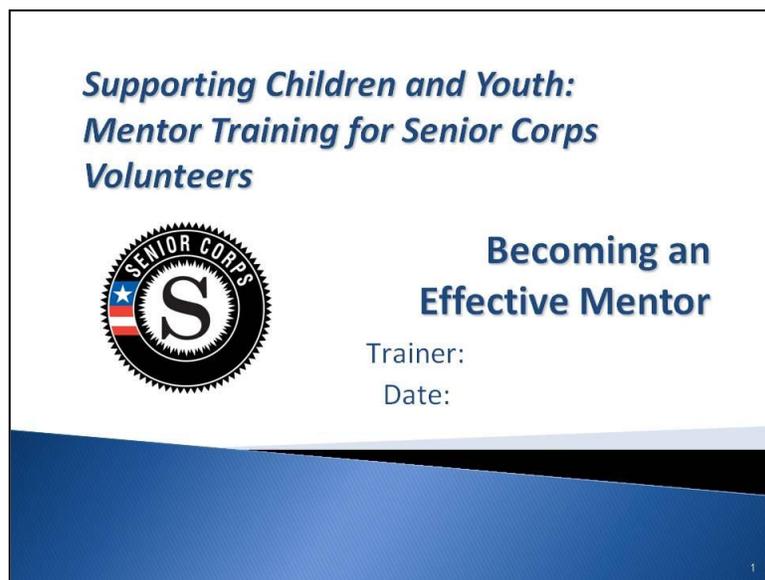


***Supporting Children and Youth:
Mentor Training for Senior Corps Volunteers***

Module 2

Becoming an Effective Mentor



Module 2: Becoming an Effective Mentor

INTRODUCTION

Children and youth need caring and consistent relationships with adults to thrive during childhood and adolescence, and ultimately develop into creative individuals, good citizens and employees who strengthen our businesses, our community, and our society. Caring adults who work with children and youth ensure that they receive this necessary support. This workshop provides an overview of compelling reasons to be a mentor, the mentor's role, characteristics of an effective mentor, and helpful approaches to mentoring.

This workshop includes a brief lecture, a small group exercise, and a short reflection activity. It is recommended that you do a 2-hour workshop to allow more time for group discussion.

Remember that you do not need to present this workshop "as is". Modify the session to fit your participants' needs, and address the age group and environment in which they will be serving. For example, if your participants do not work with children outside the school setting, skip examples where the mentor is with the child/youth in a setting outside the school. If your participants do not work with teens, omit examples that apply to teenagers and highlight those that refer to younger children.

Objectives

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

- The compelling reasons to mentor children and youth
- The role and practices of a effective mentor
- Positive approach to working with children and youth
- The importance of working as part of a team

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 1-5 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. Kids Today
2. 40 Developmental Assets® for Grades K-3 (ages 5-9)*
3. 20 Internal Assets K-3 (larger type version) (optional)
4. Exercise Worksheet: Supporting Assets
5. Reflection: Individual Action Plan: Who is on my team? (optional)
6. Effective Patterns of Interaction (optional)
7. Recommended Resources for Mentors (optional)
8. Training Feedback Survey

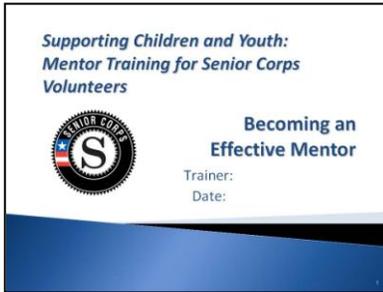
*This handout is a list of developmental assets for ages 5-9 from the Search Institute (www.search-institute.org). The Search Institute has the "40 Developmental Assets" list customized for children and youth of different age groups: 3-5, 5-9, 8-12, and 12-18. Pull the "40 Developmental Assets" sheet most appropriate to the age groups that participants are serving. The lists of assets are also available in different languages: <http://www.search-institute.org/developmental-assets/lists>.

SESSION AGENDA

Activity	Estimated Time	Method	Slide Numbers
I. Welcome	25 min.		1
A. Learning Objectives	5 min.	Lecture	2
B. Warm-up: Kids Today <i>📄 Kids Today</i>	20 min.	Pairs and large group discussion	3
II. Mentoring: Needs and Benefits	20 min.		
A. Needs of Children and Youth	5 min.	Lecture	4
B. Mentoring Benefits and Older Adults	10 min.	Lecture and large group discussion	5
C. Characteristics of Older Adults Working with Children and Youth	5 min.	Lecture	
III. Roles and Practices (Interactions) of an Effective Mentor	60 min.		
A. Roles of a Mentor	10 min.	Large group discussion	6-7
B. Practices and Effective Interactions of a Mentoring Relationship	10 min.	Lecture	8
C. Positive Child/Youth Development: An Asset Approach Visualization: What does a thriving Child/Youth look like? <i>📄 40 Developmental Assets® for Grades K-3rd (ages 5-9)</i> <i>📄 20 Internal Assets K-3 (larger type version) (optional)</i>	15 min.	Lecture/Visualization	9
D. Exercise: Supporting Assets <i>📄 Exercise Worksheet: Supporting Assets</i>	25 min.	Small group exercise and large group debrief	10
IV. Reflection: Part of a Team	10 min		
<i>📄 Reflection: Individual Action Plan: Who is on My Team? (optional)</i>	10 min.	Individual reflection	11
V. Closing <i>📄 Effective Patterns of Interaction (optional)</i> <i>📄 Recommended Resources for Mentors (optional)</i> <i>📄 Training Feedback Survey</i>	5 min.	Lecture	12

FACILITATOR'S NOTES AND INSTRUCTIONS

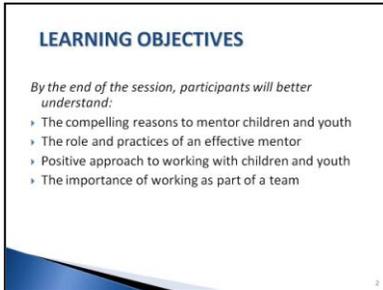
I. Welcome



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

Welcome participants and introduce the workshop: “Children and youth need caring and consistent relationships with adults to thrive during childhood and adolescence and ultimately develop into creative individuals, good citizens and employees who strengthen our businesses, our community, and our society. Caring adults who work with children and youth ensure that they receive this necessary support.”

A. Learning Objectives



Show slide 2.

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

- The compelling reasons to mentor children and youth
- The role and practices of an effective mentor
- Positive approach to working with children and youth
- The importance of working as part of a team.

B. Warm up: Kids Today



Show slide 3.

 Distribute the handout *Kids Today*.

Ask participants to pair up with someone they don't know very well and determine which one will take notes: “You have 2 minutes to brainstorm. Think of how daily life is different for kids today from when you were a child/youth. What has changed? What is good about that change? What is not so good?” Read through the first example on the handout with the group to get them started.

TIP: Modify this “Kids Today” brainstorm. Focus on the ages of the children/youth that your mentors will be working with the most. You may want to revise the example in the handout for the age group you are interested in discussing.



On an easel board, make 4 columns: “Changes”, “Positive Consequences” (or effects), “Negative Consequences”, and “How adults can help.” After a couple of minutes, bring the group together and ask the participants to give you their responses.

CALLOUT: “What has changed?” Take a few of the key changes they give you (3 or 4), and ask: “What is good about that change? What is bad or challenging about that change?”

For each of those key changes, ask the group for some ideas about how adults in their lives can help and add those to the notes.

CALLOUT: “What does that change require of the adults in their lives? How can we help?”

Example

What has changed?	Positive (+)	Negative (-)	How can adults help?
Computers, internet: kids spend a lot of time online.	+ information readily available + social contact with friends/family	- don't go outside and play as much - may limit face to face time - some inappropriate material	Kids know a lot but don't have context. They need supervision and/or assistance in using internet. Make sure they get out and away from screen.

Validate participants’ responses and summarize: “As we can see, there is a lot going on for kids in general. And adults are not always available; families may not live close to relatives for support, and some kids are facing other challenges such as poor schools or high crime neighborhoods...”

Note any major changes that you want participants to keep in mind that have not already been mentioned.

II. Mentoring: Needs and Benefits

A. Needs of Children and Youth

Show slide 4.



Tell participants that:

- An increasing number of children in the US are not learning the skills they need to complete their education and eventually earn a living.
- Some have had limited or no experience in a stable family life.
- This growing group of vulnerable children and youth in cities, suburbia and in rural areas can barely read, are disconnected from school, and prone to risky behaviors such as: dropping out of school, taking drugs, early criminal activity, early sexual activity and undesired pregnancy.

While this is not new behavior, what has changed is the intensity, the scale and the dangerous consequences.

- More kids are doing activities that are more dangerous, more often. For instance, we know sexually transmitted diseases are life threatening.
- More than half of high school youth drink, 20% of high school youth carry a weapon and suicide is the 3rd leading cause of death among teenagers.
- Half of the children and youth will spend time in a single-parent family, where one parent must take on all the household and child-rearing responsibilities.
- Poverty, lack of healthcare, and disengagement from school all has negative effects on millions of children and adolescents.

Young people heavily involved in behaviors that have potentially damaging consequences share many common characteristics.

These include:

- Early acting out
- An absence of nurturing parents
- Evidence of having been a victim of child abuse
- Disengagement from school
- Involvement with negative peer group
- Depression
- Live in disadvantaged neighborhoods.

Not every child in these circumstances fails to thrive, and for many youth and children in difficult situations, attachment to a caring and consistent adult such as a mentor can make the difference. That's where you come in!

TIP: Modify this conversation for your service population. You may want to focus on the population you serve in your community instead of the U.S. population overall. Focus on the age, challenges or situations of the children/youth that your mentors will be working with the most.

B. Mentoring Benefits and Older Adults

"Let's take a moment and consider our own childhood and adolescence."



On easel paper, make two columns: "Needs addressed" and "Benefits achieved." Jot down notes as the participants respond to your "callout" questions.

(If you have already trained this group using Module 1 of this curriculum) **CALLOUT:** "Remember when you thought about an adult who was important in your lives [note date you did Module 1] and recalled how that person was important to you? Thinking about that person, what did you need that that adult was able to give you? What did you get out of that relationship?"

(If you did not do Module 1 of this curriculum) **CALLOUT:** "Think back on one of the positive adults, other than your parents, in your own life when you were a child or adolescent. Considering that person, what did you need that that adult was able to give you? What did you get out of that relationship?"

Example:

Need Addressed (what did you need?)	Benefits Achieved (what did you receive?)
Attention by adult, no one listened to me	Listened to by an adult, cared about me
Didn't know how to...make friends, think about future, etc.	Improved...ability to make friends, imagine and follow a dream or learn a new skill...

CALLOUT: “We considered the benefits of the relationship for you, as the child or youth, but let’s think about the adult. What does an adult get from the relationship? What benefits do you expect to see as a mentor?”

Participants may say things like:

- Social interactions with child/youth, keep up with youth culture
- Sharing skill or experience to help another, help with their future
- Gives me a sense of purpose and satisfaction to help a child/youth

Point out the common themes that participants cited. Note that mentoring is often a mutually beneficial relationship.

Show slide 5.



“Let’s take a look at what the research says are the benefits of mentoring for older mentors.”

The research says that:

- Older adult mentors improve in physical health, cognitive activity and mental health including perceived quality of life and fewer depressive symptoms.
- Sometimes moving from the role of a full-time worker to retirement or reduced work leaves people with a lowered sense of self-worth and purpose. Involvement in youth programs reduces feelings of purposelessness and isolation.
- Older mentors often find improved self-confidence, self-esteem and unexpected enjoyment of activities they do with the children/youth.
- Strong connections are made with other mentors and even relationships with family members are improved.

C. Characteristics of Older Adults Working with Children and Youth

“Let’s talk about why older adults are uniquely qualified to serve children and youth.”

As an older adult mentor, you are in good company and in a good position to “give back.” Older adults have important qualities that link directly to being an effective mentor. Research shows that seniors:

- Have more time to volunteer and devote to new pursuits and building relationship with children/youth that are in difficult situations than do volunteers of younger ages.
- Have commodities such as attention, patience, understanding and consistency which may be in short supply among other adults in the child’s life due to parents working long hours, caring for several young children, deployment, incarceration, or many other reasons.
- Have a lifetime of experience. Older adults’ struggles in life, especially as children or as high-risk youth, can be especially effective in reaching out to kids. Research suggests that effective mentors are those older adults who themselves have; “endured strained family relationships, battled personal problems, and struggled to overcome many major challenges in their lives.” (Freedman, 1988).
- Are in a place in their life where they want to leave their legacy with younger generations; pass on the knowledge they have accumulated.

III. Roles and Practices (Interactions) of an Effective Mentor

A. Roles of a Mentor

Show slide 6.



“We’ve looked at the needs of children and youth, the benefits of working with them, and how older adults come with some particular experiences and traits that make them uniquely effective. Let’s look more closely at the role of a mentor.”

CALLOUT: “Take one minute and think about what thoughts, images or words come to mind when you consider the role of a mentor? What thoughts, images or words come to mind when you think of what a mentor **is not**?” (You may need to give them an example to get them started.)



On your easel paper, create two columns: “Helpful Mentor Roles” and “Problematic Mentor Roles.” Ask a participant to help you capture what the group comes up with for the list.

Example

Helpful Mentor Roles (what a mentor is)	Problematic Mentor Roles (what a mentor is not)
Trusted friend	Trying to be perfect
Listener	ATM machine
Coach – support youth/child, nurturer	Project manager
Caring guide	Needs to push child/youth to change
Wise advisor	Parent
Partner on a journey	Social worker
Role model	Reformer of the child/youth
Safety Enforcer	Disciplinarian
Support - Appreciate child/youth gifts and talents – help them see themselves	Party planner
Conveyor of new opportunities, resources or modes of thinking	Savior
Positive, Advocate	Fixer
Honors commitments	Authority figure or “preacher”
Fun	Too much fun (i.e. not responsible)

Show slide 7.

A Mentor is:

- › A caring guide, a wise advisor, a partner on the journey, a trusted friend
- › A mirror for the child or youth to show who they are and all they can become
- › Someone who can help the youth feel comfortable and appreciate their gifts
- › Able to form a strong connection with their mentee
- › NOT perfect or always knows exactly what to say

Tell participants that whatever the age of the child or youth they are mentoring, the qualities of an effective mentor are the same. The Center for Applied Research Solutions, Inc. (CARS) describes a mentor as:

- A caring guide, a wise advisor, a partner on the journey, a trusted friend.
- Can serve as a mirror for the child or youth and show who they are and all they can become.
- One who can help the youth feel comfortable in their own skin and appreciate their gifts, while at the same time exposing them to new opportunities and modes of thinking.
- Not perfect or always knows exactly what to say, but rather they are able to form a strong connection with the child/youth. This connection can serve as a means for positive change and growth.

TIP: If you have a mentor “job description”, this may be a good time to clarify the role. The job description will depend on the type of mentoring program; stations where mentors will be serving should provide a volunteer job description for them. Is there anything that the participants have questions about? Allow time to be clear about expectations and limitations of the mentor role.

B. Practices and Effective Interactions of a Mentoring Relationship

Show slide 8.

Effective Ways to Interact

- › **Child/youth role.** Relationship should be child/youth-driven.
- › **Trust and Disclosure.** Don't force disclosure. Understand that trust takes time.
- › **Expectations.** Understand that change may be subtle or not occur during time with child/youth.
- › **Support and Advice.** Offer reassurance, availability and nonjudgmental assistance. Help child/youth problem solve on their terms.
- › **Diversity and Family.** Try to understand the child or youth's experiences and culture. Respect child/youth's family while limiting involvement.

“Given the importance of the mentoring relationship, experts have identified effective ways for mentors to work with children and youth to support the relationship.” (Review the main points from each section that are relevant to the type of mentoring program that participants will serve.)

Child/Youth Role

Mentors in satisfying relationships allowed the content, timing and shared activities of the relationships to be youth-driven. So, as an effective mentor:

- You understand the child/youth's role in determining the activities as well as the timing. You see your purpose as supporting the child/youth-driven relationship. You take into account his/her age and make sure the process and planning is as child or youth driven as possible.
- You get that children/youth can be uncommunicative at first but are willing to find out what they are interested in and need. Kids in these relationships feel that their mentor cares about what they want and feel. Remember that many children and youth are hesitant to express their interests at first, but careful listening and observing will clue you in.
- You set boundaries and establish mutually agreed-upon ways to meet. If the program dictates when and where to meet, you can still allow the child to choose the activities as much as possible.

Trust and Disclosure

As an effective mentor:

- You see your purpose as being available to give, understanding that, at least initially, the relationship will be one-directional: the mentor as giver and the child/youth as recipient. You don't force disclosure.
- You understand the child/youth's reluctance to trust given possible previous disappointments by relationships with adults in his/her life. You work on trust by honoring commitments. You show up on time and are engaged. You communicate changes in advance and are willing to meet long enough and often enough to show you are committed.
- Especially if you are mentoring a young child, you are sensitive to the devastating effect it can have if you are not reliable.
- You maintain confidentiality by directing any inquiries from family or friends on "how the child is doing" to program staff.

Expectations

As an effective mentor:

- You have realistic expectations of the relationship. You understand that change happens slowly and you do not expect change to occur after six months or a year. You accept that the changes are often subtle and may not even be evident until after the relationship is over.

Support and Advice

As an effective mentor:

- You offer reassurance and remind the child/youth of your availability and on-going interest in them.
- You help the child/youth plan, set goals and find age-appropriate resources. You take care not to project what you think the goals should be; however, for younger children, you may need to offer suggestions to get them started.
- You respond to requests for help in a nonjudgmental manner. You remain neutral when offering support and practical suggestions or alternatives to assist the child/youth to solve problems on his/her own terms. You help him/her think through consequences of different alternatives. For younger children, this process will involve more direct input (questions and suggestions) from you.

Diversity and Family

As an effective mentor:

- You know it is important to be sensitive to and relate to the child/youth's experience, often by drawing on experiences in your own life.
- If the child/youth's cultural background is different from your own, you respect and try to learn about it. You are careful not to make assumptions.
- You attempt to understand and respect the child/youth's family. If you have contact with the family, you limit involvement by maintaining distance from family disputes, selecting interaction with the family carefully, and you do not allow the family to shape the relationship.

TIP: Help participants talk about cultural differences. “Cultural competence” is a set of behaviors and attitudes that allow someone to work effectively in cross-cultural situations. There may be organizations in your area that can provide guest speakers to help your participants talk about cultural differences and diversity; in fact, some community groups have a mission to educate the public and dispel stereotypes.

C. Positive Child/Youth Development – An Asset Approach

Ask the participants to do a short visualization exercise. Have participants close their eyes and, speaking slowly, pausing along the way, say, “Think about the last child or youth you saw or had contact with; maybe someone on the street, on the bus, at the store, or even your grandchild. Keeping that child’s face in mind, imagine all the *positive* qualities this child might possess. Imagine what their positive actions look like with their families... Consider what a good day looks like at school as they speak with the teacher..., interact with other students..., work on their school work... What kind of qualities would they have?”

Ask the group for a few responses. They may mention qualities such as kindness, courteous, respectful, passionate, speaks up for herself, looks out for his friends, etc.

Tell the participants that their ideas and the previous discussion of effective interactions are all about helping children and youth develop to their maximum potential. This is called “positive youth development.”

- It’s not about trying to fix the child or youth, rather, it’s about looking for ways to support that person to be the best they can be.
- It is an approach to working with children and youth that believes that they are better able to thrive and be their best when they are supported by a variety of people and organizations in the community such as teachers, schools, youth organizations, faith communities and more.

In trying to answer the question, “What do children and young people need to be able to grow up healthy?”, those working with children and youth (The Search Institute (2009)) developed age related lists of developmental assets that children and youth need to grow and thrive, the “building blocks of healthy development”.

 Give participants the handout, *40 Developmental Assets® for Children Grade K-3 (ages 5-9)*. Alternatively, or in addition, you may want to distribute the handout, *20 Internal Assets K-3 (larger type version)*. This handout contains only the internal assets that will be discussed and is in slightly larger type for easier reading.

The focus is on the positive assets or strengths children and youth possess and how to encourage further asset development, rather than a focus on what the child or youth does not have. The research indicates that the more assets a child/youth has, the less likely they are to engage in high-risk behaviors (alcohol, violence), and the more likely they are to grow into caring, confident and responsible adults. The focus is on activities and interactions that nurture the child/youth's assets or strengths rather than on trying to stop risky behavior.

Refer participants to the handout.

- First, note that the Search Institute identified 40 factors or assets considered the most important to development and growth. They are divided into “external” and “internal” assets.
- The 20 internal assets are those that the child/youth develop within themselves with the help of adults and community members.
- The 20 external assets describe the environment or context that the child/youth lives.

“As we have noted, as volunteers working with kids, you have an opportunity to nurture and support internal assets.”

Show slide 9.

Read through one internal asset with the group (e.g. positive identity).



TIP: Developmental Assets for different age groups. The Search Institute (www.search-institute.org) has the 40 Developmental Assets list customized for children and youth of different ages (early childhood (ages 3-5), children grades K-3 (ages 5-9), etc.). You can pull the 40 Developmental Assets sheet most appropriate to the age group(s) that participants are serving.

D. Exercise: Supporting Assets

Show slide 10.

Exercise: Supporting Assets

Instructions:

- ▶ Get into groups of 3-4.
- ▶ Read the internal assets and examples listed on the worksheet.
- ▶ For each asset, discuss with your group:
 - What would a supportive response sound like, one that encourages positive youth development?
 - What would be an example of an unhelpful response, one that misses an opportunity to encourage growth?
- ▶ Have one member of the group jot down your ideas on the worksheet.

The purpose of this activity is to help participants think about how they can support internal assets.

“Now that we have a way to talk about what we are trying to achieve with children – building their internal assets— let’s look at a few examples.”

YOU WILL NEED: Copies of the handout, *Exercise Worksheet: Supporting Assets*, easel paper and a marker for taking notes during “debrief”.

INSTRUCTIONS

1.  Distribute the handout *Exercise Worksheet: Supporting Assets* to each participant.
2. Ask participants to get into groups of 3- 4, depending on the size of your group.
3. Ask each group to identify a recorder to take notes.
4. Ask the small groups to take a minute to read the scenarios. You may want to go over the first example with them.
5. As a group, for each internal asset listed, they should discuss and note: (1) What would a supportive response sound like, one that encourages positive youth development? (2) What would be an example of an unhelpful response, one that misses an opportunity to encourage growth?
6. After 15 minutes, bring the group back together for discussion.

TIP: Customize the exercise. You might want to modify the examples in *Exercise Worksheet: Supporting Assets* to fit the age group and situations your participants most often serve (e.g. in-school only vs. being outside the school setting). You may also want to assign each of the groups to do 1-2 of the examples instead of all four.

**DEBRIEF**

The worksheet asks participants to think of things a mentor would say to a child to encourage positive development in four different areas (excluding the first example), and for comparison, to give an example of a statement that would not be helpful.

For each of the four areas, ask one of the groups for the ideas they came up with:

- What would a supportive response sound like, one that encourages positive youth development?
- What would be an example of an unhelpful response, one that misses an opportunity to encourage growth?
- Ask the larger group if they have different examples of supportive responses.

If needed, examples of responses for each of the scenarios are provided on page 21 of these facilitator notes.

“Now you have a good idea of how you can support positive youth development. Let’s look at the kind of support we can give you.”

TIP: Ideas for additional mentor training exercises. Because of the interest and support for mentoring programs in recent years, there is a wealth of free resources for training mentors available online, including exercises to help them prepare and practice. One example is: “Ongoing Training for Mentors: Twelve Interactive Sessions for U.S. Department of Education Mentoring Programs” (2006) published by The Mentoring Resource Center and the U.S. Department of Education, Office of Safe and Drug-free Schools (http://educationnorthwest.org/webfm_send/699).

IV. Reflection: Part of a Team

Tell the participants to take a moment and consider the following:

- The child/youth tells you they don't have enough to eat at home. What do you do?
- The child/youth talks about feeling blue and has joked about getting some vodka to help. What do you do?
- Your usually happy child/youth has seemed angry and uncooperative lately. What do you do?

Gather responses and support the idea that they would want to get help from a supervisor or other member of the program's team, if applicable.

TIP: Note particularly difficult topics that come up during this and other discussions. You may need to follow up with a specific resource or provide support to a participant. This workshop may also be a good time to remind participants of program policy – such as when to report to a supervisor– and where they can get a copy of the program handbook or written policy. At some point, you may also want to invite a representative from your county Child Protective Services to speak with participants about helping to keep children safe.

Tell participants: “As the saying goes, it takes a village to raise a child. You are not alone but part of a team, and requesting help from program staff is a sign that you care about the child/youth and are finding the best ways to make your relationship successful.”

Show slide 11.



Use this time to talk about program resources you want the participants to know about. You may also want to review program policy on confidentiality.

Encourage participants to take advantage of resources and team opportunities:

- Attend ongoing trainings like this one (make sure they know when the next training is) and participate fully by offering your ideas to peers, and taking advantage of their ideas and experience.
- Participate in check-in phone calls/mentor support groups.
- Honestly report how your match is going during calls, meetings or on any written documents you are asked to submit.
- Ask program staff to make contact with the parents or guardians if needed.
- Continue to educate yourself about the issues that your child/youth faces.

 (Optional) Give participants the handout, *Reflection: Individual Action Plan: Who is on My Team?*

Tell participants: “Even if you already have them, take a moment and put down the names and contact information for your team members. Think about the kind of support you might need and who you can go to when you have questions.”

TIP: Customize the resource and team opportunities listed here. You may want to adapt this section and the *Recommended Resources for Mentors* handout according to your available resources and other information which has already been presented. You might also find information you would like to print out and distribute from the websites in the handout, *Recommended Resources for Mentors*.



V. Closing

Show slide 12.

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 the handouts:

- *Effective Patterns of Interaction* reiterates the earlier lecture points on best ways for mentors and youth to form relationships.
- *Recommended Resources for Mentors* is a list of resources, most of which are available online, that participants can investigate on their own.

 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 attending the presentation.

FACILITATOR NOTES FOR EXERCISE DEBRIEF

Supporting Assets: Sample Responses

There is no single “right” or “wrong” answer in this exercise. The important thing for participants to remember is that their conversations with the children/youth are an opportunity to help develop internal assets by building on the child/youth’s strengths and interests. The exercise gives examples of how a mentor might provide that kind of encouragement.

Internal Assets	Scenario	Asset supporting response examples	Deficit response examples
Positive Values Integrity	A 10-year old child tells you his friends cheated on a test, and he asks your opinion: is cheating on a test is so bad if everyone else is doing it?	“That can be a real temptation. What do you think? It sounds like you showed real honesty and courage by not joining in on that behavior.”	“That’s wrong and you would be bad if you did that. “
Commitment to learning Learning engagement	An 8-year old child complains about school work and not getting attention from her teacher.	“Tell me about one subject or thing you do enjoy at school. What makes that enjoyable? That’s a challenging subject and it sounds like you work hard in it.”	“You need to get on top of your school work or you are going to fail.”
Positive values Caring	A 12-year old states that one of her friends is being continually left out of the group and she wonders if she should do something.	“It sounds like you really care for your friend. She’s lucky to have you. What ideas do you have?”	“Is there something wrong with your friend? Should you be involved with her?”
Social Competencies Cultural competence	You greet a friend while with a 7-year old child. The man has slurred speech and crutches (cerebral palsy). The child tells you he thinks the man is a drunk.	“John is not drunk but I understand how he might seem different to you. He has CP and that causes him to ... People come in all different shapes, sizes, colors and with different challenges.”	“How rude! He’s fine, you’re the one with the problem...”
Positive Identity Positive view of personal future	A 5-year old starts to list all of the things she would like to do in the future – race car driver, deep sea diver, president, etc.	“Wow! You have a lot of different interests. Tell me more about being a deep sea diver.”	“Those are all unlikely professions. Don’t you think you would like to be a teacher or join the army?”

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