

Mentoring Program Facilitator's Guide, Mentor Training Manual and Activity Manual



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Table of Contents

Acknowledgements	3
Introduction & Preliminary Findings	5
Part One: Facilitator’s Guide.....	13
Program Structure	14
Retention/Engagement	15
Mentoring Program Start-Up Plan	17
Matching Mentors and Mentees.....	19
Mentor Debriefing Form	22
Part 2: Mentor Training Manual.....	24
Introduction	25
Chapter One: What is a Mentor?.....	26
Chapter Two: Building Relationships.....	38
Chapter Three: Effective Communication, Confidentiality & Boundaries.....	44
Chapter Four: Anger, Stress & Development	54
Chapter Five: Ongoing Training	73
Mentor Training Handouts	80
References	96
Part 3: Activity Manual	97
Icebreaker & Teambuilding Activities.....	97
Goal-Oriented Activities	113
Health & Wellness Activities.....	119
Mental Health.....	120
Nutrition	125
Fitness	128
Hygiene	134
Identity	135
Citizenship & Leadership.....	143
Holiday-Themed.....	146
Discussion Topics	151
Appendices	152
Trauma.....	60-69, 76, 94

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Finally, this report is dedicated to the young mentees and mentors of Saving Lives, Inspiring Youth. We hope the project report expresses the commitment and love you have shown to each other and advances the social justice you seek and deserve.

Introduction

Introduction to *Saving Lives, Inspiring Youth* Practitioner Manual

Purpose

Welcome

Welcome to this manual describing best practices developed for carrying out cross-age mentoring with youth of color in high-poverty, high-crime communities. This manual, grounded in *Saving Lives, Inspiring Youth* (savinglivesinspiringyouth.weebly.com)¹ is intended as a guide for practitioners seeking to implement peer mentoring in community and school-based programs.

Saving Lives, Inspiring Youth is designed for use in highly stressed community environments, to provide maximal support by generating an enduring positive social network between children and their older peers. It is cost-effective because it supports two youth (mentor and mentee) at the same time.

The program and manual draw from a participatory approach (McCrea, 2014; Love, Morency, Miller, Onyeka, & Richards, 2018; Ozer, 2017). In other words, historically our focus on cross-age mentoring derived from consistent feedback from youth in Bronzeville and Woodlawn indicating that being mentors was the most satisfying activity they carried out in their after school programs, paired with the need for youth to experience more one-to-one adult and positive peer interactions (Bulanda & McCrea, 2012; Thomas, Carey, Pruit, Romero, Richards, Velsor-Friedrich, 2012). The participatory focus meant that *Saving Lives, Inspiring Youth* relied heavily on youth participation and youth co-researchers to develop service principles and goals, and to evaluate the program. Throughout implementation, the priorities of young people participating in the program influenced the topics and the order of topics that are covered. A community crisis or participant distress required immediate response, therefore the planned agenda would be set aside to provide adequate psychosocial supports in the group context, and sometimes, as is described below, with additional individualized supports.

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Our History

Cross age peer mentoring refers to older youth serving as mentors for younger mentees. It has many advantages by comparison with adult-to-youth mentoring. Older adolescents tend to be more available than adults and college students due to fewer responsibilities (Grossman, Chan, Schwartz, & Rhodes, 2012), and may have special influence on middle school children due to enhanced interest in peers, especially peers who are somewhat older (Karcher, 2005). Cross-age mentoring has special promise because it builds a positive social network in youths' home community, to compete with the negative social networks youth might encounter (Karcher, 2007; Papachristos, Wildeman, and Roberto 2015). Moreover, youth in high violence, high poverty communities enjoy cross-age mentoring, reporting that they find mentoring younger peers to be highly rewarding and that it enables them to develop patience, empathy, improved communication skills, and conflict resolution skills that prevent aggressive responses to interpersonal conflict (Bulanda & McCrea, 2013).

Due to the promise of cross-age peer mentoring, PI Dr. Maryse Richards and Co-PI Dr. Katherine Tyson McCrea were awarded a large grant from the Department of Justice in 2014. Between 2014-2018, the program was implemented in four of the highest poverty and violence neighborhoods in Chicago.

Program Overview

Cross-age mentoring offers promise because it builds a positive social network in youths' home community to compete with the negative social networks they frequently encounter. The weekly program consisted of mentors and mentees meeting in the context of an afterschool program at local elementary and middle schools and community centers. Mentors and mentees typically met in individual pairs, and pairs participated together in larger group activities. However, some sites implemented a "family" style-mentoring model in order to ensure stability of programming and care if mentors and mentees could not attend, and to facilitate effective group activity. These

“families” were usually composed of multiple pairs of mentors and mentees. The peer mentoring occurred during a one-hour session each week and was followed by a one-hour process/debriefing group with mentors only. These sessions continued for up to one year. During the mentoring sessions, mentors and mentees participated in activities planned by university staff with assistance from the mentors. The university staff supervised the sessions and consisted of multidisciplinary teams of undergraduate and graduate students (primarily in social work and clinical psychology). Teams of 3-5 staff members led programming at each site, and social work interns were available as needed for more intensive therapeutic concerns. The staff to youth ratio ranged from 1:4 to 1:12, depending on site characteristics and attendance. Program effectiveness was assessed through a mixture of quantitative and qualitative data (see publications which will be available on our program lab websites, savinglivesinspiringyouth.weebly.com and www.riskandresiliencelab.weebly.com).

Key Best Practices to Optimize Participation

Selecting mentoring sites

Schools, after-school programs, and community centers served as the main locations for mentoring to occur. SLIY staff worked with these organizations to address the feasibility of using a consistent space at their site for at least two hours per week over one year.

Optimally, sites included after school programming, food and transportation home for mentees who were not independent enough to travel on their own. SLIY provided van transportation for mentors who feared crossing gang lines. If food was not available onsite, staff provided snacks, which were essential given the hunger of the children and youth.

Recruiting and training youth mentors

Community collaborators were very helpful for the recruitment of youth mentors. A staff member from each location (e.g., school, church, after school program) identified youth that they believed would be willing and able to participate in the mentoring program over the course of one year. Those youth then attended 1-2 mentoring training sessions (up to 6 hours of training) to assess their ability to commit to the program and validate their interest. Mentors were unable to begin meeting with mentees until they completed these training sessions and had parents sign permission forms.

Mentors and mentees from the same community and cultural sub-group

Mentors and mentees were matched with others from their own community, and from the same ethnic background (e.g., African American or Latinx). This meant that the youth often experienced similar stressors and could relate to one another on a deeper level.

Economic empowerment via payment for mentors

Consistent incentives for participation included an hourly minimum wage for mentors attending mentoring sessions weekly, as well as transportation costs. In this way, mentoring became a job for these youth that they could also put on their resumes. While money was not the primary motivation for participation, mentors often added that this component empowered them to take part and made it fiscally possible for them.

Rewards for participation

Supplemental resources are essential in high-poverty communities. Food, school, and hygiene supplies and clothing was provided as much as possible. It is important, though, that youth feel dignified in accepting these supplies. Distributing the supplies through a compulsory manner, in which all youth receive them as “goodie-bags” helps ensure nobody feels humiliation by accepting them.

During mentoring sessions, mentees and mentors had the chance to earn “Mentor of the month” or “Mentee of the month” prizes to incentivize good behavior and engagement with others. Program staff voted for mentors and mentees at the beginning of each month. Small incentives were provided, such as candy, markers and memo pads.

Staff

Instructors’ racial identities and promoting representation and group solidarity

SLIY instructors were staffed at sites where they shared racial identities with the mentors and mentees. A positive relationship with an adult staff member with a shared racial background was important. Staff were supported in developing cultural humility, so they could become sensitized to the specific cultural priorities and strengths of the young people and be aware of negative stereotypes. Systemic racism, xenophobia and sexism were regularly discussed in staff meetings as it pertained to the program youth.

Every mentor and mentee has a “primary” staff person with whom to connect

Youth persistently have said to us that the most valuable aspect of programming for them is feeling cared for and caring for others (Bulanda & Tyson McCrea, 2013). That primary person makes sure to always greet the young person, ask how s/he is doing, follow up with support if there are problems, and contact the young person if s/he misses a session.

Trauma-based clinical support for staff

Because trauma is so prevalent in high-poverty, high-crime communities of color, it is optimal for staff to take coursework in the fundamentals of individual psychosocial assessment and counseling, group work, child and adolescent development, and trauma-informed care. For example, a trauma-informed perspective makes it possible to understand why some youth would react with seeming indifference to a shooting that day, while others were distraught. Keeping the client-staff ratio to no more than 5-6 youth to every 1 staff member is optimal for ensuring responsiveness to youths’ pressing concerns and individual needs.

Clinical seminars focused on these elements so that instructors could use a curriculum and ongoing supportive group discussions (led by Professor Tyson McCrea) to handle the significant challenges they faced in the field. Clinical seminars were held about twice monthly throughout the program, with mandatory trainings for any staff who joined the program midstream. This included psychosocial assessment, trauma and trauma-focused counseling, crisis intervention, and promoting engagement of youth in programming. Additionally, the seminars focused on addressing those mentors and mentees who were having the most trouble carrying out their roles effectively or who indicated signs of severe distress, such as in-program aggression, suicidal ideation, homelessness and hunger, school drop-out, and being victims of child abuse or potential trafficking.

Family style mentoring

Family-style mentoring proved to be an effective structure for the program. By permitting mentors and mentees to meet each week in groups rather than strict one-to-one pairs, mentees without their mentor present that day were still able to receive mentor support, and mentors were able to practice their mentoring skills when their mentee was unable to attend.

No youth ever rejected from program

Those that struggled to attend or connect with their mentor or mentee received check-ins from program staff to assess barriers to participation. Staff worked with youth to problem solve when other obligations got in the way of attendance. Youth that were experiencing stressors received counseling, or referrals for other types of support. Youth that struggled to connect with other youth received assistance with conflict resolution skill development, alterations of their mentoring match/family, or extra mentor training support. Those youth with significant difficulties in relating to other youth were allowed to take on other roles that did not include contact with mentees.

As many participants presented with mental health needs, some severe, two social work interns, supervised by the co-PI or an LCSW-certified supervisor, provided crisis intervention counseling and trauma-focused counseling and support. In group and one-to-one services, staff assisted youth with finding alternative high schools, applying for jobs, colleges, and scholarships. Mentors and mentees also needed help identifying inpatient and outpatient mental health care (when available).

Field trips

Field trips played an important role in strengthening the bonds between staff, mentors and mentees. They allowed fun with each other and with staff in a different context, which created a positive, memorable experience. Field trips included the following:

- Louder Than a Bomb spoken word poetry competition finals
- Athletic events (e.g., White Sox games, Chicago Sky games)
- Community events (e.g., Bronzeville Trolley Tour)
- Tours of Loyola University Chicago, University of Illinois at Chicago, and Arrupe College for mentors aspiring to go to college

Youth co-create programming

Flexible curriculum to respond to youths' pressing needs

Youth's opinions were highly valued each week, and we often took polls of what they most wanted to participate in during sessions. Focus groups and debriefing sessions were essential for learning youth preferences. The youth told us that this gave them a voice.

Addressing political and racial identity issues

Discussions addressed political and racial concerns. Guest speakers were invited to the mentoring sites to support these discussions. For example, legal experts gave Know Your Rights talks, and how to navigate interactions with police.

Youth are involved as co-leaders, co-researchers, and co-presenters

In an effort to engage youth in the community-based participatory action research (PAR) process, we provided numerous opportunities for collaboration, especially co-authoring presentations, papers, etc. to help disseminate findings from the program.

Youth were trained to be co-researchers as part of the mentor training and program evaluation processes. Other youth co-researcher roles were to help with research tasks, co-edit the newsletter, co-lead focus groups, assist with website design, co-author papers, and co-present posters at conferences. Youth enjoyed these leadership roles and their feedback has been and continues to be invaluable.

Website: Youth co-create public image

A website was co-created with mentors to put forth the work and perspectives of the youth involved in SLIY mentoring. Youth products created and available on the website include:

- Power points and Prezis about stages of child development
- Poems, brief personal statements, and illustrations
- Pictures documenting the field trips and ongoing mentoring sessions
- Photo-documentary submissions about what it means to be a mentor/mentee

The website also includes resources for housing, voting, college, and finances. Youth expressed that this website empowered them to share their voices and opinions and they felt their submissions can positively impact their community and peers.

Newsletter youth co-edited

Newsletters served as a way to promote the presence of the SLIY program and share updates from each mentoring site with the community. Newsletters were distributed to youth, parents, and community members at each site, allowing youth to contribute to the product design and express themselves.

Sustainability

Community partners

Relationships with community collaborators have proven extremely valuable to implementation. These partners were essential to problem solving issues with the location and with encouraging youth participation. Community collaborators assisted with training the mentors, planning activities, training the mentors and providing information related to the youths' needs and priorities. They were paid an hourly wage. Given that university staff implementing this mentoring program may not have experiences similar to those of, and did not always share identities with, mentors and mentees, it was crucial to incorporate the perspectives of the community-based adults working closest to them.

In order to maintain our relationships and extend program benefits to youth from the program, we employed a number of sustainability mentoring sites. We utilized existing connections with mentoring locations and fostered new relationships to support mentoring programming after the year of implementation ended in each community. Supported by SLIY staff, the community collaborators utilized this manual to train the youth on how to be an effective mentor.

Community collaborators were also trained by graduate students to develop and maintain mentor and mentee activities, mentor debriefings, and to support youth endeavors.

Building new resources

Small grant applications helped to fund payment for mentors and mentoring staff throughout these programs. We utilized programs such as After School Matters and a grant from Chicago Community Trust to continue engagement of mentors and mentees in mentoring-related programming. It is important to seek out funding for continued support of new mentoring staff so as to empower them to lead their own programs.

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Part One: Facilitator's Guide

People all over
Joining
Together



Program Structure

First Hour -Meeting between mentor and mentee during which they build a relationship

Each mentoring session is around 1 hour, but the lesson plan is generally 50 minutes to account for transitions and giving directions

Check in-15 minutes: Have mentors check in individually with mentees (see manual for activities such as Hi, Low, Ha) and share with larger group.

Main Activity-30minutes: Have youth participate in an activity (see manual) within mentor-mentee pairs/families

Check out-5 minutes: Announcements such as informing group about upcoming session schedule and praise appropriate behaviors during session. Award a *monthly* mentor & mentee of the month (for good attendance and engagement in the programming). Do a closing ritual such as asking youth to describe one good thing about the session.

Second Hour-Process/debriefing group for just mentors (see Debriefing form)

Please structure your sessions so every mentor responds to the question being asked (e.g. have a talking piece such as a ball or stuffed animal that signals who should be talking). Be flexible to change meeting structure depending on what topics are brought up. Model a peace circle such that for each topic go around in a circle with each person taking a turn before moving on. Encourage other mentors in the circle to give advice to their peers before you provide advice.

- 1) Check in about the highs and lows of the mentor's week.
- 2) Check in about the mentor-mentee session (possibly do one thing that went well & one thing to improve with their mentees). Have mentors fill out form (see below)
- 3) Check in/Re-visit goals regarding the mentoring relationship both long term and short term and make new ones as needed
- 4) Provide our feedback from what we observed that day including praising them for what they did well and saying what we would like to see them work on with their mentees

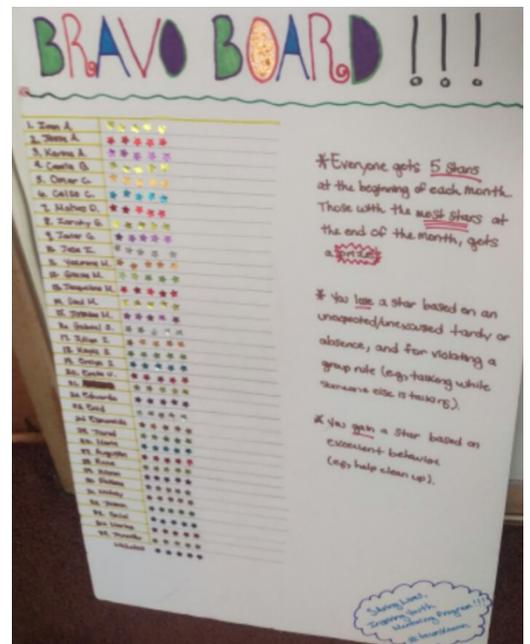
Refer to Training manual and bring in training as needed.

Sometimes the above only takes about 30mins so for the remainder of the time have a topic ready for a discussion (meet with mentors and have them generate topics of interest) and have a mentor co-leading the discussion. Possibly bring up topics for youth to debate. Also you may open it up to mentors if they have something they really want to talk about (e.g., a dilemma in their life). You can also take this time for mentors to plan an activity for the mentees for the main session or bring in a guest speaker that would be beneficial for the mentors (e.g., college 101)

Retention/Engagement

The following are examples of how to structure the program to help encourage attendance and participation for mentors and mentees

1. Assign each youth a “primary contact” staff member who is responsible for checking in with them and ensuring they are engaged in the program
2. Each session the “primary contact” checks in with the young person briefly about how s/he is doing, and calls if the mentor or mentee is not there
3. The program always has caring for selves, caring for peers, and caring for mentees as part of the theme and it is stated over and over again.
4. Ensure the schedule and plan for the program is designed with youth input.
5. Plan activities each week that are “not like school” and that help youth get to know each other and relax: circle dancing, relaxation and aerobic exercises, games, etc.
6. Plan activities that build peer group loyalty, such as a support group with talking piece on a regular basis.
7. The rules for the program are designed with youth input (including discussions about the behaviors that can cause someone to be removed from the program, which should be extremely rare). All youth are told repeatedly “we will stick with you if you are struggling with problems, we are here to help.”
8. Youth are only terminated from the program if they engage in serious violence and do not respond to the preventative plan, or for repeated non-attendance.
9. Every week a mentor is chosen to co-lead the debriefing sessions. There is training/explanation about how to be a leader and how to co-lead.
10. There is a reward structure and prizes for positive behavior such as good attendance, helpfulness to peers, good conflict resolution, setting a positive example for mentees, etc.
 - a. -For instance, construct a “Bravo Board” (see picture below) where:
 - i. -Everyone gets 5 stars at the start of the month. Those with the most stars at the end of the month get a prize



- ii. -Youth lose a star for an unexcused absence or for violating a group rule
- iii. -Youth gain a star based on excellent behavior and participation

11. Have youth vote on mentor and mentee “MVP” of the month
12. Provide youth program notebooks that are theirs to keep, filled with paper, with pencil cases, pens, etc. Their notebook has the program name on the cover. Inside the youth keep:
 - a. The schedule of programs for the entire program, including the end graduation/certification celebration
 - b. Their goals and how program will help them achieve them;
 - i. Includes resources (e.g. scholarship information for mentors)
 - c. Contact information for the youth’s primary staff contact
 - d. Documents/Activities the youth completes during program (homework, creative work, etc.)
13. Program T-shirts for every participant
14. There are the same instructors throughout the program, without turnover. If instructors are absent, it is only for a session at a time, they let youth know, and when they return they talk with the young people about it. The key is that because the youth experience so much loss and betrayal, they need to feel it is safe to become attached to the instructors.
15. When the program is ending there is a plan for a final celebration that the mentors look forward to for months. Every mentor gets to contribute according to her/his strengths – poems, pictures, films, etc. Parents and friends are welcome to come. Certificates are awarded and it is a major celebration.

Mentoring Program Start-Up Plan

Each mentoring session is 1 hour, but the lesson plan is generally 45 minutes to account for transitions and giving directions

The activities for the first five weeks are aimed to have youth understand the mentoring program and expectations. Activities are also intended to promote connection between mentors and mentees.

Week	Activities	Description
1	Introduction to mentoring (5 minutes) Inside-outside circle activity (15 minutes) Anyway the wind blows activity (15 minutes) Mentee match form (10 minutes)	<p>This mentoring session will be focused on getting the mentors and mentees acclimated with each other and the other staff. Mentoring staff will introduce themselves and talk about the mentoring program. Mentees will have the opportunity to ask questions about the program.</p> <p>We will do two activities aimed to get mentors and mentees talking with each other. The inside-outside circle activity requires mentors to form an inner circle and mentees form an outer circle around them, forming partners. A staff member will ask a question and each pair answers the question. For each new question the outer circle will move one person to the right and introduce themselves. This activity is aimed at having all the mentors and mentees interact with one another and get to know each other.</p> <p>For the second activity, chairs will be arranged in one circle (minus one). One person goes into the middle, introduces themselves, and says a statement about something they like or have done. If someone else in the circle agrees with the statement, they must switch places in the circle. The last person in the middle starts the next round.</p> <p>Lastly, we have a form for mentors and mentees to fill out so we can finalize mentor-mentee matches.</p>
2	Matching (15 minutes) Expectations for mentoring (15 minutes) SMART Goal setting activity (15 minutes)	<p>Match mentors and mentees. Possibly by doing an activity where mentors and mentees are given puzzle pieces. Mentors and mentees with puzzle pieces that fit are mentor-mentee pairs/families. Have youth do a human scavenger hunt to find their pairing.</p> <p>Mentors and mentees will then work in pairs to write down some rules and guidelines they think will be important to follow during the mentoring program. Then we will come to a big group and write expectations on a poster board (mentoring staff will provide).</p>

		We will then have a SMART goal activity where mentors and mentees will work in pairs to develop a few goals and things they want to get from the program (worksheet). Lastly, we have a form for mentors and mentees to fill out so we can finalize mentor-mentee matches.
3	Ice breaker activity (10 minutes) Get to know your mentor activity (15 minutes) Large group share (15 minutes)	Ice breaker activity will consist of a quick check in. Everyone goes around the circle saying how they are feeling currently using one word. Mentors will pair with mentees and they will ask each other questions (list will be provided). After, mentors/mentees will find 5 similarities and share three with the large group.
4	Ice Breaker activity (10 minutes) I Am poems (15 minutes) Large group share (15 minutes)	Ice breaker activity will consist of a check in. Everyone goes around the circle answering the question, "What did you want to be when you grew up?" Mentors and mentees will work together to make I am poems (worksheet). If comfortable, mentors and mentees will have the opportunity to present their poem for the large group.

Matching Mentors and Mentees

Matching mentors and mentees is based on a combination of the staff's judgement and both mentors and mentees completing the match survey that can be copied for use, found on the following page. Do not ask for mentors input in this process as it could lead to disappointed feelings if all requested matches are not able to be assigned. Matches should be same gender and at least 3 years apart.

Match Survey

Name _____

Please complete the following:

1. My favorite subject in school is _____
2. Are you involved in any clubs, sport teams, or organizations? If so, what are they?

3. In my free time, I like to _____

4. My favorite food is _____
5. What type of music/artists do you like to listen to _____
6. My favorite sport/sport team is _____
7. What is your favorite color _____
8. If you could meet any famous person, living or dead, who would it be? _____

9. What is your favorite TV show/movie? _____
10. What career would you like to have? _____
11. Share a fun fact about yourself _____

Puzzle Matching Activity

Objective: A way to reveal mentor/mentee matches and foster development of mentor/mentee relationships.

Supplies needed: Colored paper, Scissors, Markers

1. Take a piece of colored paper and cut it into two puzzle pieces.
2. Write the mentor's name on one half and the mentees name on the other. (see picture below without names).
3. Separate the mentors and mentees on each side of the room (mentors on one side and mentees on the other).
4. Give each youth the puzzle piece with their name on it.
5. Once everyone has their puzzle piece with the name, have the youth go find the person that their puzzle piece fits with, and that is their mentor/mentee pair revealed.
6. Optional: After the youth reveal their matches, you can have the pairs decorate their puzzle pieces with their mentor/mentee as an initial bonding activity to get to know each other more. This also provides each mentor and mentee something to take with them to remind them of their respective mentor/mentee and the program.



4. Do you think you need to change your goals in any way?

5. Were there any changes in your mentee's important relationships (their friends, family, etc)?

6. Is there anything else happening with your mentee that you want help with?

7. Thinking about what you are doing with your mentee:

What kind of feedback did you give your mentee today (please check any that apply):

_____ Empathy for problems ("I'm so sorry you're feeling so sad, that sounds hard.")

_____ Support for positive accomplishments with you ("Wow you let me know what you want help with, that's terrific!")

_____ Support for positive accomplishments outside your relationship (example, "Wow congratulations on your good grade at school! High five!")

_____ Advice about handling a problem

_____ Attempts to learn from negative behavior and to change it to positive behavior ("you were angry and then you started cursing and ran away let's help you handle anger differently")

_____ Understanding about self ("sounds like when you get sad you withdraw from people I wonder why?")

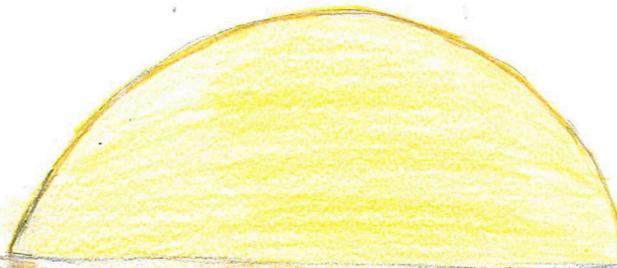
_____ Connecting with resources ("I found a cool park you might like to visit")

_____ Something else? Please state what it was:

Part 2: Mentor Training Manual

Note: This manual was developed via an ongoing collaboration with Ceasefire Englewood and incorporates material used to train staff in their programs

mentor's rising together



Introduction

Coincides with Handout 1

The goal of the program Saving Lives, Inspiring Youth (SLIY) is for peer mentors (SLIYs) to empower both themselves and younger peers (Young SLIYs), helping them to overcome adversity. SLIYs are chosen because they are able to talk about their lives well and be a positive example to others. We hope to use your power as an older brother or sister in the community to inspire other youth in your community.

Each SLIY will be paired up with one to two youth between the ages of 8-13 and asked to encourage the Young SLIY's involvement in the program's activities and empower them to take responsible action in their own lives. In working together to change young lives within the community, participants will have the power to generate their own ideas and methods for tackling the issues that matter to them. We will be a team to empower our youth and implement a change.

Your role:

In order to help create this change we are asking you to provide a positive example for the younger kids in the program by being a mentor.

Goals of training:

Gain an understanding of what it means to be a mentor.

Learn how to build a relationship with your mentee.

Develop effective listening and communication skills.

Learn how to manage crisis and conflict.

Chapter One: What Is A Mentor?

**Introduce staff and exchange contact information
(phone, name, and e-mail)**

Ice-Breaker/Warm up

What Is a Mentor?

Coincides with Handout 2

*****Discuss*****

Take a minute and come up with expectations of what a mentor should be.

A **mentor** is someone who takes time to listen to and care for others. Typically, a mentor is able to help because he or she is willing to share his or her unique life experiences and knowledge. Many successful people have had a mentor to help them reach goals in areas like education, employment, recreation, and family life. Without this extra help, their goals could have been more difficult to reach. A person who benefits from having a mentor is known as a **mentee**.

Eight Important Features Of Successful Mentors

(from Big Brothers Big Sisters training manual)

Coincides with Handout 3

*****Have students read aloud each item*****

1. BE A FRIEND

Mentors are usually described as friends. But what does that mean? What makes someone a friend?

The reality is that mentors have a unique role in the lives of children and youth. They are like an ideal older sister or brother—someone who is a role model and can provide support and gentle guidance. They are like a peer, because they enjoy having fun with their mentee.

Don't preach; instead teach—silently, by being a role model and setting an example.

DO focus on establishing:

- **a bond**
- **a feeling of attachment**
- **a sense of equality**

2. HAVE REALISTIC GOALS AND EXPECTATIONS

What do you expect will change for your mentee as a result of his or her relationship with you?

Strong mentoring relationships do lead to positive changes in youth. These changes tend to occur indirectly as a result of the close and trusting relationship, and they often occur slowly. If you expect to transform your mentee's life after six months or a year of meetings, you are going to be frustrated. The rewards of mentoring are, most often, quieter and subtler.

mentors might have specific goals for their mentee. They might, for example, want the youth to attend school more regularly and earn better grades. They might want him or her to improve classroom behavior or get along better with peers. But these should not be the main targets of your efforts. If they are—and if you spend your time together trying to direct your mentee toward these goals—you will just seem like another parent or teacher.

Developing a trusting relationship can take time and patience. You are unlikely to be able to achieve this trust if you approach the relationship with narrow, specific goals aimed at changing your mentees behavior. Instead, you can:

- **Focus on the mentee and his or her overall development. Do not focus narrowly on performance and change.**
- **Especially early on, center your goals on the relationship itself.**
- **Throughout the relationship, emphasize friendship over performance.**

A strong mentoring friendship provides youth with a sense of self-worth and the security of knowing that someone is there to help, if asked. This friendship is central, and it is eventually likely to allow you to have some influence on your mentee's behavior and performance outside of the relationship. As your relationship becomes stronger and more established, your mentee may begin to approach you with requests for more direct advice or help. be sure to maintain a balance between attempts to influence the youth's behavior and your more main goal of being a supportive presence. Keep the focus on your friendship.

3. BE POSITIVE

One of the most important things you can do as a mentor is to help your mentee develop self-esteem and self-confidence. Doing activities together provides many opportunities for you to encourage your mentee to feel good about himself or herself. You can:

- **Offer frequent expressions of direct support**
- **Praise and encouragement help build self-esteem.**
- **Be encouraging even when talking about potentially troublesome topics, such as grades.**
- **Be supportive; don't sound like you are criticizing.**
- **Offer concrete assistance.**

4. LET YOUR MENTEE HAVE MUCH OF THE CONTROL OVER WHAT THE TWO OF YOU TALK ABOUT—AND HOW YOU TALK ABOUT IT

Listening and talking are at the heart of your relationship with your mentee. The communication patterns you establish early on will be key to the relationship's development over time.

Especially in the early, tentative phase of your relationship, your mentee should have a high degree of control over what the two of you talk about. It is important to respect the limits youth place on how much they choose to reveal about themselves. Take the time and effort necessary for your mentee to develop trust in you. While you know that your mentee should trust you, the reality is that you have to earn the trust.

Following these approaches can help you earn that trust.

- **Don't push.**
- **Be aware and responsive to your mentee's cues.**
- **Follow your mentee's lead in deciding what issues the two of you talk about and when.**
- **Understand that young people vary in their styles of communicating and how much personal information they share.**

- **Be direct in letting your mentee know that she or he can confide in you without fear of judgment or exposure.**

5. LISTEN

When your mentee does begin to “open up” to you, how you respond will serve to either promote or discourage his or her ongoing disclosure. One of the most valuable things you can do is to just listen. It is impossible to place too much emphasis on the importance of being a great listener.

- **“Just listening” gives mentees a chance to vent and lets them know that they can disclose personal matters to you without worrying about being judged. The process of venting can also help them gain insight into whatever is bothering them.**
- **When you listen, your mentee can see that you are a friend, not an authority figure.**

Many youth appreciate being able to bring up issues and having a person who responds primarily by listening. They recognize that listening is a form of emotional support, and they may have few other sources of support in their lives.

6. RESPECT THE TRUST YOUR MENTEE PLACES IN YOU

When your mentee does begin to talk to you about personal matters, be supportive. If you respond by lecturing or expressing disapproval, he or she is very likely to avoid mentioning personal matters in the future. Instead of seeking support and help from you, your mentee might become self-shielding by, for example, dodging conversations about problems and hiding school or family problems.

To demonstrate that you are supportive and nonjudgmental, you can:

- **Respond in ways that show you see your mentee’s side of things.**

- **Reassure your mentee that you will be there for him or her.**

Some youth may be unwilling to disclose things about themselves because they worry that their mentor will disapprove of them and, as a result, disappear from their lives. This is a reasonable fear for youth who have an absent parent and may feel responsible for the parent's leaving. Youth often believe that they did something to drive the parent away.

- **If you give advice, give it sparingly.**

A mentor's ability to give advice will occur at different times and to varying degrees in relationships, depending upon the mentee's receptivity and needs. In every case, though, do not let advice-giving dominate other ways of interacting and other types of conversation.

- **If you give advice, be sure it is focused on identifying solutions.**

7. REMEMBER THAT YOU ARE RESPONSIBLE FOR BUILDING THE RELATIONSHIP

Building a relationship cannot be rushed. During the early period, when you and your mentee are getting to know one another, you may have to be particularly patient and persistent as you work to establish the foundation of a meaningful friendship, one that could ultimately help lead to positive changes in your mentee's life. At first, the relationship might seem one-sided—you might feel like you are putting out all the effort while your mentee seems passive or uncaring. Remember that this is the time when people are going to be at their shyest and reserved, because they do not yet know you. It is also the time when they may be testing you, because they could have limited reason to believe that others can, in fact, be reliable and trustworthy.

To help build, and then maintain, the foundation of a trusting relationship, you should:

- **Take responsibility for making and maintaining contact.**

8. BE THERE

Most successful mentors are able to meet with youth on a regular and consistent basis. Being an effective mentor takes time and requires you to build trust with your mentee. Like all relationships, it can be fragile and not being a consistent presence in your mentee's life may cause your mentee to feel that they are unimportant and not value your message.

- **Peer mentoring relationships may struggle with consistency and quality**—You will have a lot of other things going on in your lives that need your attention. You should be aware though that it can be traumatic to mentees when mentors fail to show up for meetings or appear uninterested in them.

Mentees may feel rejected, and there is a strong chance for them to have negative feelings about themselves or the program. You should always plan to keep us aware if you are unable to make a scheduled meeting.

- To sum up: **Mentoring** is a structured and trusting relationship that brings people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. As youth mentors there may be times when you do not have answers to tough questions or know how to provide the right help. There also may be mentees who you don't vibe with or parts of the program that you might not like. Don't hesitate to come to any of us staff about concerns or difficulties. Since this is a new program we want your input throughout the process.

*****Discuss:*****

Any questions? Did this fit in with your expectations of what a mentor is?

Roles of a Mentor

Coincides with Handout 4

*****Discuss*****

Think about people you may have considered mentors in your own life. Who were they and how were they a mentor? Turn to your partner and talk about this experience.

- A mentor is a young adult who, along with others such as parents or teachers, provides a young person with support, counsel, friendship, reinforcement and a constructive example. Mentors are good listeners, people who care and want to help young people bring out strengths that are already there. A mentor is not just a foster parent, therapist, parole officer or peer. (from mentoring.org)

*****Discuss*****

What is the difference between these roles? Emphasize difference between a mentor and friend; mentor and parent

(From MENTOR/National Mentoring Partnership) Mentors are there to be role models, to listen, to understand, and provide a good example.

- Mentoring can help by:
 - * Improving young people's attitudes toward their parents, friends, and teachers;
 - * Encouraging students to stay motivated and focused on their education
 - * Providing a positive way for young people to spend free time
 - * Helping young people face daily challenges
 - * Giving young people opportunities to think about new career paths and acquire much-needed money managing skills and practical knowledge.

* By using your influence and resources as a good decision maker, you can bring new hope to other youth through your role as a mentor. You might be surprised by how much you will benefit, as well.

*****Discuss*****

How do you define mentorship? What makes a good mentor?

- someone you can look up to
- sets a positive example
- someone with values and character you would like to have one day/in the future

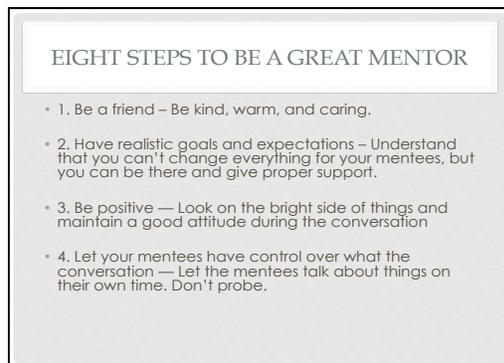
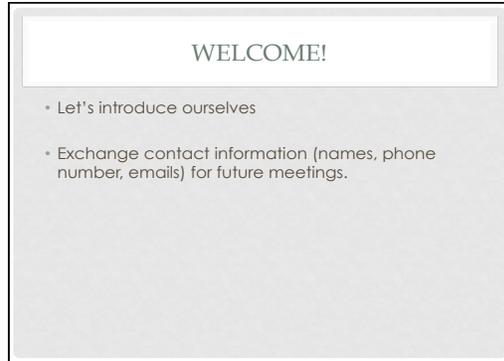
What makes a bad mentor? What are some things being a mentor is not?

- * someone you just hang out with (like you do with your friends)
- * someone who is not living by the example they are setting/portraying

What is peer pressure? After group shares ideas make sure that they understand it can be positive or negative.

From Garringer & MacRae (2008):

As youth you should be aware that you have a lot of power to influence what your peers think. **Peer mentors can sometimes provide negative role modeling**—Older youth are very influential figures for younger students, who often look up to these older peers in ways that they would not look up to an adult mentor. Be careful not to encourage any of the behaviors were trying to combat in this program. On the other side, use your role as an older youth to your advantage when communicating with the mentees.



EIGHT STEPS CONTINUED

- 5. Listen — Show eye contact and pay attention to your mentees
- 6. Respect the trust your mentee places in you – Don't make fun of your mentees or betray their trust.
- 7. Remember that you are responsible for building the relationship – Take initiative and show your mentees that you care.
- 8. Be There!- Most successful mentors are able to meet with youth on a regular and consistent basis.

DEFINITIONS

- From mentoring.com
- *"Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee."*

ROLES OF A MENTOR

Think about the mentors in your own life.

How have they mentored you and what did they do to build a good and trusting relationship?

"A mentor is a young adult who, along with parents, provides a young person with support, counsel, friendship, reinforcement and a constructive example. Mentors are good listeners, people who care and want to help young people bring out strengths that are already there. A mentor is not a foster parent, therapist, parole officer or peer."

BRAINSTORM

- How do you define mentorship?
- What makes a good mentor?
- What makes a bad mentor?
- What are some things being a mentor is not?

ROLES OF A MENTOR CONTINUED

- By using your influence and resources as a decision maker, you can bring new hope to young lives through the power of mentoring (your role as a mentor). You might be surprised by how much you will benefit, as well.

WRAPPING UP

- Any questions?
- Plans for next meeting.
- What did you think of this meeting? Was it helpful? Anything you'd like to change?

Chapter 2: Building Relationships

Review

(If on a different day) Break into groups and give a summary of what was completed last time. Try to come up with the 8 important features of being a mentor and what the roles of a mentor might be.

Coincides with Handout 5

*****Discuss:*****

- **Think about your own experiences in relationships with other peers.**

How long did it take for those relationships to form? How long did it take for you to trust and feel attached to the peer? Why did they begin to trust that person? Did the trust remain? Did you ever begin to question it? If so, why?

What it is like to live in the community?

How to relate to people from different areas of the neighborhood.

Understand your mentee and their interests. Be sure to use your mentee's interests to get your message across. Remember to plan your lessons according to what excites your mentee. With your mentees remember to be open, honest, warm. Do not come across as cold, rigid, or uninviting. Do not be critical, judgmental, or laugh at your mentees' comments. This is an open environment where your mentees are free to speak their minds.

Getting to know your mentee

Coincides with Handout 6

*****Discuss:*****

Empathy- the ability to recognize and understand the feelings or emotions experienced by another person; similar to compassion

How would you start a conversation with your mentee? Turn to a neighbor try having a conversation? How did it go?

Conversation Tips (From Big Brothers Big Sisters)

- Ask open-ended questions. Don't ask, "How was school today?" Instead ask, "What did you do in school today?"
- Restate in your own words—what you think the person has said. When this is done well, your mentee will feel understood. If it is off the mark, it allows him or her to clear up what was wrong and reminds you to listen more closely.
- Ask questions when you don't understand.
- Put yourself in your mentee's "shoes" and try to understand the world from her or his perspective.
- Put aside already held ideas and try not to judge.
- Give your mentee the same respect that you want yourself when you are talking to someone.
- Maintain a sense of humor. This is very important. It breaks down any barriers to a healthy relationship.

How to Kill a Conversation (Don't Do These Things)

- Tell the speaker that the way he or she feels is wrong. “It’s stupid to feel that way.”
- Not looking at the person who is speaking to you.
- Look distracted, text on your phone, or use some other body language to signal to the speaker that you’re not really interested.
- While the person is speaking, think about what you’re going to say in reply. It’s hard for someone to think about your own words and concentrate on the speaker’s at the same time—so the response you’re planning is unlikely to be very useful.
- Be judgmental and challenging. Ask questions that put your mentee on the spot. “Your grades should be better.” “You shouldn’t have said that to her.” “How could you possibly think that?”
- Interrupt the person who is talking. Finish his or her sentences.

Mentoring Training Session #2

What Happened Last Time?

- ▶ Break into groups and give a summary of what we covered last time
- ▶ What are the roles of being a mentor?
- ▶ Remember the 8 steps?

Building Relationships

- ▶ Understand your mentees and their interests
- ▶ Plan your lessons according to what excites your mentees
- ▶ Remember that this is an open environment where your mentees are free to speak their minds.

Building Relationships Continued

- ▶ Imagine a future conversation between you and your mentees.

What are some good and bad sample responses to their questions or problems?

Be creative. How would you react in certain situations?

Getting to know your mentee

- ▶ What were your middle school experiences like?
- ▶ Relate your own experiences to your mentee
- ▶ What would you have wanted in a mentor in middle school?

Brainstorm

- ▶ How do you start a conversation with your mentee?

Conversation Tips

- ▶ Ask open-ended questions. Don't ask, "How was school today?" Instead ask, "What did you do in school today?"
- ▶ Restate in your own words what you think the person has said.
- ▶ Ask questions when you don't understand.
- ▶ Put yourself in your mentee's "shoes" and try to understand the world from her or his perspective.
- ▶ Put aside already held ideas and try not to judge.
- ▶ Give your mentee the same respect that you want yourself when you are talking to someone.
- ▶ Maintain a sense of humor.

How to Kill a Conversation: Don't Do This

- ▶ Tell the speaker that the way he or she feels is wrong. "It's stupid to feel that way."
- ▶ Don't look at the person who is speaking to you.
- ▶ Look distracted, text on your phone, or use some other body language to signal to the speaker that you're not really interested.
- ▶ Be judgmental and challenging. Ask questions that put your mentee on the spot. "Your grades should be better." "You shouldn't have said that to her." "How could you possibly think that?"
- ▶ Interrupt the person who is talking. Finish his or her sentences.

Brainstorm

- ▶ Imagine a future conversation between you and your mentees.
- ▶ What are some good and bad sample responses to their questions or problems? Be creative.
- ▶ How would you react in certain situations?

Role Play

- ▶ Do a role play between a mentor & mentee where the mentee brings up a problem with one of their teachers, friends, etc
- ▶ How would you respond as a mentor?
- ▶ Go into groups of 3: one mentor, mentee, and observer
- ▶ What to do and what not to do?

Protocol and Problems

- ▶ What to look out for?
- ▶ What happens if...?

Chapter 3: Effective Communication, Confidentiality, and Boundaries

Review (if needed)

Peace making Module

Goal: to understand what peace circles and restorative justice are and how they differ from juvenile justice and how they advantage youth and communities. The capacity to engage in one with some assistance

1. Ask what the kids think punitive justice is. Write responses on a board.
 - a. Emphasize the correct points.
2. Once all responses are written down, ask what they think restorative justice is.
 - a. Emphasize the correct points.
3. Rearrange room to allow participants to sit in a circle. One staff member will take on the role of circle Keeper and establish the role of the talking piece.
 - a. The talking piece should be an item sacred to the Keeper – and the Keeper should voice its personal meaning to the group. The Keeper (and all researchers) need to lead by example; the Keeper should try to bring an item with an emotional story to share, showing the participants that the Circle is a safe place to open up with all emotions.
 - b. Staff should sit in strategically appropriate locations in the circle to steer the conversation in the right direction if we get off topic so the Keeper does not have to interrupt.
4. Introductions
 - a. Icebreakers

5. The Keeper will then ask the participants to come up with guidelines for appropriate behavior and conduct during the Circle. Once consensus is achieved, those guidelines will be followed for the rest of the session.
6. With consensus achieved, the Keeper will then ask participants to share their thoughts and feelings about what can be achieved in the classroom through Peace Circles.

*****Discuss*****

What did you learn about peace circles and restorative justice? How is this connected with community, civic engagement, and community violence?

Effective Communication, Confidentiality, & Boundaries

Coincides with Handout 7

Surprisingly, what we say is actually much less important than how we say it. That is why sometimes the meaning or tone of a message can get lost in email. What people convey via their posture, gestures, expressions, or the tone of the words says much more than the specific words we utter.

- Seek to understand the adolescent perspective first before trying to be understood yourself

*****Discuss*****

Imagine a future conversation between you and your mentees. What are some good and bad sample responses to their questions or problems? Be creative. How would you react in certain situations?

Role Play

Coincides with Handout 8

- **Active Listening**- focus on what you are listening to in order to understand what they are saying. A good listener should be able to repeat back in your own words what a person has just said.

- This doesn't mean you agree, but understand what they are saying

- Focus on the emotion of what they are saying

Explain that the following technique comes from the therapy technique motivational interviewing.

Building motivation for change with "OARS" (from Motivational Interviewing created by Stephen Rollnick and William R. Miller):

Open-ended questions

Affirmations

Reflective listening

Summarizing

Practice using OARS in a conversation

Break up into groups of 3: one mentor, mentee, and observer and do a role play between the mentor and mentee where the mentee brings up a problem with one of their teachers, friends, etc. --> how would you respond as a mentor?

Encourage youth to:

- Brainstorm ideas about what the best way to handle these types of situations
- What do you do and what don't you do?

What are appropriate conversation topics to have with their mentees?

- It's very important not to give too much information, that wouldn't be "role-model-like"

Mentoring Training 3

Effective Communication

Role Play

- ▶ Do a role play between a mentor & mentee where the mentee brings up a problem with one of their teachers, friends, etc
- ▶ How would you respond as a mentor?
- ▶ Go into groups of 3: one mentor, mentee, and observer
- ▶ What to do and what not to do?

DISCUSSION

Which of these is most important?

- Words you use
- Body language
- Tone

Nonverbal Communication

Message impact

(Albert Mehrabian)

- 55% Body language
- 38% Vocal (e.g., pitch, volume)
- 7% Verbal



Tone

- ▶ “I’ll be right there.”
- ▶ “Where have you been?”
- ▶ “Your mother’s on the phone.”

Reflective Listening

- ▶ A listener reflects on what the speaker is saying so as to accurately understand the speaker’s point of view.
- ▶ Often begin with:
 - “It sounds like you...”
 - “You’re feeling...”
 - “It seems to me that you...”

Reflective Listening

- ▶ Intentionally focus on who you are listening to (individual or group) in order to understand what they are saying
- ▶ As the listener you should be able to repeat back in your own words what they have said
 - This doesn’t mean you agree, but understand what they are saying
 - Focus on the emotion of what they are saying

ACTIVITY

Reflective Listening

How to Stop the Opposition

- ▶ Try to draw out the opinion or plan of the person you are talking to.
- ▶ Use reflective listening to mirror what you hear.
- ▶ Bring up any sort of tension that they may want to consider.
- ▶ Allow them to weigh both sides of a problem or situation.

Motivation for change

- ▶ Building motivation for change with “OARS”
- ▶ Open-ended questions
- ▶ Affirmations
- ▶ Reflective listening
- ▶ Summarizing

Coincides with Handout 9

From Kendall, P. C. (Ed.). (2011). *Child and adolescent therapy: Cognitive-behavioral procedures*. Guilford Press.

Problem Solving

- 1) What's the Problem?
- 2) Brainstorm solutions to the problem (write down any whether it is a good or bad fit)
- 3) What's the best outcome? (State what would happen for each possible solution and rate each solution and outcome as good or bad)
- 4) Choose the best solution and try it out
- 5) Decided whether it worked?

*****Discuss*****

Discuss how this would work in a real-life situation. Incorporate elements of effective communication.

Whenever Darrick sits on his favorite bench on the playground, Robert tells his friends, "Watch this." Robert walks over to the bench and sits right next to Darrick. Then he uses his body to push Darrick off the end of the bench and onto the ground. Robert and his friends laugh at Darrick, and Darrick starts to cry. (from Education Development Center.)

Think of several responses that victims and bystanders could give and the likely consequences of each response.

Conflict Resolution

Coincides with **Handout 10**

From Big Brothers Big Sisters:

NOISE is an acronym that can help you remember the steps to follow in helping you solve any problem you may face on the road as a mentor.

NEEDS

What is the presenting challenge and desired outcome?

OBSTACLES

What is preventing the resolution of the problems?

IMPLEMENTATION

How/What/Who/When?

STRATEGIES

What are the possible solutions/plan of actions?

EVALUATION

After set time has elapsed, evaluate the strategy used.

Discuss how NOISE would work in a real-life situation. Incorporate elements of effective communication.

Chapter 4: Anger, Stress, and Development

Anger Management

*****Discuss*****

Ask mentors what anger is? What are their triggers?

Emphasize that anger is a normal emotion with a wide range of intensity, from mild irritation and frustration to rage.

- A reaction to a perceived threat to ourselves, our loved ones, our property, our self-image, or some part of our identity.
- A warning bell that tells us something is wrong.

Families and culture, gender and situation are variables that are involved in:

–When we get angry–How angry we get–How long we stay angry

*****Discuss*****

How do you calm down?

There are 3 basic approaches to responding to anger:

–**Expression**

Can range from having a calm reasonable discussion about your feelings to blowing up

–**Suppression**

Involves holding anger in, letting it go, or changing your focus to something else.

Neither extreme – blowing up or holding it in – is healthy.

–**Anger Management**

Acknowledge anger as a normal emotion, paying attention to it, and making choices that improve the situation

Coincides with **Handout 11**

8 Steps to Anger Management

1. CALL A TRUCE TO ANGER
2. REWIRE WHAT SETS YOU OFF
3. TELL YOUR STORY
4. GET BETTER AT GRIEVING
5. TAKE RESPONSIBILITY FOR YOUR FEELINGS
6. DECIDE TO SPEAK WITH DECENCY
7. TAKE NOTICE WHEN YOU FEEL OFFENDED BY WHAT SOMEONE SAYS
8. LEARN TO LISTEN TO BOTH SIDES OF A CONFLICT

Think of a situation where you were angry and think how these steps could have been applied.

Mentoring Training 4

Anger Management and Wrap Up

What is Anger?

- A normal emotion with a wide range of intensity, from mild irritation and frustration to rage.
- A reaction to a perceived threat to ourselves, our loved ones, our property, our self-image, or some part of our identity.
- A warning bell that tells us something is wrong.

Sources of Anger

- Families and culture, gender and situation are variables that are involved in:
 - When we get angry
 - How angry we get
 - How long we stay angry

Factors that Influence Anger Response

- Severity of the threat or harm
- Relationship we have with someone who makes us angry and our interpretation of their intent
- Our interpretation of circumstances surrounding the event
- Our life experience and outlook on life
- Environment in which we were raised
- How much stress we're experiencing
- Genetics
- Overall mental health (e.g., posttraumatic stress disorder, depression, etc.)
- Drugs and alcohol

DISCUSSION + LIST GENERATION

How do you cool it down?

Cool it Down

Delay, such as counting to 10 to allow the arousal from anger to dissipate

Relax, take deep breaths or listen to calming music

Distract yourself, do something to get your mind off of the situation; take a walk or read.

Do something incompatible with anger and aggression; watch a comedy, help someone in need

When is Anger Harmful?

- You get angrier than the situation calls for
- You can't cool off quickly, making it hard to move on
- You feel angry all the time or many times a day
- You're not always sure why you're angry, or with whom
- You have a "hair trigger" response and find yourself angry with those closest to you for very little reason
- You turn to physical or verbal aggression
- You lose jobs, friends, or intimate relationships because of your anger
- You turn to drugs or alcohol to cope with feeling angry

Reasons to Control Anger

- ▶ Health problems
 - Increased risk for heart disease, heart attack and stroke
 - Headaches
 - Sleep difficulties
 - High blood pressure
 - Fatigue
 - Digestive problems
 - Diminished immune system efficiency

Reasons to Control Anger

► Negative consequences:

- Arrested or jailed
- Physical Injury
- Retaliation
- Loss of loved ones
- Termination from social service programs
- Feelings of guilt, shame or regret
- Impact on your success at work, happiness of your marriage, and child's ability to succeed in school and make friends.

Responding to Anger

There are 3 basic approaches to responding to anger:

- **Expression**
Can range from having a calm reasonable discussion about your feelings to blowing up
- **Suppression**
Involves holding anger in, letting it go, or changing your focus to something else.
Neither extreme - blowing up or holding it in - is healthy.
- **Anger Management**
Acknowledge anger as a normal emotion, paying attention to it, and making choices that improve the situation.

Anger Management

1. Call a truce to anger
2. Rewire what sets you off
3. Tell your story
4. Get good at grieving
5. Take responsibilities for your feelings
6. Decide to speak with decency
7. Take notice when you feel offended by what someone is saying
8. Learn to listen to both sides of the conflict

Role Play

- <http://www.chicagotribune.com/news/local/breaking/chi-man-25-dies-a-day-after-south-side-shooting-20121126,0,6369027.story>



- ▶ **NOISE**
- ▶ **NEEDS**
 - What is the presenting challenge & desired outcome?
- ▶ **OBSTACLES**
 - What is preventing the resolution of the problems?
- ▶ **IMPLEMENTATION**
 - How/What/Who/When
- ▶ **STRATEGIES**
 - What are the possible solutions/plan of actions?
- ▶ **EVALUATION**
 - After set time has elapsed, evaluate strategy used

- ### Program Procedures
- ▶ Information discussed in this program is meant to be confidential. However, if anyone hints that they may be suicidal or thinking about doing something violent you should notify a supervisor. Be sure to also:
 - Try to find out how serious the situation is (if they have a means and a plan)
 - Figure out who are the people they trust.

- ### Wrap Up and Next Steps
- ▶ Do you have any questions for us?
 - ▶ What can you expect from the mentoring relationship?

Development, Trauma, & Stress

Coincides with Handout 12

“Thinking about our mentees ...who are they and what have they experienced?”

I. What is development?

- Development is the internal and external growth of children based on their interactions with the world around them. This includes their parents, their friends, where they grew up, and the things that happen to them. **Some development happens no matter what but other parts of development can be impacted greatly by relationships and circumstances.** This is why not every child behaves in the same way.

*****Discuss*****

Where are mentees developmentally?

Ask the mentors what their middle/elementary school experiences were like. Have them relate their own experiences to how they might interact with their mentee. What would they have wanted in a mentor when they were in middle school?

Industry vs. Inferiority (Ages 5-12)

Internal Thought: What new things can I learn?

Good Outcome: If trying new things is **encouraged**, a child will develop intellectual curiosity, self-confidence, and a sense of success.

Bad Outcome: If a child is not able to feel competent and aware of her/his special talents, s/he may experience deep feelings of unworthiness and chronically doubt her/his abilities.

What are some ways we can encourage our mentors to develop?

Identity vs. Identity Confusion (Ages 12-18)

Internal Thought: Who am I, and what is important to me?

Good Outcome: Adolescents will spend these years developing who they are, exploring new parts of their identities, and improving the accuracy of what they think about themselves.

Bad Outcome: If an identity is not developed, an adolescent may doubt where s/he fits within the world.

How can we explore ourselves and improve?

*****Group Discussion*****

1. With a partner, talk about a time when you were between the ages of 5 and 12 and something happened where you felt encouraged to try something new. How did this impact you?
2. Currently, in the stage that you are in, Identity vs. Identity Confusion, what kinds of things are becoming important to you that maybe weren't in the past? Are your priorities changing?

More about Development...

II. What can impact development?

- Attachment impacts development. Attachment is the way in which a child feels connections with important people in his/her life. These important relationships become internalized and influence how people relate with themselves and others. Attachments can be constructive or good or bad. Attachments formed in childhood can also change based on new experiences with people.
- **Examples of experiences that promote healthy attachment:**
 - parents enjoying playing with their children and their children's communications and accomplishments,
 - supporting children in developing their talents,
 - reassuring children when they are scared,
 - soothing children when they are sick,
 - teaching them to compromise and work through disagreements without violence,
 - handling children's unwanted behavior primarily with reason and discussion
- **Examples of experiences that create unhealthy attachments**

- parental stress interferes with enjoying time with child
- child abuse or neglect
- community stressors
- child's chronic illness
- conditions of poverty that undermine parent-child closeness
- death of a parent without adequate support from family

• **Trauma impacts development, too.**

- What is trauma?
 - An experience of helplessness in the face of a serious threat to one's life or well-being. Examples:
 - Being a victim of violence (rape, shooting)
 - Life-threatening illness (serious asthma, cancer)
 - Natural disasters such as tornadoes, hurricanes, earthquakes
- What is complex trauma?
 - Multiple traumas occurring in one's childhood
 - Traumatic experiences happening in multiple environments (home, school, community)

• **If your mentee is traumatized, what kinds of difficulties will s/he have?**

- Flashbacks

- Nightmares
- Frequently thinking about the event even if s/he doesn't want to
- Avoiding situations that remind him/her of the trauma (if a fight happens in school, avoiding school)
- Distracted by desires to defend him/herself or be excessively aggressive
- Reenacting the traumatic events
- Self-fulfilling prophecies (My brother was in a gang so I guess I will be too)
- Imitating inappropriate behaviors (sexually abused children re-enact sexual acts)
- Lack of self-confidence due to feelings of helplessness
- General, chronic fears (nightmares, extreme shyness)

*****Group discussion***:**

1. Does anyone have traumas to add to the list?
2. Does anyone have reactions to trauma to add to the list?

III. Facts About Children Ages 8-13:

- Children can start to self-report more accurately meaning what they say about themselves is often times true.

- Children start to feel more motivated to be successful, connect with others, and develop skills.
- Children commonly compare themselves to other children and form conclusions about themselves based on these comparisons.
- Children begin to identify with each other based on gender and race.
- Many African American children begin to feel prejudice towards their race in elementary school.
- Self-esteem lies largely in how peers and adults treat children at this age. By mentors stressing the strengths and values of the African American culture, negative messages can be offset.
- The need for positive role models and for feeling one belongs and is valued is very strong.

IV. What are possible stressors our mentees might face?

- Poverty
- Racial discrimination
- Severe parental conflict and domestic violence
- Illness in the family or self
- Disability in the family or self
- Community conflict

- Police brutality
- Educational disadvantage
- Lack of fulfillment of her/his unique talents and interests

What is stress?

- Stress – the word comes from the Latin word, “stringere” which means “to draw tight”
- Stress occurs as a response in the body when an event or situation makes you feel threatened or unbalanced.
- Stress can look and feel like moodiness, depression, unhappiness, agitation, and an inability to concentrate, to name a few. People who are stressed might eat improperly, exhibit nervous habits (nail biting, pacing, smoking), or procrastinate accomplishing tasks.
- Stress can sometimes be a good thing, in small doses! Stress can help you rise to meet challenges and encourage you to work harder instead of slacking off.
- Not everyone is “stressed out” by the same things. Someone might become stressed by pressure from their parents while others may feel stressed by difficult schoolwork.

Coincides with Handout 13

Who has been an important mentor to you – offering you a positive attachment and helping you with trauma or stress?

What did that person do to help engage you?

How did that person help you feel valued?

How did that person help you with what was stressful or even traumatic?

What principles did you learn from this that you can use when you are a mentor?

Share the principles with the larger group.

*****Discuss*****

What ways can stress be managed by both our mentees and ourselves?

Ideas for Relieving Stress...

- Writing in a Journal: Sometimes when we get stressed out, we need to “let it out” in a way that is healthy and doesn’t hurt anyone. Writing down how we are feeling is a great way to do this. You can share your journal with someone you trust or you can just have it for yourself.

- Deep Breathing Exercises...try the one below!

Begin by becoming very relaxed. Make yourself comfortable in a setting free of distractions for the next few minutes. Find a naturally relaxed sitting position and open posture, your hands resting in your lap or at your sides, your legs uncrossed, and your head balanced in a neutral position.

Start to relax your body. Take a deep breath in through your nose...hold it gently...and let it out through your mouth....

Breathe in again...pause...and exhale fully.... Breathe in...pause... and out....

In.... Out....

In.... Out....

Keep breathing naturally. With each breath out, you become more and more relaxed.

If any anxious thoughts linger, leave them where they are for the moment. You can tend to them later.

[Pause.]

Pick a spot in the room for your eyes to comfortably focus on. Hold the focus briefly, and then let that focus go soft. If you choose, you can let your eyes close anytime you like.

Notice areas in your body where tension tends to linger: your shoulders, jaws, neck, back, chest, stomach, and hands.

Now begin to create a picture in your mind. Imagine a place where you feel completely at ease. It might be a place where you have been, somewhere you have wanted to be, or it could be imaginary. Imagine this place where you feel calm and happy and you feel you belong.

Start adding details to this place in your mind. Visualize the sights...sounds...and smells.... Imagine your physical sensations of comfort and feel the pleasant temperature as you go about doing the activities you enjoy there.

Immerse yourself in how safe and calm you feel in this place. And you feel at peace with yourself.

Repeat these phrases...

Let's begin....

I am at peace with myself.

I feel my presence in this world.

I appreciate who I am.

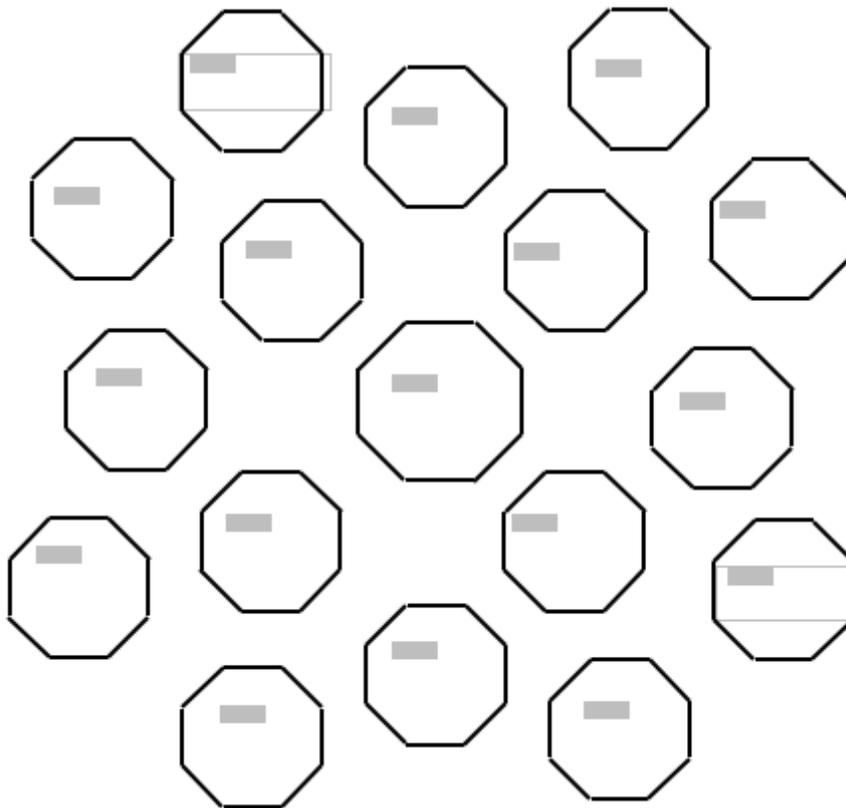
All people have value, and I value myself as a person and what I have to offer. I respect myself just as I respect others.

- Emotional Connection: Being able to connect with and get support from those around you will help you manage your stress.

BLANK TEMPLATE FOR ECOMAP

NAME OF CHILD/YOUNG PERSON: [REDACTED]

DATE STARTED: [REDACTED]



The map above is known as an eco map. Think of it as a map of your life and all the people, places, and things around you. Place your name in the middle octagon. In the surrounding octagons write the names of the things around you that impact you. Examples of these things may be family members, friends, your school, organizations, sports teams, churches or other places of worship, a doctor/health care, the police, etc. Then, let us know what kind of relationship you have with these things by making a line that shows if the relationship is good, cut-off, or conflictual. Good relationships make us feel happy and make our lives better. Cut-off relationships are relationships that no longer exist in our lives at the moment. Conflictual relationships are relationships that have tension, make us upset, or harm us in some way.

Good = _____

Cut-off = - - - - -

Conflictual = + + + + +

A letter from you to us

What is life like for you right now in your family, your school and your community? What would you like help with? What would you like to get out of the mentoring program?

Program Policies, Procedures, and Activities

Information discussed in this program is meant to be confidential. However, if anyone hints that they may be suicidal, thinking about doing something violent, or getting into serious trouble you should notify a supervisor. Be sure to also:

- Figure out who are the people they trust.

Questions and Wrap-Up, Evaluations, Next Steps

Role as a community research: Instruction will be provided by Katherine Tyson

Do you have any questions for us?

Explain feedback after each mentor-mentee meeting and check-ins throughout the program

Emphasize the point of consistency in the mentor-mentee relationship

What did you think of this meeting? Was it helpful? Anything you'd like to change?

Chapter 5: Ongoing Training

The following training is to be administered over the course of the program:

Peace Circles

Start by asking what the kids think punitive justice is. Write responses on the board.

- Emphasize the correct points.
 - Focused on punishment for transgressions. No attempt to restore of harmony. Hierarchical - politicians make laws, judge executes laws, police enforce laws. Incarceration.
- Ask who knows someone in this system—someone in jail/prison (do not need to share who it is)
- What has it done for the person being punished? For their family? For the community? (Will need to help them think this through) What are the residual problems that were caused by this?

Once all responses are written down, ask what they think restorative justice is.

- Emphasize the correct points.
 - Restorative Justice focuses on repairing the harm caused by conflict. Restoring harmony between individuals. Not focused on punishment. Punishment is decided by community, not a judge or the law.

Explain what a peace circle is in terms of restorative justice. Depending on staff that are available, reasonably decide to split up participants into groups (5-7 people in each group), with at least one staff in each group to be Circle Keeper.

- Peace circles are a safe space for individuals to share their thoughts and feelings. Usually they are brought together to settle disputes when an conflict occurs, but they can be used for any reason. Everyone has an equal voice and each voice holds the same weight.

Rearrange room to allow participants to sit in a circle. One researcher will take on the role of circle keeper and establish the role of the talking piece.

- The talking piece should be an item sacred to the Keeper – and the Keeper should voice its personal meaning to the group. Since this is the first session, the Keeper (and all researchers) need to lead by example; the Keeper should bring an item with a deeply emotional story to share, showing the participants that the Circle is a safe place to open up with all emotions.
- Researchers should sit in strategically appropriate locations in the circle to steer the conversation in the right direction if we get off topic so the Keeper does not have to interrupt.
- The Circle Keeper will then ask the participants to come up with guidelines for appropriate behavior and conduct during the Circle and for all Circles from this point on. Keeper will start with an example of a value and one way to create it, e.g., trust and share feelings without being made fun of.

- Have participants write down ideas on cards share it with the group. Then have each person identify the most important guideline for the circle and write down these on the big paper. Go around the circle again to make sure nothing else should be added. Once consensus is achieved, those guidelines will be followed for the rest of the sessions.

Choose a topic and role play what a circle would look like

- Check out: have students reflect on peace circles

Trauma Focused-Cognitive Behavioral Therapy (TF-CBT)

Introduce TF-CBT to both staff and mentors. Emphasize to mentors and supervisors that they will only be familiarizing themselves to techniques and not expected to implement the actual therapy. They will be expected to be able to identify signs that trauma may be occurring in which case they would notify Dr. Richards who is a licensed clinical psychologist.

Show 10 minute video on PTSD in children (<http://vimeo.com/19767995>)

Video was commissioned by UCLA, LA Unified School District and the Rand Corporation.

Open the TF-CBT website (<http://tfcbt.musc.edu/>) and go through the modules Introduction, Psychoeducation, Stress management, and Affective Expression/Modulation.

Have a recap on what was observed and how they would identify a child who was experiencing trauma related symptoms.

Becoming Researchers

Participatory Action Research:

What is it?

- “A systematic investigation, with the collaboration of those affected by the issue being studied, for the purpose of education and taking action or effecting social change.”
 - **Making changes within the community TOGETHER**
- “Centers on community strengths and issues”
- “Co-learning process for researchers and community members”
- “An empowering process through which participants can increase control over their lives by nurturing community strengths and problem solving abilities”
- “Reawakening the power we already have”

Interview Skills

1. Extracting Information
 - a. Difference between a closed-ended question and an open-ended question
 - i. Closed-ended questions: can help get specific information, can be helpful for beginning an interview if the interviewee is shy
 - ii. Open-ended questions: help to create a picture or a story, allow interviewee to share more
2. Listening Skills
 - a. One of the most important skills we can develop!
 - i. Intent Listening:
 1. Listen to understand, get facts and ideas
 - b. Levels of Listening
 - i. Ignoring: when you don't listen at all
 - ii. Pretend Listening: saying "uh-huh" or "yeah" when you don't really know what the speaker is saying
 - iii. Selective Listening: only listening to bits and pieces of what someone is saying (ex. having a conversation with someone while watching TV)
 - iv. Attentive Listening: making an effort to pay attention to the actual words and emotions of the speaker
 - v. Empathic Listening: Getting into the other person's world and feeling/seeing things the way s/he does

Group Discussion:

1. How does it feel when someone is "pretend listening" to you? How can you tell?
2. Share a time when someone listened to you empathically. How did that feel?

Interviewing Activity

Partner Interviews:

Now we will break up into partners and conduct one-on-one interviews.

Questions:

Activity: allow your partner to answer each question, speaking for 1 minute. Then, repeat back to your partner what they said and your partner will tell you if you heard them correctly or not.

1. What are the problems that you see in your community?
2. How can a mentoring program help your community?

NOW LET'S SHARE!

Focus Group - A focus group is a small-group discussion guided by a trained leader. It is used to learn more about opinions on a designated topic, and then to guide future action. Let's break into small groups of 4-5 and discuss the questions below. Then, we will share as a larger group.

1. What do most adults in the United States think about African American youth from low-income communities?
2. What should the average U.S. adult know about African American youth from low-income communities?

Mentor Training Handouts

Handout 1

Civic Engagement Curriculum with CeaseFire (CEC-CF)

The Civic Engagement Curriculum helps children become better citizens. The goal of CEC is to help teach children how to become more involved in their neighborhoods or communities. Taking action in a cause or getting involved can cause children to feel better about themselves and to feel safer in their communities. The CeaseFire additions to this intervention focus on reducing gang interest and creating greater engagement with the community. CeaseFire is a Chicago based violence prevention program that intervenes in crises, mediates disputes between individuals, and intercedes in these conflicts to prevent violent events. Though originally targeted towards young adults, components of CeaseFire's work have been integrated with the CEC to benefit younger adolescents.

Your role:

In order to help create this change we are asking you to provide a positive example for the younger kids in the program by being a mentor.

Goals of training:

Gain an understanding of what it means to be a mentor.

Learn how to build a relationship with your mentee.

Develop effective listening and communication skills.

Learn how to manage crisis and conflict.

Facilitator Contact Information

1.

2.

3

Handout 2

What is a Mentor?

A **mentor** is someone who takes time to listen to and care for others. Typically, a mentor is able to help because he or she is willing to share his or her unique life experiences and knowledge. Many successful people have had a mentor to help them achieve goals in areas like education, employment, recreation, and family life. Without this extra help, their goals could have been more difficult to achieve. A person who benefits from having a mentor is known as a **mentee**.

What do you think it means to be a mentor?

Handout 3

Eight Important Features of Successful Mentors

1. Be a friend – Be kind, warm, and caring.
2. Have realistic goals and expectations – Understand that you can't change everything for your mentees, but you can be there and give proper support.
3. Be positive — Look on the bright side of things and maintain a good attitude during the conversation
4. Let your mentees have control over what the conversation — Let the mentees talk about things on their own time. Don't probe.
5. Listen — Show eye contact and pay attention to your mentees
6. Respect the trust your mentee places in you – Don't make fun of your mentees or betray their trust.
7. Remember that *you* are responsible for building the relationship – Take initiative and show your mentees that you care.
8. Be There!- Most successful mentors are able to meet with youth on a regular and consistent basis.

Handout 4

Roles of a Mentor

Mentors are there to be role models, to listen, to understand, and provide a **good example**

How do you define mentorship? What makes a good mentor?

What makes a bad mentor? What are some things being a mentor is not?

Handout 5

Building Relationships

Understand your mentee and their interests. Be sure to use your mentee's interests to get your message across. Remember to communicate your message through what excites your mentee. With your mentees remember to be open, honest, and warm. Do not come across as cold, rigid, or uninviting. Do not be critical, judgmental, or laugh at your mentees' comments. This is an open environment where your mentees are free to speak their minds.

Think about your own experiences in relationships with other peers. How long did it take for those relationships to form? How long did it take for you to trust and feel attached to the peer? Why did they begin to trust that person? Did the trust remain? Did you ever begin to question it? If so, why?

Handout 6

Getting to Know Your Mentee

- Ask open-ended questions. Don't ask, "How was school today?" Instead ask, "What did you do in school today?"
- Paraphrase—restate in your own words—what you think the person has said. When paraphrasing is accurate, your mentee will feel understood. If it is off the mark, it invites her or him to clarify and also reminds you to listen more closely.
- Ask questions when you don't understand.
- Put yourself in your mentee's "shoes" and try to understand the world from her or his perspective.
- Put aside already held ideas and refrain from passing judgment.
- Give your mentee the same respect that you desire for yourself when you are talking to someone.

How to Kill a Conversation

- Tell the speaker that the way he or she feels is wrong. "It's silly to feel that way."
- Don't look at the person who is speaking to you.
- Look distracted, drum your fingers on the table, or use some other body language to signal to the speaker that you're not really interested.
- While the person is speaking, think about what you're going to say in reply. It's not possible to be forming your own words and concentrating on the speaker's at the same time—so the response you're planning is unlikely to be very useful.
- Be judgmental and challenging. Ask questions that put your mentee on the spot. "Your grades should be better." "You shouldn't have said that to her." "How could you possibly think that?"
- Interrupt the person who is talking. Finish his or her sentences.

How would you start a conversation with your mentee? Turn to someone you don't know and try having a conversation? How did it go?

Handout 7

Effective Communication, Confidentiality, and Boundaries

Think about some one-on-one conversations you have been involved in recently. Would you describe yourself as a good listener? Why? Did you do anything that made you a less effective listener?

Write down one thing you do or one quality you have that makes you a good listener. Also write one thing you do or quality you have during conversations that interferes with listening well.

Handout 8

Active Listening- focus on what you are listening to in order to understand what they are saying. A good listener should be able to repeat back in your own words what a person has just said.

Building motivation for change with “OARS”

Open-ended questions

Affirmations

Reflective listening

Summarizing

Practice using OARS in a conversation

Handout 9

From Kendall, P. C. (Ed.). (2011). *Child and adolescent therapy: Cognitive-behavioral procedures*. Guilford Press.

Problem Solving

- 1) What's the Problem?
- 2) Brainstorm solutions to the problem (write down any whether it is a good or bad fit)
- 3) What's the best outcome? (State what would happen for each possible solution and rate each solution and outcome as good or bad)
- 4) Choose the best solution and try it out
- 5) Decided whether it worked?

Whenever Darrick sits on his favorite bench on the playground, Robert tells his friends, "Watch this." Robert walks over to the bench and sits right next to Darrick. Then he uses his body to push Darrick off the end of the bench and onto the ground. Robert and his friends laugh at Darrick, and Darrick starts to cry. (from Education Development Center.)

Handout 10

NOISE

NOISE is an acronym that can help you remember the steps to follow in helping you solve any problem you may face on the road as a mentor.

NEEDS

What is the challenge & desired outcome?

OBSTACLES

What is preventing the problem from being solved?

IMPLEMENTATION

How/What/Who/When?

STRATEGIES

What are the possible solutions/plan of actions?

EVALUATION

After set time has passed, the success of the plan of action

Think about how **NOISE** can be applied to a problem:

Handout 11

Anger Management

8 steps to Anger Management

- 1) Call a truce to anger
- 2) Rewire what sets you off
- 3) Tell your story
- 4) Get good at grieving
- 5) Take responsibilities for your feelings
- 6) Decide to speak with decency
- 7) Take notice when you feel offended by what someone is saying
- 8) Learn to listen to both sides of the conflict

Think of a situation where you were angry and think how these steps could have been applied.

Handout 12

Development

Where are mentees developmentally?

Think about what your middle/elementary school experiences were like. What were the major issues you were dealing with? What would you have wanted in a mentor when you were in middle/elementary school?

Handout 13

Trauma & Stress

Who has been an important mentor to you – offering you a positive attachment and helping you with trauma or stress?

How did that person help you with what was stressful or traumatic?

What principles did you learn from this that you can use when you are a mentor?

Share the principles with the larger group.

Handout 14

Checking In

Take 15-20 minutes to check in with your mentee. This is a great time to discuss how both your weeks went, the good and the bad things. Focus on your mentee: make sure to *listen* and *share* when appropriate.

Possible check in questions:

1. “High, Low, Ha” -- What was the best, worst, and funniest part of you week?
2. What is one thing that you accomplished this week that you are proud of?
3. If you could change one thing about the past week, what would it be and why?
4. Did anything bad happen at school, at home, or in your neighborhood? How did that make you feel?
5. What was one way that you helped someone this week?
6. What is one thing that you are excited for? What is one thing you’re worried about?
7. Suggested topics:
8. 1. Five years from now, I will be...
9. 2. Write about a day you'd like to forget.
10. 3. Describe someone who is a hero to you. Why?
11. What would you do if you were locked inside of your favorite store over night? (Giving them opportunity to express their personality)
12. 5. Make a list of 10 things that make you feel good.
13. Now both you and your mentee set one goal for the week. Make sure that it is specific and accomplishable. (Ex. ‘This week I’m going to do my math homework and turn it in on time.’)

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Part 3: Activity Manual

Icebreaker and Team-Building Activities

M&M Activity

Objective/Goals:

- To help people introduce facts about themselves

Materials: For each group: M&Ms, a cup or bowl, a sheet of paper with what each M&M color represents.

Procedure [~25mins]: Pour M&Ms into a bowl or cup. Have everyone in the group grab as much or as little as they like from the bowl (make sure no one eats their candy right away). For each piece of M&M candy they each have, they will have to answer a question, depending on the color of the candy. For example, you can designate: (1) Red candy: favorite hobbies/sports/games (2) Green candy: favorite foods (3) Yellow candy: favorite movies (4) Orange candy: favorite music (5) Brown candy: most memorable or embarrassing moments (6) Blue candy: wild cards (they can share anything they choose)

You can be creative and choose any questions you think would be fitting for your group. The facilitator will then call out the color topic and everyone will go around the room sharing 1 answer per M&M. As an example: if you chose two red pieces of candy, you will have to name two of your favorite hobbies. After the individual has shared that color with the group, he/she may then eat their candy. Continue to go around the room until each color topic has been shared.

Reflection: Group Discussion [~10mins]

Adapted from: <http://www.group-games.com/ice-breakers/mm-game.html>

Telephone Charades

Objective/Goals:

- Have the last person in the line guess the action performed

Materials: None

Procedure [~25mins]: Select five to six participants and ask them to leave the room. The audience chooses an action that is specific, silly, and obscure to act out (e.g. “a nerd’s romantic first date”, “washing an elephant”, “going skydiving”, etc.). Once the clue has been decided, bring in all the participants and instruct them to face the right side. The moderator reveals the clue to the first person, who taps the second person on the shoulder and acts out the topic using charades rules (no talking allowed, no noises). The second person then taps the third person and acts out his or her understanding of what was acted out. This continues until it reaches the last person in line, who must guess what the action is. This game is funny because the action mutates and changes based upon each person’s interpretation of what is going on, often leading to confusion and silly motions.

Reflection: (optional) [~10mins]

You can do a quick check in with the kids:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Adapted from: <https://www.icebreakers.ws/medium-group/telephone-charades.html>

Pair Up Activity

Materials: An even number of players

Procedure [~25mins]: Tape the name of a famous person or character to the back of each participant. Each person is to find his/her match without directly talking to each other (e.g., Aladdin and Jasmine or Mickey and Minnie Mouse). They may give a description of who they are (once they figure it out) or say a common phrase.

Reflection: (optional) [~10mins]

You can do a quick check in with the youth:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Adapted from "Famous Pairs Game": <https://lessonplans.btskinner.com/iceteam.html>

Cup Activity

Objective/Goal: To work together to accomplish a given task as a team utilizing communication, collaboration skills, and team building skills

Materials: For each group> 5-7 cups, 1 large rubber band, 5 pieces of string

Procedure [~25mins]: Build a pyramid out of the cups with three on the bottom, two on the next level, and one at the top. Team members may not touch the cups with their hands or any other part of their bodies. Each person must hold onto one of the strings that is attached to the rubber band. The group can only use this rubber band octopus to pick up the cups and place them on top of each other (by pulling and releasing the strings on the rubber band to place around the cup).

Reflection: Group Discussion [~10mins]

- Did you have someone who stepped up as the leader, or was someone elected?
- How did you complete the task given?
- Were all ideas heard by all team members?
- Why was teamwork so important for this activity?
- What skills did you use to make this activity successful?

Adapted from: <https://thewaterlilyway.wordpress.com/2014/02/25/team-building-activity-tower-of-cups/>

Speed Dating (get to know you questions)

Materials: A table and chairs

Procedure [~25mins]: Have half of the participants sit on one side of a table while the other half sits on the other side. Choose which half of the participants will rotate to the next participant after answering the questions below. For each rotation, the facilitator will ask one of the questions for the participants to discuss. Allow for at least 2-3 minutes per rotation. Repeat until each participant has talked to each other.

Questions:

- If you had to describe yourself as an animal, which one would it be?
- On a scale of 1-10 how funny would you say you are?
- If you had a warning label, what would yours say?
- What song would you say best sums you up?
- What celebrity would you like to meet at Starbucks for a cup of coffee?
- If you were ruler of your own country what would be the first law you would introduce?
- Who was your favorite teacher in school and why?
- What's your favorite fast food chain?
- What's your favorite family recipe?
- Who is the most intelligent person you know?
- Do you love or hate roller coasters?
- Are you a clean or messy person?
- Who would you want to play you in a movie of your life?
- If you could go back in time, what year would you travel to?
- How would your friends describe you?
- Have you ever had a nickname? What is it?
- Do you like or dislike surprises? Why or why not?
- If you could only eat one meal for the rest of your life, what would it be?
- What would you sing at Karaoke night? Who is your hero?

Reflection: Group Discussion [~10mins]

Beach Ball

Materials: Beach ball, black permanent marker, questions

Procedure [~25mins]: Write questions on the beach ball (for a list of question ideas, see link below). Toss beach ball to participants in a circle. Wherever your thumb lands when you catch the ball, that is the question you answer. Repeat.

Reflection: Group Discussion [~10mins]

Adapted from: <http://www.moash.org/wp-content/uploads/2013/02/Beach-Ball-Questions.pdf>

Zip, Zap, Zop

Materials: None

Procedure [~25mins]: Have participants stand in a circle. Someone begins by pointing to another person in the circle and saying "ZIP!" That person then points to yet another person and says "ZAP!" That person points to another person and says "ZOP!" This continues, but the words must be said in order: ZIP, ZAP, ZOP. If someone makes a mistake and says a word out of order, that person is out of the game.

Reflection: Group Discussion [~10mins]

Adapted from: <http://dbp.theatredance.utexas.edu/node/29>

Entourage (Rock Paper Scissors)

Materials: None

Procedure [~25mins]: Students get into pairs. They play rock/paper/scissors, best 2 out of 3. Whoever loses is now the winning persons "entourage" and will cheer for the winner. The winner then goes and finds another winner of round 1 and repeats rock/paper/scissors, best 2 out of three 3. Whoever wins this round will now have 3 people in their "entourage". By the end of the game the entourages will be behind the last two people to declare the champion of the day.

Reflection: Group Discussion [~10mins]

Adapted from: <https://originsonline.org/educator-help/entourage>

Human Bingo

Objective/Goals: The objective of this game is for people to wander around the room and to obtain the signatures of people who have the facts listed on the bingo sheet. Once a person successfully obtains a full row (5 in a row), whether horizontally, vertically, or diagonally, he or she shouts “BINGO!” and wins.

Materials: Human bingo card (*see following page*; reorder descriptions for different cards) & writing utensils. Note: you can make your own template in excel and add your own descriptions.

Procedure [~25min]: Find classmates who fit these description by asking them questions. Do not show each other your Bingo Card. Write your classmates names in when they fit the description. You cannot use the same person more than twice and you can't use your own name on your sheet.

Reflection: Group Discussion [~10mins]

Adapted from: <https://www.icebreakers.ws/large-group/did-you-know-bingo.html>

HUMAN BINGO

Read the descriptions below. See if you can find someone who matches that description. Ask that person to sign their name in that particular box. Try to be the first person with four signatures in a row to get BINGO.

Someone who was baptized	Someone who's favorite subject is math	Someone who can speak another language	Someone who has lived in the same house all his or her life.
Someone who lives with more family members than just parents, sisters, and brothers	Someone who watches Empire	Someone who was NOT born in the state of Illinois	Someone who sings in a choir at church
Someone who is the oldest child in the family	Someone who eats PIZZA	Someone who is the only child in the family	Someone who has a pet
Someone who has gardened	Someone who's favorite color is purple	Someone who likes to dance	Someone who has an Iphone

Movement Name Game

Objectives/Goals: Have everyone repeat your name and movement.

Materials: None

Procedure [~25min]: Have the whole group stand in a circle.

Materials: The first person begins the circle rotation by loudly saying his/her name while at the same time doing a movement. The whole group repeats back the name and movement. The next student says her/his name and does a movement of his/her own. Again whole group repeats back her name and movement. This call and response continues around the circle until everyone has gotten a turn.

Reflection: (optional) [~10mins]

You can do a quick check in with the kids:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Adapted from: <https://www.playworks.org/game-library/movement-name-game/>

Fruit Basket

Objectives/Goals: Each player tries to find a seat until there is one player left in a seat (similar to musical chairs).

Materials: A big group of at least 8 players, enough chairs for all of your players (minus one) and an open room big enough to hold all of the chairs in a circle.

Procedure [~25min]: First you'll want to assign each player a fruit. Depending on the number and age of the players, you can do this several different ways. If you have young players or a smaller group, you might want to assign the fruits yourself, labeling players as *strawberry*, *orange*, *apple*, etc. Instruct players to remember their fruit. It's okay (in fact, preferable) if multiple people have the same fruit, so you might use only two or three fruits.

If you're playing with a large group of older players, you might let everyone choose his or her own fruit. Again, it's okay (even preferable) if more than one person has the same fruit, but you might get someone who's the only one with his or her fruit, and that's okay, too.

Next set up the game by arranging all the chairs in a big circle and having everyone sit in a chair. Choose someone to start the game by calling out the name of a fruit, like “strawberries!” As soon as the person calls out a fruit name, any player sitting in the circle assigned to that fruit would jump up and try to find a new seat. The person who called out the fruit would also try as fast to sit in one of the open seats. In the end, a player would be left without a seat. That player would then call out another fruit and the game continues.

The person in the middle should always calls out at least two fruits.

At any time, the player in the middle also has the option of calling out “Fruit basket!” When that happens, *all* players get up from their chairs and find a new one. Mass pandemonium and good fun ensues as everyone tries not to be left without a seat. The game continues until you want to stop.

Reflection: Group Discussion [~10mins]

Adapted from: <https://www.thegamegal.com/2011/04/30/fruit-basket-game/>

Greatest Fear, Greatest Dream Activity

Objective/Goal: Identify a fear and dream one has.

Materials: Handout on the following page, and writing utensils

Procedure: [~20mins] Have kids pick a spot in the room to go and reflect on these two questions: what is your biggest fear? What is your greatest dream? When they are done, come back as a group, and ask who wants to share.

Reflection: [~10mins]

Adapted from: <http://fearsvsdreams.com/>

WHAT'S YOUR BIGGEST FEAR?

WHAT'S YOUR GREATEST DREAM?

Fears
VS
DREAMS

I AM LIVING A STORY.
I WILL NOT GIVE UP.

TO
WRITE
LOVE
ON HER
ARMS.

Marshmallow Activity

Objective/Goal: Communication skills; team-building

Materials: *Each team should get:* 20 sticks of spaghetti, one marshmallow, yard tape, one yard of string

Procedure: [**~25mins**] The challenge is to build the tallest tower possible in 18 minutes that will support the marshmallow. Break into groups of 4 (or however much is needed so that there are no more than 5 people in each group); time it; let them know how much time has passed.

Each team has 18 minutes to build the tallest, free-standing structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 18 minutes, the facilitator measures the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.

Reflection: [**~10mins**]

- o Did you have someone who stepped up as the leader, or was someone elected?
- o How did you complete the task given?
- o Were all ideas heard by all team members?
- o Why was teamwork so important for this activity?
- o What skills did you use to make this activity successful?

You can do a quick check in with the youth:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Adapted from: <https://www.tomwujec.com/design-projects/marshmallow-challenge/>

Thank You Letters

Objective/Goal: It's essentially a thank you letter to whomever you wish to thank (e.g., parents, siblings, mentor, mentee, teacher, coordinator, etc)

Materials: Construction paper, scissors, glue, and other decorative pieces

Procedure: [~25mins] Simply say we're making thank you cards today

Reflection: [~10mins] It's important to recognize the time someone took to do something for you. It's a simple sign of respect. Help the kids to understand the importance of showing gratitude. People like to feel appreciated and may even motivate them to do more. A little goes a long way.

- What has someone done for you?
- How did that make you feel?
- How will you show your appreciation?
- How does it make you feel when someone thanks you?

Tell me about yourself

Objective/Goal: It's essentially a 'getting to know you' activity

Materials: Handout (*see following page*)

Procedure: [~25mins] Break into pairs for mentors/mentees to take turns asking and answering the questions on the handout. They can make up their own questions if needed.

Reflection: (optional) [~10mins]

You can do a quick check in with the kids:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

* * Take turns asking and answering the questions below * *

1. What's your favorite sport to play, or to watch?
2. Tell me the best three things about you.
3. Have you ever had a mentor or mentored someone before?
4. If you could have a superpower, what would it be?
5. If you were trapped on a deserted island and could pick on famous person to be with, who would it be?
6. What do you want to be when you're older?
7. What would your ideal teacher be like?
8. If you won \$1 million in a lottery, what would you do with the money?
9. What's your favorite comfort food? What type of food cheers you up?
10. Do you have any siblings?
11. Do you ever have a dream that comes back over and over again? If so, what is it like?
12. What are the first 3 things you would do if you were elected President?
13. If you could meet anybody, alive or dead, who would it be and why?
14. Who are 3 of your favorite music artists?
15. If you could change something about yourself, what would it be?
16. Name 3 movies or shows that you like.
17. What are your favorite apps?
18. What is the nicest thing a friend has ever done for you?
19. Why do you, or don't you, like violent movies?
20. What sport (that you haven't tried) do you think you would be good at? Why?
21. If you could visit any place in the world, where would it be?
22. If you could look like anyone, who would it be? Why?
23. Which of your friends are you most proud? Why?
24. If you were on a basketball team... would you rather score 50 points and lose, or score 10 points and win?
25. What's your favorite thing to do?

Relay Race

Procedure: [~25mins] Different ideas outlined below; more ideas found in link at the bottom of this page.

Ball between the legs

Instructions: Count off by twos (team 1 and team 2; make up team names if you like). Walk to a designated point without the ball falling in between the legs. If it does, the person has to go back to the line and start over; first team to get through everybody wins.

Materials needed: 2 balls or 2 balloons

3-legged race

Instruction: Divide your teams into pairs of players who are about the same height. Have the pairs stand side by side and use a piece of cloth or scarf to tie adjacent legs together. Each pair of players runs to a designated point and back again, and tags the next pair. If a pair of players falls down, they must get up while their legs remained joined. The first team with all their pairs completing the race first wins. Remind students to be very careful not to hurt themselves.

Materials needed: something to tie their legs together (e.g. rubber bands, scarf, bandanas, etc.)

Egg (or cotton ball) Relay

Instructions: Have an egg available for each team with a few extras, just in case. Give a spoon to the first two players in each line. The first player in the team's line places the egg on the spoon, runs to a designated spot, turns and runs back, and transfers it to the next person's spoon. If the egg drops, they must retrieve it using only the spoon – no hands. The race continues until each team member in the line has taken a turn. The first team to have all their members complete the run, successfully wins.

Materials needed: paper plate or spoon and egg or cotton ball

Reflection: (optional) [~10mins]

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Adapted from: <https://www.verywellfamily.com/relay-races-for-kids-1257402>

Musical Chairs

Objective/Goal: A great energizer!

Materials: A big enough space to form either a circle or a horizontal line of chairs

Procedure: [25mins] Have the youth walk around a circle of chairs, when the music stops, they have to have a seat in one of the chairs. The catch is that there is one less chair than the number of participants. Each cycle, take away a chair. The final student left standing is the winner.

Reflection: (optional) [~10mins]

You can do a quick check in with the kids:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Adapted from: <https://www.wikihow.com/Play-Musical-Chairs>

Charades

Objective/Goal: This activity can be used as an opening activity for a session

Materials: You can either use the internet/computer or make your own categories. If you choose to make your own, you'll need a marker and strips of construction paper

Charades generally has the following categories: quotations, movies, books, plays, songs, TV shows; choose answers that would be familiar to everyone (for instance, in the movie category, have an answer such as 'Finding Nemo'); Place the pieces of paper in two separate containers.

Procedure: [~30mins] This is a word guessing game. One teammate [without speaking] acts out a word or phrase, and the team has to decide what the word or phrase is.

Reflection: (optional) [~10mins]

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again

Goal-Oriented Activities

Vision Board

Objective/Goal: To visualize your goals for the new year or month.

Materials: Construction paper (you can also use poster board paper or a canvas board), magazines, glue, scissors, tape, ribbon, cotton balls, and any other decorative pieces

Procedure: [~30mins] Have students write their goals for the new year or month on a piece of 5x7 index cards (or regular paper). Next, instruct them to look through the pages in the magazines and find pictures that would reflect their goals and glue them on the paper and decorate the board.

Reflection: [~10mins]

Adapted from: <http://christinekane.com/how-to-make-a-vision-board/>

SMART GOALS Worksheet

Objective/Goal: To illustrate the importance of writing down goals that are SMART:

Specific, Measurable, Achievable, Relevant, Timely

Materials: SMART Goal worksheet on the following page (or create your own SMART goal map, ideas are in the link below) and writing utensils.

Procedure: [**~25mins**] Have a discussion with the youth about what SMART goals are, what they mean, and how to set those goals. Pass out the worksheet on the following page to each student; break the mentors and mentees into pairs to work on it. Gather back as a big group and ask who wants to share.

Reflection: [**~10mins**]

Adapted from: <https://www.dailyteachingtools.com/free-graphic-organizers-s.html>

SMART GOAL WORKSHEET

Specific: What do I want to accomplish?

Measurable: When/How will I know I have accomplished this goal?

Achievable: What do I need to do to accomplish this goal?

Relevant: Is this something I can realistically accomplish within the time I set for myself? What about it will be difficult? What about it will be easy?

Timely: Set a date and a timeline for reaching this goal. When do you want to complete it by?

Selfie Poem

Objective/Goal: It's essentially a poem about your accomplishments. What are you proud of?

Materials: scratch paper, construction paper, markers, scissors, glue, pictures of themselves (or they can draw a picture), and any other decorative pieces

Procedure: [~20mins] On a piece of scratch paper, ask youth to write down some things they are proud of, and write a poem mirroring/following the format as the example. To see examples of selfie poems, follow the link below.

Reflection: [~10mins]

Adapted from "Selfie Poems": http://ginakennedy81.blogspot.com/2014/03/monday-morning-differentiation-ideas_31.html

Conflict Resolution

Conflict Resolution Skits:

Objective/Goals: The goal of this activity is to teach students the different aspects of conflict resolution, using very common scenarios as skits.

Materials: Potential skits/scenarios, writing utensils, notebook paper & assigned groups.

Procedure [~45mins]: Either the instructor or the students can create the scenarios for this activity. There are typically four scenarios that can be divided amongst four groups. Students should be asked to create a conflict that is handled poorly and then reenact the very same situation using a positive and realistic response. The scenarios can vary by location (i.e. school, home, community, or relationship) or with different types of individuals (i.e. parent, teacher, police officer, or peer). The activity gives students the opportunity to teach each other through entertainment and share positivity within an interactive fashion.

Reflection: Group Discussion [~10mins]

- o Which of these scenarios do you see most often throughout the week?
- o Which situation would be the most difficult to solve?
- o What lesson would you give to someone with conflict resolution issues?
- o Would you be able to practice these lessons outside of this program? Why or why not?

Health & Wellness

Mental Health

Anger Management Handouts: See appendix for useful read-only handouts regarding anger management. These can be discussed with students or given to them after the completion of the other anger management activities. They are titled “**Getting Back In Control**”, “**Developing an Anger Management Plan**”, and “**Avoid Negative Reactions**”.

“I” Statement:

Objective/Goals: The goal of this activity is to help youth address their anger issues by requiring them to identify angering situations and to determine their preferred response to these negative situations.

Materials: Handout (*see appendix*) for each facilitator and student

Procedure [~25mins]: By requiring them to use “I”, students take responsibility for their anger management, instead of letting others dictate their emotional response. Students are also able to identify what makes them angry as well as their preferred response to angering situations. This clarity in the youth’s response to negative situations allows them to respond in a more desired manner as opposed to being overwhelmed.

Reflection: Group Discussion [~15mins]

- o What kinds of situations made you angry?
- o Why did they make you angry and what was your response?
- o How would you like to respond next time?
- o Why is it important to respond better to negative situations?
- o Will you try this response during the next time this situation appears, and will it work? Why or not?

Relaxation Technique:

Objective/Goals: The goal of this activity is to teach relaxation techniques to students to reduce stress and anger symptoms.

Materials: Relaxation description handout for facilitator found online that is best suited for your group. An example of a relaxation script is at the following link:
<https://www.therapistaid.com/therapy-worksheet/progressive-muscle-relaxation-script>

Procedure [~25mins]: Students should be gathered into a circle and asked to reflect on times when they get tense as well as sharing the consequences of stress to emphasize why muscle relaxation is important. The instructor should read the script to the students and ask them all to follow along with each technique as instructed. Students should also be asked to tense each muscle for 5 seconds and then release it. If there is any pain or discomfort, they can skip over the technique requiring that particular muscle. They should also be asked to visualize each muscle becoming relaxed as they practice each technique. Demonstrating it will set the tone for a calm session. Feel free to play some relaxing music as you read the script.

Reflection: Group Discussion [~10mins]

- o How do you feel after relaxing your muscles? Are there any changes in your muscles?
- o Which technique was your favorite?
- o Would it help if you did this routine at home?
- o What kind of situations could this help in?
- o Would you all like to do this routine again? How can we make it better?

Adapted from: <https://www.therapistaid.com/therapy-worksheet/progressive-muscle-relaxation-script>

Anger Log:

Objective/Goals: The goal of this activity is to help students identify how often they get upset, their triggers for becoming angered, the rate of their level of anger, and to identify their emotional responses to anger throughout the week. It can also be considered a take-home document.

Materials: Anger log (*see following page*) and writing utensil; Anger Log Retrieved from: <http://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

Procedure [~25mins]: Students are asked to list the day and time in which they became angered. Students should also explain what made them angry and also the warning signs that allowed them to know that they were becoming angered. Next, students will rate their level of anger and then discuss how they responded physically and emotionally to the situation that triggered their anger. This activity helps students to become more aware of their response patterns in addressing their anger and this usually leads to more effort to prevent negative emotions before they become overwhelming. Remind students that an incentive/reward will be given for those that return the handout.

Reflection: Group Discussion [~15mins]

- o What situations angered you most often?
- o Was it easy or difficult to remember to complete your log? Why?
- o How do did you physically respond to anger most often? How did you feel about this response?
- o What are your triggers?
- o How would you like to respond in most situations and what's stopping you from doing so?



KEEP AN “ANGER JOURNAL.”

Use these 2 pages to start your journal. Over the next several days keep track of things that trigger your anger.

How I felt afterward				
What I did in response				
My anger rating 1= mild 2= moderate 3= severe				
My anger warning signs				
Trigger				
Date and time				



Anger Cycle:

Objective/Goals: The goal of this activity is to teach students how their emotional triggers can create negative thoughts.

Materials: Anger cycle (printout retrieved from: <https://www.therapistaid.com/therapy-worksheet/cycle-of-anger>) and writing utensils.

Procedure [~45mins]: Feel free to do an example of a cycle for them on a blank document or on a chalk board. Begin by asking the youth what they believe mental and emotional health is, starting with mentees and ask who in the room has ever felt angry, and discuss as a group the different things in life that can trigger anger.

After discussing those questions, show them the example diagram and ask them to identify their own scenario in which their anger caused them to react negatively. This should be written in the top circle. Once they identify a scenario for the cycle at the top of the page, the second cycle at the bottom is then used to create an ideal situation in which students list a negative situation that is replaced with a positive thought/behavior instead of a negative one. Students can complete the cycle by adding positive emotional, physical, and behavioral responses. Remind students to be honest about any difficulties they foresee with responding to a negative situation with positivity. Individual mentor-mentee pairs can use a recent experience for the first circle. The second circle has to be done by individual mentor-mentee pairs to represent an ideal/future experience. Once the cycles are completed. Have mentors and mentees share them with the group and ask if anyone has experienced similar situations after each example is shared.

*Example: Someone calls you a mean name, you think negative thoughts about yourself and the other person, you feel sad and angry, your face gets red and eyes tear up, you decide to fight). Point out the 2 stars on the cycle and explain that the stars are there because those are the two points in the cycle where you are in control (how you think about the situation, and what you do about the situation).

Reflection: Group Discussion [~15min]

- How do negative emotions and behaviors impact our opportunities (friendship, education, sports)? How does it impact our personality?
- How does mental health issues (I.e. Anger and Behavior disorders) impact our community?
- Do negative thoughts limit us or make us stronger?
- What is a negative thought that you would like to replace? Why? How will changing it help?

Nutrition

Loopy Lap Activity:

Objective/Goals: The Goal of this activity is to help students identify healthy meals and learn the benefits of healthy eating.

Materials [~25mins]: List of foods and activity description for instructor. List of foods and activity can be found following the link at the bottom of this page.

Procedure: Begin by gathering the students into a circle around you. Quickly review what makes a food a "go" food vs. a "slow" food. ("Go" foods help their bodies go and grow. "Slow" foods are high in fat and added sugar and can slow their bodies down). Remind them that although sugar can make them feel excited at first, it will make them feel very tired after a while.

Ask them if they like feeling tired or if there are certain activities that would like more energy for. Explain that you will list some lunch foods (select examples from the "go" and "slow" foods list found in the appendix) and ask the students to call out "go" or "slow" for each one. Once they have correctly identified some foods, tell them you are going to play another game about "go" foods and "slow" foods called "'Go' Food/'Slow' Food" which involves them moving in a circle around the room. Tell them you are going to name lunch foods. If a food is a "go" lunch food, they should jog (or skip or hop) while circling the room. If a food is a "slow" lunch food, they should slow-motion walk in a circle. Demonstrate the movements and then start the game with a "go" food. Have the students perform each action for 10-15 seconds before you name a new food. If you wish to challenge the group further and keep them on their toes, pick up the pace as you switch between "slow" and "go" foods. If time permits, review some foods and their "go" or "slow" classifications with the class. Remind the class to choose "go" foods more often.

Reflection: Group Discussion [~15mins]

- o What are reasons that students eat slow foods so often?
- o How can we encourage or inspire kids to eat more go foods?

Adapted from: <https://www.nyrr.org/youth-and-schools/running-start/nutrition-activities/elementary-school/snacks/slow-food-go-food>

Healthy Plate:

Objective/Goals: The goal of this activity is to help students identify healthy eating habits.

Materials: Healthy plate model personal example, art supplies (e.g. markers), plate or construction paper



Procedure [~25mins]: Before this session, create a healthy plate diagram by drawing images of foods that match certain food groups onto a paper plate. This should be done until the plate shows a complete meal is made. Talk with the youth about what a “healthy plate” looks like while using the “Healthy Plate Model” (see appendix) along with an example healthy plate you’ve created. Hand paper plates out to each of the mentees along with art supplies, and have mentors and mentees work together to create their healthy plates with the foods that they enjoy eating. Encourage mentors to talk to mentees about how they try to eat well, things that make it difficult to eat healthy, and perhaps ways they have overcome obstacles to eating healthy.

Reflection: Group Discussion [~10mins]

- o What’s the healthiest food on your plate?
- o What are some of the foods that you eat most often?
 - What are some things that make it difficult to eat healthy? How can we overcome those?

Weekly Meal Sheet/food tracker:

Objective/Goals: The goal of this activity is to help students identify the different types of food groups they encounter throughout the week and to make sure they are getting the right amounts of each group on a weekly basis. This can be considered a take-home document.

Materials: Weekly meal sheet (printable a: <http://www.nourishinteractive.com/nutrition-education-printables/238-children-family-healthy-goals-weekly-meal-planning-food-diaries>), list of common foods found in each food group & writing utensils. Provide each student with a list of foods and their respective food group.

Procedure [~25mins for students throughout week; 10 mins of session]:

Students should take this document home and log the meals that they eat throughout the week. They can begin this task during the mentoring session if time permits.

Reflection: Group Discussion [~10mins]

- Was it difficult to keep up with this chart?
- Did this chart help you?
- How can these food groups help you?
 - Is there a particular food group that you need more of?

Adapted from: <http://www.nourishinteractive.com/nutrition-education-printables/238-children-family-healthy-goals-weekly-meal-planning-food-diaries>

Fitness

Weekly Activity Sheet:

Objective/Goals: The goal of this activity is to help students become mindful of their physical activity needs. This activity requires them to list any activity that they are able to do for at least 15 minutes, with all of them totaling an hour of exercise. This can be considered a take home-document

Materials: Activity Tracking Sheet (printable at: <http://www.nourishinteractive.com/nutrition-education-printables/241-children-family-healthy-goals-color-writing-activity-trackers>) and Writing utensils

Procedure [~25mins]: Encourage students to get an hour of physical activity daily and to list their favorite exercises from the entire week. Once their hour is complete, they can color in their star and log any extra move minutes. Please remind students to be honest about their activities and that an incentive/reward will be given for those that return the sheet. This is a take home document, but students can begin it during session.

Reflection: Group Discussion [~10mins]

- o Did this chart help you? Why or why not?
- o Was it easy or difficult to remember to complete your log?
- o Did accomplishing the activity make you feel any different? If so, how?
- o What were some of your favorite activities?
- o If you did extra move minutes, what motivated you?

Adapted from: <http://www.nourishinteractive.com/nutrition-education-printables/241-children-family-healthy-goals-color-writing-activity-trackers>

SLIY at home Fitness/Go DJ:

Objective/Goals: The goal of this activity is to help students learn new fitness activities as well as the proper way to complete them.

Materials: Exercise descriptions (on the following page) Portable speaker (not mandatory); Items in various colors to be assigned matched activities (not mandatory)

Procedure [~30mins]: Before beginning, have the youth brainstorm why exercise is beneficial (a few examples are on the bottom on the At Home Fitness handout. Talk through them together. You can begin by demonstrating each listed exercise (can also assign an activity to each student to demonstrate to the group.) To begin the activity, you can assign each exercise to a music artist (to play through portable speakers) or to a particular color. Once the artist or color is displayed, then students have to use the appropriate exercise. It would be ideal for the assigned matches to be written on the board for students to view as a reminder or for the constructor can remind them as the activities are alternated. Please be mindful to switch activities at the best time, as some activities may not be maintainable for long. If there are no speakers or colors, feel free to follow the guided time lengths listed on the activity sheet and allow students to do each activity for a number of seconds. Adding a gaming aspect makes this game more interesting.

Reflection: Group Discussion [~15mins]

- How do you feel after those exercises?
- Are you interested in doing these exercises at home? Why or why not?
- Are there other exercises that you would do instead?
- Which of your muscles feels the strongest after the workout?
- Which activity will help you the most? Which made you the most tired?

At-Home Workout for Kids

1. Start with a quick stretch
 - a. Reach for the sky with both hands
 - b. Touch your toes (20 sec.)
 - c. Cross your arm over your chest (10 sec. each arm)
 - d. Hold your ankle with your hand (15 sec. each leg)
2. 20 jumping jacks
 - a. How to:
 - i. Start with arms at side
 - ii. Jump, and as you jump, spread feet and raise arms
 - b. Jumping is a cardio exercise, which gets your heart rate up
 - c. Tip: keeping your heart rate up is the best way to ensure an effective workout
3. 20 squats
 - a. How to:
 - i. Stand with your feet shoulder length apart
 - ii. Bend your knees in a sitting motion
 - iii. Drop your hips until your thighs make a straight line
 - iv. Slowly come back up
 - b. Even with just body weight, squats are good for your legs
 - c. Tip: use a chair to make sure that you're going low enough
4. 15 push-ups
 - a. How to:
 - i. Lie on the floor, raise body into a plank and lock elbows
 - ii. Bend elbows, dropping body towards the ground
 - iii. Push back up
 - b. Push-ups strengthen both arms and chest muscles
 - c. Tip: if your feet are slipping, back them up against a wall
 - d. Tip: if you're having trouble, you can do push-ups from your knees
5. 15 crunches
 - a. How to:
 - i. Lay on ground with hands crossed over chest
 - ii. Curl head and shoulders toward knee
 - iii. Slowly lower back to the ground
 - b. Crunches work your core muscles and strengthen your abs
 - c. Tip: to make the exercise easier, raise feet into air; to make it harder, keep them on the ground
6. 30 mountain climbers (15 each side)
 - a. How to:
 - i. Get into push-up position
 - ii. Bring right knee to left elbow
 - iii. Bring left knee to right elbow
 - b. Mountain climbers work arms, chest, and core
 - c. Tip: the faster you do this exercise, the more it will increase your heart rate

Why should you work out?

- Regular exercise keeps you fit and healthy
 - Controls weight
 - Improves mental health
 - Guards against diseases such as diabetes and heart disease
- Exercise can improve your mood
 - Helps increase mental health
 - Boosts energy
- Exercise is fun!
 - It's a good way to connect with friends and family

Workout written by Bridget Murphy, SLIY program staff member

Fitness Day

Objective/Goal: It's essentially a relay race.

Materials: Cones, jump rope (*or just change the first station to 20 jumping jacks*), hula-hoop (*or just change the 5th station to 15 squats*)

Procedure: [~20mins] There are two equal teams (count off by two; vote for a team name if you like). One person from each team goes through all the stations:

- The first station =20 Jumping Jacks (or jump rope for 10 seconds).
- Second station =10 push-ups.
- Third station =5 lunges.
- Fourth station =10 toe touches.
- Fifth station =hula-hoop for 10 seconds (or 15 squats).

Then, the student runs back and tags the next teammate. If someone doesn't do the exercises all the way, they have to go back to the beginning and start over. Whichever team finishes first wins.

Reflection: (optional) [~10mins]

You can do a quick check in with the kids:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

DJ Hitman

Objective/Goal: This activity can be considered an energizer or an opening activity for the session. If you want to get the group moving, this is a great choice.

Materials: portable speaker, song list, list of exercises

Procedure: [**~25mins**] Make a circle. Assign an artist (e.g., Beyonce) an exercise or stretch. When the students hear a song by that artist, the students have to do that particular movement. You have to keep doing that movement until the song switches.

Let's say:

Beyonce- squats

One Direction- take a breather and stretch

Drake- jumping jacks

Rihanna- lounges

The Weekend- pushups

Bruno Mars- crutches

Reflection: (optional) [~10mins**]**

You can do a quick check in with the kids:

- How are you feeling?
- What was this activity like for you?
- Were there any challenges?
- Would you want to do this again?

Hygiene

Hygiene Charades/skits:

Objective/Goals: The goal of this activity is to teach students important aspects of maintaining good hygiene.

Materials: Definitions for health and Hygiene;

Health: A state of complete physical mental and social well-being (WHO), OR when your body, mind, and emotions are at their best

Hygiene: Healthy habits; the things you do take care of yourself and stay healthy.

List of hygiene needs for charade acts,

- Bathing and wearing deodorant
- Keeping the mouth clean (brushing and flossing)
- Taking care of hair and nails
- Using a tissue when you need to sneeze or blow your nose
- Wearing sunscreen
- Washing hands

Assign an act to a group of students for them to create a skit or act.

Procedure [~25mins]: This activity is a part of a hygiene PowerPoint presentation created for the youth. The instructor should begin asking students to define healthiness and then providing the answer (see appendix). The instructor can also ask students to define hygiene, and then provide the definition of the term (see appendix). Each hygiene activity can be assigned to a volunteer person or group. The students can both play charades and have other students' guess which act is being displayed or students can create skits to present on each hygiene act. The skits may take quite a bit a time, so if the charades game is chosen instead, then the instructor will have to display more information from the power point presentation (see appendix).

Reflection: Group Discussion [~10mins]

- What are some roadblocks to practicing good hygiene?
- What can be done to help students take better care of hygiene?
- Is it possible for some student to not be able to afford or have access to clean things? What can be done about this?

Identity

Identity Map:

Objective/Goals: The goal of this activity is to have students observe their favorite identity traits and to find out what they might have in common with others in the group. This will bring more self-awareness and also build a bond within the group.

Materials: One identity map on the following page for each facilitator and student. Writing utensils and art supplies if needed.

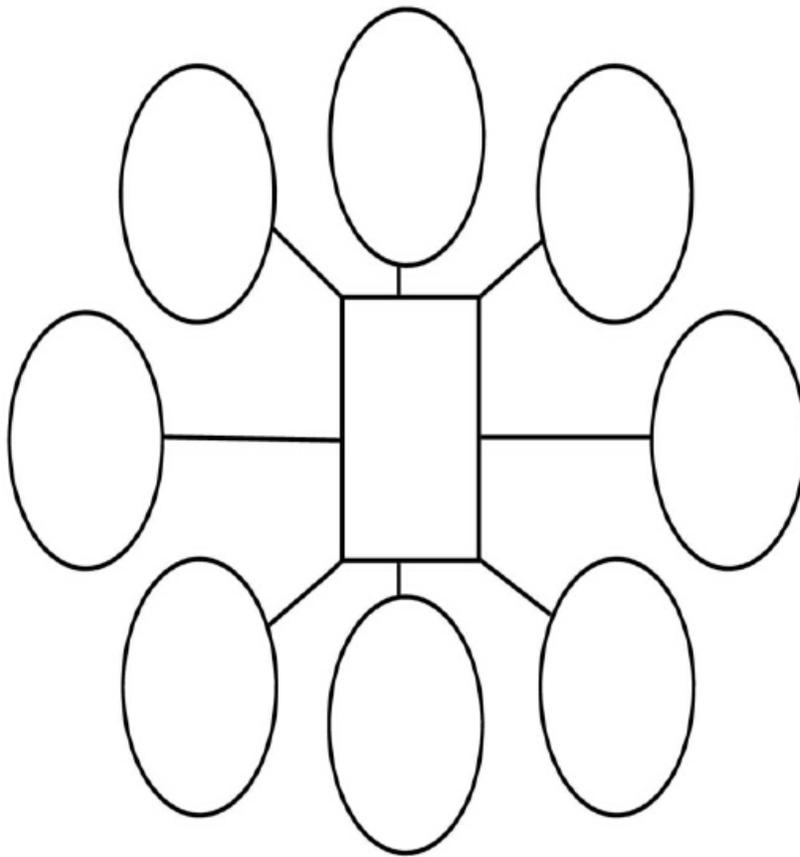
Procedure [~35min]: Begin by asking the youth what they think identity is or means, starting with mentees. Brainstorm ideas for a definition. Also, brainstorm different aspects of identity (gender, age, relationships to others, religion, race, nationality, likes, dislikes, etc.). Write them on the board or on poster paper if possible so that all ideas are visible (get mentors involved by having them write on the board, explain what certain aspects of identity are, etc.). Next inform them that the basic definition of identity is who someone is; the qualities, beliefs, etc., that make a particular person or group different from others (Merriam-Webster). Then pass out “Identity Mapping for Youth” handouts, pencils, and art supplies to mentor/mentee pairs. Demonstrate with an example on the board if there are mentors/mentees who have not done an idea web before. Have mentors guide mentees during this activity by asking questions and encouraging discussion.

Instruct them to begin by writing their name in the center. Within the circles that are extending outward, write words and phrases that encompass their identity. Youth can add more circles, illustrations, symbols and use color to be creative. A good idea is to hang all maps on the wall and have students do a gallery walk. When a student sees an identity characteristic they share, have them place a checkmark next to the word. If the gallery idea is not feasible, then students can pass their papers around for other students to check for commonality. The instructor can help students share their experience by asking them the following: What surprised you about a fellow student- was there an identity that you wouldn't have guessed? Did mentors have a lot in common with their mentees (would their identity map be similar)? What identities appeared the most? Discuss.

Reflection: Group Discussion [~10min]

- Of all the different aspects of identity we talked about, which two are most important to you? Why? Who agrees? Who has a different answer?
- What parts of your identity have changed in the last year? What parts will always stay the same? What do you think will change in the future?
- What do you think makes you most unique? How do you think people “see” you?
- What parts of your identity are most obvious to others? How does this affect you in your school, neighborhood, city, etc.?

Identity Mapping For Youth



I AM poem

Objective/Goal: Exploration of self

Materials: Handout (*see following page*) and writing utensil

Procedure: [**~30mins**] Break the kids into mentor/mentee pairs. Have the mentors help the mentees fill the worksheet out. The mentors can fill one out as well. Students can present as a group if time permits.

Reflection: (*sample questions*) [**~10mins**]

- What was it like working through the worksheet?
- Did any emotions rise up? If so, provide examples.
- Why is it important to reflect on this?

• I am _____

- I am _____
- But sometimes I _____
- I am _____
- And I come from _____
- My journey has been one of _____
- I am different because _____
- That's why I am who I am.
- I struggle with _____
- I cringe at _____
- I question the existence of _____
- I am _____
- I worry _____
- I am afraid of _____
- But I still wake up every morning.
- Because I love to _____
- I appreciate _____
- I value _____
- And I search for _____
- I am a product of my culture.
- I am _____
- I am me.

Cultural Wealth

Please review handout of Yosso's six-part Cultural Wealth Model (*see following pages*) as it includes six types of capital that educational leaders may use to frame their interactions with students from a strengths-based perspective. We've highlighted three types of capital through our program themes as you will see below (Resistance, Familial/Social, and Navigational/Aspirational).

SUMMARY OF YOSSO'S CULTURAL WEALTH MODEL

Yosso's six-part Cultural Wealth Model includes six types of capital that educational leaders may use to frame their interactions with students. This may be particularly useful to educators committed to increasing the number of students who remain in the p-20 academic pipeline. The six forms of cultural capital are: aspirational, linguistic, familial, social, navigational, and resistance. Yosso argues that all forms of capital can be used to empower individuals. Yosso designed this model to capture the talents, strengths and experiences that students of color bring with them to their college environment. **The Yosso Cultural Wealth Model represents a framework to understand how students of color access and experience college from a strengths-based perspective.** Below we summarize Yosso's definition of each form of capital and pose questions to consider in determining how a program, school, college, or other institution can promote each specific type of capital.

Aspirational capital is defined by Yosso as the "**hopes and dreams**" students have. She explains that African American and Latina/o students and their families continue to have high educational aspirations despite persistent education inequities. Questions to consider:

- How are we supporting the maintenance and growth of students' aspirations?
- What assumptions do we have about our students' aspirations?

Linguistic capital refers to the **various language and communication skills students bring with them to their college environment.** Yosso further defines this form of capital by discussing the role of storytelling, particularly for students of color. She argues that because storytelling is a part of students' lives before they arrive on college campuses, they bring with them "skills [that] may include memorization, attention to detail, dramatic pauses, comedic timing, facial affect, vocal tone, volume, rhythm and rhyme." (p. 79). These are all skills that instructors and students affairs staff can use as a solid foundation for academic success. Questions to consider:

- How are we supporting the language and communication strengths of our students?
- To what degree do courses utilize inclusive pedagogical practices?

Familial capital refers to the **social and personal human resources students have in their pre-college environment,** drawn from their extended familial and community networks. Yosso explains that students' pre-college experiences within a communal environment come with knowledge that campuses can help students leverage in to positive experiences in college. Consider:

- How do we recognize and help students draw on wisdom, values and stories from their home communities?

- How do we create environments that honor and invite families to participate?

Social capital is a form of capital that Yosso defines as students' "peers and other social contacts" and emphasizes how students utilize these contacts to gain access to college and navigate other social institutions. Questions to consider:

- How do we help students stay connected to the communities and individuals instrumental in their previous educational success?
- How do we engage with likely individuals and community-based organizations about admissions and selection processes and the types of supports successful students need?

Navigational capital refers to students' skills and abilities to navigate "social institutions," including educational spaces. Yosso further explains that students' navigational capital empowers them to maneuver within unsupportive or hostile environments. Questions to consider are:

- How do we help students navigate our institutions? Interactions with teachers/faculty? Interactions with student-support staff? Their peers?
- How willing are we to acknowledge that our institutions, both their structures and cultures, have a history of, and may still in many ways be unsupportive and/or hostile to our students and their communities?

Resistance capital has its foundations in the experiences of communities of color in securing equal rights and collective freedom. According to Yosso, the sources of this form of capital come from parents, community members and an historical legacy of engaging in social justice. This historical legacy of resistance leaves students of color particularly well-positioned to leverage their higher education training to enter society prepared to solve challenging problems regarding equitable health, educational and other social outcomes. Questions to consider are:

- How do we support students who are committed to engaging in and serving their home communities (however they define these)?
- What opportunities do we provide students in and outside of the classroom to prepare them for participation in a diverse democracy?

References

Yosso, T.J. (2005). Whose culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69–91.

Know Your Rights Presentation [~60mins]:

Contact the organization, “First Defense Legal Aid”, as they present to students on their civil rights in being confronted by police officers. Please call (773) 354-8581 or google “First Defense Legal Aid” to visit the website to request a workshop.

Support Tree:

Objective/Goals: The goal of this activity is to help students identify the important relationships within their life and whom they can seek during difficult situations.

Materials: Blank sheet of paper for each facilitator and student; possibly art supplies (Not mandatory)

Procedure [~45mins]: Start an opening discussion about support systems: what are they? Who are they? Do you have one? Why do we need them? How do they help us? How can we build ours? Etc. When finished, explain support tree activity (stress SUPPORT, not necessarily family) and pass out papers.

Students are asked to draw a tree and write names of people on the branches of the tree that care for and support them. Once all of the names are in place, students will be much closer to identifying their support system and knowing whom to seek in difficult times. Students can list family members, friends, classmates, or leaders in the community. Once all names are written, students can design their picture with colors and drawings. Students can also present a few names from their list and tell why certain people made it onto their list.

Reflection: Group Discussion [~15mins]

- Who are some of the people that made your list? How do they support you?
- How do you support the people on your tree?
- What’s an area in your life that you would like more support in? Who can help you with this?

Citizenship & Leadership

Value chart:

Objective/Goals: The goal of this activity is to help students identify the characteristics that make them valuable to the world.

Materials: Handout (My Value Chart) for each facilitator and student; possibly art supplies (Not mandatory).

Procedure [~25mins]: Students are asked to begin by drawing themselves in the center of the document. Next, they can answer the questions found each box of the document, which requires them to give insight into their favorite attributes.

Reflection: Group Discussion [~15mins]

- What did you list as your most powerful trait?
- How can you use this to help others in the community?
- Who is someone that you trust? Why?
- What is the most important lesson you learned from this person? How does it help you?

MY VALUE CHART

TAKE A MOMENT TO REFLECT ON WHAT IT IS THAT MAKES YOU VALUABLE TO THE WORLD AND HOW YOU VALUE THE WORLD AND WHO YOU ARE TO IT BY ANSWERING THE FOLLOWING QUESTIONS.

WHAT ARE YOUR WISHES FOR HUMANITY?



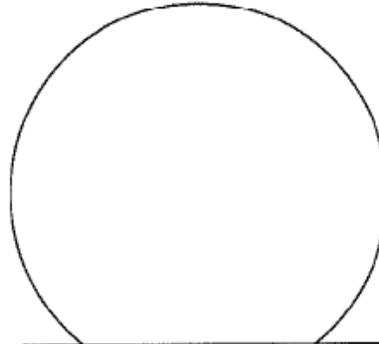
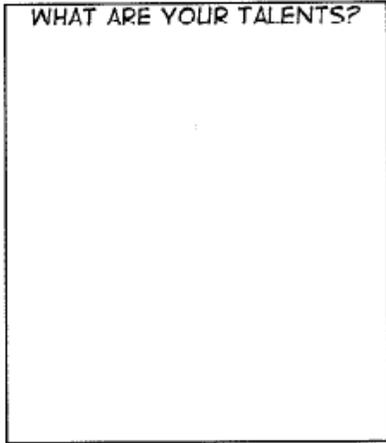
WHAT ROLES DO YOU PLAY IN YOUR HOUSE HOLD? YOUR COMMUNITY?



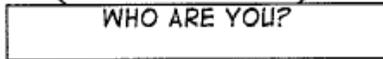
WHO ARE PEOPLE YOU LOVE, WHO SHARE YOUR VALUES, THAT YOU TRUST?



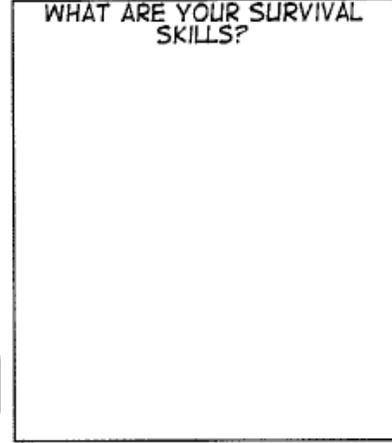
WHAT ARE YOUR TALENTS?



WHO ARE YOU?



WHAT ARE YOUR SURVIVAL SKILLS?



WHAT ARE YOU PASSIONATE ABOUT THE WORLD?



WHAT ARE THE PARTS OF YOUR PERSONALITY THAT YOU FEEL ARE MOST POWERFUL?



WHAT IS THE MOST IMPORTANT LESSONS YOU LEARNED ABOUT LIVING?



Letter to President or other Leader/Presidential Speech:

Objective/Goals: The goal of this activity is to allow students to express their thoughts regarding the controversial presidency of 2017 and the future with Donald Trump as president. Students also have the options of identifying aspects of a good leader and needs of their communities.

Materials: One handout for each facilitator and student. Writing utensils and construction paper (not mandatory).

Procedure [~45mins]: Students can either write a letter to the president or write a presidential speech. Their letter to the president should be themed with the phrase “I am not afraid”, allowing students express the ways that they will find personal strength and positivity despite the political climate. If students decide to write campaign speeches, they should encompass the qualities that youth want to see in leaders. Be sure to emphasize being public servants, rights, community needs, and responsibilities as a leader within the community. Once completed, students can share their letters or speeches with the group.

Reflection: Group Discussion [~15mins]

- o How will you find strength with Trump as president?
- o What can be done to support the community?
- o What qualities should a leader have?
- o What are some of the needs of the community?
- o What kind of community would you like to create? What kinds of events would you like to see within the community?

Holiday-Themed Activities

Christmas Ornaments

Objective/Goals:

- Interconnectedness
- Creativity

Materials: plate, Popsicle stick, glue, pipe cleaners, construction paper, pom poms, decorative stickers, Mentee photos, etc.

Procedure [~30mins]: To develop relationships with mentors and reflect on previous experiences in the program. Mentors and mentees split into pairs. Mentees can choose to decorate either construction paper or a paper plate. Have them glue a picture of themselves from the program onto the paper. They can then add Popsicle sticks, pipe cleaners, and decorative stickers to their ornament. Mentors can punch holes into the paper and help mentees thread pipe cleaners through it, creating a string for the picture to be held by.

Reflection: Group Discussion [~10mins]

Snowman Ornaments

Objective/Goals:

- Interconnectedness
- Creativity

Materials: cotton balls, glue, paper plates, construction paper (pre-cut in the shape of a snowman and hats), hole punch, pipe cleaners, mini pom poms

Procedure [~25mins]: Mentors and mentees split into pairs. They glue the pipe cleaner to the back of the snowman, creating a sting that the ornament can be held by. On the other side, have them glue cotton balls to the paper. They can add the mini pom poms for eyes and buttons. Glue pre-cut hats on last.

Reflection: Group Discussion [~10mins]

Valentine's Day Letter to Loved Ones/Mentor/Mentee

Objective/Goals:

- Written Skills
- Creativity
- Relationship-building

Materials: craft supplies: construction paper, markers, etc.

Procedure [~20mins]: For mentors and mentees to work together to utilize written communication skills and develop interpersonal skills. Mentors and mentees work together to create a Valentine's letter for the mentee's loved one (parent or guardian, grandparent, sibling, etc). Mentors and mentees can also create a letter for each other if there's time.

Reflection: Group Discussion [~10mins]

- What's an important relationship in your life, and why is it important?
- How do these relationships help us in everyday life?
- How do we show our loved ones (such as our parents) that we love them?
- How is SLIY like a family? What can we do to make everyone feel welcomed and loved?

Mother's Day Card

Materials: craft supplies: construction paper, markers, etc.

Procedure [~20mins]: To work together to utilize written communication skills, and develop relationships. Mentees and mentors split into pairs. Mentors help mentees write and decorate a card for the mentee's mother or grandmother.

Reflection: Group Discussion [~10mins]

Egg Hunt

Materials: plastic eggs, paper bags, candy

Procedure [~30mins]: Hide the eggs outside before the mentors/mentees arrive. Have the mentees and mentors split into pairs. Whichever pair can find the most eggs, wins a small prize.

Reflection: Group Discussion [~10mins]

Egg Dye Activity

Materials: hard boiled eggs, die, vinegar, clean up supplies (paper towels, etc), egg tools, cups

Procedure [~35 mins]: To build community amongst the entire group and encourage creativity and art in mentors and mentees. Set up all supplies, including mixing the dye with the vinegar, before the session begins. Allow mentors to help mentees dye several eggs. Mentors may also dye an egg if they wish. Afterwards, take pictures of mentees with their favorite egg, and their mentor.

Reflection: Group Discussion [~10mins]

Paper Roses

Objective/Goals:

- Creativity
- Patience

Materials: tissue paper (various colors), pipe cleaners, scissors

Procedure [~25mins]: Mentors and mentees work together in pairs. Layer tissue paper on top of each other (at least 5 sheets). Fold the tissue paper together, back and forth. Tie the pipe cleaner in the center of the stack, with the paper able to be pulled upwards. Cut the edges to be circular (optional). Pull each individual sheet up, careful not to tear the paper. After each layer is separated, the flower is ready to go!

Reflection: Group Discussion [~10mins]

Black History Month Jeopardy

Objective/Goals (*optional*):

- Identity Building
- History

Materials: Jeopardy Questions

Procedure [**~25mins**]: To educate about black history, develop pride in identity, and practice working as a group. Mentors and mentees split into their matches, and form two teams. A facilitator reads the questions off a list and keeps score. Each question is worth 10 points. Encourage everyone to participate and to take turns answering the question on each team.

Example Questions:

1. Who is the first black president- Barack Obama
2. I delivered the I have a dream speech- MLK
3. Who created the traffic lights- Garrett Morgan
4. Who was arrested for not giving up her seat on a bus- Rosa Parks
5. Who was the last person to win NBA MVP award- Steph Curry
6. Who wrote the 'still I rise' poem- Maya Angelou
7. What woman is associated with the underground railroad- Harriet Tubman
8. The first black woman Olympic history to become the individual all-around champion- Gabrielle Douglas
9. Who is associated with this quote 'float like a butterfly sting like a bee'- Muhammad Ali
10. Who was one of the most famous leaders for the Nation of Islam- Malcolm X
11. Who has been called the father of the civil rights movement- Frederick Douglass
12. I am a South African man that was arrested and jailed for 27 years for fighting against the South African Apartheid. Famous Quote 'Education is the most powerful weapon which you can use to change the world'- Nelson Mandela
13. Who played for the bulls wearing #23 and won 6 rings- Michael Jordan

14. Carolina Panthers quarterback and NFL MVP- Cam Newton
15. Who played Will on fresh prince of bel-air- Will Smith
16. Who's currently playing for the bulls and is from Chicago- Derrick Rose
17. Who was the first Black man to earn a Ph.D. from Harvard- W.E.B Dubois
18. Who was the chief organizer of the 1963 March on Washington for Jobs and Freedom – Bayard Rustin
19. I was one of one of the main people that help organize the million man march in Washington DC- Louis Farrakhan
20. I was the first Black heavy weight boxing champion- Jack Johnson
21. I am poet that lived in New York's Harlem neighborhood and wrote *The Weary Blues* – Langston Hughes
22. Who wrote the book *Beloved* – Toni Morrison
23. I am a famous musician that played piano and a school in is Chicago named after me- Duke Ellington
24. I am a famous inventor and botanist the used peanuts to create over 100 products-George Washington Carver
25. I am a famous trumpet player and one of the most famous jazz musician during my lifetime - Louis Armstrong
26. I am an Astronaut that has a crater on the moon after me- Ronald E. McNair

Reflection: Group Discussion [~10mins]

DISCUSSION TOPICS

(more for older youth)

Tips:

- Have a youth co-lead
- Define key words for the discussion
- State why is this important
- Give relatable examples/anecdotes as needed
- Try to role play or some other creative activity to make a point/get lesson across
- Set discussion questions; get the conversation going
- Save time for Reflection
- Mention takeaways points

Possible subject topics

- Peer pressure
- Bullying [as the bully or the one getting bullied or general
- Violence
 - Peer/School Violence
 - Gang/Gun Violence
 - Parental Abuse/neglect
 - Domestic Violence
- Goal setting
- Self-control
- Boundaries
 - For mentors, consider discussing both needed boundaries with peers (teasing, professionalism, appropriate questions/language, physical touching, intimate/romantic pursuits) and any needed boundaries with mentees(i.e. physical touching, social media, & discussing intimate/romantic topics)
 - For mentees, consider discussing boundaries with peers (teasing, appropriate questions/language during school time, physical touching, intimate/romantic interest)
- Current events going on in the world
- Social Justice [Equal Voice]
- Social media (see Appendix)
- Finances (see Budgeting worksheet in Appendix)
- College 101/High School 101
- Emotions (see Packet in Appendix)
- Personal mindset (see Appendix)

Appendices

Appendix A:

Retrieved from: <http://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

TAKE STEPS TO GET BACK IN CONTROL

Start by taking a “timeout”:

Stop what you’re doing.

When you feel your anger warning signs developing and you start thinking angry thoughts, tell yourself to stop. This may help you calm down and think more clearly.

Try to relax. For example:

- Count to 10 or 100.
- Get a drink of water.
- Take a walk.
- Take several slow, deep breaths

Leave, if necessary.

If you are angry with another person, tell him or her that you need to take a timeout. Ask someone to watch a child or elderly or ill person for you, if necessary. Then go to a safe place to calm down. Avoid driving.

Return when you’re calm.

Once you’ve got your anger under control, go back and talk with the person or face the situation that triggered your anger.

Remember to calm down.

Think carefully before you speak. You’re less likely to say something you’ll be sorry for later.

Name the problem.

Calmly and clearly explain why you’re angry or what the problem is. Don’t yell, use insults or make threats. People will be less likely to consider your point.

Use “I” statements.

After you describe the problem, use “I” statements to tell the person how you feel. These statements focus on you and your needs, wants and feelings. They also help the listener avoid feeling blamed or criticized.

Identify solutions.

Say what you would like to change or see happen in the future. If you’re having a conflict with another person, try to find a solution together.

Get help if you need it.

Talk with a family member or friend if you’re having trouble expressing your anger constructively. Or consider seeing a counselor or other mental health professional. He or she can help you learn ways to express your feelings through role-playing and other methods.

Don’t hold a grudge. After a disagreement, be willing to forgive.



Appendix B:

Retrieved from: <http://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

DEVELOP AN ANGER MANAGEMENT PLAN.

Now that you've learned more about anger and how you respond to it, you can develop your own plan for managing your anger.

Follow these steps:

1. Set positive goals and a time frame

Your goals should address both a specific behavior and your reaction. For example, over the next month, your goal could be to communicate your feelings using "I" statements whenever you get angry at work.

You can set different goals for yourself. But don't try to meet too many at one time. You're less likely to reach them.

2. Get support

Tell family, friends and co-workers about your goals. They can offer encouragement and advice. Seek out their help if you're having trouble with your anger. Or consider seeing a mental health professional.

3. Track your Progress

Consider keeping a daily log or journal. Make note of times when you avoid getting angry or handle anger well. Seeing improvement over time can keep you from feeling discouraged.

4. Reward yourself!

Treat yourself when you reach a goal or get halfway there. For example, go to a movie or enjoy a special meal.



Appendix C:

Retrieved from: <http://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

AVOID NEGATIVE REACTIONS, SUCH AS:

Not letting go

You may have trouble getting past your anger. You may remember painful events that occurred long ago. As time goes by, your anger may continue to grow. You may become obsessed with angry thoughts or hopes of revenge.

Keeping it bottled up

This usually makes you feel worse. Sooner or later, your feelings come out. And when they do, it may be in the form of an angry outburst. Holding angry feelings in may also contribute to health problems.

Blaming

Blaming others doesn't solve problems. You need to learn to take responsibility for your own feelings and actions – both positive and negative.

Responding to anger with anger

This may seem like a natural reaction, but it often makes a situation worse.

Remember – you can take steps to change how you react to anger.

It's important to know that:

Alcohol or other drug use may increase anger.

Using alcohol or other drugs to dull anger doesn't work. These substances may mask angry feelings – but only for a short time. And they often bring the opposite result. Alcohol and other drugs play a major role in many cases of violence.

You shouldn't use alcohol or other drugs as an excuse for angry or violent behavior.

The truth is, there's no excuse for losing control in this way.

Treatment programs are available.

Some treatment programs are designed to help people recover from an alcohol or drug problem – and learn to manage their anger.

Get help if you have a problem with alcohol or other drugs.

- Call the center for Substance Abuse Treatment's National Helpline at 1-800-662-HELP (1-800-662-4357).
- Look in the phone book for numbers of local self-help groups, such as Alcoholics Anonymous (AA).

Having a problem with alcohol or other drugs makes it harder to manage anger.

Appendix D:

Retrieved from: <http://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

PRACTICE YOUR “I” STATEMENTS

When you're angry, it's easy to blame someone or something for your problems. Getting comfortable using "I" statements can help you learn to take responsibility for your feelings. Fill in the statements below to practice talking in terms of yourself and your feelings.

I feel angry

when you are late getting home for dinner

for dinner.

Next time, I would like to know if you're going to be

late.

Please try to call.

I feel _____

when _____

_____.



Appendix E:

Retrieved from: <http://seasonstherapy.com/wp-content/uploads/2013/12/What-Causes-Anger.pdf>

Next time, I would like _____

_____.

I feel _____

when _____

_____.

Next time, I would like _____

_____.

MORE WAYS TO HELP GET A HANDLE ON ANGER

When things start heating up, try these methods to cool down:

Progressive muscle relaxation

You tense and relax each muscle group, starting at your head and working your way down to your toes. *Here's how:*

1. Wear loose, comfortable clothing. Sit in a comfortable chair or lie down.
2. Tense the muscles in your face for 5-10 seconds. Then relax them for about 20 seconds.
3. Tense the muscles in the back of your neck for 5-10 seconds. Then relax them for about 20 seconds. Notice the difference is how your muscles feel when relaxed.
4. Move down to your shoulder. Tense and relax the muscles the same way you did in step 3.

Have a sense of humor.

For many people, having a good sense of humor helps them avoid getting angry. Try to find the humor in minor troubles and annoyances.

Do a hobby.

For example, try gardening, learning a musical instrument or making crafts. A hobby can be a productive outlet for tension and energy, and it can serve as a welcome distraction from angry feelings.

Write about your feelings.

Consider recording your thoughts and feelings in a journal or diary, or write a letter (You don't have to send it.). Writing can help you

