

***Supporting Children and Youth:
Mentor Training for Senior Corps Volunteers***

Module 1

**Mentoring and Tutoring Services
Provided by Volunteers**

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Trainer:

Date:

Module 1. Mentoring and Tutoring Services Provided by Volunteers

INTRODUCTION

Foster Grandparents and RSVP volunteers deliver a wide range of services to a diverse group of children and youth, including those with special needs. This workshop provides an overview of some of those important services including mentoring, academic assistance, out-of-school time programs, and preschool, and how the children and youth benefit from volunteers' contributions.

Understanding the different types of services offered to children and youth gives participants a general idea of what to expect if they have not begun volunteering or want to try something new. For example, different services have different requirements (e.g. mentoring requires a long commitment; tutoring programs may involve following a set curriculum). Some volunteers may also want to recommend these services to families they know, or refer friends as volunteers.

This workshop includes a brief lecture, a small group exercise, and a short reflection activity. It is recommended that you do a full 2-hour workshop to allow more time for group discussion. **However, you do not need to present this workshop "as is"**. Modify the session to fit your participants' needs and interests and the services available to children and youth in your area. For example, if participants will not work with children outside the school setting, you may want to bypass sections and examples that discuss community-based mentoring programs or out-of-school time programs.

Objectives

By the end of the session, participants will better understand:

- The variety of services that Senior Corps volunteers provide to children and youth;
- The range of different types of tutoring and mentoring services provided; and,
- The skills, qualities, and traits that will help volunteers providing these services be successful.

Visual Aids (Power Point) and Facilitator's Notes

If you are using the PowerPoint slides included with this curriculum, Facilitator's Notes are provided under each slide. These notes provide the same information as the Facilitator's Notes included in this document, however they are not as detailed.

It is recommended that you use easel paper, a whiteboard, or a chalkboard to note responses to some of the "callout" questions and important points that participants make during the exercise "debrief." This validates participants' knowledge and reinforces learning. You may want to write the headings on sheets of easel paper in advance to save time.

This symbol will cue you as to when you might jot down responses:



Handouts

The handouts for this session follow the Facilitator's Notes and Instructions. Handouts 1 and 2 should be distributed during the session; this symbol in the Facilitator's Notes will cue you as to when: . The remaining handouts can be distributed at the end of the session.

1. Exercise Worksheet: Helpful Volunteer Traits and Abilities
2. Getting to Know the Child/Youth
3. Types of Tutoring and Mentoring Services (optional)
4. Tips for Working with Teachers (optional)
5. Recommended Resources for Tutors and Mentors (optional)
6. Training Feedback Survey

SESSION AGENDA

Activity	Estimated Time	Method	Slide Numbers
I. Welcome	20 min.		1
A. Learning Objectives	5 min.	Lecture	2
B. Warm-up: Important Adult	15 min.	Large group discussion	3-4
II. Volunteer Services Provided to Children and Youth	35 min.		
A. Overview of services, stations, beneficiaries	20 min.	Lecture, large group discussion	5-6
B. Types of mentoring and academic assistance services	15 min.	Lecture	7-10
III. Helpful Volunteer Skills	40 min.		
Exercise: Helpful Volunteer Traits and Abilities	20 min.	Small groups of 3-4	11-12
 <i>Exercise Worksheet: Helpful Volunteer Traits and Abilities</i>	20 min.	Debrief (large group discussion)	
IV. Reflection: Getting to Know the Child/Youth	15 min.	Individuals, pairs	12
 <i>Getting to Know the Child/Youth</i>			
V. Closing	10 min.	Lecture	13
 <i>Types of Tutoring and Mentoring Services (optional)</i>			
 <i>Tips for Working with Teachers (optional)</i>			
 <i>Recommended Resources for Tutors and Mentors (optional)</i>			
 <i>Training Feedback Survey</i>			

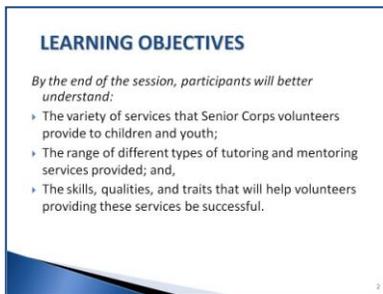
FACILITATOR'S NOTES AND INSTRUCTIONS

If you are using the PowerPoint slides, have slide 1 up on the screen.



I. Welcome

Welcome participants and introduce the workshop. "Foster Grandparents and RSVP volunteers deliver a wide variety of services to children and youth, including those with special needs. This workshop provides an overview of some of those important services including mentoring, academic assistance, out-of-school time programs, and preschool, and how the children/youth benefit from volunteers' contributions."



A. Learning objectives

Show slide 2.

Describe the learning objectives. In this workshop, participants will be introduced to and discuss:

- The variety of services that Senior Corps volunteers provide to children and youth;
- The range of different types of tutoring and mentoring services provided; and,
- The skills, qualities, and traits that will help volunteers providing these services be successful.

B. Warm up: Important Adult

Show slide 3.



CALLOUT: "Take a minute and think back to when you were a child or teen. Who was an important adult in your life, maybe a favorite teacher, older relative, neighbor, coach? Why was that person special to you? What qualities did they have?" (Jot down qualities on easel paper.)



Participants may say things like: patience, paid attention to me, listened to me, made me feel important, understood how I felt, showed she cared, made me laugh, etc. Point out the common themes in the qualities that participants cite.

TIP: Encourage participants to share their experiences with children. Some people will volunteer inspiring stories about an adult that was important to them when they were a child. Encourage them to share these stories with the children and youth they work with, if appropriate, to help build a bond and teach admirable qualities.

Tell participants: “You already know what it takes to have a good relationship with a child because you can remember from the child’s point of view and can reflect on that experience from your perspective as an adult.”

Show slide 4.



The group may have mentioned several of these qualities; point out some of the other helpful qualities needed. “If you are working closely with children and youth, you will also want to have...”

- Flexibility
- Kindness and Patience
- Ability to see the individual (uniqueness) of every child/youth
- Sense of humor
- Warm and caring demeanor
- Sensitive to children’s feelings and needs
- Good listening skills, sincerely interested
- Nonjudgmental
- Ability to maintain confidentiality

TIP: Customize the list of important qualities. You may want to modify the list so that it more closely matches the assignments that the volunteers serve. For example, some assignments, such as working with troubled youth, may require a “thicker skin” than others and confidentiality might be especially important. Add the qualities you want to encourage in your volunteers. Even if the quality may seem obvious, seeing something in writing highlights and reinforces its importance.

II. Volunteer Services Provided to Children and Youth

TIP: Customize this section. This section (A) is a general overview. If you feel volunteers are familiar enough with services provided to children and youth, you may want to skip this section, or run through it quickly so you can spend more time on the next section, B. Types of Mentoring and Academic Assistance Services.

A. Overview of Services, Stations, and Beneficiaries

CALLOUT: “So what kinds of services do volunteers provide to the children and youth in our community, and where do we serve?”

This depends on the needs in the community and the partnering stations that address these needs. (Give participants a few minutes to give examples of services, and then show slide 5 with examples, reminding the group of those they already mentioned.)



Volunteer Services Provided to Children and Youth:

- Tutor students in a particular subject
- Provide homework assistance in different subjects
- Read to children/listen to children read
- Mentor a youth in school or in the community
- Care for infants
- Help preschoolers get ready for Kindergarten
- Assist children with arts and crafts
- Be a “pen pal”
- Advocate for youth in the court system
- Enhance education at museums and parks

CALLOUT: “Where do volunteers serve?” Give participants a few minutes to give examples and then note the stations/programs in your service area that provide the services.

- Elementary, middle school, high schools
- Day care services and preschool programs
- After school programs, organizations such as Boys and Girls Clubs, Big Brothers Big Sisters
- Developmental Disability Centers, hospitals and other health facilities
- Shelters
- Libraries, museums, community centers,

TIP: Provide a handout of local services. Provide a handout with a list of services or programs that your sponsor or stations provide for children and youth. Add a brief paragraph description of each service and the children and youth served. In this section of the workshop, integrate a discussion about how the volunteers contribute to these local services.

CALLOUT: “Most importantly, who are the children and youth that we serve?” (Give participants a minute to respond and then show slide 6. Point out that many on the list have already been mentioned.)

Who are the children and youth we serve?

- › In need of a caring adult role model for guidance, academic help, and other assistance.
- › Military families
- › Special needs (*examples*):
 - Abused or neglected
 - Living in poverty
 - Learning disability
 - Mental health issues
 - Developmental disabilities
 - Foster children



Children and Youth Served by Senior Corps Volunteers:

- Children and youth in need of a caring adult role model for guidance, supervision, academic help, and other assistance. (RSVP and FGP)
- Children and youth with special needs (FGP in particular), for example:
 - Abused or neglected
 - Living in poverty
 - Adjudicated youth
 - Learning disability
 - Speech of language impairment
 - Autistic
 - Mental health issues
 - Foster children and youth
 - Incarcerated parents
 - Developmental disabilities
 - Learning English
 - Substance abuse problems
 - Teen parents

TIP. You may want to explain how the Foster Grandparent and RSVP programs differ. For example, the Foster Grandparent Program has a mandate to serve children with special needs, although RSVP volunteers may serve these children as well. Foster Grandparents are assigned to individual children and youth; that is, they would not serve as teacher’s aides or group leaders because this takes time away from the one-on-one relationship they are building. RSVP volunteers may serve children and youth one-on-one or in groups. They may serve at “drop-in” or other programs where they would be working with different children for short periods of time, and at settings other than schools.

Show slide 7.

Risk Level	Mentor needs to be...
"Low"	Caring, committed
"Moderate"	Caring, committed, patient, willing to get involved in youth's life
"High"	Extremely caring, committed and patient, may need to play several roles
"Very high"	Extremely caring, committed, patient, like a family member, always on call

"Classification of Mentoring Relationship Types," The Mentoring Center, 2000

Tell participants that programs that serve children and youth (e.g. mentoring programs), sometimes determine the level of risk for each child so they can provide appropriate services. Children and youth with lower risk levels may just need a caring adult role model. However, children and youth with higher risk levels may need a mentor who can devote more time and has some experience or education in youth development, and knows the community and the difficulties the youth faces.

Child/Youth Risk Levels

- Low Risk: (Mentor needs to be) caring, committed
- Moderate Risk: (Mentor needs to be) Caring, committed, patient, willing to get involved in youth's life
- High Risk: (Mentor needs to be) Extremely caring, committed and patient, may need to play several roles
- Very High Risk: (Mentor needs to be) Extremely caring, committed, patient, like a family member, always on call

In this framework, children and youth are identified by the risk category they fall into ("Classification of Mentoring Relationship Types," The Mentoring Center, 2000).

- A child/youth considered "low risk" is eager for assistance, well behaved, and could benefit from this type of companionship. The mentor should be a caring and committed person who can make the time commitment.
- A child/youth considered "moderate risk" is open to assistance but may be an average or below academic student who hasn't thought much about the future. The mentor should be a caring and committed person who is patient and willing to get involved in the youth's life.
- A child/youth considered "high risk" would need intensive mentoring. This individual is cynical about assistance and does not try at school, hasn't thought about future, may not have good academic examples or encouragement at home, may have had run-ins with the law, and is influenced by negative surroundings. The mentor will need to be extremely caring, committed and patient, and may need to play several roles: teacher, guide, resource.
- A child/youth considered "very high risk" would need very intensive mentoring. This individual is cynical about assistance, very rebellious, has no positive adult role models or influence, and has been institutionalized. The mentor will need to be extremely caring, committed, patient, and like a family member, always on call.

RSVP and Foster Grandparent volunteers serve children and youth that are considered “moderate risk” more often than high and very high risk, but regardless, mentors are never expected to go it alone! Successful mentoring programs provide ongoing training and support to mentors. More comprehensive programs that specialize in serving higher risk youth connect them to other supportive social services; mentoring may be only one service that a program provides.

Keep in mind that confidentiality is very important to build rapport and trust. However, anything that may affect health and/or safety of the child or youth would need to be reported to a supervisor immediately. A discussion of confidentiality and what type of information needs to be reported would be an important part of a mentoring program’s written policy and mentor training.

B. Types of Mentoring and Academic Assistance Services

Tell participants that there are different types of mentoring and tutoring services depending on the needs of children and youth served and the goals of the programs. Some programs may be more intensive than others; some may require more volunteer training and program support than others.

Both tutoring and mentoring programs want the volunteer and child or youth to develop a good rapport. However, mentoring and academic assistance programs have different goals! Academic assistance like tutoring aims to help students succeed in school. Mentoring is all about the mentor-child/youth relationship; the “intervention” is the relationship.

“Let’s talk about the different types of services, beginning with mentoring.”

Types of Mentoring Services

School-based mentoring programs

- Meet in school or at school facilities
- Regular meetings, one-on-one or in small groups, during the school year
- Benefits: improvement in school attendance, connectedness to school, overall academics, self esteem

Community-based mentoring programs

- Meet in the community or at program facility
- Regular meetings, usually one-on-one, for at least a year
- Benefits: improvement in school attendance, better peer and family relationships, less likely to use drugs

Mentoring

Show slide 8.

Mentoring services are usually based in the schools or at a community organization, such as Big Brothers Big Sisters. The design of the programs – where, when, and how long a mentor and child or youth meet, goals for the child/youth – are a little different.

School-based Mentoring Programs

School-based programs have mentors and students meet at school facilities during the school year.

- Mentors may be matched with one child or a small group.
- Mentors might meet with their child or youth once a week or more frequently.
- Meetings often happen during lunchtime but there might be other school activities.
- The mentored kids tend to show benefits that are related to school, such as better attendance and overall academic performance. It may be that seeing their mentor is an incentive to come to school and do well. They have also shown improved self esteem.
- Research also shows that girls seem to benefit more than boys; they may be more receptive to help offered by a mentor.

The disadvantage to school-based mentoring is that the school-day and school year schedule is limited. Also, research shows that the age of the child/youth makes a difference. Younger children (grades 4-6) tend to be more responsive to a mentor; they enjoy the attention. Older youth (grade 7 and up) may be more self conscious and feel that they have been singled out. In fact, some may have been referred to a mentor by the school because they are considered “at risk”. In that case, having a mentor may carry a social stigma.

TIP: Use examples of local programs. As you describe school-based and community-based mentoring programs, give examples from programs in your community to illustrate: “Dixon Elementary matches senior volunteer mentors with second and third grade students. They meet every Wednesday in the school cafeteria to have lunch together and chat about school or whatever is on the child’s mind.”

Community-based Mentoring Programs

There is more leeway with community based mentoring.

- These programs match mentors with children and youth who may then meet at a program facility or somewhere else.
- Usually the program has a minimum number of hours or meetings that are expected to happen.
- Often, matches are expected to meet for a year or more.

The most important thing in mentoring is to develop a bond, build trust and a good relationship, and this requires a time commitment.

- The types of activities that can help develop a bond include just talking, playing games, enjoying a meal, or getting involved in community activities.
- Most importantly, the activities that mentors and kids do together should be child/youth-driven; that is, they reflect the mentored kid's interests.

Research shows:

- Benefits to mentored children and youth at community-based programs include better school attendance, better relationships with parents and peers, and they are less likely to start using drugs.
- Intergenerational mentoring programs have shown benefits to children and youth that include: improved attitude toward school and the future, improved attitude toward older adults, better school attendance, and decreased suspensions.
- Not all kids benefit the same way; the strength of the mentor-child/youth bond and the duration of the match influences if and how much the child will benefit.
- In addition, different kids have different needs; some may start mentoring at a very difficult time in their lives. Research shows that senior mentors who have experienced hardships and overcome them can draw on this life experience to empathize and build a bond with youth who are in difficult situations.

Matching

Tell participants that right from the beginning, through an intake process, mentoring programs work to find the right child-mentor match. The right match is crucial because matches that end on a negative note, or end abruptly, can do more harm to the child or youth than if s/he never had a mentor. This is because the mentored child/youth may see the mentor as yet another unreliable adult.

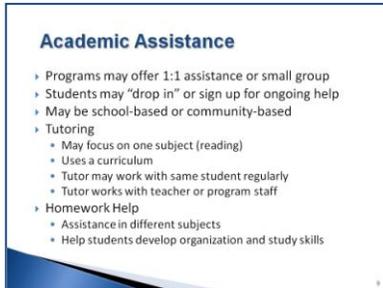
Early on, programs try to identify individual child/youth's needs so they can be matched with a mentor who can help. Some programs do this by determining the level, or intensity, of mentoring that they believe the youth needs so they can be matched with a mentor who can make the commitment. Both mentor and youth should know what to expect from the beginning.

“Let’s continue with our overview and look at the academic assistance services that volunteers provide.”

TIP: Ask “veteran” mentors to share their experiences. If your participants are new to mentoring, consider inviting a volunteer who has been mentoring for a year or more to talk to your group about the experience. Ideally, this would mostly be a positive experience, but participants considering mentoring will want to hear about some of the challenges as well.

Academic Assistance Programs

Show slide 9.



Tell participants that “academic assistance” is a broad term and programs vary a great deal.

A student could:

- Receive one-on-one assistance from the same tutor in one subject over a period of time
- Drop in to the local public library and get help with a couple of homework assignments from a volunteer
- Go online and get help through any number of free sites developed for that purpose
- Call a hot line and talk to a volunteer teacher

The program could:

- Serve all students, on demand, or it might accept only students who are referred by a teacher.
- Be school-based or provided by a community organization such as a public library or Boys and Girls Club.
- The academic assistance might be only one small part of an afterschool program that provides other youth services and activities.

Generally, the academic assistance that volunteers provide is help with homework, or tutoring in one or more subjects.

Tutoring

In general, tutoring programs:

- Involve ongoing, regularly scheduled, one-on-one assistance in one or more specific subjects.
- Ideally, students meet with the same tutor at the same days, time and place.
- Each session is well-planned and structured.
- Tutoring programs use a curriculum and shape the tutoring sessions to meet individual student's needs.
- Volunteer tutors would most likely be trained on the curriculum and in different learning styles before they begin tutoring.
- Volunteers would continue to receive training and support during their service. They might work closely with the student's teacher or the program staff.

Some tutoring programs, especially those that serve younger students, may be less intensive; volunteers might help children learn to read by reading to/with them. Ideally, these programs would still be structured to help children meet specific learning goals. For example, volunteers would be trained to help children develop phonemic awareness, phonics, fluency, vocabulary, and text comprehension; reading materials would be carefully selected; and sessions are ongoing and structured.

TIP: Information on tutor training. Tutors are usually trained for many hours on specific curriculum or subject matter, and teaching techniques aimed at specific age levels. Tutor training is not covered in this curriculum. If you are interested in training volunteers to be tutors, the Corporation for National and Community Service has a wealth of free materials for programs and tutors available online, including the Senior Corps Volunteer Tutoring Toolkit and high quality tutoring resources from LEARNS: <http://www.nationalserviceresources.org/learns/tutoring>.

Homework Help

A homework help program:

- Could be “drop-in”, where students can attend without enrolling, or it might be more structured.
- Students may be referred to the program because they are behind in their assignments, or they may simply want a place to study after school.
- Volunteers might work with students one-on-one or in small groups. They may see the same students regularly and get to know their needs.

An important thing to remember is that volunteers are not expected to be experts in a subject.

- A primary goal of homework help programs is to help students develop good organization and study skills, learn to stay on task and follow through on assignments, and eventually work independently.
- Volunteers might help students break down and prioritize tasks, use a planner to meet due dates, figure out how to find the answers or research a topic (e.g. in the text book or an Internet search), or study for an upcoming test.

TIP: Check for questions in between topics. Although this short lecture is only a general introduction to different types of services, check with participants periodically to see if they have questions. You might also want to ask volunteers serving in these areas to say a little about their experience. If you have provided a handout with a list of stations, you can point out which stations provide homework help services, for example.

Additional Programs

In addition to academic assistance and mentoring, there are related services for children and youth provided by Senior Corps volunteers.

Show slide 10.

Tell participants that two of these services include out-of-school time and preschool programs.



Out-of-School Time Programs

All out-of-school time programs aim to provide children and youth with constructive activities in a safe supervised place. Out-of-school time programs:

- Can take place after school, on the weekends, during the day over school vacation times, and during the summer months.
- Take place at schools, community centers, places of worship, park and recreation centers, libraries, and other community facilities.
- Program participants are school-age children and youth but the program may target a specific age group (e.g. older teenagers).
- Programs might offer one or several types of activities, for example: sports and recreation, arts and crafts, a computer lab and technology-focused activities, homework help, writing workshops, science activities, field trips, camps, performing arts, cooking classes, or community service.

Volunteers who serve at out-of-school-time programs:

- Are likely to spend more time with groups of children/youth than one-on-one.
- Volunteer activities may include: homework help, recreation activities, leading or assisting with arts and crafts, engaging children in games, helping students find resources for school projects, reading aloud to a group of children, or partnering with youth on a community service project.

Preschool

Preschool programs, such as Head Start:

- Serve children ages 3-5
- Help children become ready for kindergarten by helping them with age-appropriate development: for example, pre-literacy skills and language development, math knowledge (e.g. counting), social skills, motor skills, and healthy hygiene practices like hand-washing.

Preschool stations often provide training to volunteers, and volunteers in Head Start classrooms work closely with the teacher.

Volunteer activities typically include:

- Giving children needed one-on-one attention
- Role modeling behavior like politeness and cooperation, paying attention to the teacher, and sharing materials
- Reading to children, reciting poetry and rhymes, helping them build vocabulary
- Encouraging children to express themselves through music and stories
- Encouraging them to use simple tools through arts and crafts
- Helping them learn their numbers, colors, and letters through puzzles and games

TIP: Continue the conversation. Module 7 of this series, *Serving Preschool Children*, is a 2-hour workshop for volunteers serving preschool programs. The workshop covers some basic child development milestones, the purpose of preschool, and how volunteers in the preschool classroom contribute to children's learning and development.

III. Helpful Volunteer Skills

Exercise: Helpful volunteer traits and abilities

The purpose of this activity is to help participants think about the characteristics and skills needed to serve as volunteers in the different activities, and with different age groups. Many participants will also realize that they have unique experiences and special talents they can share with the children and youth they serve.

YOU WILL NEED: Copies of the handout, *Exercise Worksheet: Helpful Volunteer Traits and Abilities*; easel paper and a marker for taking notes during “debrief”.

Show slide 11.

Exercise: Helpful Volunteer Traits and Abilities

Instructions

- › Choose a type of service you are interested in.
- › Get into groups of 3-4 according to your interest.
- › Choose someone to take notes for the group.
- › Take 15 minutes to discuss and answer the questions under that activity type.

What kinds of abilities or characteristics would help a volunteer serving in this area?

11

INSTRUCTIONS

1. Distribute the handout, *Exercise Worksheet: Helpful Volunteer Traits and Abilities*, to each volunteer.
2. Ask participants to get into groups of 3 or 4 according to the type of service area they are interested in: mentoring children, mentoring youth, tutoring and homework help, out-of-school time programs, or preschool. If they are all interested in the same one or two activities (e.g. everyone wants preschool), ask them to break into groups of 3-4 and work on that activity, or ask some participants to take a different activity. Alternatively, you can assign a different service area to each group.
3. Ask each group to identify a recorder to take notes.
4. Ask the small groups to take 15 minutes to discuss and jot down notes to the questions under the service area they chose.
5. After 15 minutes, bring the group back together for discussion.

TIP: Go to the source. Ask an experienced volunteer or a representative from one of your stations to talk to the group about what is expected from a volunteer in that assignment (useful skills and traits) and what the volunteer can expect. For example, a teacher or experienced classroom volunteer might talk about serving in a classroom setting.

DEBRIEF

The worksheet asks participants to identify three things: (1) skills, knowledge, and abilities; (2) personality traits, characteristics; and (3) experience or special talents.

Use this discussion to help participants think about their own talents and skills and how they might be helpful serving children and youth within these different programs. The discussion may also be an opportunity for participants to get to know each other, and for you to dispel myths that come up (e.g. homework help requires expertise in the subject matter; out-of-school-time programs require a lot of physical activity).



For each of the service areas your groups are working on:

1. Ask the small group to share one or two key ideas or words from (1) skills, knowledge abilities; (2) personality traits, characteristics; and (3) experience or special talents.
2. Ask the larger group if they have anything to add, and use the chart to write down the main ideas.
3. Add any important skills or traits that you feel the group missed. If needed, see the “Facilitator’s Notes for Exercise Debrief” (pp. 21-22) for examples.

Once everyone has had a chance to report out, note the skills and traits that were mentioned for more than one service area (e.g. listening skills, role modeling, patience) and those that may be especially important to particular service areas (e.g. for mentors working with adolescents, knowledge of youth issues is helpful).

Point out the unique experiences and special talents that participants bring to their service (e.g. someone may speak a second language; someone else may be a great storyteller or play an instrument; another may have coached children’s soccer). Past experience and current talents can help them bond with the children and youth they serve.

Last, if time allows, ask participants to tell you how they answered the last question, “What are some specific things you would like to learn...” This information can help you see where volunteers have concerns and interests so you can develop future workshops, or pass this information on to stations where volunteers are assigned.

TIP. Customize this exercise. If your volunteers are not serving in all five of these areas, and you do not believe they will anytime soon, ask participants to choose among the relevant service areas only.

IV. Reflection: Getting to Know the Child/Youth

Show slide 12.



The purpose of this activity is to help new volunteers start to think about how they will build a meaningful relationship with a child.

 Distribute the worksheet *Getting to Know the Child/Youth* to each participant. Give participants a few minutes to complete the worksheet.

After 10 minutes, ask participants to: (a) share notes with a partner (volunteers who are already working with children/youth should be paired with new volunteers, if possible); or (b) bring the large group together and ask for their ideas.

(Optional) When you finish this short activity, ask participants to take the worksheet with them to jot down more ideas as they work with children/youth. These notes could be shared at the next meeting.

V. Closing

Show slide 13.



TIP: Substitute the quote on the slide with your own favorite. You may have a favorite quote from a volunteer providing these services, or something a child has told you about a volunteer that moved you, or a note from a grateful parent, teacher, or station manager that has seen volunteers in action. Leave the participants with something that will inspire them.

Remind participants that regardless of the service they provide, children and youth will benefit from their love and attention, and this is the special contribution that senior volunteers make.

 (Optional) Distribute one or more of the following handouts, if you think participants would find them helpful:

1. *Types of Tutoring and Mentoring Services* is a brief general description of the types of services provided for children and youth.
2. *Tips for Working with Teachers* is a list of 10 tips to help volunteers serving in the classroom setting.
3. *Recommended Resources for Tutors and Mentors* is a list of resources that participants can investigate on their own.

TIP: Customize the handouts. You may want to adapt the handout *Types of Tutoring and Mentoring Services* to include your local programs and volunteer opportunities, with contact information, instead of the more generic descriptions listed. You may also want to add your own tips and recommendations to the other two handouts, *Tips for Working with Teachers* and *Recommended Resources for Tutors and Mentors*. Alternatively, you may find information from the sources listed on the *Recommended Resources* handout that you want to print and distribute to participants.

 Last, ask participants to complete a *Training Feedback Survey* to help you improve the next workshop.

Ask participants if there are any more questions or last words before you close. Make any final announcements and thank participants for coming.

FACILITATOR NOTES FOR EXERCISE DEBRIEF

Helpful Volunteer Traits and Abilities

Facilitator: Below are some examples of skills, abilities, characteristics and special talents or experience that would be helpful to volunteers serving in each of the areas listed in the worksheet. However, you and the participants will come up with a more comprehensive list for the community you serve.

Note that many volunteer traits are relevant to all services with children and youth (e.g. patience, a positive attitude). However, the primary focus of mentoring is on the relationship so certain traits (e.g. reliability and commitment) are especially important for mentors. Also, a few examples of “special talents” are listed here, but volunteers will no doubt have many new ones to add.

Mentoring Children (ages 5-11)

Skills, Knowledge, and Abilities: Active listening skills; can offer problem-solving strategies; can recognize individual children’s talents and help child develop them.

Personality Traits/Characteristics: Caring, committed, consistent and reliable, observant, patient, sensitive, positive, supportive, warm and open, sense of humor.

Experience or Special Talents: A fun, inexpensive hobby that is appropriate to share.

Mentoring Youth (ages 12-18)

Skills, Knowledge, and Abilities: Active listening skills; can offer problem-solving strategies; understands and is interested in learning about youth culture and issues; can draw out and help youth strengthen his/her own talents

Personality Traits/Characteristics: Caring, committed, consistent and reliable, self-confident, culturally sensitive, open-minded and non-judgmental, sincere, supportive, sympathetic, and respectful.

Experience or Special Talents: Some research has shown that older adults that have experienced hardship and overcome it, including strained family relations, have credibility with youth who are going through difficult times.

Tutoring and Homework Help

Skills, Knowledge, and Abilities: Able to work with the teacher, organized, focused, task and detail-oriented but able to see “big picture” of a lesson and restate it for student. The tutor/homework helper does not have to be an expert in the subject.

The Tutor (“Now I get it” Spring 2005) recommends: “Model skills such as: organizing and prioritizing the work; using appropriate strategies for different assignments; identifying potential stumbling blocks and how to overcome them; checking the work to make sure the student understands not only what he has done, but how he has done it.”

Personality Traits/Characteristics: Patient, enthusiastic, positive.

Experience or Special Talents: Able to explain something in different ways, able to motivate students.

Out-of-School Time Programs

Skills, Knowledge, and Abilities: Able to see children/youth who are shy or hesitant and make them feel comfortable in a group activity; able to manage disruptive behavior and redirect; some knowledge of youth culture and interests.

Personality Traits/Characteristics: Likes working in groups, outgoing, enthusiastic, flexible, creative, warm and approachable.

Experience or Special Talents: Good mediator (if needed), a fun and inexpensive craft or hobby appropriate to share with the age level served.

Preschool (Ages 3-5)

Skills, Knowledge, and Abilities: Some knowledge of preschool developmental stages, able to engage hesitant or shy children, ability to work closely with teacher/supervisor to address individual child needs.

Personality Traits/Characteristics: Energetic, does not mind a certain level of noise and messiness, sensitive, observant, nurturing, enthusiastic, fun, patient, kind, creative.

Experience or Special Talents: Good storyteller, silly sense of humor.

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