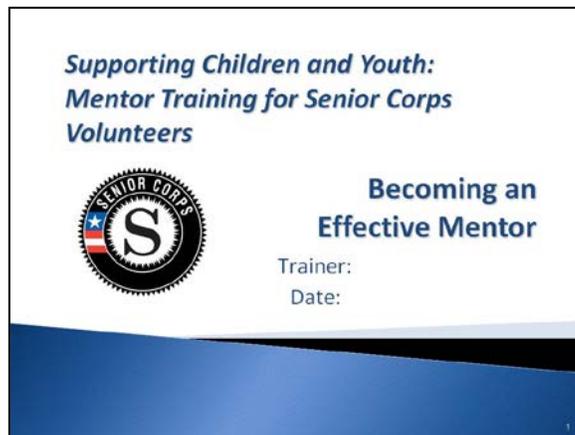


Module 2 Handouts

The following handouts are included in this module:

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



*These handouts are separate PDF documents.

Kids Today

With a partner, take a few minutes to consider the following questions and note your responses.

Changes: What has changed in the lives of today's children and youth compared to when you were a child?	+/- Consequences		Adult support: What do the changes require of the adults in the child's life?
	How are the changes <u>positive</u> ?	How are the changes <u>negative</u> ?	
<i>Children don't play outside and explore as much</i>	<i>+ They do have more indoor activities</i>	<i>- Obesity is a problem - Don't really experience natural environment</i>	<i>Take them to park or local stream/forest to explore</i>

These handouts are included as separate PDF documents:

- 40 Developmental Assets® for Grades K-3 (ages 5-9)
- 20 Internal Assets K-3 (larger type) (optional)

Exercise Worksheet: Supporting Assets

For each of the examples below, talk in your small group about ways you might respond in a way to support the child/youth's internal assets (identified in the first column). For comparison, give examples of responses that might not be as supportive ("deficit response").

Internal Assets	Example	Asset supporting response (What would you say to encourage development of this asset?)	Deficit response (What is NOT the best way to encourage this asset?)
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?	<i>"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."</i>	<i>"That's wrong and you would be bad if you did that."</i>
Commitment to Learning Learning engagement	An 8-year old child complains about school work and not getting attention from her teacher.		
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.		
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.		
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...		

Reflection: Individual Action Plan: Who is on My Team?

To ensure your success, take a minute or two and identify the support you can count on as you work with children/youth.

Project Director or Supervisor Name: _____

Phone: _____ Email: _____

When I hit some rough patches in my relationship with the child/youth, I can contact (name and phone number):

1. _____

2. _____

When I need to brainstorm activity ideas or ways to work with my child/youth, I can contact (name and phone number):

1. _____

2. _____

When I need to report possible problems in my child/youth's life, I will contact (name and phone number):

1. _____

2. _____

Be sure you understand program policy on confidentiality and when you should report any possible issues and to whom. You may have already received the policy in writing during an orientation.

Effective Patterns of Interaction

In a study conducted by Public/Private Ventures¹ of four mentoring programs, they found that while the particular activities of the youth and adult were not a key to satisfaction, the approach or *patterns of interaction* taken by the mentor was key. Below are effective and ineffective patterns of interaction.

Effective	Ineffective
Youth's Role	
<p>The mentor understood the need for a youth-driven relationship. She understood the youth's role in choosing the activities they did as well as the timing.</p> <p>The youth didn't talk much at first, but while waiting for the youth to express her interests, the mentor learned through trial and error about the youth's interest. Once she identified the youth's interest, she took them seriously.</p>	<p>The mentor was unlikely to follow the youth's suggestions or give the youth a voice in choosing the types of activities they did or the areas where the mentor could help.</p> <p>The mentor did not accept or follow the youth's interests. She thought the youth had few preferences or just did not talk much.</p>
Trust and Disclosure	
<p>The mentor viewed his purpose in the program as being available to give, understanding that, at least initially, the relationship would be one-way: the mentor as giver and the youth as recipient.</p> <p>The mentor did not force disclosure. The mentor understood the youth's reluctance to trust and was sensitive to the fact that youth may have been previously disappointed by relationships with adults in his life.</p>	<p>The mentor tried to force the youth to disclose before trust had developed. He made the big mistake of beginning the relationship with the activity the youth found most emotionally challenging, that is, by asking the youth to talk about difficult subjects (poor school performance, dysfunctional family behaviors, etc.)</p>

¹ Styles, M. & Morrow, K. Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs. (P/PV 1992)

Effective	Ineffective
Expectations of relationship	
<p>The mentor expectations of the relationship were realistic. She did not expect great change but appreciated the little things and the time together.</p>	<p>The mentor was disappointed the youth did not show great gains nor has she undergone a transformation. She is also sad that the youth has not shown how much she values the mentor.</p>
Support and Advice	
<p>The mentor offered reassurance and reminded the youth of his availability and on-going interest in the youth.</p> <p>The mentor responded to requests for help in a nonjudgmental manner.</p> <p>The mentor remained neutral and offered support and practical suggestions or alternatives to assist as the youth solved problems on his own terms.</p>	<p>The mentor judged and criticized the youth, often asking, "Why did you do that?"</p> <p>The mentor preached to the youth.</p>
Diversity and Family	
<p>The mentor attempted to be sensitive to and relate to the youth's experience, often by drawing on experiences in her own life.</p> <p>The mentor attempted to understand and respect the youth's family.</p> <p>The mentor limited her involvement with the youth's family by maintaining distance from family disputes, selecting interaction with youth's family carefully, and not allowing the family to shape the relationship.</p>	<p>The mentor did not understand or was unable to accept the youth's family, social class or culture.</p> <p>The mentor was overly involved with the youth's family, trying to meet their needs or "fix" them.</p>

Recommended Resources for Mentors

This is just a sample of some of the many free resources available to mentors. Your supervisor may have additional recommendations.

The National Mentoring Center at Education Northwest provides resources for almost any mentoring topic, including a variety of specific resources for cultural topics: <http://educationnorthwest.org/nmc>. For example, The National Mentoring Center offers *Talking it Through: Communication Skills for Mentors*, a self-paced training designed for mentors who are working with adolescents. A series of videos, using real life examples, show mentors and children/youth talking through difficult issues: (<http://talkingitthrough.educationnorthwest.org/>).

The National Mentoring Partnership (MENTOR) has an online course, “Learn to Mentor”, for first-time mentors that includes an orientation on mentoring, a chapter on the mentoring cycle, a downloadable toolkit, and quizzes to test your knowledge: <http://apps.mentoring.org/training/TMT/index.adp>

The Search Institute’s 40 Developmental Assets describe qualities and positive experiences for children and youth, by age group, including suggested activities that adults can do to help build them: <http://www.search-institute.org/developmental-assets>.

The Intergenerational Initiative (<http://www.iii.siuc.edu/index.html>) works to bring older and younger generations together to address issues. On their website, they offer helpful articles on improving intergenerational communication, such as “Process of Getting Acquainted” at <http://www.iii.siuc.edu/Communication/intergencommunication.html>.

YouthFriends® Volunteer Reading Guide (2006), from the Junior League of Kansas City, Missouri, The Comcast Foundation and the Kansas Health Foundation, Wichita, Kansas, discusses reading and literacy activities for mentors and the children and youth they mentor. The guide talks about strategies for working with kids in grades K-3, grades 4-7 and up: <http://www.youthfriends.org/documents/ReadingGuide2006.pdf>

Training Feedback Survey

Please help us improve our training sessions by providing feedback on the training you attended. Thank you!

Training/Session Name: _____ Date: _____

Lead Facilitator: _____

Program you serve with: Foster Grandparent RSVP Other: _____

Please rate this session using the following scale:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
1. The subject matter was presented effectively.					
2. The facilitator was knowledgeable.					
3. The facilitator responded to questions.					
4. There were enough opportunities for discussion.					
5. The written materials are useful.					
6. The session met my expectations.					
7. As a result of this training, I gained new knowledge applicable to my volunteer assignment.					
8. I plan to apply what I learned at this session.					

9. What did you like best about this session?

10. What would have improved this session?

Thank You! Your feedback will help us to improve our training!