   **Peter**: No. I want chocolate. We only have money for one kind and you always get vanilla.
   **Jim**: That’s because I’m allergic to chocolate.
   **Peter**: OK. Let’s get vanilla and I’ll put chocolate syrup on it.

2. **Martha**: I’m watching my show next.
   **James**: No way! You chose the last show we watched.
   **Martha**: But my favourite show is coming up next!
   **James**: Mom, Martha is hogging the TV!
   **Martha**: Tattletale!

3. **Sherry**: I want to go to the mall.
   **Mom**: Not now.
   **Sherry**: But I want to buy a CD to take to the party tonight.
   **Mom**: I have too much to do before dinner.
   **Sherry**: If I help you get things done, can you take me?
   **Mom**: That would work. If you vacuum the living room, I’ll finish getting dinner ready. Then we will have time to go.

4. **Khalid**: I want to do our science project on different rock formations. I have a great rock collection we can use and I know lots about rocks.
   **David**: I want to do it on volcanoes. I went to Hawaii last year and I have tons of cool stuff about volcanoes, including pictures.
   **Khalid**: Kids always do volcanoes! They’re boring!
   **David**: I’m going to ask the teacher if we can get new partners.
   **Khalid**: Good idea!

5. **Mylon**: Let’s go to the mall.
   **Keiko**: Not! It’s too nice out. I want to hang out at the park.
   **Mylon**: But I have a gift certificate for a CD I want to buy.
   **Keiko**: I don’t have any money to spend. Besides, today is a perfect day to swim and sit in the sun.
   **Mylon**: Why don’t we go buy my CD and then we can go to the park and listen to it while we sit in the sun.
   **Keiko**: Great idea! Let’s go.

6. **Shaq**: That’s my marker.
Jamal: No it isn’t.
Shaq: Mine fell on the floor and it looks like that. You have two and I don’t have any.
Jamal: Tough. That’s your problem, not mine!

7. Dwayne: I want to jump on the trampoline with my friends.
   Donna: No way! I have friends over too and I want to jump with my friends.
   Dwayne: Mom said we could play on the trampoline.
   Donna: Mom said my friends and I could play on it too.
   Dwayne: How about if we take turns. You can jump with your friends and I’ll jump with my friends.
   Donna: My friends and I get to go first!
   Dwayne: That’s not fair. We could do Rock. Paper. Scissors to see who goes first.
   Donna: OK. That’s a good idea.

   Susan: Yes I did.
   Ms. White: I have a check mark beside everyone else’s name except for yours.
   Susan: Well I handed it in.
   Ms. White: Perhaps, I missed it in the pile.
   Susan: I’ll look through the In Box and see if I can find it.
   Ms. White: Thanks Susan. I appreciate it.
   Susan: Here it is Ms. White.
   Ms. White: I’m sorry Susan. I must have forgotten to check your name off.

9. Raymond: I’m going over to the court to play basketball with some friends.
   Mom: No you’re not. You have homework to do.
   Raymond: I’ll do my homework tonight.
   Mom: It has to be done now.
   Raymond: My friends are waiting for me!
   Mom: You know the rule – homework comes first.
   Raymond: All my friends get to do their homework after supper.
   Mom: That may be the case, but we came up with the time together.
   Raymond: Can I go if I get it done first and there’s still time before supper?
   Mom: Yes. Thanks for following the rule.
High Five

In this activity, students practise being assertive by using I statements. Explain how “High Five” can be used to help them stand up for themselves in a conflict or bullying situation. Remind students that respectful, assertive and non-blaming words have the power to make a conflict better. Blaming and threatening words usually escalate an argument.

Explain to students that non-blaming respectful sentences don’t begin with “you”. Using “I” and describing how you feel is a good way to talk to others when you are angry or frustrated. It helps communicate a respectful attitude while letting the listener know that he or she has done something you are upset about. Such sentences are often called “I” messages because they begin with “I” and focus on telling the other person your feelings and needs.

For example: Brenda, my feelings were hurt when you teased me about my hair. Please, don’t make fun of how I look.

Have students practise using the High Five method for the scenarios on the following page. Both mentor and mentee should take a turn using the strategy.
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Scenario</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>A friend takes your bike without asking. You are looking all over for it. Then you discover that your friend has it.</td>
<td>A good friend of yours has a birthday party and doesn’t invite you.</td>
<td>You are watching TV and your big sister comes into the room and changes the channel to a show she wants to watch – without even asking you!</td>
</tr>
<tr>
<td>A friend borrows a favourite CD of yours. When he or she returns it, it is broken.</td>
<td>Your sister is always on the phone. She talks for hours. You want to call a friend to invite them over but she is on the phone.</td>
<td>You are at the kitchen table working on writing a big report. Your little brother keeps bumping the table “accidentally” and making you mess up.</td>
</tr>
<tr>
<td>You want to play ball with some kids at recess. You ask if you can play but they say, “No. You’re too klutzy.”</td>
<td>You want to go to the park with a group of your friends, but your Mom says you have to stay home and baby-sit.</td>
<td>A friend promises to practise soccer moves with you, but then decides she wants to do something else instead.</td>
</tr>
<tr>
<td>You go to a friend’s house to play a new video game. Your friend spends most of the time playing the game himself and hardly gives you a chance to play. You really wanted to play it.</td>
<td>When you are playing foursquare at school, there is a kid who keeps saying the ball is “in” when it looks “out” to you.</td>
<td>Your parents give your sister a raise in her allowance, but they don’t give you one. You are upset.</td>
</tr>
<tr>
<td>You want to ride your bike to the mall, but your parents won’t let you. They say it’s too far. You think they are treating you like a baby.</td>
<td>Your friend ignores you when she’s around the popular kids.</td>
<td>You get a new haircut and a lot of your friends tease you, saying you look like a dork.</td>
</tr>
</tbody>
</table>
Create a Bookmark with a Message

Discuss how students can use the SAFE method to deal with bullying.

- **Stand up for yourself** (Stand proud and make eye contact. Tell the person who is bullying to stop, then walk away)
- **Ask for help** (Ask a friend to help you and tell adults about the problem until someone helps)
- **Figure out your choices** (Think about different ways to handle the situation, but avoid using violence)
- **End it calmly** (Even though it might be difficult, treat the person who is bullying you the way you would like to be treated)

Give each mentor/mentee pair a bookmark template for them to design using an idea from SAFE.
People Practice

Sometimes people say things that are mean or hurt our feelings. When this happens, it’s often hard to know what to say or how to act at the time. Thinking about what you might say or do ahead of time might help.

Spend time with your mentee discussing what they could say or do in each of the following situations. Help them come up with ideas if they are having trouble. Write down the responses you both agree on and let them take the paper with them.

If someone says I’m stupid, I could say …

______________________________________________________________________________

______________________________________________________________________________

If someone says I’m ugly, I could say …

______________________________________________________________________________

______________________________________________________________________________

When someone laughs at me, I could …

______________________________________________________________________________

______________________________________________________________________________

When someone teases me, I could …

______________________________________________________________________________

______________________________________________________________________________

If someone blames me for something I didn’t do, I could …

______________________________________________________________________________

______________________________________________________________________________
Eyewitness

**Look Around . . .**

- Use this activity as a training activity for mentors to help them understand the role played by a bystander to bullying behaviour.

- Have students privately record their answers to the True or False quiz or do the activity as a group, recording by a show of hands the number who choose True and the number who choose False.

- Discuss with students what it means to be a bystander who witnesses bullying.

- After everyone has completed the quiz, read each statement again. Ask the students to explain their answers if they can. Then reveal and explain the responses, informed by the explanatory statements. Discuss why an accurate understanding of the influence of bystanders is important. Refer to the explanatory statements as needed.
Bystander Quiz

Circle **True** or **False** for each of the following statements.

1. Bystanders are usually watching when children get bullied. **True False**

2. Most children who watch bullying feel uncomfortable. **True False**

3. Many children who watch bullying try to stop it. **True False**

4. The behaviour of a student who is bullying, is not affected when others simply watch silently. **True False**

5. Children who laugh at or cheer on bullying usually make things worse. **True False**

6. Children who try to stop the bullying are usually unsuccessful. **True False**

7. Sometimes grownups don’t stop bullying because they don’t see it happen, don’t hear about it, or don’t understand how much it hurts. **True False**

8. Children can learn to become helpful bystanders who stop bullying. **True False**
Bystander Quiz Explanatory Statements

Recent research provides evidence for each statement.

1. **True** Student bystanders were present in 85% or more of the bullying incidents in observation studies of students in playgrounds and classrooms.

2. **True** Between 80% and 90% of bystanders reported that watching bullying was unpleasant and made them feel uncomfortable. Many students also felt they should step in to help someone who was being bullied.

3. **False** Bystanders stood up for the person being bullied only 10% to 19% of the time. Instead, bystanders acted as silent witnesses 54% of the time and joined the bullying with words or actions 21% of the time.

4. **False** Even when bystanders simply watched bullying without trying to stop it, they made things worse by providing an audience for the student doing the bullying. Bullying lasted longer when more bystanders were present and when bystanders did nothing to stop it.

5. **True** When bystanders laughed at or cheered on bullying, they encouraged the bullying to continue.

6. **False** When bystanders intervened to stand up for the person being bullied, they were successful in stopping the bullying more than 50% of the time—usually within the first 10 seconds.

7. **True** Adults are often not aware of bullying because it usually happens in areas with little or no adult supervision, such as bathrooms, hallways, playgrounds, and cafeterias. However, even when adults directly witness bullying, they often overlook or minimize its harmful effects. In playground observations, adults intervened in only 4% of the bullying incidents they witnessed.

8. **True** When students and adults learn, practice, and use effective ways for bystanders to stop bullying, incidents of bullying can be significantly reduced.
What is the Mystery Message?

- Make a copy of the Relational Aggression picture (with the scrambled message on the back) as well as the “Unscramble the Mystery Message” grid for each mentor/mentee pair.

- Discuss the picture with the students:
  - What are the type(s) of relational aggression being demonstrated?
  - How might the girl feel?
  - What could the girl say or do to deal with what is happening?

- Have the students cut out the squares of the scrambled message and glue them onto the correct square in the assembly grid. (shown at the bottom of each scrambled message square).

- Mentor/mentee pairs complete the message together. When finished, the mentors should read it aloud to their mentee and discuss it with them.

- Discuss the message with the entire group
Relational Aggression
## Unscramble the Mystery Message

<table>
<thead>
<tr>
<th>D2</th>
<th>A4</th>
<th>C1</th>
<th>E5</th>
<th>B3</th>
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<tbody>
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<td>E1</td>
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</tbody>
</table>

### Unscrambled Message:

- **s or some** aggression
- **relation** alliance
- **relation** is (hidden)
- **people in** a weapon
- **name** aggression
- **thing we** occurs
- **between** used as
- **calling,** and
- **relations** to hurt
- **covert** cyber
- **Relatio** sion,
- **rumours,** just kids
- **taunting,** physical
- **being kid** elational
- **Types of** Relati ons,
- **hips.** The others.
- **O.K.** al aggress
- **building,**
- **It is not** grow
- **ression** never
- **ion inclu** gossip,
Role-Play

Role-play relational aggression scenes for (with) mentees. Role-plays could include scenes which show:

a. Sitting around a table with friends eating lunch but not allowing a certain person to sit with you.

b. In the hallway, rolling your eyes and laughing with a friend about someone else’s clothing.

c. Choosing children to play soccer or be on your team, but not letting one child play or join your team.

d. A close friend is having a birthday party. All of the other friends in your group are invited but you are not.

e. One day you choose a person to be your special friend and play only with her/him. The next day, you leave her/him out and choose a different special friend.

f. You have no one to play with. The boys (or girls) in your class are playing something you aren’t very good at. You ask if you can join, but they pretend not to hear you.

g. A friend tells you he wants to break up with his girlfriend and asks you to do it for him by e-mail. You send her the e-mail and she spreads the news that you are spreading rumours and getting into other people’s business.

h. You are with a friend at the mall and see some other kids from school who are your friends. The friend you are with says not to go and say hello to them.

Debrief the role-plays and feelings associated with the characters. What decisions did the various characters make? Who was pressuring and who was being pressured? What would be some alternative actions/words? How would/should the character deal with it? How do you avoid being the person using power inappropriately? Why is the aggressor behaving the way they are?
Relational Aggression Awareness
Mentors share what they have learned about relational aggression with mentees. They plan a series of activities, stories, role-plays, public address announcements and visuals to teach mentees what relational aggression is and how to deal with it.

Picture Prompts
Use pictures showing bullying scenes to open discussion with mentees about what relational aggression is. Mentors and mentees can share times they have experienced similar situations, what the outcomes were and how they felt.

Empowering Students in the Middle Through Role-Plays
Find older students who can come into your classroom to do role-plays. Take the information you have gathered from the students; create a scene to show the aggressor, victim, and person in the middle. Suggested scenes: 3-way phone calls, spreading rumours or hallway gossiping, inviting all but one person to an event, excluding persons because of appearance. (See also the role-play scenarios above.) Stop the role-play when the aggression has taken place and use the actors to demonstrate each role. Touch the actors on the shoulder one by one and ask students to describe what each might be feeling. Name each role. Use this to build empathy for the victim and recognition of the problem. Then do the role-play over, showing how the student in the middle can change the dynamics.
At the end of the role-play, freeze the actors and ask the students in the middle how they were feeling or what they were thinking as they took positive action in the role-play. Then give them another scene and ask them to get into small groups and work out a role-play solution to the problem that was posed.
(from: http://www.catholiceducation.org/articles/parenting/pa0077.html)

Student Shadow for a Day
A mentee shadows a mentor for a school day or part of a day. The mentee follows their mentor from class to class and participates in the mentor’s academic and social world at school. It is critical to make a mentor aware of the importance of using appropriate language and conversations while the mentee is shadowing. The mentor could reciprocate and shadow a mentee for a day.

Similarities and Differences
One of the most common reasons people are aggressive in relationships is because they only notice the differences between themselves and others. If people could see that they have something in common with others, they may be more welcoming and kind to them. This activity will help students notice their differences, but also their similarities.
Have each mentor/mentee pair complete the following survey about themselves and their preferences.
8. Make a Movie
Mentors make a movie/video clip/commercial to show to groups of mentees. Use the video clip to initiate discussion with mentees about appropriate/acceptable interactions between people/friends.

9. Art Work
Mentors and mentees could work together on a large mural(s) or graffiti wall that shares their stories of relational aggression. The artwork could be shared at a “Gallery Tour/Auction” or “Art Café” where artists reveal and share their art work with others (students, parents, community).
Before you THINK!

T – Is it true?

H – Is it hurtful?

I – Is it illegal?

N – Is it necessary?

K – Is it kind?

leds-news.blogspot.com
## CYBER SAVVY BINGO

**HOW CYBER SAVVY ARE YOU?**

**Directions:** Collect as many signatures of peers who have one of the characteristics below.

<table>
<thead>
<tr>
<th>S</th>
<th>A</th>
<th>V</th>
<th>V</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has “googled” themself</td>
<td>Has bought on Amazon.com</td>
<td>Has more than 100 friends or followers on a social media site (i.e. Facebook, Instagram)</td>
<td>Owns an Ipad</td>
<td>Has uploaded a video to YouYube</td>
</tr>
<tr>
<td>Has sent more than 100 texts in a day</td>
<td>Has sent in homework electronically</td>
<td>Has Mom or Dad as a friend on Facebook</td>
<td>Has watched a movie on a cell phone</td>
<td>Owns 4 or more devices (IPod, cellphone, IPad, laptop, etc)</td>
</tr>
<tr>
<td>Has video chatted (Skype, Facetime, etc.)</td>
<td>Knows someone who has received inappropriate texts</td>
<td>Has created a webpage or blog</td>
<td>Has more than 100 photos on Facebook or Instagram</td>
<td></td>
</tr>
<tr>
<td>Has chatted online with someone they didn’t know in real life</td>
<td>Spends more than two hours online every day</td>
<td>Has pretended to be someone else online</td>
<td>Has spread rumours by sharing an inappropriate text</td>
<td></td>
</tr>
<tr>
<td>Has shared something online to make others feel good/happy</td>
<td>Has had a picture or message posted about themselves that they didn’t want shared</td>
<td>Has played an online interactive game</td>
<td>Has shared a password with a friend</td>
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<td>Has said something positive to someone else online that they wouldn’t say face-to-face</td>
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The Digital World Word Search

ANONYMOUS  BLOCKING  BLOG  BYSTANDER
CELLPHONE  CHATROOM  CYBERBULLYING  DOWNLOAD
EMAIL  FACEBOOK  FORWARD  FRIENDING
IPAD  LIKE  NETWORK  ONLINE
PASSWORD  PROFILE  PUBLISH  SAFETY
TABLET  TECHNOLOGY  TEXT  TWEET
UPLOAD  VIRAL  YOUTUBE

Digital Wordlist

63
The Digital World Word Search Key

Digital Wordlist

<table>
<thead>
<tr>
<th>ANONYMOUS</th>
<th>BLOCKING</th>
<th>BLOG</th>
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<tr>
<td>CELLPHONE</td>
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<td>VIRAL</td>
<td>YOUTUBE</td>
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</table>
Across
1. tools to control who sees your information (2 words)
4. denying access to certain parts of the internet
6. becoming extremely popular in a very short time
8. a video sharing website
9. sharing a person’s private information publicly either online or off
11. interactive web journal or diary
12. requesting another person to enter your social network
15. a video calling software feature
18. a string of characters that allows access to an electronic device
20. a user-created webpage on a social networking site (2 words)
24. unwanted email sent by someone you do not know
26. withholding your identity
27. sending short messages using a cellphone

Down
2. intentional and repeated harm inflicted using electronic devices
3. bullying that involves recording physical assaults and sending the recording to others (2 words)
5. a wireless handheld device that allows for telephone communication (2 words)
7. a social networking website
10. transfer data to a larger computer system
13. using another person’s online identity to send or post vicious or embarrassing material about others
14. an electronic message
16. singling out an individual and not allowing them to be part of a group
17. an acronym for the company that provides an internet connection
19. changing the normal behaviour of network connections
21. a form of real-time direct text-based communication
22. a site on the internet where several users can communicate in real time (2 words)
23. online fighting using electronic messages with angry, vulgar language
25. a person who observes bullying but does not take part

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<th>Word List</th>
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<tr>
<td>anonymous</td>
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Text It!
How texting savvy are you?

Decode the following message by writing the words beside the acronyms. All of the acronyms can be found by going to the website: [texted.ca](http://texted.ca) if you need help.

<table>
<thead>
<tr>
<th>WUU2?</th>
<th>RU</th>
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<td>TSTB!!</td>
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Text It! Key
How texting savvy are you?

Decode the following message by writing the words below the acronyms. All of the acronyms can be found by going to the website: texted.ca if you need help.

WUU2? RU AAS?
What are you up to? Are you alive and smiling?

EMFJI BSMF BED
Excuse me for jumping in but seriously my friend, by the end of the day

U H 2 POAHF.
You have to put on a happy face.

JTLYK IM SMHID!!
Just to let you know I’m scratching my head in disbelief!!

BION SOL UL
Believe it or not, sooner or later, you’ll

FITB. TMOT COS GMTA.
fill in the blank. Trust me on this because great minds think alike.

DTRT & GOI!
Do the right thing and get over it!

ICBW. LMK YR POV.
It could be worse. Let me know your point of view.

TSTB!! SIT. CUL.
The sooner the better!! Stay in touch. See you later.
II. Youth Action Projects
Youth Action Projects
The mentoring activities could also involve or lead into a broader project that includes more of the school/student population. Youth Action provides an opportunity within the school for youth to take an active role in identifying and addressing issues that are relevant in their school community. Youth participants conduct research among their peers and then develop, undertake and evaluate the projects that address the issues they uncover.

Some types of Youth Action projects that may be appropriate for your youth mentoring team are:

1. **Caught Being Kind Team**
   Mentors design and wear identifiable shirts that indicate they are members of the Caught Being Kind Team. They watch for student interactions that are positive, respectful and kind (or criteria the Team agrees on). A small award certificate is presented to students. The certificate is posted on a bulletin board to celebrate successes or put into a draw box for student awards or privileges. Students who are experiencing or witnessing bullying can approach Caught Being Kind representatives who can help them deal with bullying situations and/or help refer situations to teachers or supervisors.

2. **Right on Relationships Recognition**
   The mentor team and adults in the school nominate one or two students from each class each month for including other students and interacting positively within social groups. Awards or certificates can be presented at a monthly school assembly by members of the mentor team. If awards are given monthly, by the end of the year, all students would have an opportunity to receive a “Right On Relationship” award. In conjunction with the individual awards, members of the mentor team could add names of students they see interacting appropriately to a hallway bulletin board for public recognition.

3. **Dramatic Presentation**
   Mentors prepare a play with a positive message about relational aggression or cyber awareness to present to classes of students or the whole school.

4. **Tree of Respect**
   On a wall or bulletin board, design a tree trunk with branches. Students write positive comments about relationships and interactions they experience or witness on paper leaves
and add the leaves to the tree. The tree could be used within the peer mentoring program or used by the whole school.

5. Cell Phone and Social Media Awareness Day
Use an awareness day as an opportunity to promote positive uses of cell phones, social media and other forms of electronic communication. Contact service providers for resources/support for the event. Activities could include a self-survey of texts (What percentage of texts sent in the last day were positive/negative?), how to use electronic devices as personal organizers and agendas, reminding students to be respectful in online and offline relationships. Part of the theme could be Leave Your Cell At Home Today or Digital Diet.

6. Global Citizenship/Global Issues
There are a variety of potential research and action focuses and resources for building global citizenship or addressing issues of global concern. With this focus, students could collaborate with non-government organizations working on the topic of their choice to: increase their awareness of global issues; learn about how global issues impact their school, local community and the larger global community; and discover the positive impact their actions, as global citizens, can have on their school, their community and on the larger global community.

7. Relational Aggression
Relational aggression is defined as “psychological, (social/emotional) aggression between people in relationships. Relational aggression is a form of aggression where the group is used as a weapon to assault others and others’ relationships. It is a covert form of aggression, used by both women and men of all ages.” The aim of this topic is to identify strategies for decreasing relational aggression by increasing student awareness and exploring positive options for addressing it. By exploring the issues through personal experiences, students become able to recognize relational aggression. Relational aggression, for the purpose of this project is defined as “psychological, (social/emotional) aggression between people in relationships. Relational aggression is a form of aggression where the group is used as a weapon to assault others and others’ relationships. It is a covert form of aggression, used by both women and men of all ages.”

8. Diversity
For schools that choose to focus on diversity, the student research and projects increase awareness and understanding of differences among peers. Student participants could look for ways to celebrate diversity and counteract prejudice in the school community.
9. Racial and Cultural Prejudice
This Youth Action project focus could increase awareness of different cultures or faiths in the school or community and/or examine the issues that newcomers face when joining the community and finding ways to support them. This will increase support for newcomers and help them integrate into the school community.

10. Homophobia Focus
This project could raise awareness and understanding of LGBTTQ (Lesbian, Gay, Bisexual, Transgendered, Transsexual and Queer) issues within a school and community. The main purpose of this youth action project is to build respect for sexual diversity while addressing the violence, bullying and harassment that is associated with homophobia. Through this focus students could:
- increase their awareness of LGBTTQ issues within the school and community;
- learn how homophobia impacts the school and community; and
- discover the positive impact that their actions can have on the school and community.

11. Restorative Justice—Classroom Conferencing
Classroom Conferencing is an approach to restorative justice that emphasises reconciliation and interpersonal healing related to involvement in violence and other anti-social behaviours. The process helps students learn to accept responsibility, take into consideration the impact of their actions, and repair the harm caused to those affected by their behaviour.

12. Community Opportunities
To contribute to the improvement of the community, many youth choose to create projects, often raising funds or collecting food or clothing to benefit the less fortunate in the community. Community projects could adopt a range of focuses, but the most important factor that impacts the success of youth projects in the community is the collaboration with non-government organizations and service providers. With this focus, youth would conduct research to determine priority needs and decide which specific topic they would like to adopt for their project. In partnership with community organizations, the youth would then plan and implement their projects.

13. Stop-A-Bully Box
Mentors prepare a locked box that is left in an accessible location such as the school office. When students witness or are involved in a bullying situation or relational aggression, they can put a note into the box. Mentors check the box daily and contact students to address issues that are raised. Mentors also have to know when an issue in the box requires referral to a teacher.
III. Videos and Websites

Below you will find some excellent videos that address cyberbullying. View them with your mentor/mentee pairs throughout the year and involve them in discussions about the message/lesson they are conveying.

1. 2Learn.ca- Resources and tools to support digital life skills
   [http://www.2learn.ca/ypd/digcitizen.aspx](http://www.2learn.ca/ypd/digcitizen.aspx)

2. MediaSmarts: A portal of classroom resources to counter cyberbullying for Grades 5-6, 7-8 and 9-12 [www.mediasmarts.ca](http://www.mediasmarts.ca).

3. Thinkuknow: Online resources and activities for children aged 4-7, 8-10 and 11-16 [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk).


6. Bully Free Alberta- Information, fact sheets
   [http://www.bullyfreealberta.ca/teens_cyber_bullying.htm](http://www.bullyfreealberta.ca/teens_cyber_bullying.htm)


9. Media Smarts: Canada's centre for digital and media literacy: Programs to help develop students’ Internet literacy skills and critical thinking skills when they are interacting online.
   [www.mediasmarts.ca](http://www.mediasmarts.ca)

10. Cyberbullying Research Centre: [www.cyberbullying.us](http://www.cyberbullying.us)


13. Live Binders- several videos, activities, etc. about cyberbullying

14. Canadian Centre for Child Protection Interactive websites which include lesson plans, comic books and activities that reinforce online safety and awareness
   - Grade 7 and up - Texted: The Acronym Dictionary- Find answers to all your acronym queries from A to Z in this online dictionary [www.texted.ca](http://www.texted.ca).
   - Grade 7 and up - Respect Yourself: Teaches teenagers about the risks they face when sending pictures or videos by email, instant messaging (IM), or by posting them online. The website and activity booklet guides adolescents through the risks and provides them with safety strategies to help keep them safe. [www.respect-yourself.ca](http://www.respect-yourself.ca)
   - Grade 7 and up – Need Help Now provides information to youth who have been impacted by a sexual picture/video being shared by peers. The goal of the site is to
provide teens with practical steps they can take to regain control over the situation. 
www.needhelpnow.ca

- The Door That’s Not Locked- A variety of resources and tools to help teach students about internet safety www.thedoorthatsnotlocked.ca
- Smartphone Safety - This comprehensive mobile safety website is designed to inform educators and parents about the potential risks posed to children/adolescents using cell phones. It also highlights proactive strategies that can be used to help keep youth safe. www.mobility.protectchildren.ca

15. National Crime Prevention Council- Tip sheets and information about cyberbullying and how to address/prevent it for youth and adults www.ncpc.org
16. Common Sense Media- links to books, videos, websites and apps dealing with cyberbullying www.commonsensemedia.org
17. Violence prevention programming and bullying resources: http://www.safeandcaring.ca

Netsmartz Videos:

1. 6 Degrees of Information – Five teens talk about how much information an internet researcher is able to find out about them online. http://www.nsteens.org/Videos/6DegreesOfInformation
2. Two Kinds of Stupid – Eduardo learns that posting pictures online is not a smart thing to do. http://www.netsmartz.org/RealLifeStories/TwoKindsOfStupid
3. Think Before You Post: Out of Your Hands http://www.netsmartz.org/RealLifeStories/YourPhotoFate
5. Meeting Offline – Listen to what these teens have to say about the risks of meeting offline. http://www.nsteens.org/Videos/MeetingOffline
6. Friend or Fake – Keyan’s new online friend wants to meet face to face but is this a good idea? http://www.nsteens.org/Videos/FriendOrFake
8. Mike-tosis – Will Ali be able to stop the text talk trail before it gets to Mike Chang? http://www.nsteens.org/Videos/Mike-Tosis
9. Gaming - Got game? These teens do. Hear what your peers have to say about gaming online. http://www.nsteens.org/Videos/Gaming
10. Attitude Overdrive - There’s nothing wrong with playing to win but what happens if someone crosses the line between competitor and griever? http://www.nsteens.org/Videos/AttitudeOverdrive
11. Offline Consequences – These teens discuss being smart about what you post on your online profile. [http://www.nsteens.org/Videos/OfflineConsequences](http://www.nsteens.org/Videos/OfflineConsequences)

12. Profile Penalty - Everything on your profile says something about who you are. What does yours say about you? [http://www.nsteens.org/Videos/ProfilePenalty](http://www.nsteens.org/Videos/ProfilePenalty)

13. Terrible tEXt – Some teens say and do terrible things online because they don’t see the direct effects of their actions. So what should you do if you are being cyberbullied? [http://www.nsteens.org/Videos/TerribletEXt](http://www.nsteens.org/Videos/TerribletEXt)

14. Survivor Diaries – Ryan and Noah share their stories to show that online victimization can happen to boys too. [http://www.nsteens.org/Videos/SurvivorDiaries](http://www.nsteens.org/Videos/SurvivorDiaries)


16. Social Networking - Who’s on your friends list? These teens talk about why it’s important to know. [http://www.nsteens.org/Videos/SocialNetworking](http://www.nsteens.org/Videos/SocialNetworking)

17. Post-to-be Private - Setting your page to private is a step in the right direction but who’s on your friends list? Don’t give just anyone access to your world. [http://www.nsteens.org/Videos/Post-to-bePrivate](http://www.nsteens.org/Videos/Post-to-bePrivate)

18. Broken Friendship – A friendship is broken when a teen gives her best friend’s password to some other teens at school. [http://www.nsteens.org/Videos/BrokenFriendship](http://www.nsteens.org/Videos/BrokenFriendship)

19. You Can’t Take It Back – A teen regrets his participation on a website created to rate others at his school. [http://www.nsteens.org/Videos/YouCantTakeItBack](http://www.nsteens.org/Videos/YouCantTakeItBack)

20. Amy’s Choice – The true story of a 15 year old girl who left home to meet with a man she first met online. [http://www.nsteens.org/Videos/AmysChoice](http://www.nsteens.org/Videos/AmysChoice)

**Youtube Cyberbullying Videos:**

1. Cyberbullying Virus [http://www.youtube.com/watch?v=vmQ8nM7b6XQ](http://www.youtube.com/watch?v=vmQ8nM7b6XQ)
2. Cyber Bullying [http://www.youtube.com/watch?v=D7uyScK3-CU](http://www.youtube.com/watch?v=D7uyScK3-CU)
3. Cyberbullying PSA – A 13 year old [http://www.youtube.com/watch?v=v4gitDm3byQ](http://www.youtube.com/watch?v=v4gitDm3byQ)
4. Cyberbullying is like being punched in the face. [http://www.youtube.com/watch?v=BF-vWiVRkNo](http://www.youtube.com/watch?v=BF-vWiVRkNo)
5. Think Time: Does Cyberbullying Affect You? [http://www.youtube.com/watch?v=0oGFh0mwrjM](http://www.youtube.com/watch?v=0oGFh0mwrjM)
6. Talent Show: Cyberbullying Prevention Commercial [http://www.youtube.com/watch?v=0oGFh0mwrjM](http://www.youtube.com/watch?v=0oGFh0mwrjM)
7. Think Before You Post: [http://www.youtube.com/watch?v=4w4_Hrwh2XI](http://www.youtube.com/watch?v=4w4_Hrwh2XI)
9. Kitchen: Cyberbullying [http://www.youtube.com/watch?v=pmD8OKl8vVM](http://www.youtube.com/watch?v=pmD8OKl8vVM)
10. Delete Cyber Bullying: http://www.youtube.com/watch?v=bfT2qqrqzgo

11. What is Cyberbullying? (can be shown in two parts: 2nd part discusses how to stop it and what actions should be taken) http://www.youtube.com/watch?v=T38-9OCDrP4


Information about mentoring and resources to use with mentors:
http://www.albertamentors.ca
http://www.bbbsc.ca
http://www.mentoringcanada.ca
http://www.mentors.ca
http://www.advancementmentoring.org
http://www.mpmn.org
IV. Resources for Mentor Training and Activities

Books and Articles

This resource is something of a brain-dump of activities and games for kids, and might be a useful resource to have around when you run out of ideas for things to do. Most of the activities are perfectly suitable to be led by kids, require minimal materials, and can be used by small groups or in one-on-one sessions.

This resource provides an asset-based framework for training peer mentors, covering the mentor’s roles and responsibilities, as well as skills for helping others develop and build on their own assets in dealing with peer pressure, making good choices, and communicating effectively.

This resource is designed to train elementary age peer helpers, so some of the content may need to be adapted for training high school youth for the role. However, the handbook does have concrete advice for working with elementary students and specific chapters address concepts such as generating responses to questions, giving positive feedback, and joint problem-solving.

This comprehensive activity guide offers 166 activities that can get groups of youth, including mentor/mentee pairs, sharing, thinking, collaborating and reflecting together. Built around the 40 Developmental Assets framework, the activities cover topics such as raising self-awareness, strengthening relationships, developing character, and setting goals. Included is a CD-ROM with reproducible handouts and other materials.

This resource is designed mostly as a workbook for individual teen girls, but many of the worksheets and activities can easily be adapted for use by mentees or even mentor/mentee pairs. It covers a wealth of topics that are relevant to teen girls, such as managing friendships,
setting goals, improving self-esteem, and understanding and reflecting on messages about young women in popular culture.

Excellent information on how to design a cross-age peer mentorship program, selecting and training youth mentors, an annotated list of resources for orienting and training peer mentors, and activities for mentors to use with mentees.

This resource can give peer mentors many of the skills they need to work effectively with mentees across a wide spectrum of issues. Training sessions include topics such as what it means to be a leader, how to work with others, ethical decision making, risk taking, team building, effective communication, creative thinking and more. It also can be used in conjunction with individualized

**Class meetings that matter: A year’s worth of resources for grades 6–8** by Crocker-Flerx, V., Limber, S.P., Mullin, N., Riese, J., Snyder, M., Olweus, D. 2009. Hazelden: Center City, MN.
This is an excellent resource with 35 class meetings (activities) that address topics such as: building a positive classroom climate, identifying feelings, communication, hot spots for bullying in a school, peer relationships, respecting differences, promoting acceptance, and serving the community. The meetings could be applicable for use in mentor training or for mentor/mentee meetings. This book is a part of a larger violence prevention program called the Olweus Bullying Prevention Program.

The discussion activities in this book can easily be adapted to working with mentor/mentee pairs in a group setting and some may even be useful as one-on-one activities for peer mentors and mentees. The activities are designed to produce thoughtful reflection and conversation in focus areas such as handling stress, forming identity, processing feelings, and creating a positive vision of the future. Reproducible handouts are provided.

**Expanding the Spirit of Mentoring: Simple Steps and Fun Activities for a Flourishing Peer Mentor or Peer Support Programme** by Robin Cox. 2006. Published by Essential Resources (ISBN: 978-1-877390-85-2)
This resource from New Zealand offers a number of ready-to-use training activities on the concepts of team building, communication, and helping other students build strengths.

This resource is designed primarily as a workbook for individual teen girls, but some sections could be adapted for use by mentor-mentee pairs or groups of girls. The topics covered are based on the issues and concerns of girls as identified in Girls, Inc.’s 2006 survey of 3rd through 12th-graders, many of whose comments and stories are included in the book. Topics include dealing with stereotypes, looks, friends, academics, dating, relationships, family, stress, talents, setting priorities, and tough breaks. There is a good resource list of websites and national organizations at the back of the book.

Guidebooks for Teens (ISBN: 978-1-57542-212-1) for additional assignments as they move through the training sessions.

This book gives an overview of many difficult issues facing teens, provides tips for working with teens on the topic, includes a list of online and print resources, and provides a summary handout that is included in the CD accompanying the book. Programs may find it useful in training to help mentors deal with tough issues that may come up in mentoring relationships. Topics covered include anxiety, bullying and relational aggression, depression, eating disorders, foster care, gangs, physical abuse, and many more. Some handouts are provided for teens to coach them on how to help themselves and each other.

This handbook provides information about being a mentor, how to build mentoring skills, working with mentees and awareness of child safety.

This 160 page training manual provides dozens of activities on topics such as helping and attending skills, setting boundaries, and handling difficult situations. It also offers a lot of good content on setting up and managing a peer helping program, as well as a large collection of handouts and tip sheets that can be used independent of the training activities.

Letter 2 a Teen: Becoming the Best I Can Be by Robin Cox, 2008. Published by Essential Resources (ISBN: 978-1-877440-57-1)
This resource from New Zealand offers a number of ready-to-use activities for teens on setting goals, building friendships, communication, managing time, handling stress, writing resumes, and becoming positive role models. Although designed for individual teens, many of the worksheets could be adapted for peer mentoring matches.

This full curriculum provides multiple lessons in each of a dozen topic areas, such as culture, self-esteem, personal integrity, family relations, personal health and career explorations. These lessons can be a great way to provide older youth with the skills, mind set, and values needed to assist young students. An accompanying workbook (ISBN: 978-0-91165-537-7) provides youth with opportunities for reflection and critical thinking as they move through the curriculum.

This revised version of the classic “Becoming a Co-Pilot” series provides a wealth of content for preparing mentors, both peer and adult, for working with elementary-age students. It also offers many “lessons” that mentors can do with their mentee once matched. For programs serving older mentees, there is another version of this handbook for serving youth in grades 6–12. (ISBN: 978-1-88963-605-4)

This is an excellent tool for preparing both adult and peer mentors. It features ready-to-use handouts that explain a mentor’s role, the meaning of developmental assets, and techniques for building a relationship and establishing trust. The content is written in easy-to-understand terms and is flexible enough to be useful to a wide spectrum of program types. This resource also offers several activities and tools mentors can use in their mentoring relationship.

This training guide provides 12 ready-to-use training activities that can enhance mentor skills and support them in their relationships with youth over time. Each activity lasts 45 minutes to an hour and comes complete with facilitator notes and handouts. Topics covered include setting boundaries with youth, exploring culture and identity, helping with homework, effective communications, and working with the mentee’s family. Some programs may choose to adapt several of these activities for pre-service mentor training or for preparing youth for their mentoring relationships.

This classic guidebook offers a number of training activities to prepare young people to work with other students. It is especially strong in teaching interpersonal skills that can come in handy when working with youth, such as listening skills, paraphrasing and restating, identifying roadblocks, and suggesting alternatives.

This British resource provides dozens of ready-to-implement training activities on effective communication. Many of these activities expand on common communications skills topics in fun and creative ways. Special chapters address communication roadblocks, providing feedback, talking about values, effective questioning and more.


This is another guide centered on youth leadership that can easily be adapted for preparing peer mentors. There are activities, complete with reproducible handouts on topics such as the qualities of leadership, social issues, working with others and creative problem-solving.


This student-generated print resource for students in Grades 7–12 is the result of a project designed, developed, and field tested in Alberta schools. It provides information, ideas and strategies that promote safe and caring schools initiatives. The resource includes detailed descriptions of nine student-led projects that took place among the 11 schools. It has several good activity/project ideas that could be used in a peer mentoring program.
V. Template for Mentor/Mentee Activities

Name of Activity

What Mentees Will Learn

Materials and Supplies

What to Do
References


