Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date:	10/9/2020
School/Department:	Gifford Middle
Action Step # and Description: (If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)	2.9-STUDENT PEER MENTORSHIP
Explanation of Evidence:	Currently we have 2 students in our Peer Mentorship Program, other students that are on Transitional and Virtual Learning are scheduled be in the Peer Mentor program.
Results of Action Taken:	Students have opportunity to work with their peers to problem solve and build relationships. We also plan to have the students included in the extended learning opportunities(Mentor and Mentee) to support the academic needs of both students.
Reflection:	Peer mentorship will build leadership and support for our students. Students will have a responsibility to advocate for themselves and others. Building a sense of community within our school. In the next few weeks upon the return of more students, the Peer Mentorship program will grow to include more students.

GIFFORD MIDDLE SCHOOL

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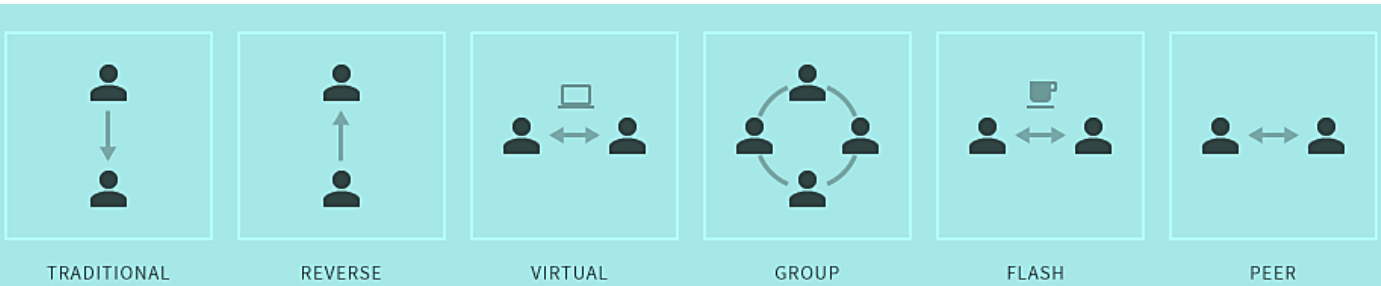
MARINE SCIENCE & ROBOTICS

2020 - 2021

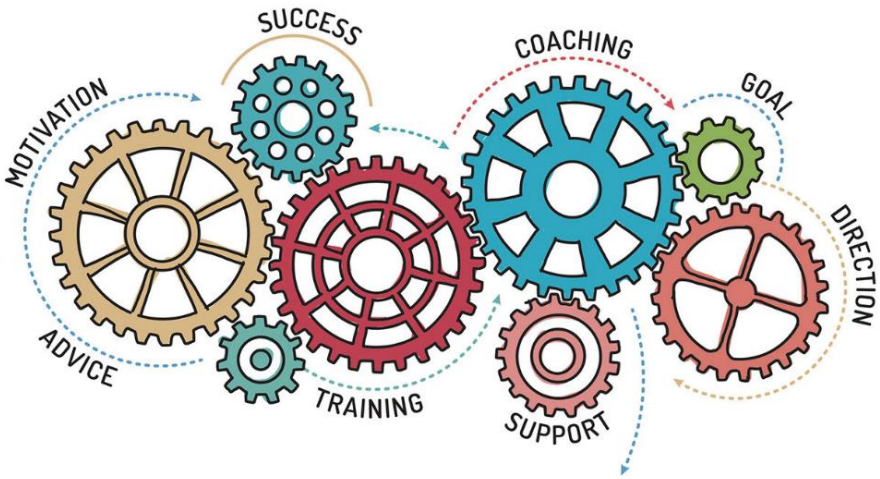
PEER MENTORING HANDBOOK

WHY PEER MENTORING?

A **MENTOR** is a wise and trusted friend and guide. **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.



A cross-age peer mentoring model refers to programs in which an older student (mentor) is matched with a younger student (mentee) for the purpose of guiding and supporting the mentee in many areas of their academic, social, and emotional development. The gap between the age of the mentor and mentee allows for effective role modeling and positions the mentor as a wiser and older individual.



A PEER MENTOR IS:

- A FRIEND
- A COACH
- A PERSON TO TALK TO
- A SUPPORTER
- AN ADVISOR
- A ROLE MODEL
- A RESOURCE FOR NEW IDEAS AND OPPORTUNITITES

A PEER MENTOR IS NOT:

- A SOCIAL WORKER
- A PARENT
- A SUPERHERO
- A PAROLE OFFICER
- A SOURCE OF MONEY
- A THERAPIST
- A SOLUTION TO ALL PROBLEMS

WHAT IS PEER MENTORING?

In general, people take their peers' perspectives very seriously. This means that a positive peer mentoring relationship can have profound effects on a mentee's sense of self-worth.

Due to the similarity in age of peer mentors to their mentees, mentees might also feel more comfortable sharing concerns and problems with their mentors. This increases mentee access to appropriate support and resources during times of struggle.

BENEFITS OF PEER MENTORING

Research indicates that cross-age matches often meet for more time and more frequently than adult-youth mentoring relationships, and there is some evidence that they may have a greater impact on mentees' feelings of connectedness to school than adult-youth mentoring. Analysis of the research also indicates that the impacts, for both mentors and mentees, may be more pronounced if there is at least a two-year age difference between mentor and mentee (Karcher, 2007). In order to achieve the positive outcomes, Gifford Middle School faculty and staff members will pay close attention to program structures and practices that support peer mentors as they work with their mentees.

FOR MENTORS

- IMPROVED REASONING SKILLS
- BETTER ABILITY TO RELATE TO PARENTS; IMPROVED COMMUNICATION SKILLS
- GREATER FEELING OF CONNECTION TO SCHOOL; INCREASED SELF-ESTEEM AND EMPATHY
- IMPROVED CONFLICT RESOLUTION SKILLS; GREATER PATIENCE; IMPROVED ORGANIZATIONAL SKILLS
- INCREASED 'CULTURAL CAPITAL' WHICH LEADS TO A MENTORS UNDERSTANDING OF THEIR OWN CHALLENGES AND EXPERIENCES

FOR MENTEES

- INCREASED ACADEMIC ACHIEVEMENT; GREATER SELF-EFFICACY
- IMPROVED SOCIAL SKILLS
- GREATER FEELING OF CONNECTION TO SCHOOL AND PEERS
- DECREASED BEHAVIORAL PROBLEMS; LOWER RATE OF ENGAGIN IN RISKYT BEHAVIORS
- INCREASED SCHOOL ATTENDANCE; GREATER RATE OF CONTINUING EDUCATION

GREAT EXPECTATIONS

While it is great to have goals that you and your mentee can work towards, it is important to remember that the purpose of mentoring is to **BUILD A RELATIONSHIP**. Your primary mission should be to establish trust and to be a supportive role model in your mentee's life.

It is also important to keep in mind that the goals you work toward should come from your mentee. If you have goals for your time together, try to focus them on yourself within your role – to improve your listening skills, to become solution-oriented, or to be the best mentor you can be.

AS A PEER MENTOR

DO EXPECT...

- TO BE A POSITIVE ROLE MODEL TO YOUR MENTEE
- THE RELATIONSHIP TO BE ONE-DIRECTIONAL, AT LEAST TO START
- SOME CHANGE TO HAPPEN
- TO SUPPORT YOUR MENTEE IN REACHING THEIR GOALS
- TO EXPERIENCE SOME FRUSTRATION AS A MENTOR
- TO BE BUSY
- TO MAKE AN IMPACT IN YOUR MENTEE'S LIFE

DO NOT EXPECT...

- TO 'REFORM' OR 'SAVE' YOUR MENTEE
- YOUR MENTEE TO CONFIDE IN YOU OR TRUST YOU, AT LEAST TO START
- VISABLE CHANGE QUICKLY
- YOUR GOALS TO MIRROR YOUR MENTEE'S GOALS FOR THEMSELVES
- THAT YOU WILL BE 'BEST-FRIENDS-AT-FIRST-SIGHT'
- YOUR MENTEE TO SCHEDULE MEETINGS OR DEVELOP PLANS
- TO KNOW ABOUT OR UNDERSTAND THE IMPACT YOU HAVE MADE

YOUR ROLE AS A PEER MENTOR

MODEL BEHAVIOR

WHAT YOU DO IS AS IMPORTANT AS WHAT YOU SAY. USE YOUR BEHAVIOR TO PROMOTE LEARNING AND POSTIVE DEVELOPMENT IN YOUR MENTEE.

CREATE LEARNING EXPERIENCES

KEEP AN EYE OUT FOR TEACHABLE MOMENTS. TAKE ADVANTAGE OF LOCAL RESOURCES TO CULTIVATE YOUR MENTEE'S EXISTING INTERESTS.

FOCUS ON THE POSTIVE

APPROACH CHALLENGES FROM A PLACE OF OPTIMISM AND POSSIBILITY.

ENCOURAGE

HELP YOUR MENTEE BUILD SELF-ESTEEM AND SELF-CONFIDENCE.

A NOTE ON SELF-ESTEEM

SELF-ESTEEM IS A **SENSE OF CONFIDENCE** IN ONESELF, AND A FEELING OF CONNECTEDNESS TO OTHERS. A PERSON'S **EMOTIONAL WELL-BEING** IS OFTEN BUILT UPON THEIR LEVEL OF SELF-ESTEEM. SELF-ESTEEM IS AN INTERNAL NEGOTIATION BETWEEN OUR OWN SELF-IMAGE, OUR BELIEFS ABOUT HOW OTHERS VIEW US, AND THE IDEAL VERSION OF THE SELF WE WOULD LIKE TO BE.

BUILDING SELF-ESTEEM IS A CRUCIAL PART OF BEING A PEER MENTOR. TRY TO PAY ATTENTION TO YOUR MENTEE'S SELF-ESTEEM THROUGHOUT YOUR RELATIONSHIP, PARTICULARY WHEN DIFFICULT ISSUES ARISE.

SIGNS OF LOW SELF-ESTEEM:

- RESISTANCE TO CHANGE
- NEGATIVE SELF-TALK
- VIEWS SETBACKS AS PERMANENT
- GENERALLY PESSIMISTIC
- LACK OF SELF-CONFIDENCE
- PRONE TO ANXIETY / DEPRESSION
- NEEDS CONSTANT REASSURANCE
- PRONE TO PERFECTIONISM
- TROUBLE COMMUNICATING NEEDS AND FEELINGS
- OVERLY AGGRESSIVE, TROUBLE SHARING

SIGNS OF HEALTHY SELF-ESTEEM:

- ENJOYS INTERACTING WITH OTHERS
- ABILITY TO VOICE DISCONTENT WITHOUT BELITTLING
- WORKS TOWARDS SOLVING ISSUES THAT ARISE
- OPTIMISTIC
- REALISTIC GRASP OF THEIR OWN STRENGTHS AND WEAKNESSES
- USUALLY HAPPY AND CONTENT
- SETS REALISTIC GOALS
- COOPERATES EASILY WITH OTHERS

THE B.E.S.T. MODEL

ALL RELATIONSHIPS GO THROUGH STAGES. THE **B.E.S.T. MODEL** DEMONSTRATES THE TYPICAL LIFECYCLE OF MENTOR RELATIONSHIPS: **BUILD**, **ENHANCE**, **SUSTAIN**, AND **TRANSITION**. THESE STAGES ARE NOT ALWAYS CLEAR-CUT AND FREQUENTLY OVERLAP. SOMETIMES, RELATIONSHIPS RETURN TO AN EARLIER STAGE AND CYCLE THROUGH MORE THAN ONCE. READ ON TO LEARN MORE ABOUT EACH STAGE INDIVIDUALLY – WHAT IT IS, WHAT YOU CAN EXPECT, AND SOME TOOLS AND TIPS FOR MAKING THE MOST OF THE RELATIONSHIP IN EACH STAGE.

STAGE ONE

BUILD

THE FIRST STAGE OF THE MENTORING LIFECYCLE IS BUILDING THE RELATIONSHIP – MEETING YOUR MENTEE FOR THE FIRST TIME, **ESTABLISHING TRUST**, **CLARIFYING ROLES**, AND **AGREEING ON BOUNDARIES** ARE ALL PART OF THIS STAGE.

YOU AND YOUR MENTEE WILL BOTH HAVE SOME ANXIETY AND/OR EXCITEMENT ABOUT BUILDING THIS NEW RELATIONSHIP. **TAKE THE INITIATIVE** TO EXPLORE MUTUAL INTERESTS AND FIND COMMON GROUND.

BECAUSE TRUST IS SO FRAGILE AT THIS POINT, IT IS EXTREMELY IMPORTANT TO **BE CONSISTENT**, **AUTHENTIC**, AND **OPEN-MINDED**. WHAT YOU DO NOW WILL SET THE TONE FOR THE REST OF THE MENTORING RELATIONSHIP.

YOUR FIRST MEETING

- INTRODUCE YOURSELF WITH CONFIDENCE AND A SMILE
- LEARN HOW TO PRONOUNCE YOUR MENTEE'S NAME
- TELL YOUR MENTEE ABOUT YOURSELF AND ASK QUESTIONS ABOUT YOUR MENTEE
- BE PATIENT, NONJUDGEMENTAL, AND OPEN.
- REMAIN POSITIVE AND END ON A GOOD NOTE.

STAGE TWO

ENHANCE

STAGE TWO INVOLVES ENHANCING THE MENTORING RELATIONSHIP. THIS MEANS **EXPLORING INTERESTS** IN DEPTH, **SETTING GOALS**, AND OFFERING YOURSELF AS A RESOURCE TO YOUR MENTEE.

THE GOALS YOU SET CAN BE PERSONAL IN NATURE, CAREER-ORIENTED, ACADEMICALLY-FOCUSED, OR ANYTHING ELSE YOUR MENTEE HAS IN MIND. REMEMBER – THIS IS A TIME FOR YOUR MENTEE TO TALK ABOUT THEIR AMBITIONS; NOT AN OPPORTUNITY FOR YOU TO IMPOSE YOUR GOALS ONTO THEM.

STAGE THREE

SUSTAIN

IN THE THIRD STAGE OF THE MENTORING RELATIONSHIP, TRUST HAS BEEN ESTABLISHED AND CONVERSATION IS MORE **COMFORTABLE**, **PERSONAL**, AND **OPEN**. WORKING ON GOALS MIGHT BE A CENTRAL FOCUS OF THE RELATIONSHIP.

WHILE THIS NEW LEVEL OF COMFORT IS WONDERFUL, IT ALSO MIGHT COME WITH SOME NEW CHALLENGES. **YOU AND YOUR MENTEE MAY STRUGGLE** TO LIVE UP TO THE EXPECTATIONS YOU AGREED TO AT THE START OF THE RELATIONSHIP. IF THIS HAPPENS, YOU MIGHT RE-NEGOTIATE THE TERMS OF YOUR RELATIONSHIP BY EVALUATING WHAT YOU HAVE ACCOMPLISHED, WHAT **NEW GOALS** YOU HAVE, AND HOW YOU WOULD LIKE TO WORK ON THEM TOGETHER.

STAGE FOUR

TRANSITION

CHANGE CAN BE A SCARY THING, BUT THEY CAN BE MADE EASIER BY PREPARING FOR THEM. A GOOD WAY TO PREPARE FOR RELATIONSHIP TRANSITION WITH YOUR MENTEE IS TO **TALK ABOUT IT**! CELEBRATE HOW MUCH YOU HAVE ACCOMPLISHED AND REMIND YOUR MENTEE HOW MUCH TIME REMAINS. PART OF THESE DISCUSSIONS SHOULD INCLUDE WHAT YOU WANT YOUR RELATIONSHIP TO LOOK LIKE ONCE THE PROGRAM ENDS.

NO MATTER WHEN YOU DECIDE TO TRANSITION OUT OF THE MENTORING RELATIONSHIP, BE SURE TO **GIVE YOURSELF AND YOUR MENTEE CLOSURE**. CLOSURE MEANS ENDING THE RELATIONSHIP ON A GOOD NOTE, CELEBRATING THE TIME YOU HAVE SPENT TOGETHER, AND CLARIFYING YOUR RELATIONSHIP MOVING FORWARD. **MAKE SURE YOU ARE BOTH ON THE SAME PAGE**.

TIPS FOR ESTABLISHING TRUST

TRUST CAN BE A VERY DIFFICULT THING TO ESTABLISH. BOTH YOU AND YOUR MENTEE WILL BRING YOUR OWN SET OF EXPECTATIONS, HOPES, AND EXPERIENCES TO THE RELATIONSHIP. ALL THESE THINGS AFFECT THE WAY THE RELATIONSHIP WILL DEVELOP, THE PURPOSE AND GOALS OF THE RELATIONSHIP, AND THE BOUNDARIES YOU AND YOUR MENTEE ESTABLISH.

CONSISTENCY IS A BIG PART OF TRUST BUILDING. MAKE SURE YOUR ACTIONS AND YOUR WORDS MATCH AND THAT YOU FOLLOW THROUGH ON COMMITMENTS. KNOW THAT YOU WILL GET BUSY. THINGS WILL COME UP. WHAT'S IMPORTANT IS TO BE OPEN AND HONEST ABOUT YOUR LIMITATIONS AND REALISTIC ABOUT YOUR COMMITMENTS TO YOUR MENTEE.

COMMUNICATION TOOLS

SETTING BOUNDARIES IN THE MENTORING RELATIONSHIP WILL HELP TO ENSURE THAT YOU AND YOUR MENTEE HAVE REALISTIC EXPECTATIONS OF ONE ANOTHER AND CAN ALSO HELP YOU TO AVOID SOME AWKWARD SITUATIONS.

1 OPEN-ENDED AND CLOSE-ENDED QUESTIONS

IT MIGHT BE A LITTLE TOUGH TO GET CONVERSATION STARTED WHEN YOU ARE FIRST GETTING TO KNOW YOUR MENTEE. ASKING OPEN-ENDED QUESTIONS IS A GREAT WAY TO GET THE BALL ROLLING.

A **CLOSE-ENDED QUESTION** IS A QUESTION THAT CAN BE ANSWERED VERY SIMPLY - GENERALLY WITH JUST **ONE WORD**, SUCH AS 'YES' OR 'NO'.

EXAMPLE: DO YOU LIKE ICE CREAM?

OPEN-ENDED QUESTIONS, ON THE OTHER HAND, TEND TO ELICIT LENGTHIER RESPONSES. THEY HELP US ASK OTHERS ABOUT THEIR **OPINIONS** AND **FEELINGS** AND THEY CAN OFTEN LEAD THE WAY TO DEEPER CONVERSATION.

EXAMPLE: HOW DID YOU MEET YOUR BEST FRIEND?

2 ACTIVE LISTENING

ACTIVE LISTENING IS A WAY OF LISTENING THAT AFFIRMS THE SPEAKER AND LETS THEM KNOW THAT YOU ARE INTERESTED AND THAT YOU UNDERSTAND.

TO PRACTICE ACTIVE LISTENING, TRY OUT THE FOLLOWING TIPS:

- **PARAPHRASE** WHAT YOUR MENTEE HAS SAID TO MAKE SURE YOU UNDERSTAND. SAY, "WHAT I'M HEARING IS… DO I HAVE THAT RIGHT?"
- LEAN IN, NOD, AND MAINTAIN EYE CONTACT. USE APPROPRIATE FACIAL EXPRESSIONS AND GESTURES. KEEP A CALM AND **COMPOSED POSTURE** AND DON'T FIDDLE WITH ANYTHING THAT COULD DISTRACT YOU (PHONE).
- WHILE YOUR MENTEE IS SPEAKING, DON'T THINK ABOUT YOUR RESPONSE OR THE NEXT QUESTION YOU WANT TO ASK. **JUST LISTEN**.

3 BODY LANGUAGE

BODY LANGUAGE REFERS TO ALL THE WAYS THAT WE COMMUNICATE WITH OTHERS WITHOUT USING WORDS. ACCORDING TO RESEARCH, NONVERBAL (BODY) LANGUAGE ACCOUNTS FOR UP TO 70% OF ALL COMMUNICATION! IT IS VERY IMPORTANT, THEREFORE, TO MAKE SURE YOU ARE SENDING THE RIGHT MESSAGES TO YOUR MENTEE WITH YOUR BODY LANGUAGE.

A FEW GOOD TIPS FOR GOOD BODY LANGUAGE ARE LISTED UNDER "ACTIVE LISTENING," SUCH AS LEANING FORWARD AND MAINTAINING EYE CONTACT. ALSO, **PAY ATTENTION TO YOUR POSTURE** WHEN INTERACTING WITH YOUR MENTEE, WHICH MIGHT SEND THEM SIGNALS ABOUT YOUR MOOD, YOUR INTEREST IN THEM, AND YOUR TRUSTWORTHINESS. TRY TO KEEP YOUR BODY OPEN AND RELAXED, WITH ARMS LOOSE AND UNCROSSED.

4 "I" STATEMENTS

I" STATEMENTS ARE SENTENCES THAT START WITH AN EXPRESSION OF YOUR **PERSONAL OPINION** OR EXPERIENCE. YOU CAN ONLY BE SURE OF YOUR OWN EXPERIENCES AND FEELINGS – NEVER THOSE OF OTHERS. USING AN "I" STATEMENT TO CLARIFY WHERE YOUR OPINIONS COME FROM **ENSURES THAT YOU DON'T OFFEND ANYONE** BY SPEAKING FOR THEM.

> **EXAMPLE:** INSTEAD OF SAYING "**YOU** HATE MATH!" TRY SAYING SOMETHING LIKE "**I NOTICED THA**T **YOU** SEEMED FRUSTRATED WHILE DOING YOUR MATH HOMEWORK THE OTHER DAY, COULD YOU TELL ME ABOUT THAT?"

USING "I" STATEMENTS CAN BE PARTICULARLY USEFUL DURING A CONFLICT. INSTEAD OF SOUNDING ACCUSATORY, WHICH COULD MAKE THINGS WORSE, IT WILL HELP YOU UNDERSTAND **YOUR MENTEE'S PERSPECTIVES**.

> **EXAMPL**E: INSTEAD OF SAYING "YOU'RE SO IRRESPONSIBLE! YOU LET ME DOWN," TRY SAYING "I WAS REALLY LOOKING FORWARD TO SPENDING TIME WITH YOU THE OTHER DAY AND I WAS UPSET WHEN YOU DIDN'T SHOW UP. WHY WEREN'T YOU ABLE TO MAKE IT?"

AS YOU CAN SEE, **"I" STATEMENTS ENABLE YOU TO LEARN** ABOUT YOUR MENTEE. THE FIRST "YOU" STATEMENT IN EACH EXAMPLE ONLY SHOWS THE MENTOR'S ASSUMPTIONS ABOUT THE MENTEE. NOTHING IS LEARNED AND CONVERSATION IS TURNED INTO A CONFLICT.

GIVING FEEDBACK 5

FEEDBACK IS AN OBSERVATION OR OPINION COMMUNICATED FROM ONE PERSON TO ANOTHER. FEEDBACK CAN BE POSITIVE OR NEGATIVE, AND WHEN DONE APPROPRIATE BOTH TYPES CAN BE CONSTRUCTIVE AND USEFUL.

<u>WHEN PROVIDING FEEDBACK TO YOUR MENTEE, TRY TO FOLLOW THESE GUIDELINES:</u>

- BE HONEST AND RESPECTFUL. KEEP IN MIND THAT IT CAN BE DIFFICULT TO HEAR NEGATIVE FEEDBACK.
- MAKE OBSERVATIONS, NOT EVALUATIONS. PROVIDE EXAMPLES OF WHAT YOU HAVE OBSERVED WHEN YOU GIVE FEEDBACK - DON'T EVALUATE OR PROVIDE PERSONAL JUDGMENT. OBSERVATIONS WILL HELP YOUR MENTEE REPLICATE GOOD BEHAVIORS AND RECOGNIZE BEHAVIORS THAT AREN'T CONSTRUCTIVE.
- PROVIDE EMPATHY. TRY YOUR BEST TO PUT YOURSELF IN THEIR SHOES TO UNDERSTAND THEIR PERSPECTIVES.
- BE TIMELY. GIVE FEEDBACK PRIVATELY WHEN YOU WON'T BE DISTURBED OR DISTRACTED, AND YOUR MENTEE WON'T BE EMBARRASSED.

FINDING SUPPORT

AS A PEER MENTOR **YOU DO NOT NEED TO HAVE ALL THE ANSWERS**. ONE OF THE MOST IMPORTANT SKILLS YOU CAN LEARN FROM MENTORING IS HOW TO ASK FOR HELP. FOR SOME ISSUES, YOU CAN FIND WAYS TO RESPECTFULLY AND CONFIDENTIALLY TROUBLE-SHOOT WITH OTHERS YOU TRUST.

REMEMBER - YOU CAN ASK FOR HELP FROM:

- TEACHERS
- PROGRAM STAFF
- OTHER MENTORS
- MENTORS IN YOUR LIFE

WHILE THE INFORMATION YOUR MENTEE SHARES WITH YOU SHOULD GENERALLY BE KEPT PRIVATE, THERE ARE SOME SITUATIONS THAT MERIT FULL-DISCLOSURE OF INFORMATION – **AS IN SITUATIONS WHERE YOUR MENTEE IS A RISK TO THEMSELVES OR OTHERS**.

HANDLING TOUGH ISSUES

A MENTEE AND THEIR MENTOR MAY ENCOUNTER SOME DIFFICULT ISSUES SUCH AS:

- SUBSTANCE USE AND ABUSE
- ABUSE, VIOLENCE, AND BULLYING
- MENTAL HEALTH ISSUES
- PEER PRESSURE
- PUBERTY, SEXUALITY, AND RELATIONSHIPS
- DEATH

ENGAGING IN OPEN AND HONEST CONVERSATION ABOUT TOUGH ISSUES IS AN IMPORTANT WAY TO LEARN MOR ABOUT A SITUATION AND DETERMINE THE BEST COURSE OF ACTION. AS A PEER MENTOR**, YOUR ROLE IS TO DIRECT YOUR MENTEE TO THE APPROPRIATE RESOURCES**, WHETHER THAT IS A REFERRAL TO A PROFESSIONAL OR SHARING A GOOD NEWS ARTICLE. WHEN DISCUSSING THESE ISSUES REMEMBER TO REMAIN CALM AND NONJUDGMENTAL.

JUST BECAUSE ONE OF THESE ISSUES COMES UP IN CONVERSATION DOES NOT MEAN THAT YOUR MENTEE IS IN IMMINENT DANGER. FOR INSTANCE, IF YOUR MENTEE IS CURIOUS ABOUT USING ILLEGAL SUBSTANCES, TALKING ABOUT IT ENCOURAGES YOUR MENTEE TO ASK QUESTIONS AND LEARN INFORMATION ABOUT THE RISKS OF THESE ACTIVITIES.

SOMETIMES, JUST HAVING A TRUSTWORTHY FRIEND TO TALK TO ABOUT THESE ISSUES CAN HELP ENORMOUSLY. SHOW YOUR SUPPORT BY USING ACTIVE LISTENING SKILLS, AFFIRMING THEIR FEELINGS, AND EMPATHIZING WITH THEIR STRUGGLES. AFTER HAVING THAT MOMENT OF AFFIRMATION, YOU CAN MOVE ON TO EXPLORING OPTIONS AND PURSUING THE BEST SOLUTION.

DECIDING TO REPORT A PROBLEM

IF YOU DECIDE THAT IT IS BEST TO **REPORT THE PROBLEM**, **TELL YOUR MENTEE IMMEDIATELY PRIOR TO THE REPORT AND TALK TO THEM ABOUT WHY YOU MADE YOUR DECISION**. MAKE SURE THEY KNOW THAT YOU ARE ON THEIR SIDE AND THAT YOU WANT WHAT'S BEST FOR THEM. OFFER TO SUPPORT THEM IN ANY WAY THAT YOU CAN, BUT DON'T MAKE PROMISES YOU CAN'T KEEP.

THE **WARNING SIGNS** BELOW CAN HELP YOU IDENTIFY WHETHER YOUR MENTEE HAS A PROBLEM THAT SHOULD BE DISCUSSED AND/OR REPORTED.

GENERAL WARNING SIGNS

- LOSS OF INTEREST IN SCHOOL
- SPENDING A LOT OF TIME ALONE
- SEVERE MOOD SWINGS
- SLEEPING A LOT OR VERY LITTLE
- EATING A LOT OR VERY LITTLE
- TURNING AWAY FROM ADULTS FOR SUPPORT
- INCREASE IN BEHAVIORAL PROBLEMS AT SCHOOL
- ENGAGING IN RISKY BEHAVIORS

WARNING SIGNS OF POSSIBLE SUBSTANCE ABUSE

- IRRATIONAL
- CLUMSINESS
- "SPACED OUT" BEHAVIOR
- LYING
- SECRETIVENESS

WARNING SIGNS OF POSSIBLE ABUSE, VIOLENCE, AND/OR BULLYING

- INJURIES THAT CAN'T BE ACCOUNTED FOR
- PHYSICAL DEFENSIVENESS; GETTING JUMPY OR NERVOUS
- SUDDEN ONSET OF COMPULSIVE OR SELF- DESTRUCTIVE BEHAVIOR

WARNING SIGNS OF POSSIBLE CONCERNS FOR MENTAL HEALTH

- BECOMING WITHDRAWN
- TALKING ABOUT DEATH OR DYING
- PROLONGED SADNESS; EXPRESSION OF HOPELESSNESS
- PROLONGED NERVOUSNESS OR ANXIETY
- SEVERE INSECURITY
- INEXPLICABLE AND IRRATIONAL BEHAVIOR
- UNHEALTHY COPING MECHANISMS – SEXUAL ACTIVITY, DRUG USE, SELF-HARM, ETC.

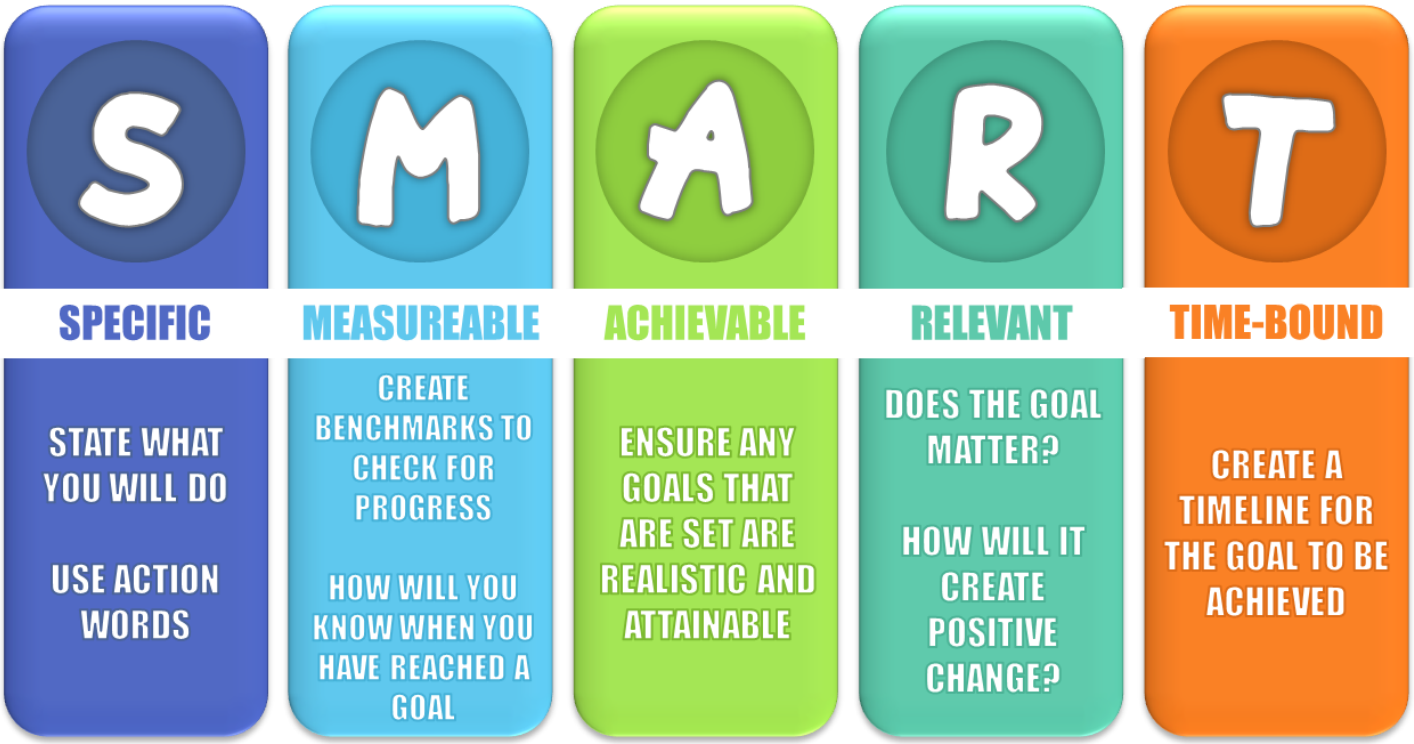
MENTORING ACTIVITIES

DURING THE MENTORING RELATIONSHIP, YOU AND MENTEE WILL SPEND A LOT OF TIME TOGETHER DOING FUN ACTIVITIES. DEPENDING ON YOUR PROGRAM, THESE ACTIVITIES MIGHT BE PLANNED FOR YOU BY THE STAFF OR YOU MAY HAVE TO COME UP WITH IDEAS WITH YOUR MENTEE.

GIVE YOUR MENTEE A VOICE IN THIS PROCESS AND AVOID PLANNING EVERY ACTIVITY FOR THEM. LET THEM TELL YOU WHAT THEY WOULD LIKE TO DO. IF THEY'RE HAVING TROUBLE THINKING OF IDEAS, GIVE THEM A FEW DIFFERENT OPTIONS BASED ON THEIR INTERESTS. ALTERNATIVELY, YOU AND YOUR MENTEE COULD DEVELOP A LONG LIST OF IDEAS EARLY ON TO CHOOSE FROM THROUGHOUT THE RELATIONSHIP.

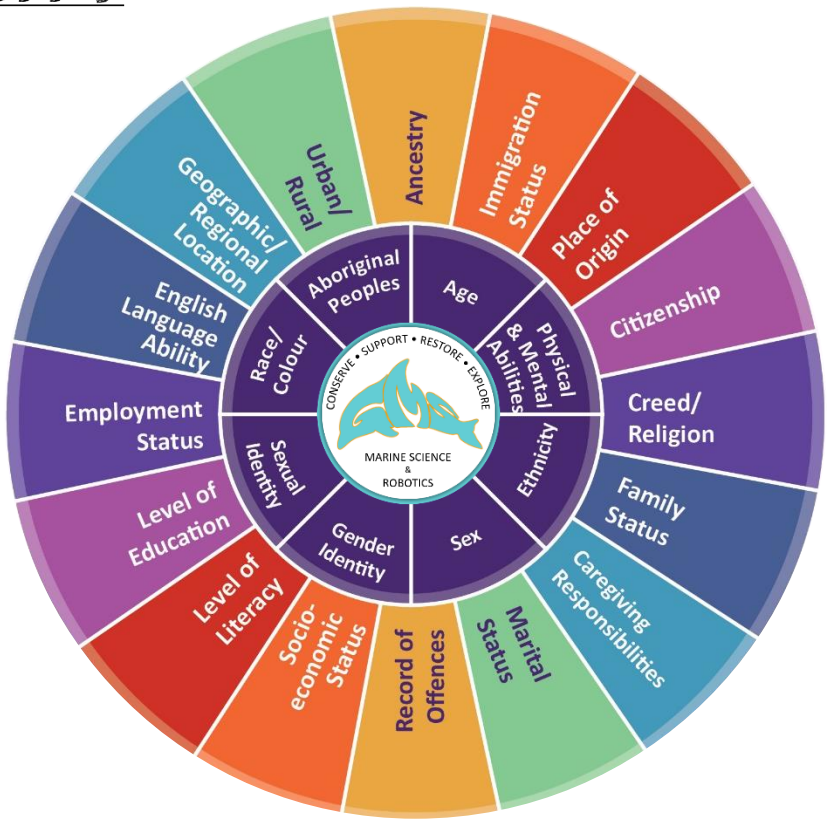
GOAL SETTING

BEYOND HAVING FUN WITH ONE ANOTHER, SETTING GOALS WITH YOUR MENTEE AND WORKING TOWARDS THEM TOGETHER WILL BE YOUR PRIMARY ACTIVITY. WHEN SETTING GOALS, MAKE SURE THEY ARE **S.M.A.R.T.**!



CULTURAL DIVERSITY

DIVERSITY IS THE VAST POSSIBILITY FOR DIFFERENCES AMONG ALL OF US. SINCE EVERY PERSON IS AN INDIVIDUAL, WITH INDIVIDUAL DIFFERENCES, HUMANS ARE ABOUT AS DIVERSE AS THE NUMBER OF PEOPLE EXISTING ON THIS PLANET AT ANY GIVEN TIME!



TO MAKE THINGS EASIER, WE TEND TO GROUP COMMONALITIES INTO DIFFERENT IDENTITIES OR **CULTURES**. ALL OF US HAVE A VARIETY OF CULTURES AND IDENTITIES AND EXPERIENCES THAT MAKE US WHO WE ARE. THIS COMBINATION OF CULTURE, IDENTITY, AND EXPERIENCE IS DIFFERENT FOR EACH PERSON WE MEET!

SHARING CULTURE WITH YOUR MENTEE

WHAT'S IMPORTANT TO REMEMBER ABOUT DIVERSITY IS TO BE **INCLUSIVE** – BE RESPECTFUL AND WELCOMING OF ALL OF THE DIFFERENCES YOU ENCOUNTER. YOUR MENTEE WILL UNDOUBTEDLY HAVE CULTURE, IDENTITIES, AND EXPERIENCES THAT DIFFER FROM YOUR OWN. **EXPLORE THOSE DIFFERENCES** WITH YOUR MENTEE AND **FIND COMMONALITIES**. ASK ABOUT YOUR MENTEE'S FAMILY, THEIR TRADITIONS, AND WHAT'S IMPORTANT TO THEM. SHARE WITH YOUR MENTEE ABOUT YOUR CULTURE AND IDENTITY, AND PERHAPS HOW THINGS WERE FOR YOU AT THEIR AGE. YOU'LL BE SURPRISED AT HOW MUCH YOU CAN LEARN!

THE DIVERSITY AMONG US HELPS US TO LEARN MORE ABOUT OTHER WAYS OF LIFE AND PROVIDES THE OPPORTUNITY TO SHARE THE WEALTH OF EXPERIENCES EACH OF US HAS WITH ONE ANOTHER.