

Reach Out!



Scarlett Middle School

Mentor Handbook

2009–2010

***Reach Out* Room 142**

www.michiganreachout.org

Mentoring — all about selfless caring.

*Mentoring Partners believe each person is unique, worthy, precious,
and has a destiny.*

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Mentors believe every person is precious, worthy, unique, and has a destiny.

Reach Out! Icebreaker Getting Acquainted—Who Am I?

Name: _____ Date: _____

Partner: _____ Partner's Contact Info: _____

Directions: Choose a partner. Use this outline to help you introduce yourselves.
Then introduce your partner to others at your table or in your group.

1. My full name is _____ What I think about my name ...

1. My most important role in life is as a ...

3. My favorite hobby or interest is ...

4. One thing about me that is important for people to know is ...

5. Some experiences and strengths that I bring to *Reach Out* and mentoring are ...

6. One worry or concern I have about being a mentor is ...

7. One thing I want to learn about myself from mentoring is ...

8. One thing I hope my mentee learns about him or herself from our relationship is ...

9. Some activities and experiences I hope to expose my mentee to this year are ...

10. Three words I try to live by are ...

Mentoring — all about selfless caring.

I. Welcome to *Michigan Reach Out!*

Mission

To link university students, community, and business mentors with youth to provide educational and career exploration opportunities both inside and outside of the classroom.

Goals

1. Provide a model mentoring program and career resource clearinghouse for Michigan;
2. Provide academic support for children and tackle the growing achievement gaps;
3. Provide career exploration opportunities for children with emphasis on science, math, engineering, health, and technology (SMETH) careers;
4. Provide children, parents, guardians and K–12 staff information about post–high school job training and higher educational opportunities.

Brief History

Several dedicated University of Michigan students and other adults from the previous UM College of Engineering *Michigan Reach Out* program led diverse stakeholders representing higher education, K–12, business, community, faith-based organizations, and parents to establish our 501(c)(3) nonprofit organization in March 2002. Prior to that spring, we had developed our model under the auspices of UM’s National Science Foundation Center for Ultrafast Optical Science (CUOS).

From 1995 through 2001, we established grass-roots student organizations at several universities to recruit, train and support college students as mentors and science club leaders at schools, public housing sites, and predominantly black churches. At the same time, we worked with Chambers of Commerce, Rotary and Kiwanis groups, and community colleges to provide career clubs, career mentoring, and “world of work” job shadowing and workplace or research lab tours. Our aim was to help at-risk children and teens gain confidence in themselves and their ability to be successful learners, particularly in math and science content areas, and to encourage them to explore their passions and talents as related to science, math, engineering, technology and health (SMETH) careers. When the NSF funding for this laser center came to its predestined end in 2002, there no longer was a mandate for the Center to continue outreach to disadvantaged children.

Although we had to end programs in Detroit, Pontiac, and Ypsilanti, our UM students refused to stop serving local Ann Arbor children in several school and public housing sites. With their support, along with that of Ted Doan and the Herbert H. and Grace Dow Foundation and the Pfizer Corporation, we established the nonprofit *Michigan Reach Out* with the mission described above.

Mentors know “luck” is where preparation meets opportunity.

II. What is Intentional Mentoring?

Reach Out's Mentor Definition:

Mentoring is an ongoing structured relationship between trusted and trusting individuals who grow and develop in a holistic partnership that includes academic, emotional, social, spiritual, and physical realms.

Our Ongoing and Fundamental Strategy for Mentoring:

Both partners and our "Reach Out family" develop competence and character by

- discovering our individual gifts, talents and passions;
- dealing with personal pain, roadblocks and life struggles;
- defining our own priorities;
- becoming effective problem-solvers; and
- determining realistic short- and long-term goals.

The key to effective mentoring lies in developing trust between two people of different ages. There are no quick paths to create a genuine relationship. Often the road is bumpy! It may seem that the mentor is far more invested in the relationship than the child. Youth often test adults to see if they truly will stay with them. *Successful mentors chase for the hearts of their children.* Real mentors regularly initiate contact, have fun together, and expose them to experiences and people they otherwise would not encounter. Mentors are active listeners, praise their children often, surface problems they see the child facing, state the negative behaviors or choices of eminent concern, and make a real commitment to be a dependable and steady presence in the child's life.

Time + Patience + Commitment = Authentic Mentoring!

We all need mentors throughout our lives. We need mentors when we are young because we just lack life experience. Later on, we need mentors because we can lose direction, fall into ruts, can't see options and potential consequences down the road, need help defining new roles and responsibilities, or lose hope about our life goals and perceived destinies. Mentoring is a "pay it forward" kind of thing.

Be a mentor, and your mentee will hopefully become a mentor.

Journal Reflection:

How do you define mentoring in your own words?

What are traits and qualities of effective mentors?

Mentors and mentees discover their personal strengths and skills.

Reach Out!

Worksheet: ***Our Fundamental Strategy for Mentoring***

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

Directions: With a partner, use this worksheet to share who has been a mentor to you.

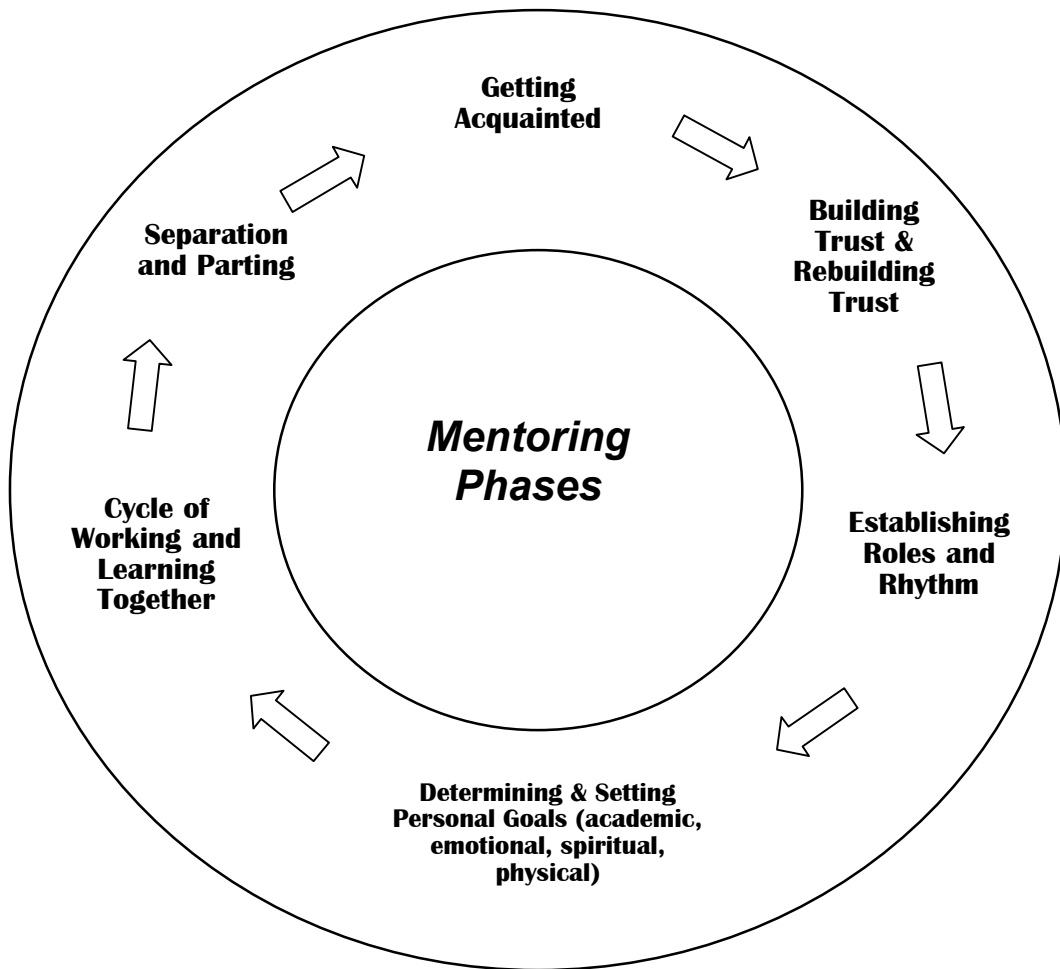
1. Who is your mentor now? _____
2. Circle areas below that your mentor helps you to grow. Jot down notes to explain.
 - Discovering my gifts, talents and passions;
 - Dealing with my personal pain, roadblocks and life struggles;
 - Defining my priorities;
 - Becoming an effective problem-solver; and
 - Determining realistic short- and long-term goals.
3. How does your mentor serve as an “accountability partner” to you?
4. What big hope, big dream or big idea are you sharing with your mentor?
5. Do you experience “selfless caring” from this person? Explain or give examples.

Mentors care and love unconditionally.

III. Phases of Mentoring Relationships

Each mentoring partnership is unique, but there are predictable phases that we typically experience. The concept wheel below describes phases of authentic mentoring that are based on “best practice mentoring research.” We know that genuine mentoring requires 2 or more years to establish. Keep that in mind as you begin or continue mentoring your child!

These phases are a guide. We rarely go through phases in a sequential fashion. We seem to naturally skip and bounce back through phases. For example, when trust is broken, we have to go back to “getting acquainted” again, giving one another real forgiveness, and earning the trust of the one we hurt or let down. Roles and rhythm change as we focus on different tasks, let time go by to re-establish trust, or adapt to new schedules of the days and times we meet.



Journal Reflection:

Place an “x” where you are with your mentee.

What are some activities you can do while you are in this phase?

Mentors see great potential in themselves and in their mentees.

Common Stages to Develop a Trusting Relationship in Year 1

Reach Out has been in the mentoring business for 13 years! We have been at Scarlett for seven years. We see the phases of mentoring described above when pairs are together for 2+ years. From surveys and observations, we have an idea of the stages pairs commonly experience during the first year.

1. Getting Acquainted—The match begins!

Characteristics include just getting to know one another—sharing interests, passions, hobbies, family and friends, poignant life experiences. First impressions are critical, so be thoughtful about those first meetings. *Share specific goals you both have for this relationship* and review Reach Out's goals for children this year. You are beginning the bonding process. Meet teachers and counselors. Go to the Scarlett Open House September 17th. You can go with your child and parents to meet each teacher and pick up each syllabus. Call and introduce yourself to parents or guardians.

Communication tips: pay attention to verbal and non-verbal communications—watch as well as listen; ask open-ended questions; demonstrate empathy; validate their opinions and ideas; listen and listen some more! Try to rephrase or “put in your words” what you think you hear your child telling you, and then ask if you are breaking it down and “hearing” what they are sharing with you. “Help me understand” is a good stand-by when you need them to share more in depth about something. Avoid giving advice, doing their homework for them, or generally trying to “fix” things. They need to use you to help them define and express problems, successes, concerns and roadblocks and then to look at choices, consequences, and a game plan!

2. Establishing “Rhythm”—Time of challenges and often testing!

We recommend that you call the night before you are going to meet your child at Scarlett. Remind them to bring homework, tests, books, and planners. Be firm that they must call you if they are not going to show up! Talk to the parent or guardian the night before meeting children for a few weeks. They need to know who you are and the commitment you are making to their child. Exchange email addresses and phone numbers.

Characteristics: this phase falls under the whole “testing” umbrella. Mentees may challenge you to see if you are “for real.” Both of you are rethinking first impressions and figuring one another out. Difficult topics or feelings may come up. It is okay to disagree with your mentee, but disagree respectfully, not insultingly.

Communications need to be consistent with mentee and parents. Always show respect for mentees, parents and teachers. Use open-ended questions to help them solve problems, define goals, or deal with relational ups and downs in their lives. Do risk being transparent. Share experiences, choices, and consequences from your life when it is appropriate. Be sure to express your growing care and appreciation for your mentee and your shared relationship. Separate behaviors you may not like from who your mentee is! “I messages,” “Specific Praise Statements,” and “I Want” statements are super tools. (See Workshop Previews)

Mentors help you define your “causes” and find time to go after them.

3. “Real Mentoring!” —Trust established and mutual bond formed.

It may take several weeks or months to settle into the wonderful cycle of “real mentoring.” You’ll know it when it happens! *Common characteristics* are that you will be connected with teachers and parents or guardians. You will use the support and training of *Reach Out* staff and other mentors. You sense a growing bond with your child and see some real growth in his or her life across several developmental realms.

Communication tips: keep giving positive feedback and “Specific Praise” statements for growth and successes you see. Do not be afraid to express your concerns for your child or times when you feel hurt or disappointment. Keep being transparent. Share of your life as it is relevant and helpful for your child. Build on your child’s interests and strengths to promote deeper discussions and to plan activities to do together. Don’t fall into advising or trying to fix things—help your child use problem-solving skills and examine his or her choices and potential consequences from those choices. Remember on the emotional front that consequences of our choices last far longer than our feelings do.

4. Parting—Always prepare for times of separation or ending your partnership.

When true mentoring happens, even extended holiday weekends or vacation times can be difficult. Always look at a calendar or planner to note when you meet, what activities you have planned, and when there are times you won’t meet or see each other. During those times, try to stay connected via email, text messaging, or a phone call. When you are actually leaving or discontinuing the relationship, we need to help you bring closure.

Characteristics common when you are going to be permanently leaving may include your mentee starting to pull away from you, acting disinterested, or demonstrating negative or angry behaviors. Take the time to reflect and share what the relationship has meant to you, what you have learned, what you will miss. Do not promise to stay in touch unless you are SURE that you will. Let Lee Harkaway help you find a new mentor for your child. If you have a friend who can take over, that is best! Allow transition time so you can meet the new mentor and do some things together with your child. Try to introduce the new mentor to parents or guardians, too.

Communication tips include giving feedback to describe all the growth you have seen in your child. Express the feelings you have enjoyed from the times and activities you have shared. Express the feelings you have now as time is drawing near to say good-bye. Invite your mentee to share ups and downs of experiences with you and feelings surfacing as this time of parting comes. Encourage one another that you have both left a real impact on one another’s lives. A parting gift or lunch or activity is recommended.

Journal Reflection:

What are your thoughts and concerns about beginning your relationship with your child?

For returning mentors, what are your thoughts and concerns about re-establishing your relationship and “rhythm” with your child and his or her family?

Mentors stay committed even when it’s hard to.

IV. Reach Out Beliefs and Values

Mentoring invites everyone to discover and live personal beliefs and values.

Authentic mentoring partners share their perceptions, growth, and struggles with living out personal beliefs and values. We get the chance to think big thoughts, to hope big hopes, and to dream big dreams! Understanding our beliefs, values, hopes and dreams is critical for growing and ever becoming “me” throughout our lives.

What are beliefs? What are mine?

Beliefs are our unique and personal convictions and the “truths” we hold dear. They may reflect our faith or religious tenets. We see a continuum of development of our beliefs, fundamental life truths, and spiritual foundations throughout the stages of our lives. Early on, beliefs can be those of our parents and family members. Teens’ beliefs are influenced and challenged by peers or other adults that we look up to as role models. Experiences and relationships with people of similar or different religions and faiths also cause us to reassess our own beliefs. In healthy lifelong development, we are always becoming our own unique persons. It is critical to take time to ponder, reflect, and share our growth in our own deeply held beliefs. *Beliefs are a foundation for our lives. Beliefs are never “right” or “wrong.”*

Knowing what you believe is very important for knowing who you are and who you are becoming. Some “I believe” statements from previous mentors and mentees may help you start to think about what foundational beliefs you stand on.

“I believe my life has a purpose to better the world ... starting with my family and community.”

“I believe family is more important than anything else.”

“I believe I can help to end world hunger.”

“I believe I can make a difference in someone else’s life.”

“I believe you treat people the way you want to be treated—all the time.”

“I believe in life after death.”

“I believe people are ‘givers’ or ‘grabbers’ and that ‘grabbers’ can become ‘givers.’”

“I believe all children and families deserve health care, education and the opportunity to work and earn a good living.”

“I believe the educational, political, health, and criminal systems are broken and can be changed by getting involved in them at the grass-roots level.”

“I believe in destiny and a loving God.”

“I believe ‘giving back’ and ‘serving others’ are critical for life to have meaning.”

“I believe in telling the truth all the time.”

“I believe I am a work in progress and will always be growing and learning.”

“I believe that to whom much is given much is required.”

“I believe in helping others in my own family and community.”

“I believe real leaders know that investing in one person’s life can make an impact on the world.”

Journal Reflection:

1. People I look up to because I know they “walk their talk” about their beliefs are:
2. Here are core beliefs that I hold dear to in my life:
 - I believe ...
 - I believe ...
 - I believe ...

What are values? What are mine?

Values are individual social principles and standards. Values are shaped by our passions, goals, desires, needs, and life crises or struggles. Our priorities reflect our values. If we acknowledge our personal values, our lives make sense. We know what our daily priorities are. We know which people we need to spend quality time with. *Values are demonstrated in how we live every day.* We find joy, peace, and balance in our lives when we honor our values. Values can be looked at like a lens or a filter through which we can examine our lives—what we do, whom we are with, what we are trying to do or to become, how we spend our time, and how we treat others. True colors of values often shine when we are in a hard time, a difficult relationship, or a crisis. We can see what we value by examining what we do with our time. Values are the basis of asking, “do I mean what I say by how I live everyday?”

Mentors and mentees hold one another accountable to stay true to their convictions.

Our youth should be developing positive and strong values. The values below (from the Search Institute) are considered essential as they embark on the journey to take control of their lives and to make tough choices and decisions.

- | | |
|-----------------------|---|
| <i>Caring</i> | Desire and value for helping other people. |
| <i>Honesty</i> | Belief in telling the truth—all the time. |
| <i>Integrity</i> | Secure in acting on convictions and standing up for beliefs. |
| <i>Responsibility</i> | Take personal responsibility for choices, actions, words, attitudes. |
| <i>Restraint</i> | Believe it is important to not use drugs or alcohol, to wait to be sexually active, to abstain from physical violence and fights. |
| <i>Social Justice</i> | Believe in equality and opportunities for all people. Desire to take action to serve the poor, feed the hungry, help those in need. |

Mentees are sponges. They watch how we dress, what we do, who we hang out with, how we handle conflict, and what we say. Along the way, they are “seeing” our beliefs and values in our lives. In turn, you can learn about their values and beliefs by observing them and from openly talking to them about what and who really matters to them in their lives. Some questions or topics to help are:

Who am I committed to and why?

- What do I want others to remember me for?
- When do I take on the role of being an encourager to someone?
- What family, school, church/temple, or community causes am I involved with?
- When do I compromise with someone else?
- Who do I regularly try to recognize and compliment?
- What does the way I dress tell others about me?
- What are my priorities every day?

Think of other questions to openly talk about with your mentee. Together, you will discover more about yourself and your convictions, beliefs and values.

Journal Reflection:

What life experiences did I have as a teen that demonstrated any of the above “youth values”?

What experiences or activities can I share with my mentee to foster these values?



Mentors have the backbone to stand for and model ethics and values.

Reach Out!

Worksheet: Defining Personal Beliefs and Values

Name: _____ Date: _____

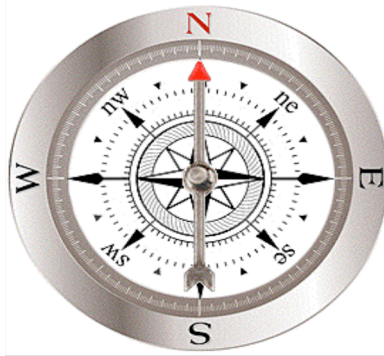
Partner: _____ Partner Contact Info: _____

Directions: Beliefs and values are like a life compass. They help us know where we are and where we are going. When we make a wrong turn, get lost, follow the wrong people, or just fall down, our compass can help to point the way to get back up on our feet and on the right track!

1. Circle value and belief words that describe “you.”

creative	hopeful	patient	tolerant	diligent
proactive	shy	perseverant	kind	thorough
dependable	optimistic	loyal	cautious	self-controlled
grateful	flexible	enthusiastic	sincere	generous
persuasive	orderly	virtuous	discerning	wise
sensitive	determined	hospitable	compassionate	conscientious
forgiving	cheerful	bold	gentle	faithful
committed	visionary	reliable	unselfish	affirming

2. Choose some to be key reference points for your “life compass” this year. Write them down.



- Share with a partner your values and compass.
- How will they be reflected in your mentoring?
- What friends, activities, or “self talk” can throw up roadblocks for you this year?

Mentors have integrity and personal values.

V. Roles and Responsibilities

Reach Out requires commitment from everyone involved—much like a well-functioning business or church, or even a healthy and supportive family. Like links in a circular chain, we are only as effective and strong as our weakest link! Please come back now and again to look at our basic roles and responsibilities for you. These are the minimum ones we have found to be essential for your and your child’s growth. You will meet *Reach Out* people who really make the commitment to build genuine relationships with their children. You will also see those who do not make the investment required for “real” mentoring to happen. *Building and keeping relationships requires a conscious and deliberate personal investment in one another.*

Mentors — Expectations

Research defines some qualities of effective mentors. These were kept in mind when we developed our minimum mentor responsibilities. Qualities mentors strive for:

- Be a friend and role model.
- Be positive & optimistic.
- Listen more than you talk.
- Know & work with teachers.
- Know & talk with parents or guardians. Do things with family.
- Clearly articulate expectations you have for one another along the way.
- Share realistic & measurable goals.
- Have fun times & share diverse experiences.
- Build trust in relationship.
- Know & communicate with counselors.

Minimum responsibilities to help you be an effective mentor:

1. Meet with your mentee at least once a week at Scarlett Middle School for at least one year.
2. Attend Family Events and outings. See mentee at least once a month for a fun activity.
Note: Family Picnic Oct. 4th 2–3:30 PM. Thanksgiving Potluck Nov. 19th 6–7:30 PM.
3. Stay in regular contact with your mentee’s teachers. This can often be done via email. Face-to-face meetings with teachers are encouraged if your mentee is having difficulty in a class. *Note: Scarlett Open House Thursday, September 17th (6–8 PM).*
4. Meet and stay in contact with parent/guardian. Get Powerschool password from them. Talk about assignments, grades, and goals.
5. Attend monthly training workshops.
6. Complete personal goal forms (when children are also doing so with report cards) and an end-of-the-year *Reach Out* evaluation.

Family Leaders — Mentoring Mentors

1. Family Leaders mentor their mentors. Mentors are encouraged to share problems, road blocks and successes with their child. Family Leaders ...
 - make bi-monthly phone calls to their mentors to find out how things are going and what resources they need; or family groups may meet to “catch up”;

Mentors know how to say “I’m sorry” and really mean it.

- help communicate *Reach Out* news and updates to mentors, and
 - plan monthly get-togethers for mentors that include time to reflect and share more deeply what we are learning from mentoring, to do training worksheets, and to complete learning-style inventories and other surveys.
2. Family Leaders model and reinforce the growth in skills and strategies that are expected of mentors. The strategies prescribed are
 - share personal ways of applying and internalizing workshop training and skills;
 - share personal reflections about ongoing growth and development in character, leadership, and integrity;
 - participate in monthly training workshops, and
 - attend at least monthly Family Leader/Staff meetings.
 3. Family Leaders help site leaders handle logistics for mentoring at Scarlett, Family Events, weekend outings, World of Work experiences, and any community service projects by
 - coordinating transportation;
 - assisting with family event planning;
 - dealing with general problems associated with coming to evening and weekend outings or events for mentors, children, and family members, and
 - dealing with attendance problems at school, workshops, and family events.
 4. Work with Site Leaders and *MRO* staff to plan and implement
 - *MRO* Fall Picnic, Sunday, Oct. 4, 2–3:30 PM, Scarlett cafeteria,
 - *MRO* Thanksgiving Potluck, Thursday, Nov. 19, 6–7:30 PM, Scarlett cafeteria,

Scarlett Site Leader Roles & Responsibilities

Site Leader Roles and Responsibilities include, but are not limited to

1. Administrative

Caseload: 20–25 children/tutor-mentors

Monthly Team/Staff Meeting with *MRO* Director

Manage recruiting and matching. Lee Harkaway oversees all matching: calling children and parents/guardians; calling tutor-mentors; making matches and following up that matches work out. Lee assists when matches do not work and new matches are needed.

Be at Scarlett *MRO* room Monday–Thursday from 2:30–4:30 PM. Set up room, prepare and manage attendance sheet check-in, provide AAPS late bus passes.

Meet with tutor-mentors from 4–4:30 to share concerns, praise reports or ideas.

Contact immediately any child or tutor-mentor who does not attend. With children, also talk to parent or guardian.

Maintain Scarlett *MRO* room; know how to use manipulative materials; demonstrate materials and promote use by children, tutor-mentors.

Maintain and provide healthy snack supply.

Maintain files and records, including parent/child *MRO* registrations, tutor-mentor registrations, copies of AAPS background checks, copies of child medical information provided to tutor-mentors.

Site leaders work with Martha Toth to maintain databases.

Maintain files and provide guidance when Scarlett progress reports and report cards are given out. Assist children and tutor-mentors in reviewing, making goals, etc.

Meet with principals, counselors and teachers regularly to promote sharing of goals, specific learning/testing accommodations for children, concerns.

Attend all *MRO* In-Services and workshops. Try to organize to attend with own caseload.

2. *MRO Training and Volunteer Management*

Assist tutor-mentors with problems that arise among them and their children, teachers, counselors, and parents via email or face-to-face communications.

Encourage children and tutor-mentors to complete Learning Style inventories, Career Cruising, talent surveys, and various surveys from other *MRO* workshops. Meet with children and tutor-mentors to talk about what they learn about themselves from workshops and surveys.

Facilitate goal setting for each new report card or progress report. Often utilizes knowledge and skills from *MRO* in-service and workshops.

Oversee tutor-mentor carpooling to and from Scarlett and for other outings.

Help tutor-mentors leaving to find their replacements and assist with this transition.

3. *Family Events*

Responsible for *MRO* Fall Picnic, Sun., Oct. 4, 2–3:30 PM, Scarlett cafeteria.

Responsible for *MRO* Thanksgiving Potluck, Thu., Nov. 19, 6–7:30 PM, Scarlett cafeteria.

Plan and manage other Family Events. Communicate with Director. Oversee flyers, permission slips, etc.

4. *World of Work*

Plan, market and host career presenters at Scarlett to share career information and provide hands-on learning stations related to fields.



Mentors bring out the very best in mentees.

Children's Responsibilities

Please review these responsibilities periodically with your mentee. They agree to them when they complete their registration with us.

1. Attend every week. Bring planner, recent tests, current homework, and textbooks.
2. Facilitate communication among teachers, parents, and mentor by sharing notes and talking about work, problems, and learning.
3. Remain courteous and respectful with mentor, teachers, counselor, and parents.
4. Attend Family Events, weekend outings, World of Work experiences, and community service projects.
5. Complete personal goal forms after each report card and an end-of-year evaluation.
6. Attend workshops of interest.

Parents, Grandparents, and Guardians

Try to review the responsibilities you "signed on for" when you meet parents or guardians. At the same time, we encourage you to go over what they agreed to when they completed their registration. These responsibilities are to

1. Communicate regularly with mentor via email, phone calls, or in person at home or school.
2. Attend Family Events, World of Work experiences, and other appropriate outings.
3. Provide your child with transportation to events and outings. Offer to give rides for your child's mentor.
4. Invite mentor to join you for Scarlett's Open House September 17th, parent-teacher conferences, and music or sporting events.
5. Attend *Reach Out* workshops when you can.

Scarlett Staff

1. Communicate with mentors via email, phone calls, and/or after-school meetings.
2. Welcome mentors to conferences, fall Open House, school evening events and classes or advisories.
3. Inform mentors when children are "in trouble" with grades, homework assignments, choice of friends, and serious discipline issues.
4. Inform mentors when children are doing well or taking steps towards being a positive and responsible student (*e.g.*, turning in homework on time, paying attention and being engaged in class).

Mentors listen to and learn from their elders.

Confidentiality

Please honor confidentiality with your child. Nothing breaks down a relationship faster than gossiping or talking to someone else about what has been shared without the permission of that person. Should you become concerned or anxious about your child’s safety and well-being, please do tell them that you need to seek help or advice from Jeannine or Lee. The following chart assists you. If ever you are in doubt, see Jeannine. We often utilize Scarlett’s staff and resources for serious problems. Note: Authorities must be contacted in event of known physical, sexual, mental or emotional abuse.

Contacts:		
Director Jeannine LaSovage Home: 734.747.9280 Cell: 734.945.3402 lasovage@ameritech.net	Susan Buchan, 6th grade counselor buchan@aaps.k12.mi.us Bill Moran, 7th grade counselor moranw@aaps.k12.mi.us Nancy Schleicher, 8th gr. counselor schleich@aaps.k12.mi.us	Coordinator Lee Harkaway Home: 734.761.8229 Cell: 734.604.0088 lehar624@aol.com

Trouble Signs to Watch For	
<ul style="list-style-type: none"> • Depression, Suicide, Suicide Ideation • Eating Disorders • Sexual Activity • Extreme Anger, Rage, Violence • Divorce • Grief, Death of Loved One • Cutting, Self-Mutilation • Lying • Minor Discipline Problems • Minor Arguments, Fighting 	<ul style="list-style-type: none"> • Teacher or Counselor Concerns, Conflicts • Relationships with Friends • Disrespectful Behavior towards Teachers or Mentors • Academic Issues • Major Discipline Issues—Risk of Suspension • Emotional, Verbal, or Physical Abuse • Poor Attendance in School or Reach Out sessions and activities • Alcohol, Prescription Drug or Substance Abuse

Journal Reflection:

Please think of a time when someone close to you broke your trust.

Who was this person?

What impact did this experience have on your relationship?

How could this situation have been handled differently by you and them?

What did you learn from this breach of trust?

Mentors finish what they start.

VI. Adolescent Stages of Development

Human development is ongoing. We grow and change throughout life—or at least we should. Who we are at any given moment is the sum of our experiences, relationships, and encounters with people and ideas. Experiences include body changes; the social environment at home, at school, and in our community; our cultural, religious and ethnic identity; physical and emotional traumas; family dynamics ... all these and more make us unique individuals.

Adolescence is a period of rapid and profound developmental changes. Teens are making huge leaps in cognitive and moral reasoning, decision-making skills, and social maturation. Periods of such change offer both opportunities for growth and vulnerability to influences from family, peers, authority figures, and others. Teens can exhibit extraordinary problems with regulation of emotions, risk-taking behavior, and impulsiveness, because their brains are not yet mature. This is why they are so vulnerable to depression and suicide, why substance abuse (nicotine, alcohol, marijuana, etc.) can be so serious for them, and why this abuse acts to delay normal growth and development. Major developmental achievements are directly dependent upon the physical maturation of the brain and includes the ability to foresee consequences of actions, the patience to delay gratification, and the ability to manage the expression of (not to repress) emotions.

A. The Amazing Brain

New imaging techniques reveal complicated patterns of brain development from before birth into adolescence and early adulthood. Truly exciting emerging studies are underway that simply tell us there is a great deal we do not know about our brains! We do know that every brain is unique, neural connections or synapses are being made and pruned all the time, and gray matter (the thinking part of the brain) waxes and wanes in different functional areas of the brain during different times of development. With new scanning devices, we can “catch the brain in action,” seeing exactly which parts are at work during a particular task or thinking process. This new knowledge has and will have direct implications for teaching and learning.

For example, we now know that memory is much more complicated than we had once thought: short- and long-term memory are fundamentally different; memories of events and of emotions are handled differently than memories established by repetition and practice; language learning and processing is much more flexible than previously assumed. Furthermore, the physical structure of our brains is affected by experience (such as “pathways” worn by practicing jump shots or by the playing of a musical instrument) and by environment (including the subtle hormonal differences between men and women). Let’s look at other implications for teaching and learning.



What Does Brain Research Imply for Mentoring?

- Our brains are always at work on a subconscious level, absorbing and processing things below the level of our awareness. Often, this input is emotional—such as subtle

Mentors realize learning can be tough — but everyone can learn.

body language or facial expressions. Emotion is inseparable from thought—it can facilitate or undermine learning, so **the emotional climate around the learner is vitally important.**

- “Complex learning is enhanced by challenge and inhibited by **threat.**” [Caine & Caine] **A learner needs to feel safe in order to concentrate.** However, challenging tasks are inherently stressful to a degree, so don’t expect learning to be relaxing and fun all the time.
- **Relevance is a perceptual filter, determining how much we pay attention, understand, and retain.** While motivation is important to persistence in a learning task, so is the meaning established by connections with prior knowledge and experience. We learn best not in isolated bits but when new information is presented holistically, in a context.
- Subconscious processing also means that true understanding may be delayed—it can take hours, days, or even years to “get it.” It is not enough to just “cover the material”: **reflection time and elaboration on ideas and experiences are needed before real learning can happen.**
- Our brains are fundamentally social, from the very beginning of interaction with our parents. Whether we are trying to please others or just to feel we belong, we are always acting in response to others. Middle school students, in particular, are profoundly influenced by their community, as they seek to establish their identities within and outside of their families, their peer groups, and the society of school. **Their learning is inextricably bound to—facilitated or inhibited by—their social relationships.**
- Today’s children grew up in a multimedia, rapidly changing environment, which has affected the physical structure and functioning of their brains. Consequently, they are accustomed to **multitasking**, in short bursts of attention, and are more responsive to novelty. They think they can do several things at one, but research shows this is not true. **They must be encouraged to turn off the cell phone, television, radio, or iPod when it is time to work.**
- We learn best when we are actively involved in interesting and challenging situations and when we *talk* about the learning. **Task-centered talking is critical to the memory process since it helps maintain focus while enhancing sense and meaning.** At appropriate intervals, students should be standing up, moving about (there’s 15 percent more blood in the brain when we stand) and discussing with each other what they are learning while learning it. [Sousa]

B. Cognitive Development: Piaget’s Theory

Jean Piaget believed that cognitive skills are developed in a fixed order (although the timing varies by individual), with each stage of development building on the previous ones. Cognitive function differs qualitatively; young children literally think differently from older children or adults. For example, a five-year-old may offer a fantastic and impossible explanation for something; that does not mean he is lying—his brain is trying to make sense of the world on the basis of inadequate knowledge and experience. He “rationalizes” an explanation to the best of his ability. Adults do the same thing, just at a higher level of logic and

Mentors welcome others’ ideas and feedback.

complexity. We all interpret events in an attempt to make sense of them, but we have more and better tools for doing so as we get older.

Piaget assumed that most people reach his stage of formal logical operations by young adulthood. We now know, from cross-cultural studies, that the *majority* of adults *never* do. Such underdeveloped adults may believe the outlandish stories in the worst of the tabloids, and they are incapable of detecting satire or irony. Do not assume that everyone thinks as you do. Here is a summary of Piaget's Stages of Cognitive Development.

How Do Cognitive Changes Affect Teens?

- They are extremely self-conscious and self-centered, which can lead them to misinterpret the actions and motives of others.
- They tend to think they have personally discovered emotions, that no one else could possibly understand what they feel. They can be theatrical and melodramatic; everything is a crisis. Try to assure them that life and the world will go on.
- This passion and flair for the dramatic means they can become committed to causes—or cults. Join them in community service projects that allow an outlet for their idealism.
- They feel invulnerable and do not appreciate the risks they are taking (as in drinking, smoking, sexual activity). Remember to ask questions that get them thinking about their decisions and the consequences of them.
- They are hypersensitive to hypocrisy. They tend to see things in black-and-white, without nuance. You can try to help them to see shades of gray, but they may also be dead right about adults saying one thing and doing another. Make sure you model what you say.

Piaget's Stages of Cognitive Development

Sensorimotor Period (0-2 years): Infants explore the world with senses, developing from pure reflex activity to goal-directed behavior. Learn how things work through relentless experimentation.

Preoperational Period (2-7 years): Children can imagine doing something and begin to construct mental theories about how the world works, but their logic is faulty. Tend to see things only from their own point of view. Can concentrate on only one aspect of a situation at a time.

Concrete Operations (7-11 years): Preteens exhibit a reliable and consistent understanding of how the physical world operates; their interpretations of events "make sense." Can classify and arrange objects by various characteristics. Can appreciate several aspects of a problem and variety of ways to solve it. Can understand another's point of view even if different from their own.

Formal Operations (11+ years): This stage begins around puberty and continues through adulthood. Ability to think abstractly and to draw logical conclusions from available information. Appreciation of complexity, allowing us to "see shades of gray," live with ambiguity, see nuance.

C. Psychosocial Development: Erikson's Theory

Erik Erikson believed that personality develops in the same kind of sequential stages. Central to his theory is the development of "ego identity," the conscious sense of self that we develop through daily social interaction. Our sense of ourselves—and of how competent we are as individuals—is derived from social experiences and also motivates our behavior. In each stage, our task is to become competent in another area of life; we either develop self-confidence from mastery of this task or we feel inadequate from failure to do so. Failure to resolve the essential conflict of one stage will leave us less equipped to deal with later crises.

Mentors know we are all "a work in progress!"

The adolescent identity crisis occurs just when the opinion of others (especially peers) becomes vitally important—no wonder we remember this period of life as angst-ridden! If teens do not “nail down” their own beliefs, values, and desires, then their weak sense of self, insecurity, and role confusion will leave them unable to plan confidently to take control of their futures.

How Do Psychosocial Changes Affect Teens?

- Peer groups become more important than families at this age. Help them think about the peers they have chosen as friends. Do they help or hurt their pursuit of their own goals? As you grow in your relationship with your child, share beliefs and values. Ponder how the friends we choose impact our beliefs and values.
- Pre-teens and teens can be argumentative. They lack the mature social skills to disagree tactfully. Be patient with outbursts. It’s okay to say they have hurt you, but do not be surprised if they do. Surely, you can recall saying and immediately regretting things at their age.



Erikson's Stages of Psychosocial Development

Stage 1-Trust v. Mistrust: As utterly dependent infants, we learn to trust through dependable adult care. Unreliable or inconsistent caregivers will result in fear and a belief that the world is inconsistent and unpredictable.

Stage 2-Autonomy v. Shame and Doubt: Successfully mastering one's body (e.g., through toilet training) and acquiring some control over one's life and environment produces a sense of independence. Failure leaves one feeling inadequate and self-doubting.

Stage 3-Initiative v. Guilt: Preschool children assert control over the environment (e.g., by directing play), producing a sense of purpose. Those who fail to exercise such power are left with no sense of initiative; those who are too assertive experience disapproval, resulting in a sense of guilt.

Stage 4-Industry v. Inferiority: From ages 5 to 11, children should be developing a sense of pride and self-confidence through encouragement and their own accomplishments. Failure to cope with new social and academic demands makes children doubt their abilities.

Stage 5-Identity vs. Confusion: During adolescence, teens further explore their independence and develop a sense of self, beyond how they are perceived by parents, teachers, or classmates. This identity crisis occurs just when the opinion of others (especially peers) becomes vitally important—no wonder we remember this period of life as angst-ridden! If teens do not “nail down” their own beliefs, values, and desires, then their weak sense of self, insecurity, and role confusion will leave them unable to plan confidently to take control of their futures.

Stage 6-Intimacy v. Isolation: In early adulthood, we explore personal relationships. If we have failed to develop a sense of personal identity, we are likely to be unsuccessful at forming such secure attachments to partners, leaving us vulnerable to depression, loneliness, and self-absorption.

Stage 7-Generativity v. Stagnation: This is when adults build families and careers, while contributing to their communities. Failure at these steps will mean feeling unproductive and isolated.

Stage 8-Integrity v. Despair: In old age, we reflect upon our lives and accomplishments, aware that we have little time left to “make a difference” in the world. Success at previous developmental stages leaves one with a sense of integrity and satisfaction, while failure produces regrets and bitterness.

*Mentors model taking basic care of their own bodies and minds —
eat well, exercise everyday, and get 7–9 hours of sleep each night.*

D. Spiritual Development

We live in an age of discourse and misunderstandings about personal or organizational spirituality. We hear labeling, broad generalizations, and misrepresentations about nations, cultures, individuals, and particular religions. We often feel afraid to even broach the subject, for fear of coming off as judgmental or critical of others' unique views and beliefs. We may avoid talking about our personal spirituality for fear of being rejected, ostracized, abandoned, or plainly and simply misunderstood.

Yet we cannot be afraid of discussing our spirituality. As mentoring partners, we should establish a level of trust and respect that embraces the sharing of spiritual matters, thoughts, questions, and convictions with absolutely no worry that the other will judge us or try to convert us. Our humanity transcends religious, cultural, ethnic, and political labels and roles.

As a *Reach Out* family, we are extraordinarily diverse in many, many ways. The following notes are offered to help us ponder and share in a transparent and caring way our own spiritual life journeys. Topics that may be shared include

- Divine influence or inspirations
- Beliefs about creation, fate, destiny, soul, an afterlife
- Religious tenets and beliefs
- Experiences from attending or being a member of a synagogue, mosque, church
- Personal relationship with Creator, God, Savior
- Morals, ethics and traditions related to a belief system or religion
- Interconnectedness with generations from the past, present, and future
- Sense of inner peace, life direction, spiritual gifts
- Social principles and rules for treating others based on beliefs, religion
- Personal convictions, truths, absolutes
- What people esteem in life, hold of high worth and value.

Remember: you have a lot of influence in your child's life. There is a fine line between sharing your beliefs and imposing your beliefs. The power of mentoring is awesome; it must be wielded with care and respect.

Journal Reflection:

Circle 2 of the topics above that you have real opinions or beliefs about.

How do these topics impact your everyday life?

Do you have any concerns about sharing your beliefs or listening to those of your child?

Mentors stand for and model personal ethics and beliefs.

E. Bridges and Journeys

The foregoing discussion of continuums of development is meant to impart that we are all, throughout life, on a metaphorical journey. We repeatedly cross bridges from one phase to another, never to return to that earlier stage of innocence or naïveté or primitive functioning. Life gets harder—but also infinitely more rewarding and satisfying.

The teen years of our mentees are inevitably uncomfortable. Profound change is always disquieting. Many of us are smack in the midst of a new phase of development ourselves—leaving adolescence to become young adults, leaving early adulthood to begin the path to middle age, or leaving middle age to that new era of “senior citizen.” What a beautiful symmetry there is! We all can help one another understand where we are developmentally, where we have been, what barriers and storms are common, where we are going, and how it helps if we keep a mentor as a guide alongside!

Mentors commit to the next generation ... one child, one youth, one adult at a time. Mentors know we have a hand in building a brighter future. Read this poem entitled “The Builder” by an unknown author. Ponder how being a mentor, you are indeed a “builder” for your child this year.

The Builder

An old man traveling a lone highway
Came in the evening cold and gray
To a chasm deep and wide.
The old man crossed in the twilight dim,
The sullen steam held no fear for him,
But he stopped when safe on the further side
And built a bridge to span the tide.
“Old man,” said a fellow pilgrim near,
“You are wasting your time in building here,
Your journey will end at the close of the day,
You never again will pass this way.
You’ve crossed the chasm deep and wide
Why build this bridge at evening’s tide?”
The traveler lifted his old gray head,
And to his fellow traveler said:
“There followeth after me today
A youth whose feet must pass this way;
The chasm that’s been naught to me,
To that fair youth may a pitfall be;
He, too, must cross in the twilight dim.
Good friend, I am building this bridge for him.”

Mentors help mentees to stay the course: “You’ll make it across this bridge!”

Journal Reflection — Your Developmental and Life Bridge

Try to draw bridges or a single bridge to show the development phases you are leaving, just coming to, or smack in the middle of! Tips for what you might jot down or draw about are:

Ages at various points on bridge(s).

Important events and accomplishments.

Important heartaches, losses and roadblocks.

Childhood, current and future dreams.

Asterisks on the dreams you achieved and circle the ones you still want to!

Your Values and “I believe” statements along your journey.



Mentors support others living out their childhood dreams.

The Wobbly Bridge Our Children Are On! Remember, They ...

- **Value trust highly.** Will you live up to your commitment to them? They won't open up to you until they're sure they can count on you.
- **Are disorganized.** This is normal, developmentally, as neither their bodies nor their brains are yet mature. You can help them with tricks you have picked up since you were their age.
- **Are present tense-oriented:** not just high school or college, but even the end of the week or the end of the marking period, can be too far away to focus on.
- **Crave freedom, but need structure.** Because of their disorganization and present-tense orientation, they need deadlines and small steps toward a large goal to keep focused.
- **Are often convinced that they are incapable**—they have internalized failure in school. A poor grade in math, for example, is taken to mean that "I can't do math." They will not be motivated to try until they have some indication that success may actually be possible. Any time your tutoring can help a light bulb to go on in their heads, you are contributing to their sense of power and competency. A trusting, positive, encouraging relationship can change their self-assessment.
- **Are often concerned with outside expectations.** Although their behavior is always purpose-driven, the purpose is not always obvious—to them or to us. They will often refer to the expectations or disappointments of their parents or teachers, but such concerns do not translate reliably into behavior that will serve them in the long run. They need to focus on what *they* want and what they are willing to do to achieve that state. That is, they must take responsibility for their own actions. Accordingly, when they do well, it is much better for you to ask, "Aren't you proud of yourself?" than to say "I'm proud of you!"

You are an "older" friend, but not a buddy or a peer.

- Encourage your mentee to become a good decision-maker.
- Help your mentee take responsibility for his or her behavior, attitudes, and "life."
- What you *do* (model) is more important than what you *say*.
- What you ask (prompting self-evaluation) is more important than listening to them vent.
- Acting as what they need helps you become who *you* want to be.

Bad attitudes and choices can severely impact a middle schooler's choices and options in high school. As you can, try to help them see who they are, what they want from life, and how they can achieve their goals. Help them know their beliefs and values. Talk about hopes and dreams. Visualize the development phases they are in and the bridges they are on and going towards!



Mentors encourage self-reflection and taking responsibility for one's own life.

VII. Search Institute—Essential External & Internal Assets for Teens

As mentors, we need to ponder who our children are, what their needs are, and where they are developmentally. As we have seen, children pass through many developmental stages on their journey to becoming adults. There are developmental assets that have been found to increase the chances that children and teens will grow up to be independent, healthy, responsible, and caring adults. The Search Institute (<http://www.search-institute.org>) conducts research and has identified 40 different assets for adolescents (grades 6–12), middle childhood (grades 4–6), and early childhood (ages 3–5). Twenty define “external assets” or the positive experiences children require. Another twenty are “internal assets” and describe the qualities youth have to develop within themselves. These assets are reprinted as a guideline and educational tool with permission from the Search Institute (Copyright 1997).

External Assets

These 20 developmental assets are positive experiences youth need to enjoy from relationships with the people in their lives, their schools, and the clubs or groups they belong to.

1. Support

Our mentees require care and love from their families, neighbors, us, and others in their lives. The development assets in this “support” category are:

- Family support—Family life provides high levels of love and support.
- Positive family communication—Child and parent(s) communicate positively. Child seeks advice and guidance from parent(s).
- Other adult relationships—Child has support from non-parent adults.
- Caring neighborhood—Child knows and experiences caring from neighbors.
- Caring school climate—Scarlett provides a supportive, safe, and encouraging environment.
- Parents involved in school—Parent(s) actively help child to be successful in school.

2. Empowerment

Children need opportunities to “give back” to others. They need to feel safe and secure in their school, clubs, organizations, and community. They need to believe they are of value and belong. Empowerment assets are:

- Community values youth—Child perceives that adults genuinely value him or her.
- Youth as resources—Children have roles in their community, school, organizations.
- Service to others—Youth give back or serve others one or more hours per week.
- Safety—Children feel safe at home, in neighborhood, at school, in clubs or groups.

Mentors believe in themselves and their children.

3. Boundaries and Expectations

Middle school youth need to understand what people and groups expect of them. They need to know specific behaviors that are “in bounds” or “out of bounds.” These assets include:

- Family boundaries—Family sets clear rules and consequences for breaking them. Parent(s) or guardians monitor where they are and who they are with.
- School boundaries—Scarlett and individual teachers need to provide clear rules and consequences for breaking rules.
- Neighborhood boundaries—Neighbors take responsibility to monitor children’s behavior.
- Adult role models—Parent(s), mentors, teachers and other adults model responsible and positive behaviors.
- Positive peer influence—Young person’s best friends model responsible behavior.
- High expectations—Parent(s), teachers, and mentors encourage child to do well in school and other pursuits he or she chooses to participate in.

4. Constructive Use of Time

Our mentees need constructive and enriching experiences for growth through quality times spent at home, by being involved in their own community, participating in youth programs or clubs, and being part of our *Reach Out* family events, service projects, or other outings.

Development assets in this area are:

- Creative activities—Child spends 3 or more hours a week in lessons or practicing music, theater, creative writing, or other arts and crafts.
- Youth programs—Child spends 3 or more hours per week in clubs, sports or programs at school, church/temple/mosque, *Reach Out*, or other community programs.
- Religious community—Youth spends 1 hour or more a week in activities in a religious institution.
- Time at home—Child is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

A school, family and community’s responsibility for its children does not end with providing external assets. We all have to commit to nurturing what the Search Institute calls “internalized qualities.” These assets enable youth to make good choices in their lives and to create a sense of purpose and focus. There are four components in this framework:

1. Commitment to Learning

Youth must develop a lifelong commitment to learning and furthering their education. Assets are:

- Motivation for achievement—Child is motivated and wants to do well in school.
- School engagement—Youth actively engages in his or her own learning.
- Homework—Child does at least 1 hour of homework daily and turns in on time.

- Bond to school—Youth cares about and takes pride in his or her school.
- Reading for pleasure—Child enjoys reading for pleasure 3+ hours per week.

2. Positive Values

Children are developing strong beliefs and values that help them in making choices in their lives. These assets include:

- Caring—Child places high value on helping other people.
- Equality and social justice—Youth highly values promoting equality and reducing hunger and poverty in community, state, nation, and world.
- Integrity—Youth stands up for beliefs and values and acts on his or her convictions.
- Honesty—Child “tells the truth even when it is not easy.”
- Responsibility—Youth accepts and takes personal responsibility.
- Restraint—Child believes it is important not to be sexually active or to use alcohol or other drugs.

3. Social Competencies

Our children need competencies and skills to equip them to make positive choices, to build caring relationships, and generally to succeed in life. Assets are:

- Planning and decision-making—Child knows how to plan ahead and make choices.
- Interpersonal competence—Youth has friendship, sensitivity, and empathy skills.
- Cultural competence—Child has knowledge of and comfort with people from different cultural, racial, socio-economic, religious, and ethnic backgrounds.
- Resistance skills—Youth can resist negative peer pressure and dangerous situations.
- Peaceful conflict resolution—Child seeks to resolve conflicts in nonviolent ways.

4. Positive Identity

Youth desire and need a strong sense of their own purpose, worth, power, and promise. These critical assets include:

- Personal power—Child knows s/he has control over “things that happen to me.”
- Self-esteem—Youth reports having high self-esteem.
- Sense of purpose—Child shares that “my life has a purpose.”
- Positive view of personal future—Child is optimistic about personal future.

Journal Reflection:

Summarize what you have learned about “External Developmental Assets.”

Summarize what you have learned about "Internal Developmental Assets."

List two things you learned that will help you be a more effective mentor.

Explain "how" this knowledge will help you as a mentor.



Mentors have an incurable optimism about their mentees' futures.

VIII. Specific Goals for Scarlett Children

Goals for our children are rooted in where they are in their individual development and life's journey. All of our goals are interrelated. Academic confidence and success are critical. We help them learn the rules to play the "game of school." For example, they need friends who value school. They must communicate respectfully with teachers and seek help when they need it. In a global economy, children require a solid high school program and at least an associate's degree in order to make a decent living. School is hard for most of our children. Encourage them to be "learners." It pays off in big dividends in their adult lives.

Understanding personal gifts, talents, and passions is key to making informed decisions about the careers we want to explore. Help children learn about themselves, what fields or careers they truly would enjoy, and what post-high school education will be required. With career goals, they will take school seriously and enroll in the harder classes needed. Too many of us haphazardly land in jobs, colleges, and training programs without doing any real soul-searching on what we really love to do. How crazy is that? To take control of our own lives, we must know who we are, explore careers, set goals and devise a plan to achieve them.

Change and ongoing learning are constants in our lives. We must encourage one another to understand just how we each learn. Learning isn't a passive game. We have to be active players! We must know the tips, skills, and strategies needed to not just survive but excel in classes that do not really match how we learn. Mentors have a big job! Strive for these goals:

1. Develop Awareness of Self, Personal Gifts and Talents

- Self Image & Self Esteem
- Learning Styles
- Multiple Intelligences
- Interests and Passions
- Character, Beliefs, and Values

2. Make Informed and Positive Choices

- Choosing friends
- Handling conflict—can resist negative peer pressure and dangerous situations
- Communicating effectively and respectfully with teachers, counselors, and parents or guardians
- Becoming effective problem-solvers

3. Succeed in the "School System"

- Understanding of course material
- Time-management skills
- Note-taking and study skills
- Test-taking strategies
- Completing homework

4. Explore the World of Work

- Post-high school education and/or technical job training goals and plans
- Career interests—positive view about future opportunities in "world of work"
- Job shadowing and workplace/research lab tours—meeting & talking with people

Mentors Help Children Succeed in the Education System and Gain Academic Confidence

The following concept maps help depict the academic and career exploration aspects of being a *Reach Out* mentor. We sure have a tough job ahead of us as we try to come alongside our children to coach and steer them into becoming academic achievers and having clear post-high school training or college goals.

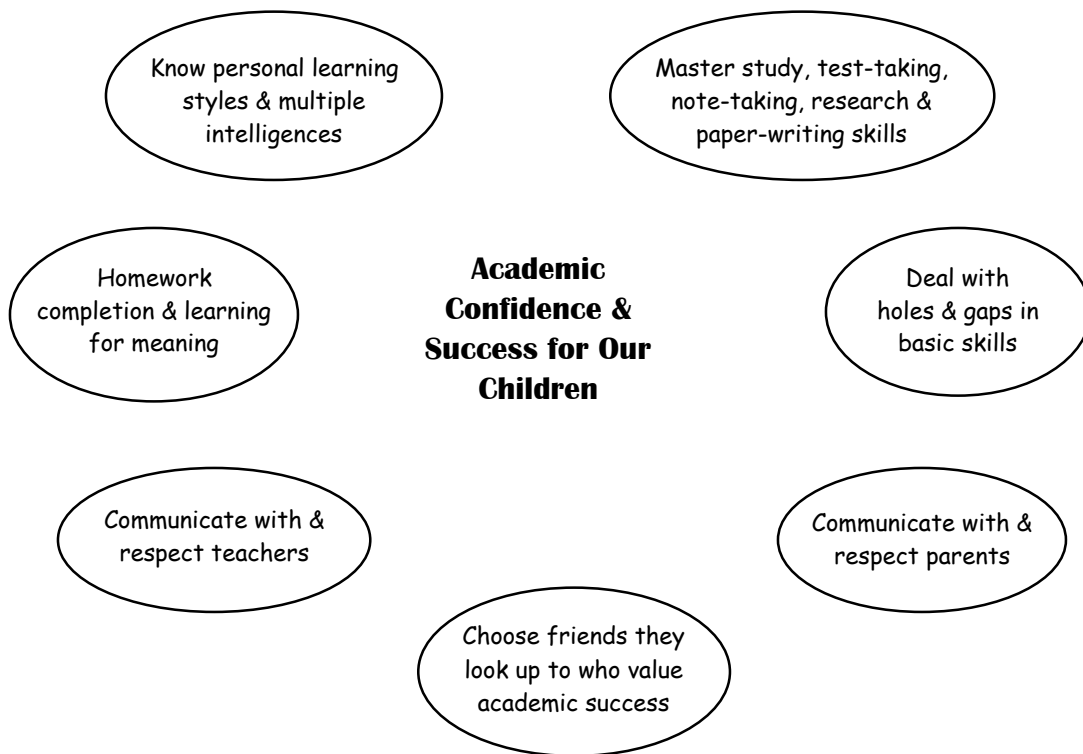
Take time to look at all that is involved when we say we want our children to experience academic confidence and success. It is overwhelming what aspects we “should” think about and try to do something about! And we are likely missing many important things!

Try to highlight areas you truly care about for your child.

Can you somehow prioritize them or ponder which areas you are going to try to begin with?

How will you communicate what it takes to “play the educational system” and be successful?

This concept map may oftentimes help you, your child, your teacher and parents in seeing the big picture and for choosing goals and areas to focus on for a period of time.

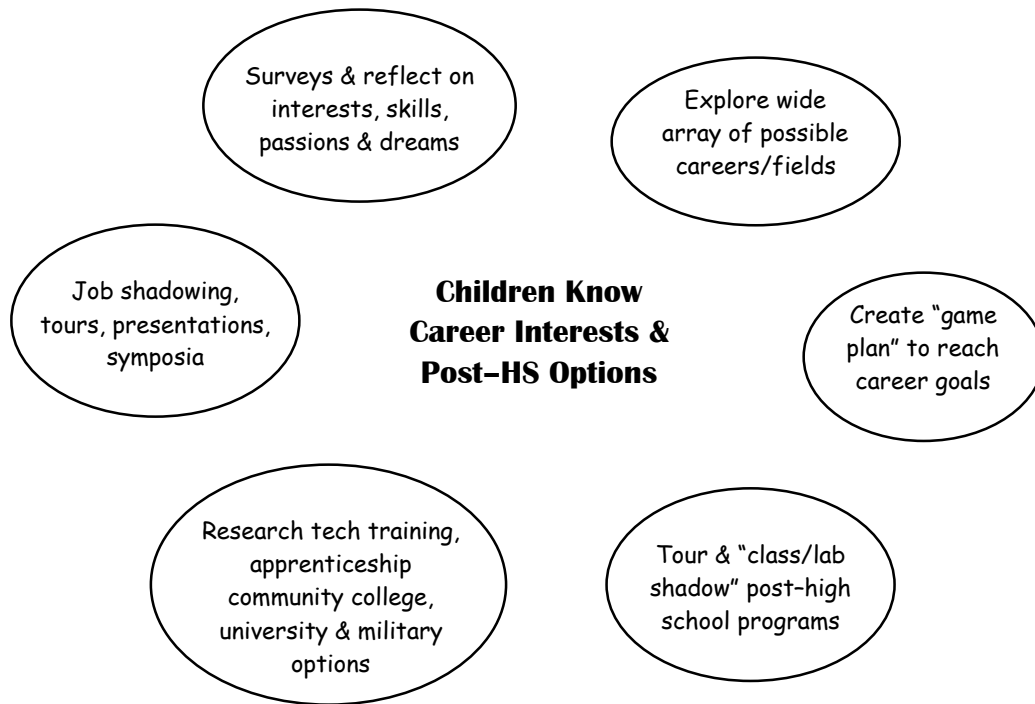


Mentors help children experience at least once that great 'love for learning' something new and relevant to their lives.

Mentors Help Children Explore “World of Work”

Many children (and even college students and other adults) have little idea what their future career life could be. We have no system to communicate the changing world of work or the range of job training and education options available. Together, we need to encourage our youth to know their talents, passions, and skills and then to see the wide range of careers and fields that could utilize them. If youth have a career game plan for their future, they know what hoops they have to jump, which classes are necessary, and generally the steps they alone must take to be players in the training or higher education required to enter the field. If our children meet people, explore careers and training, and find deep desire for their future in the “real world,” we believe they will develop the inner drive and motivation required to take control of their lives.

Here are some important resources and experiences we need to try to give them. Again, highlight the ones you believe are most important for you and your mentee this year. Try to prioritize and nail down a timeline for each one. We will work hard with you to provide “World of Work” opportunities for you and for your children this year.



*Mentors speak with authority over their children:
“You have a destiny work-wise.”
Mentors introduce children to people who like or love their work!*

IX. Learning

Learning - a highly complex notion to wrap our minds and hearts around!

What may have seemed to be just a natural part of life in past generations is now a centerpiece for discussion and concern for families, schools, higher education, the military, business and industry, politicians, communities, states, the nation, and the world! Realtors even use K–12 local test scores as a selling advantage for prospective homebuyers. Corporations look at education levels of a population when considering relocation. They want skilled employees.

Living in a “knowledge-based” economy, we must become a culture of learning. The age of standardized testing is upon us. Tests are found in K–12, tech training, colleges and universities, and ongoing professional or skilled trades certification programs. Getting beyond the frenzy and worry about “high-stakes testing,” we keep pondering the question of “how do we and how do I learn?” Much of what we memorize and spit back on tests doesn’t stick. We often forget the material by the next weekend! Much of what we learn, remember, and use comes from life experience or what we call informal learning—not from formal education or classes or from listening to the “sage on the stage” in lectures.

We tend to either accept or buck “the system.” And sadly, much of our learning seems to be an inch deep and a mile wide. We do not claim to have the power and authority to address “what” and “how” we learn. But we need to keep talking about learning because we know that our children cannot become independent, productive, and happy adults unless they learn to succeed in the school/educational system; to gain and retain knowledge and skills; and to know where to find help and information throughout their lives, which is critical to work, home life, or continuing education programs. There is no choice—mentees must be successful in school. They need personal and career goals. They need real plans for reaching their goals.

What We Learn

By keeping in mind cognitive development, we know that hands-on and relevant learning is a sure winner every time. Try to bring things to do that make classroom learning important for your child’s “real life.” Keep reviewing the educational and training requirements for the jobs and careers they are thinking about pursuing—sometimes we have to take classes just because we have to! Show them your high school and college transcripts. Share how you kept plugging along to meet what was required to get you where you want to go.

Let’s examine some paradigms for looking at “how we learn” so we can better help mentees learn about learning.

1. We learn things that we *want* to learn.

- Relevant!
- Fun!
- Pleases someone I care about/gets me attention from person
- Part of our natural phase of life development
- Consider what we all learn during the phase of life from birth to three years old!

Mentors care that children & teens have the tools to achieve their dreams.

2. We learn things that we *have* to learn!

- Helps me get where I want to be! starter on a team, with friends, part of a band/choir/group
- Gets me where I want to go! post-high school tech training or college program, into a career/job
- Moves me along assembly line! notion of school and college/tech training/military training as auto line

3. Learning is both discrete bits (knowledge or skills) and holistic concepts.

- Facts -** current truths—reminder that research at warp speed today and alters, modifies & even changes “facts”
- Skills -** not just physical skills but mental/higher-level thinking and analysis skills
- Methods & Processes -** strategies to learn, synthesize, practice/use knowledge, store and access knowledge
- Principles -** what supports the concepts, guiding rules, underpinnings
- Concepts -** big ideas; examples and non-examples, base of learning

Three Primary Levels of Learning

Try to help your mentee recognize these basic levels of learning. Talk about their strengths and how they moved through these phases while acquiring skills and abilities (i.e. swimming, reading, video game proficiency, musical instrument, sport). Help them look at current classes and assignments and discern level they are at.

1. Frustration Level

- In over head
- Have significant holes and gaps in prerequisite skills and concepts
- Can't do alone or with help

2. Instructional Level

- Need help
- In the process of making sense of and applying
- Often somewhat rigid: can't apply outside of original context

3. Independent Level

- Can do on my own
- Makes sense and can apply or connect to previous learning and life
- Can teach it to others
- Flexible knowledge and skills: can alter or change contexts with ease

Mentors and mentees exercise their brains & see the muscles grow!

Equilibrium—Shaky Ground Paradigm

Sometimes we can feel like we are in the midst of an earthquake—feeling very vulnerable and incapable of learning something.

1. Disequilibrium—We are on shaky ground!

- New concept, principle, fact or skill—“this does not compute!”
- May feel overwhelmed by trying to learn or doing an assignment or taking a class
- May think “I am stupid” or “I can’t do this”
- May decide to dig in heels and not try, do assignment, take class

2. Equilibrium—We get our balance back!

- Come to understand and learn about concept, principles, facts, or skills
 - Feel more and more confident and able to do the learning or assignment or to be in the class
 - May think I am “average” or “great” at this
 - May decide to try extra credit, learn more on own, or take advanced classes
-

Accommodation/Assimilation Paradigm

This paradigm describes more of a process orientation to learning.

1. Accommodate

- Buy into or give up that “I need to learn it”
- Carve out and spend time trying to “get it” or “do it”
- Will practice to gain some level of facility with it or to be “good at it”
- May or may not decide that learning will be important to remember
- May or may not choose to try to see relevance of learning to my life

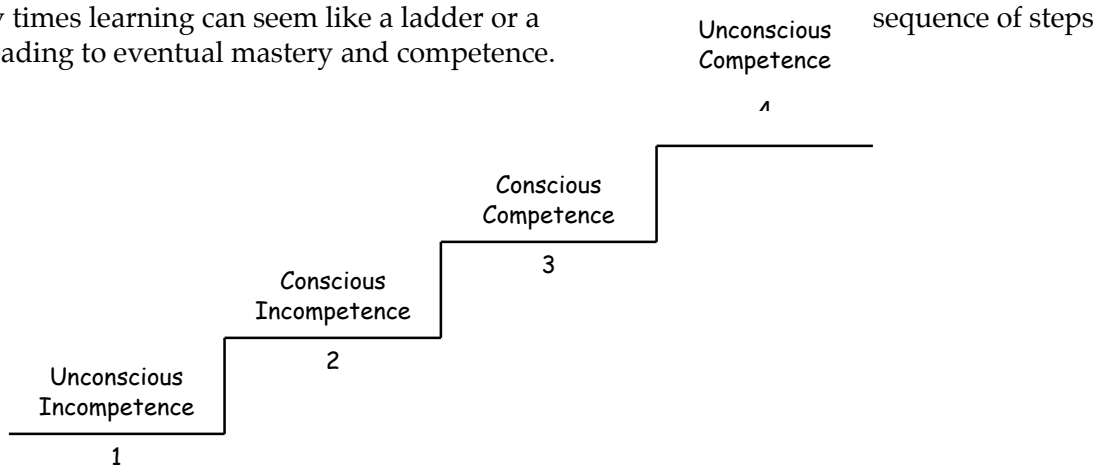
2. Assimilate

- Learning becomes part of me—what I know, how I think, what I do
- Learning becomes integrated with other and previous learning
- Learning becomes integrated with other life experiences



“Competence Stairway - Steps”

Many times learning can seem like a ladder or a leading to eventual mastery and competence.



1. We do not know, see or even try to use the knowledge or skills.
2. We see and start to try to use the knowledge or skills—feels unnatural and phony.
3. We willingly try to practice the knowledge and skills—starts to feel more natural.
4. We use the knowledge and skills naturally—don't even have to think or try to!



Mentors encourage their children & show them ways to succeed in school.

Reach Out!

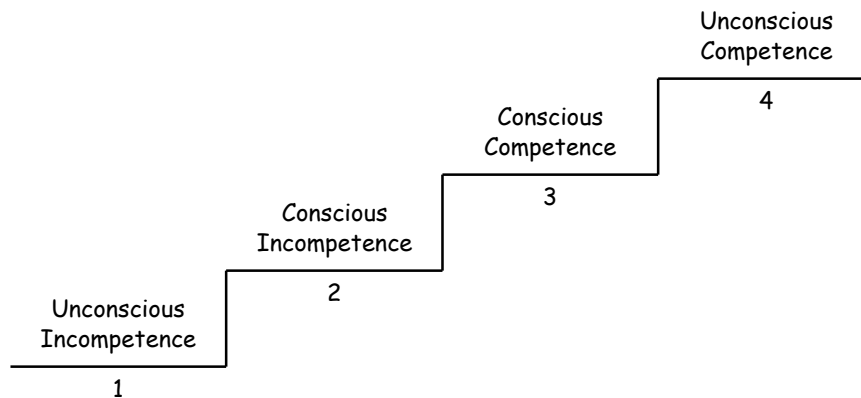
A Center Linking College and Community Mentors with Children and Teens

Worksheet: Learning

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

1. What subject or skill am I trying to learn?
2. Why do I want or need to learn this?
3. I've circled the stair step I seem to be on right now.



4. How do I plan to get from where I am to genuine level-4 competence?

A terrific web site to check out is "HowtoLearn.com." There is a FREE learning style inventory you can take. Print out your and your child's results and then talk about how you each learn. The site has tons of resources for strategies to help with reading, math, test-taking, studying, etc. You will learn more about learning styles and surveys/tools at our workshop!

Mentors empower mentees to close the gap between potential and performance.

X. Workshop Previews

Remember that learning and knowledge/skill acquisition is a lifelong pursuit and like a spiral. Every time we take the same workshop, we bring different attitudes, readiness, life experiences, and personal motivations to the learning. All of our workshops are “heavy,” with great knowledge and skills. Choose to come ready to learn and to engage with the instructor and activities! For those who have had a workshop before, ponder, reflect and jot down how you are growing in the area ... or not! Are you practicing skills or at a point of assimilation, where they are now just a part of you? Are you still digging in your heels and “not buying it”?

Previews are awesome to share with your mentee, friends, significant other, or family members! Look at them as a resource to quickly turn to when you need them!

These topics are worthy of lifelong pursuit—like a vitamin every day, it will be good for you! Trust us! We are available as consultants to share workshops with others, too, that you might know who would enjoy them. We are looking to train mentors to become workshop facilitators. Let us know if you are interested!

Planned workshop topics include

- | | |
|---|-----------------|
| • Learning Styles | Week of Sep. 21 |
| • Talents, Interests & Passions | Week of Oct. 12 |
| • Healthy Relationships & Boundaries | Week of Nov. 2 |
| • Understanding Feelings & Emotions | Week of Dec. 7 |
| • The Power of “What I Say” | Week of Jan. 11 |
| • Intentional Dialogue & Active Listening | Week of Feb. 8 |
| • Career Exploration & Planning | Month of March |

Workshop dates will be defined as we hear from you about your schedules. They will be held in Reach Out Room 142 at Scarlett after school. RSVP with Jeannine: lasovage@ameritech.net.



Mentors are ongoing learners and givers.

Reach Out!

Learning Styles Workshop Preview

Introduction

How do you prefer to learn?

You might get a handle on your unique and preferred learning style(s) by looking at where and when you have most loved, remembered, and used “learning.” Consider a broad range of learning experiences including—and surely going beyond—formal education and classes. How did you learn to bike, swim, golf, canoe, bowl, or ski? Reflect on the crafts and hobbies you enjoy. Or, how did you learn to play video games, or to use that new iPod or digital camera? How did you learn to cook, sew, play board or card games? Can you remember how you learned to tie your shoes, blow bubbles with bubble gum, or even read and write cursively?

What we do or do not learn surely relates to our personal interest in the topic or skill, prior preparation, or life experiences. But, perhaps even more importantly, we will learn best when the mentor, parent, teacher, or coach provides experiences that match our “style.”

Doing some learning-style research and surveys can give us insight into how we are individually wired to learn, what our preferences are for learning, and how we can heighten learning and choose educational settings that best fit us. We live in an education-based economy. Lifelong learning and training will be a given in our lives. It is critical that we know how we learn best!

Concept of Learning Styles

Learning styles are our individual and preferred ways for “learning.”

There are many definitions for “learning styles.” Research abounds from “way back when” to now on just what learning styles are, how we come to learn, and what is best to do with the whole area of individual “style.” Bottom line: we all come to process, perceive, retain, and utilize knowledge, skills, and information in a myriad of learning approaches and experiences.

We encourage everyone to explore and gain insights on learning styles for the goal of becoming better at “teaching” others, as well as for the pursuit of individual learning.

Some Principles for Various Learning Style Approaches

Let’s take a look at just a few different ways of looking at our “style.” There surely is no broad agreement on what learning styles are. We just know that we have them!

Mentors don’t give up and finish strong.

Right and Left Brain View

Some consider preferred learning styles to be connected to which side of our brain we engage to process information, gain skills, or broaden knowledge. Principles for each side of the brain are:

Left Brain Learners	Right Brain Learners
In social setting, remember names	Remember faces more so than names
More analytical in reading	More intuitive in reading
When solving a problem, use logic and proceed in sequential, orderly manner	Look at the whole problem and may see answer but not do the orderly process
Prefer multiple choice tests	Prefer essays or projects
Do well on standardized tests	Do poorly on standardized tests
Highly auditory and visual	Highly kinesthetic and experiential

4 Basic Learners: Relational, Analytical, Structured & Energetic

Category	Characteristics
Relational Learner	Asks "why?" Enjoys partner and group experiences. Creative. Possesses innate "people skills." Spontaneous. Preferred senses: Auditory, Sensual, Visual.
Analytical Learner	Asks "what?" Prefers to work/learn alone. Enjoys theories. Logical. More comfortable with numbers and computers than with people. Highly Visual.
Structured Learner	Asks "how does this work?" Enjoys hands-on projects. Likes problem solving. Wants order/structure in learning. Visual and tactile.
Energetic Learner	Asks "what can this do?" Searches for new ways. Bored with repetition, likes change. Hands-on. Enjoys trial and error, experimentation. Tactile and auditory.

Preferred Senses for Learning

Still other experts suggest that we examine our preferences for "the 5 senses." Examples:

Visual learners enjoy reading books, magazines, or newspapers; watching movies and TV. Tend to remember what they can picture in their minds.

Auditory learners listen carefully to others' presentations and conversations. They can discern important points in a lecture. Learn from tapes, radio; tend to remember things like song lyrics.

Tactile learners enjoy hands-on projects and experiential learning. Remember best the skills and knowledge they used and applied rather than read or heard in a lecture. Like to be physically active.

Conclusion

There are many perspectives on learning styles. Everyone in *Reach Out* should take the time to ponder and reflect on personal “styles.” This knowledge enables us to better help one another with studying and memorizing, taking notes, preparing for various kinds of tests, and learning for meaning. Sometimes the way we try to tutor or coach someone about learning something makes absolutely no sense to the other person. In fact, sometimes when we push our learning style and approach on someone really different from ourselves, we confuse them and do more harm than good! We struggle to study or learn from someone else when we really have different styles.

If we are in a class where the teacher primarily uses lecture and multiple-choice tests for evaluation, and this isn’t our “style,” we need to work together to figure out strategies to survive and do well in the class. Some of us may learn very well by working with someone else or in a study group; others will disdain the time spent on group work. Hopefully, you are getting the gist of what we need to do—encourage each other to know how we each are wired to learn so that we can be more active and successful in our learning.

Professors at North Carolina State have a learning style inventory we enjoy using to help us look at “learning styles” from yet a different vantage point. You will be taking this survey and learning even more about ways to comprehend your own and others’ styles.

The following worksheet introduces you to their basic categories for looking at learning styles. Remember that we often tap different styles of learning for different situations and kinds of learning. And many of us have “learned” to become adept auditory learners from being in school and college classes over a long period of time. Most educational systems don’t offer choices for learning a subject in multiple ways. Just remember that most of us can learn almost anything if we see some relevancy and we get to learn in our preferred “style!”



Mentors are loyal.

Reach Out!

A Center Linking College and Community Mentors with Children and Teens

Worksheet: Learning Styles

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

1. Look at this chart for another approach to think about learning style preferences.
Place an “x” if you definitely have a preference in the space provided.
If you can’t easily make up your mind, place an “x” in the middle.

Active Learners	?	Reflective Learners
<input type="checkbox"/> Like to “do something” to learn	—	<input type="checkbox"/> Like to learn from lectures.
<input type="checkbox"/> Enjoy discussions and projects	—	<input type="checkbox"/> Enjoy private time to think things through.
<hr/>		
Sensing Learners		Intuitive Learners
<input type="checkbox"/> Like to learn facts	—	<input type="checkbox"/> Like to discover new things.
<input type="checkbox"/> Want to see how learning is relevant	—	<input type="checkbox"/> Enjoy learning for learning’s sake.
<hr/>		
Visual Learners		Verbal Learners
<input type="checkbox"/> Learn best from pictures, charts, diagrams	—	<input type="checkbox"/> Learn best from words spoken or written
<input type="checkbox"/> Like to make study outlines	—	<input type="checkbox"/> Like to study by talking about material with someone
<hr/>		
Sequential Learners		Global Learners
<input type="checkbox"/> Like to see things in orderly steps	—	<input type="checkbox"/> Prefer to look at “big picture”
<input type="checkbox"/> Tend to learn skills one piece at a time	—	<input type="checkbox"/> Tend to learn randomly and in fits and starts until they “just get it”

2. Share with a partner what you are learning about your personal learning style.

Mentors make you feel happy that you are “smart.”

Reach Out!

Talents, Interests & Passions Workshop Preview

Introduction

We live in a fast-moving global economy. Everyone who wants to enjoy the many jobs and careers they'll have in their lives must realize that change is going to be a constant. You will no doubt have many jobs and careers and keep going back for training or more education to remain marketable and capable of getting into fields that you will enjoy. Career planning should be an exciting lifelong process and adventure!

Your success, happiness, and basic quality of life is really up to you. Too many youth, young adults, and older adults leave jobs, career choices, post-high school job training, and higher education choices up to others to pick for them—or worse, play a gambling game and just leave things up to luck and chance.

Choosing career paths and broad areas of work that truly interest you requires you to **know yourself well—your personality, your talents, your gifts, and your passions**. It means doing lots of research. Get out to “network” and talk to people who love what they do. Take advantage of opportunities to job shadow or to tour workplaces. Visit colleges or tech training programs. Use online surveys and resources.

Bottom line? You need to take charge of knowing yourself well and searching out what jobs and careers will bring you satisfaction and happiness. Then you can set some goals, create a plan, make some choices, and begin a journey to reach your career or job destination.

What are the basic concepts for talents, interests, and passions?

Reach Out believes we all are unique persons with wonderful and incredible abilities, talents, skills, and gifts. The following concepts are vital keys to knowing yourself and then proceeding with researching the wide array of careers that might be a “fit.”

First, what do we mean by talents, interests, and passions?

Talents are those natural abilities we seem to be “born with.” Some call them gifts, natural abilities, or innate aptitudes.

Interests are the experiences and activities that we are drawn to—they attract us and seem to hold our attention.

Passions are intense convictions and desires we hold dear. Passions build on our hopes and dreams. Passions are usually lifelong pursuits.

Principles and facts about talents, interests, and passions

- Many of our talents and aptitudes are just naturally a part of us—we didn't “learn” them.
- Natural talents and interests can be enhanced and “acted upon” throughout our lives.
- Passions rarely disappear in our lives, but may get pushed aside or sidelined by everyday needs, demands on our times, and the business of our daily activities.

What do I love to do?

A place that is fun for mentors and mentees to start is discovering and sharing what you really love to do! Take a look at this list (and be sure to add your own ideas and examples). Circle and rate in the left column from 1 to 5 what really motivates you!

Things I “love” to do

Rating Scale: 1 (no interest), 2 (low), 3 (medium), 4 (pretty interested), 5 (high)

- | | |
|---------------------------|---|
| ___ <i>Administration</i> | I like organizing and motivating people to accomplish objectives, tasks, functions. |
| ___ <i>Design/Create</i> | I like getting things started from scratch. I like being unique, creative, making new things. |
| ___ <i>Excel</i> | I strive to be the best, to do my best. I have high standards for me and others. |
| ___ <i>Follow Rules</i> | I like orderliness and having policies, guidelines, and procedures given to me to follow or complete. |
| ___ <i>Improve</i> | I like to take something and make it better. I help others improve what they are working on. |
| ___ <i>Help/Serve</i> | I love helping others succeed. I like caring for and being of service to others. |
| ___ <i>Heal</i> | I am drawn to bring physical, emotional, relational, and spiritual healing to others. |
| ___ <i>Lead</i> | I like to be in charge and lead the way. I like deciding how things will be done. |
| ___ <i>Maintain/Fix</i> | I like to keep something running smoothly. I like things to be organized and run efficiently. |
| ___ <i>Organize</i> | I need order and structure. I like to bring organization to everything I do. |
| ___ <i>Perform</i> | I love being in front of people—performing, speaking, “being on the stage.” |
| ___ <i>Persuade</i> | I like to influence people. I like to have an impact on others’ behaviors or attitudes. |
| ___ <i>Pioneer</i> | I am a risk-taker. I love to try out new things, venture to new places, start brand new projects. |
| ___ <i>Prevail</i> | I want to overcome injustices. I love to fight for what I see as “right” and oppose what is “wrong.” |
| ___ <i>Repair/Fix</i> | I have a knack for fixing things that are broken. I love to update something that is out of date. |

Review your list. Circle those that you rated as loving or liking to do as a “4” or “5.”

List them here: _____

Now, stop and think. Why did you choose these things? What are some of your experiences, achievements, and thoughts that led you to rate these so highly? As you look at careers and jobs, be sure to keep coming back to these things you really love to do. When you meet people in careers or go to talk to people in job training and higher education programs, be sure you share these traits of yours. Ask them how or if they “fit” or make a difference in their work or learning experience.

Mentors know their passions and help you find yours.

Reach Out!

Worksheet: Talents, Interests & Passions

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

Directions: Ponder, reflect and jot down notes for these statements. Share with a partner.

1. My special and favorite personal talents are ...

2. My past and current interests are ...

3. Something I am deeply passionate about is ...

4. Careers I am considering and the reasons why are ...

5. People I shadowed or talked to in these careers and what I learned from them ...

6. The careers I think that would most embrace my talents and passions are ...

*A favorite web site with surveys to help you look at careers that “fit you” is at Nextsteps.org.
Tools and tips offered: Career Planning, Choosing a Path, Education & Training Options, Job Search, and Career Maintenance.*

Fun “Ability” Check List

Check some of these abilities you think you already have. Then look to see if they relate to the career(s) you are considering or already into.

- Artistic ability: drawing, painting, musical arts, crafts, designing
- Classifying ability: organize and systematize books, data, records, files
- Composing ability: write lyrics, songs, musical compositions
- Counseling ability: guide, encourage, listen to others
- Decorating ability: design, arrange, and set-up for special events, spaces, activities
- Editing/Writing ability: proofread documents, articles or stories; write articles, stories
- Electronics ability: create, fix, work with all things electronic
- Entertaining ability: perform, act, dance, speak, amuse
- Evaluating ability: conduct research, analyze data, draw conclusions
- Graphic Ability: design and create visual displays, newsletters, signs, advertisements
- Hospitality/Cooking: host events and parties, cook, bake, create recipes
- Interviewing ability: talk to others and discover things about them
- Landscaping ability: plant flowers, design gardens, create/improve natural sites
- Promoting ability: advertise, market and promote people, events, activities, causes
- Managing ability: coordinate events, supervise people
- Mathematical ability: work with data, money, numbers
- Mechanical ability: operate, repair, create tools, equipment, machinery
- Planning ability: design and organize events, programs
- Promoting ability: design advertising plans, market and promote people, events
- Recall ability: natural knack to remember names, faces, places, data
- Recruiting ability: motivate people to get involved with projects, groups
- Researching ability: make hypothesis, read & gather information, collect data
- Welcoming ability: easily make others feel at ease, convey warmth and acceptance, develop rapport with others easily

We all have so many abilities! Strive to spend time with yourself to ponder what your abilities are. Talk to others who know you and ask them what they think your abilities are. Also remember that we can nurture and develop abilities throughout our lives, too. You can pick some to learn about, practice, or just begin to try owning and exhibiting in your life!

Mentors use their talents to help others find their own.

Reach Out!

Healthy Relationships & Boundaries Workshop Preview

Introduction

Boundaries are crucial for healthy individuals and healthy relationships. Owning, respecting and honoring personal and others' boundaries in turn affects the health of our families, friends, classes, teams, organizations, faith-based groups, and workplaces.

What are boundaries?

In the physical world, we see boundaries that define who owns and has responsibility for property. Examples of these boundaries are fences, walls, signs, hedges, a line of trees, doors, and gates. We are responsible for the physical space that we own, borrow, or rent. To abuse, destroy, or hurt another's property breaks the law and has consequences.

Personal boundaries define who is "me" and who is "not me." As social beings, our creation and maintaining of boundaries requires a support network. Authentic mentoring encourages each person to grow and to develop boundaries in the areas stated in our *Reach Out* mentoring definition—academic, emotional, social, spiritual, and physical realms.

Boundaries evolve throughout our lives. We constantly develop boundaries and limits for ourselves as we interact with and learn from different people and groups. Much of our beliefs and attitudes about boundaries evolved from what we saw and experienced at home and at school or college.

Concept of Boundaries

The basic concept is that boundaries define who is "me" and who is "not me."

Simply put, boundaries define who I am and what my responsibilities are. When we look at the "big picture" or "umbrella concept" of things, it is helpful to look at examples and non-examples. The following chart may help you grasp the concept of boundaries. Feel free to add your own life examples and non-examples of boundaries!

Example of boundaries	Non-example of boundaries
I am responsible for my own happiness.	I am responsible for your happiness. Or you are responsible to make me happy.
I am responsible for my behavior.	I am responsible for your behavior. Or you are responsible for what I do.
I own my attitude and outlook on life.	I am responsible for your attitude. Or you are responsible for my attitude.
I am responsible for my choices.	I am responsible for your choices. Or you are responsible for my choices.

I am responsible for my feelings.

I am responsible for your feelings.
Or you are responsible for my feelings.

Boundary Principles & Facts

Some guiding principles for boundaries:

- Boundaries are essential to protect me—they are my invisible fences.
- I am responsible to know, guard, and communicate my boundaries and limits.
- If I know my own boundaries, I can respect others' boundaries.

Facts regarding boundaries:

- No one has, or keeps, perfect boundaries.
- Everyone struggles to establish and maintain healthy boundaries throughout life.
- Boundaries offer protection from people who might control us, hurt us, abuse us, manipulate us, or use us.

Kinds of Boundaries

There are many ways to categorize and relate to boundaries. For now, we will simply look at boundaries as being external and internal. **Internal boundaries** allow us to control take responsibility for our own beliefs, memories, thoughts, feelings, values, hopes, dreams, and passions. Internal boundaries are essential so that we do not blame others for our emotions. Internal boundaries are also necessary to keep us from taking responsibility for others' behaviors, ideas, and feelings.

External boundaries give us control over all things about our physical being. External boundaries define whom we let into our "physical space." For example, we are in charge of who touches us and how they touch us. External boundaries are critical for deciding about people touching us in any sexual way. We need these boundaries to choose who can give us a hug, kiss, or handshake—and when. We need to clearly know our external boundaries in order to speak up, define, clarify, and sometimes even defend our limits for various people and in different situations.

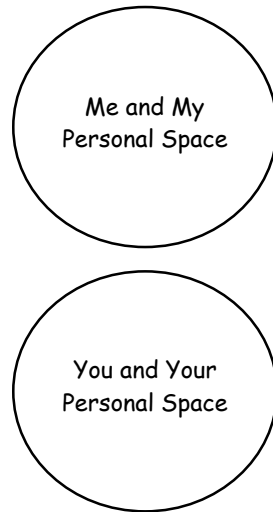


Mentors encourage and value others.

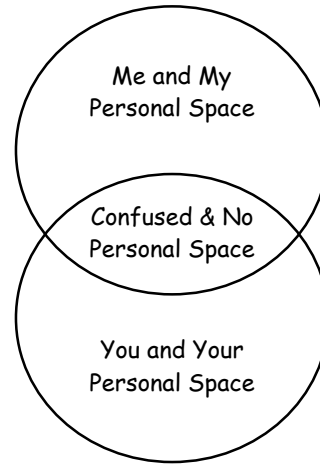
Basic Boundary Concept Map

We all struggle with establishing and maintaining our own healthy boundaries. Remember, no one keeps perfect boundaries! Let's take a look at a basic visual to help us discern what a relationship looks like with healthy and unhealthy boundaries.

Healthy Boundaries



Unhealthy Boundaries



Boundaries are crucial for healthy individuals and healthy relationships!

Boundaries define who is "me" and who is "not me."

Boundaries are essential to protect us. Boundaries are like invisible fences that keep people away from us who might control us, hurt us, abuse us, or use us.

The healthiest relationship acknowledges that one person is a whole person and the other person is a whole person. We do not need someone else to "complete us" or to "make us whole." Boundaries are crucial to maintain a separation of "you" and "me."

Boundaries set down the line where my physical, emotional, spiritual, and psychological space ends and where the other person's begins. We all have many kinds of boundaries. You may want to think of internal and external boundaries with your child. Internal boundaries let us keep control of our own beliefs, memories, thoughts, feelings, values, hopes, dreams, passions....

External boundaries allow us to control all things physical. For example, we need to be in charge of who touches us and how they touch us. Some of us like some people to give us a hug, kiss, or handshake upon greeting each other and some of us don't! External boundaries also have to do with whom we let into our "physical space." We need to speak up and define what our limits are for varying people and in different situations.

Finally, external boundaries are critical for deciding and letting people touch us in any sexual way. We need to process our "internal boundaries" related to lust, sex, and physical touch in order to then choose to have physical boundaries. One area that is a good point of discussion for our children is to talk about how they choose to dress. If we dress in a sexually provocative way, we are inviting others to enter our physical space.

We live in a day when we personally attack, assault, and put down others who are not like us. We easily try to stereotype and label one another and to persuade others to be, think, and act like us. Let your child be him- or herself. You be yourself! Together, you are supporting one another in becoming unique individuals!

Learn to share ideas, feelings, concerns, worries, fears, *et al.* in an open and respectful manner. You can disagree or discuss but strive never to judge or push your “self” on your child! Boundaries—important to have and keep!



Mentors bring out the best in other people.

Reach Out!

A Center Linking College and Community Mentors with Children and Teens

Worksheet: *Healthy Relationships & Boundaries*

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

1. Think of a person with whom you have trouble setting and keeping external or internal boundaries.
2. Circle any of these “caution signs” of boundary trouble you experience with him or her. Remember, there are hundreds we could probably come up with, but we simply do not have the space to write them all!

I could not make my own decisions.

I did not feel comfortable asking what s/he needed or wanted from me.

I struggled to say “no” to him or her.

I was too sensitive to his or her criticism of me.

I felt responsible for her or his feelings.

I took on his or her mood when we were together.

I could not state my own idea, belief, attitude, or opinion that was different from his or hers.

I often feel anxious and nervous when I am with him or her.

I gossip about others we both know when I am with him or her.

I do things I do not really want to do that he or she wants to do.

I think I need to please him or her.

I think I have to make him or her “happy.”

I have trouble trusting him or her.

I have a hard time looking him or her in the eye.

I disparage others' ideas, beliefs, attitudes, or opinions when I am with him or her.

I let him or her interrupt me.

I get caught up in his or her life or problems.

I let him or her try to rescue, fix, or save me when I am having problems or struggles.

I keep rehashing the same complaints, resentments, dislikes about another person with him or her.

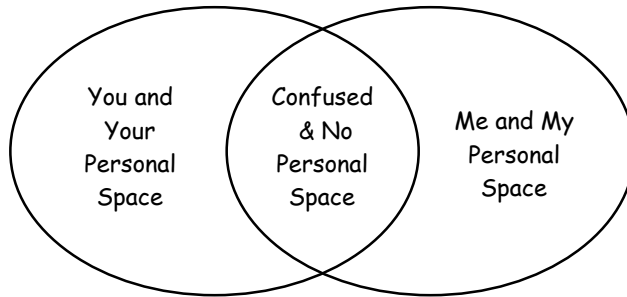
I spend money that I really should not spend to go places he or she wants to go.

I try to force my ideas, beliefs, values, or opinions on him or her.

I say things or “push buttons” that I know will hurt or anger him or her.

I stretch the truth or exaggerate often when I am with him or her.

3. Reflect now and share with a partner what you think is happening to you in this relationship. It may help you to jot down some ideas or notes on our “unhealthy” circle diagram.



Mentors seek understanding.

Reach Out!

Understanding Feelings & Emotions Workshop Preview

Introduction

We are responsible for what we do with our own feelings. That sounds good. The catch is that many of us do not know much about feelings, so how can we be responsible for them?

Fully accepting and experiencing our feelings can be difficult and challenging. During childhood, adolescence, and early adult stages of development, we can sense, express, and be controlled by a wide array of feelings. Feelings can swing from being painful to extremely delightful in a single day! To complicate matters, seasons of hardship or struggle can tend to magnify our feelings. Bottom line: feelings are an essential part of being fully human.

Mentoring partners have a wonderful opportunity to come alongside one another to encourage learning about feelings. Together, we can name, claim, and understand feelings.

Concept of Feelings

Feelings are our personal and internal reactions to our own experiences and interpretations of people, events, and life experiences.

We often hear people use the word “feel” when they are actually talking about an opinion, belief, judgment, or instruction. To grasp the concept of feelings, we can look at examples and non-examples. Try to think of a few of your own non-examples and examples of feeling statements.

Non-Example of Feeling Statement	Example of Feeling Statement
I feel life is really hard right now. <i>Really “belief” statement.</i>	I feel anxious about starting new classes. <i>“Feeling – anxious”</i>
I feel this is the best essay I’ve ever written. <i>Really “evaluation/judgment” statement.</i>	I feel confident about my essay. <i>“Feeling – confident”</i>
I feel Mrs. Jones is a bad teacher/professor. <i>Really an “opinion” statement.</i>	I feel confused in Mrs. Jones’ class. <i>“Feeling – confused”</i>
I feel you better be at the game tonight! <i>Really a “command/instruction” statement.</i>	I feel excited you might go to the game! <i>“Feeling – excited”</i>
_____	_____
_____	_____
_____	_____
_____	_____

Mentors know the only person we can change is ourselves.

Principles and Facts About Feelings

Some fundamental and guiding principles about feelings:

- Feelings change over time—they come and they go.
- Feelings are not “good” or “bad.” They are just feelings.
- Feelings come from within ourselves—no one can make us feel one way or the other.
- Feelings are not under our conscious control.
- Feelings result from how we see or perceive our world.

These are just a few facts about feelings:

- Intense feelings of grief, sadness, or hurt can soften with time.
- Feelings can offer many benefits and positively impact our lives.
- Feelings can lure us into making bad decisions or taking destructive paths.
- In healthy relationships, our feelings for one another change as months and years pass.

Kinds of Feelings

There are many ways to try to categorize and make sense of feelings. For example, we might try to lump them into “enjoyable” and “difficult” feelings. Or we could ponder “positive feelings” and “negative feelings.” Still another way of diving into the world of feelings is to think about “primary feelings” and “secondary feelings.” During our workshop, we will examine all these options for gaining insights about feelings.

A key to feelings lies in knowing what they are, recognizing and owning them when we are experiencing them, and then deciding what to do or not to do with them!

Let us consider a couple of benefits from feelings.

- **Warning or Well-Being Signs:** Physical pain, emotional pain, and negative feelings can help us stop and consider what we are doing to cause us to feel those feelings. We may see a need to pull away from, or make different choices about, activities we are in or people we are spending time with. If we are feeling joy, peace, and contentment, we may choose to spend more time in certain activities or with certain people.
- **Source of Motivation:** Feelings often motivate us to take action and make decisions. If we feel anger at seeing an injustice, we may work to change something for the better for ourselves or someone else. If we feel loved and accepted, we may choose to spend more time with someone that we have been putting off in our schedules and routines. Feelings of fear may help us stop unhealthy behaviors or motivate us to get out of a relationship.

Now let us examine some negative consequences from feelings.

- **Making Bad Decisions:** We can make bad or unwise decisions while we are in the midst of certain feelings. The pain of depression and sadness can lead us to despair or even suicide. We can hurt ourselves or someone else verbally, emotionally, or physically when we are feeling anger.
- **Physical Problems:** Research abounds with examples of how feelings can affect our health and our body systems. For example, worry and anxiety are linked to ulcers, high

blood pressure, and cardiovascular illness. Difficult and bottled-up feelings may impact recovery from an illness, surgery, or injury. Positive feelings seem to speed up recovery and healing and even lessen the need for pain medications.

Conclusion

Feelings are highly personal. Feelings are a critical part of being fully human. A key to understanding feelings lies with knowing what they are and when we are having them! We often can help one another “name, claim, and share” feelings.

Mentoring partners have a precious opportunity to share and grow in the whole area of feelings. Relationships become more real, genuine and caring when we can be safe to express our feelings. Listening to one another’s feelings can be a foundation for building trust.

To help you “name and claim” feelings, here is a feelings word list. We tried to divide feeling words into categories to also help you reflect on our *Reach Out* definition of “growing and learning together in academic, emotional, social, spiritual, and physical realms.” Add some more “feeling” words to each column that you “feel” or have “felt”!

<i>Academic</i>	<i>Emotional/Social</i>	<i>Spiritual</i>	<i>Physical</i>
Alert	Afraid	Alive	Aroused
Ambivalent	Aggressive	Apathetic	Brave
Fascinated	Angry	Committed	Energetic
Interested	Anxious	Despairing	Exhausted
Intrigued	Aroused	Downhearted	Exhilarated
Perplexed	Bitter	Enlightened	Famished
Puzzled	Calm	Fearful	Fatigued
Surprised	Disappointed	Guilty	Hot
Uninterested	Downcast	Hopeful	Hurt
Vexed	Frightened	Peaceful	Invigorated
Worried	Joyful	Whole	Restless
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Mentors appreciate life can be tough.

For those of you who are visual, this page may help you.

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Draw in some feelings of your own!



Reach Out!

A Center Linking College and Community Mentors with Children and Teens

Worksheet: Understanding Feelings & Emotions

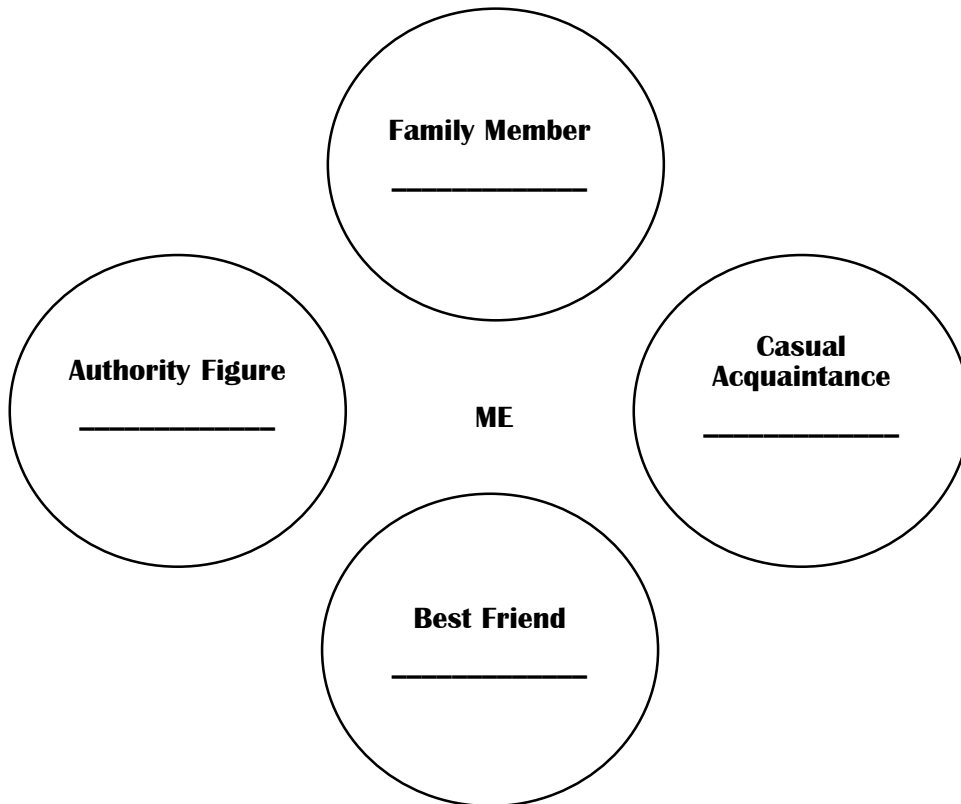
Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

1. We often have recurring feelings with different people.

Do a simple sociogram to name and claim feelings you typically have with different kinds of people in your life. Write down the first name of these people in their “circles.”

2. Use the feeling words in our list. Try to pick at least two feelings from each column that you experience pretty regularly with these people. Write the feeling words down within that person’s circle.



3. Reflect and share with a partner the range of feelings you experience with different people in your life.

Reach Out!

“Power of What I Say” Workshop Preview

Introduction

Most of us grew up with the jingle “sticks and stones may break my bones but words will never hurt me.” Well, that statement surely is a lie! All of us can remember with great accuracy critical, blaming, or judgmental words spoken to us a long time ago and even more recently.

“I” begins a shockingly high number of statements and utterances we speak each day. This should not be a surprise. As human beings, we are naturally quite self-centered. We need to pull back and examine our “I” statement patterns, habits, and motivations. Whenever we begin a statement with “I,” we need to take full responsibility for ourselves and what we are about to utter. Our culture tends to reinforce the notion that we can say anything we want, to anyone we want, anytime we want. In *Reach Out*, we have to consider the power, impact, and possible influence of our “I” statements on others. At the same time, we are wise to think about our “self talk.” What we say to and about ourselves has tremendous power to influence and impact our lives, relationships, and futures.

Concept of “I” Statements

An “I” statement shares what we want someone else to know about us.

Most of what “I” say relates to—

- Ideas – My notions, plans, inklings, impressions, thoughts
- Beliefs – My opinions, convictions, spiritual truths, religious tenets
- Information – My news, facts, data, observations
- Feelings – My emotions, personal reactions, sensitivities
- Meanings – My passions, intentions, aspirations, hopes, legacies, life purposes

Typically, “I” statements are focused on ourselves rather than edifying, complimenting, or learning more about someone else. There surely needs to be a balance of using “I” statements to express ourselves as well as to build others up.

Basic Considerations about “I” Statements

For mentoring partners, we ask that you consider whether or not you are thinking about the other person when sharing “I” statements. For example, we need to take into account the appropriateness of what we say to someone else. Am I considering his or her feelings? Am I inappropriately trying to sway, criticize, or influence the other person? Am I offering more information about me, my experience, or my feelings than is appropriate?

Mentors say what they mean and mean what they say.

Non-Examples of Responsible “I” Statements

Listed below are a few examples of irresponsible and hurtful “I” statements.

- **Gossiping** shows our disrespect for another person. Gossip exposes our self-defeating attitudes about relationships in our lives. Gossip puts the person we are sharing it with in a very hard situation. Gossip is destructive.
- **Sarcasm** belittles another person. Sarcasm is destructive and prevents honest and caring communication. We are being aggressive when we are sarcastic.
- **Giving unwanted advice under the cloak of being honest** says that we think we know what is best for someone else. Beware of giving out inappropriate or unwanted advice and criticism.
- **Cold and angry silence** can be very hurtful and damaging for the other person. This behavior can be stated or unstated. We may say “I am not going to talk to you” or “I want you to leave me alone” or “I want you to go away.” Or we can be in the person’s proximity and our silence is one of these unspoken statements. We ignore him or her.

Examples of Positive “I” Statements

We hope that mentoring partners will learn a great deal about positive “I” statements.

- **Specific Praise** statements recognize the actual behaviors we appreciate in someone else. Authentic praise and recognition mean the world to us. Most of us have a good sensor for detecting fake or non-genuine praise. Be sincere.
- **“I” Messages** communicate what is troubling us or what is positively affecting us about another person’s behavior. “I” messages stand on the belief that others’ behaviors and choices do, indeed, impact and influence us in negative, neutral, and positive ways. People cannot read our minds! “I” messages are powerful and very effective to enable us to recognize and share our own feelings related to or spawned by another’s actions. These statements further permit us to share the impact or consequence of the behavior on us.

“I” messages have three main parts:

“I feel (mad, sad, bad, glad ...)

+ When you (specific behavior of the other person)

+ And it makes me (the consequence of person’s behavior on me).”

- **“I Want” Statements** clearly state the behavior you would like to see happen from someone else. These statements are requests of the other person. When we state an “I want” message, we are also required to listen, receive, and respect the other person’s decision about our request. Often these statements invite some compromise, too.

Conclusion

Our “I statements” possess great power and influence over others and ourselves.

What we speak to and over each other can seriously edify or harm the other person. No one is responsible for “I” messages but ourselves. We can lose self-confidence due to what we hear others say to or about us or from what we say to ourselves. We can embrace or dismiss passions, hopes, and dreams due to what we hear others say to or about us or from what we say to ourselves. We can feel inspired and worthy or desperate and doomed due to what we have heard spoken to or over us in our lives.

These tips may help you become more aware and responsible for what you say.

- Be clear and concise.
- Do not label or criticize someone else or yourself.
- Avoid sarcasm.
- Mean what you say and say what you mean.
- Be honest.
- Be forgiving to yourself and to others.
- Keep confidences.

A friend might help you recognize and reflect upon your common “I” statements.

Many also keep a journal to begin to grasp patterns and habits for “I” statements.



Mentors genuinely listen to others.

Reach Out!

Worksheet: "Power of What I Say"

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

1. Specific Praise Statements

Think about something you really love and appreciate about someone else.
Write down a specific praise statement that you can say or write to him or her.

2. Gossip Statements

Who do you tend to gossip about?

Why are you choosing to gossip about that person or group?

How does your gossiping negatively impact you?

3. Self Talk

Complete some of these sentence starters:

"I think I am _____."

"I am passionate about _____."

"I am really good at _____."

"I want _____."

"I need _____."

"I hope _____."

Reflect and share with a partner what you are learning about the things you say to yourself.
Ponder some new "self talk" messages you want to start telling yourself and believing about yourself.

Mentors honestly and specifically praise themselves and others.

Reach Out!

Intentional Dialogue & Active Listening Workshop Preview

Introduction

What makes or breaks most relationships? We place our bets on two people being able to or *not* able to have genuine, caring and respectful communication! Our desire to engage in honest and sincere dialogue with one another heightens trust for the relationship, as well as growth and development for each individual.

What do we mean by “intentional dialogue?”

Intentional dialogue occurs when there is an honest and respectful reciprocal exchange of ideas, beliefs, information, feelings and meanings. Intentional dialogue requires a sincere commitment and desire to both “listen to” and “hear” the other person. Dialogue takes two willing and able individuals.

What do we “dialogue” about?

When we truly talk and share with another person, the topics and meanings are highly complex and really hard to pin down into neat categories. We tend to get a handle on what we “say and share” by looking at:

- Ideas—notions, plans, inklings, impressions, thoughts
- Beliefs—opinions, convictions, spiritual truths, religious tenets
- Information—news, facts, data, observations
- Feelings—emotions, personal reactions, sensitivities
- Meanings—passions, intentions, aspirations, hopes, legacies, life purposes

Concept of Intentional Dialogue

The basic concept of intentional dialogue relates to two people sincerely putting aside themselves to “hear and listen” to the other person.

This sounds simple. In real life, we probably rarely or only occasionally stop to “hear and listen” to someone else. Likewise, we may seldom find that another person stops to “hear and listen” to us!

The following examples and non-examples may help you understand committed dialogue and respectful communications. Try to write down some of your examples and non-examples. Sadly, the non-examples often come more easily from our life experiences and relationships. However, do strive to jot down both examples and non-examples!

Example of Intentional Dialogue

I work to focus on you while you talk.
I commit to you and give you time.
I put aside my view and experience and fully "hear" yours.

Non-example of intentional dialogue

I ponder other things while you speak.
I want to go somewhere and hurry you.
I interrupt to share my view and experience.

Intentional Dialogue & Active Listening Principles & Facts

Basic guiding principles:

- Patience is evident as we fully listen to and understand another person.
- Both people have a sincere desire to be with one another and to listen.
- Each person trusts that what is shared will be held in confidence.
- Authentic mutual commitment is seen as two people share and interact.

Three foundational processes for Intentional Dialogue and Active Listening:

- Mirroring— we set aside what we know, think, believe, or feel in order to totally tune into what another person shares.
- Validation— we communicate to the other person that we have heard and received what she or he shared.
- Empathy— we reflect back to the person our care and understanding for his or her ideas, opinions, beliefs, feelings, or information shared.

Skills & Tips for Intentional Dialogue and Active Listening

Truly being deeply heard and understood seems to be a rare occasion in the hurry-up or prideful age we are living in. Skills and tips we will strive to learn and practice with one another can be summarized as three basic parts to active listening:

Fully Pay Attention to Other Person

- Give solid eye contact.
- Do not interrupt.
- Push aside your ideas, needs, similar experiences, agendas, or possible advice.

Ask Sincere Open-Ended or Clarifying Questions

- Questions posed to help you "hear" and understand what the person shares.
- Questions to invite deeper sharing or elaboration by the other person.
- Questions to help you better clarify you "heard" what the person shares.

Time to Reflect With Partner

- Validation statements to say "I truly heard you."
- Empathy statements to reflect understanding for person.
- Statements to reflect back content and emotions shared.

Conclusion

Perhaps the most important single thing mentoring partners can do for one another is to genuinely “listen.” *Reach Out* believes that our individual personal growth and development as well as the quality of our many life relationships will be directly related to our investment, beliefs, and abilities to practice intentional dialogue and active listening skills.

Intentional dialogue and active listening require commitment both to ourselves and to others. Embracing these skills and attributes takes practice and hard work! Too often, we just do not listen to and hear other people. We are in a hurry and have places to go and people to see. We make assumptions about what we think someone else feels, believes, knows, or experiences. We interrupt or allow interruptions when we have pledged to listen and really be present and engaged with someone. Consider how we keep cell phones on and take calls when we are having lunch with someone or taking a walk with a friend.

Self-absorption and pride also get in the way of really hearing, understanding, and valuing someone else. All too often we want to tell others what to do, think, believe, or feel. How often do we take a stance of being cocky and thinking we “know” just about everything and anything that another person should know and do on our say-so!

The bottom line is that successful mentoring partners practice effective communication skills. Each person needs to set him or herself aside when listening to the other. Then we are able to embrace, accept, respect and learn from one another. When we pay attention to someone, we demonstrate we value him or her. Trust builds and close relationships grow when we can openly and freely express personal fears, joys, hopes, dreams, feelings, struggles, disappointments and heartaches.

Investing in another person requires great maturity. We put ourselves aside to fully be present and to care about the other person. Underlying this kind of serious commitment to one another rests our *Reach Out* belief that every single person is precious, gifted and talented, and has a destiny! No wonder we strive to authentically get to know others!



Mentoring ... all about selfless giving.

Reach Out!

Worksheet: *Intentional Dialogue & Active Listening*

Name: _____ Date: _____

Partner: _____ Partner Contact Info: _____

1. Who is a person you are close to that inspires you?
2. Jot down notes on what you know about this person in terms of his or her ...
 - Personal hobbies, interests, or recreational activities
 - Personal life struggles, pain, heartaches, or poor choices in life
 - Personal hopes, dreams, or passions
3. Think about the times when you and this person spend time together sharing ideas, beliefs, information, or feelings.

Check the principles of intentional dialogue and active listening that you practice when you are together.

We fully listen to one another.

We are patient with one another.

We both sincerely desire to be with each other and to listen.

We trust that what we share will be held in confidence.

We are mutually committed to and invest time in our relationship.
4. Reflect and share which principle(s) you want to work on this year for other relationships in your life.

Mentors appreciate life.

XI. Appendices

A. 2009–2010 Calendars

Reach Out! Family Events and Training

All-Mentor Inservice at Scarlett Media Center	1-4 PM	Sun., Sep. 13
Scarlett Open House	6-8 PM	Thu., Sep. 17
<i>Workshop: Learning Styles</i>		Week of Sep. 21
Reach Out Family Picnic at Scarlett	2-3:30 PM	Sun., Oct. 4
<i>Workshop: Passions, Gifts, & Talents</i>		Week of Oct. 12
<i>Workshop: Healthy Relationships & Boundaries</i>		Week of Nov. 2
Reach Out Family Thanksgiving Potluck at Scarlett cafeteria	6-7:30 PM	Thu., Nov. 19
<i>Workshop: Understanding Feelings & Emotions</i>		Week of Dec. 7
<i>Workshop: The Power of “What I Say”</i>		Week of Jan. 11
<i>Workshop: Intentional Dialogue & Active Listening Skills</i>		Week of Feb. 8
<i>Workshop: Career Exploration & Planning</i>		Month of March

RSVP for Workshops: email lasovage@ameritech.net or call 734.747.9280

Workshops held at SMS *Reach Out!* Room 142.

Ann Arbor Public Schools/Scarlett Middle School

For updates and sports events, check <http://scarlett.a2schools.org/scarlett.home/calendars>

Tue, Sep 8	All Day	First Day of School for Students. Full day.
Wed, Sep 9	6:00 PM	Meet and Greet New Parents
Thu, Sep 17	6:30 PM	Scarlett Open House
Fri, Oct 2	6:00 PM	Latino Festival at Scarlett
Wed, Oct 7		EARLY RELEASE for secondary students.
Fri, Oct 9	All Day	Interim Sent Home
Tue, Oct 13	5:30 PM	Parent-Teacher Conferences Arena Style
Tue, Nov 3	All Day	NO SCHOOL for students. Teachers PD
Fri, Nov 6	All Day	End of first marking period for middle/high schools
Fri, Nov 13	All Day	Q1 Grades sent home with students
Thu, Nov 19	3:30 PM	Parent-Teacher Conferences by Appointment
Wed, Nov 25–Sun, Nov 30		NO SCHOOL for students. Thanksgiving break.
Wed, Dec 9	10:50 AM	EARLY RELEASE for secondary students
Fri, Dec 18	3:00 PM	Winter vacation begins at end of day. Interim Reports go home with students
Sat, Dec 19, 2009–Sun, Jan 3, 2010		NO SCHOOL. Winter break

Scarlett Calendar, continued

Mon, Jan 4	8:10 AM	School Resumes
Mon, Jan 18	All Day	NO SCHOOL. Martin Luther King, Jr. Day.
Fri, Jan 29	All Day	End of First Semester for secondary schools.
Mon, Feb 1	All Day	NO SCHOOL for secondary students. Teacher work day.
Tue, Feb 2	All Day	First day of second semester, secondary schools.
	4:00 PM	Parent-Teacher Conferences Arena Style
Fri, Feb 5	All Day	Quarter 2 grades go home with students
Mon, Feb 15	All Day	NO SCHOOL for students.
Fri, Feb 19	All Day	Mid-Winter vacation begins at the end of the day.
Sat, Feb 20–Sun, Feb 28		NO SCHOOL. Mid-Winter Break
Wed, Mar 24		EARLY RELEASE for secondary students.
Thu, Apr 1	All Day	Spring vacation begins at end of day.
Fri, Apr 2– Sun, Apr 11		NO SCHOOL. Spring Vacation
Fri, Apr 16	All Day	End of 3rd marking period for Middle/High Schools
Thu, Apr 22	5:30 PM	Parent-Teacher Conferences by Appointment
Wed, May 12	1:00 PM	8th grade Portfolio Day
Mon, May 31	All Day	NO SCHOOL. Memorial Day.
Fri, June 18		End of second semester. HALF DAY for students.

University of Michigan

Sep 4	Registration
Sep 8	Classes Begin
Oct 19–20	Study Break
Nov 25	Thanksgiving Recess
Nov 30	Classes Resume
Dec 14	Classes End
Dec 15 & Dec 19–20	Study Days
Dec 16–18 & Dec 21–23	Examinations
Dec 20	Commencement
Jan 6	Classes begin
Jan 18	Martin Luther King, Jr. Day. No Regular Classes.
Feb 27	Vacation begins 12:00 noon
Mar 8	Classes resume 8:00 AM
Mar 21	University Honors Convocation
Apr 20	Classes end
Apr 21 & Apr 24–25	Study Days
Apr 22–23 & Apr 26–29	Examinations
Apr 30–May 2	Commencement Activities
May 3	Registration
May 4	Classes begin
May 31	Memorial Day (holiday)
June 21	Classes end (Spring Half Term)
June 22–23	Study Days
June 24–25	Examinations
June 25	Spring Half Term ends

Eastern Michigan University

Sept. 9	Classes begin
Nov. 25	No classes - Open
Nov. 26–29	Thanksgiving Recess
Nov. 30	Resumption of classes
Dec. 12	Last Day of Classes
Dec. 14–18	Final Exams
Dec. 19	Close of Fall Semester
Dec. 20	Commencement
Jan. 11	Beginning of Classes
Jan. 18	MLK Jr. Day; No Classes
Mar 1–Mar 7	Winter Recess; No Classes
March 8	Resumption of Classes
April 2–4	Spring Recess: Closed
April 17	Last Day of Classes
April 19	Final Exams
April 24	Close of Winter Semester
April 25	Commencement
May 3	Classes Begin
May 31	Memorial Day – Closed
June 14	Last Day of Classes
June 23	Last Day of Classes
June 24	Close of Spring Semester



B. Contact Information

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lehar624@aol.com

Cell: 734.604.0088

Reach Out Director:

Jeannine LaSovage

Home: 734.747.9280

lasovage@ameritech.net

Cell: 734.945.3402

Scarlett Staff:

Head Secretary Leisa Gibson

734.997.1220

Grade Level Secretaries (sharing 3 grades)

Rhonda Goodman

734.997.1221

6th grade/7th M-Z

Maggie Hansma

734.997.1223

7th A-L/8th grade

Scarlett Counseling & Teaching Staff (@aaps.k12.mi.us)

Room	Staff	Phone	E-Mail	Subject(s)
Cust Rm	Alfaro, Maria			Custodian - Evening
110	Anderson, Jessica		anderso5	Speech Therapist
130	Barricklow, Angela		barrickl	Spanish
217	Barrientes, Salvador		barrient	7th/8th Grade ELA
139	Beery, Craig		beeryc	6th Grade Band Co-Teacher
210K	Bower, Robert	717-9838	bowerjr	Psychologist
A108	Broom, Edward	368-5965	broom	Interim Principal
126	Bryant, James		bryant	6th/7th Grade Science
210	Buchan, Susan		buchan	6th Grade Counselor
213	Buchholz, Robert		buchholz	7th/8th Grade History
Cafeteria	Cafeteria Staff	971-3365		Food Service
220	Caudill, Carroll		caudill	6th/7th ELA Teacher
222	Cerniglia, Chris		cerniglc	Art
109	Cocco, Peter		cocco	Social Worker
204	Coleman, Velda			RAHS Nurse Practitioner
Media Ctr	Colvin, Anne		colvin	Media Specialist
218	Daniel, Ellen		daniele	8th ELA/Curr Leader
207	Dickerson, Brian		dickersb	6th Grade Math
210H	Doolittle, Kathleen		doolittk	Planning Center
Media Ctr	Eaddy, Rochelle		eaddyr	Media Clerk
Custodian Rm	Edwards, Debra			Custodian - Evening
138	Flaaen, Bridget		flaaenb	Choir
Main Office	Fax Machine	997-1885		
Main Office	Gibson, Telisia (Leisa)	997-1220 216-1445	gibsonl	Main Office Secretary
211	Goodman, Rhonda	997-1223	goodmanr	6th/7th A-L Grade Secretary
145	Graff, Gary		graffg	Technology Education
209	Grissing, Joan		grissing	6th/7th Grade History
211	Hansma, Marguerite	997-1221	hansma	7th A-L/8th Grade Secretary
142	Harkaway, Lee	604-0088 761-8229	lehar624@aol.com	Reach Out
201	Hill, Shannon	677-2708		RAHS Prevention Coordinator
135	Hughes, Matthew		hughesm	Resource Room
137	Hurst, Laura		hurstl	7th Grade Special Education
Custodian Rm	Issa, Faye			Custodian - Evening
215	Justyna, Candida		justyna	ESL
121	Kaminskis, Ron		kaminski	7th/8th Grade Science
139	Katz, Deborah		katz	Band
Tech Office				
134	Keebler, Linda	323-1831	keebler	Technical Specialist
134	Kellar, Kelly		kellar	8th Grade Special Education
A102	Kinel, Robert		kinel	Interim Asst. Principal
143	King, Richard		kingr	Computers/Career Pathway
228	Kohl, Chris		kohl	Health/PE
219	Koli, Julia		koli	Title 1/6th ELA
131	Landrum, Leslie		landrum	French

Room	Staff	Phone	E-Mail	Subject(s)
142	LaSavage, Jeannine	734-945-3402	lasavage@ameritech.net	Reach Out
140	Lawrence, Mitch		lawrence	Orchestra
214	McDonald, Jeri		mcdonal1	6th History/7th Grade ELA
202	McKelvey, Marla		mckelve1	Title I Math/7th Grade Math
111	Moran, William		moranw	7th Grade Counselor
137	Moulding, Joetta		moulding	Resource Room Paraeducator
Custodian Rm	Palmer, Debra	320-9846	palmerd	Head Custodian
135	Perry, Brenda		perryb	7th Grade Paraeducator
Tech Office				
134	Perry, Holly	323-1837	perryh	Tech Assistant
AD Office	Peterson, Jaye	368-4854	peterso6	Physical Education/CCD
113	PTSO Office	972-7170	debjharris@comcast.com	PTSO President-Deb Harris
208	Racine, Liviya		racinel	8th Grade Math
216	Ransome, Rosetta		ransome	6th Grade ELA
212	Reetz, Ray		reetz	7th/8th History/Curr Lead
Clinic-117	Rittenhouse, Katie		rittenho	School Nurse
204	Roberts, Jennifer	677-2708		RAHS Medical Assistant
204	Rominski, Dale	677-2708		RAHS Social Worker
140	Savaglio, Ann		savaglio	Orchestra-Long Term Sub
114	Schleicher, Nancy		schleich	8th Grade Counselor
124	Schneemilch, Christy		schneemi	6th/7th Grade Science
	Security (Sanford)	994-1786		
134	Sims, Jawanna		simsj	8th Spec Ed Paraeducator
133	Sisson, Judy		sissonj	6th Grade Special Education
223	Sobolewski, Mark		sobolews	Performing Arts
Cafe/Cust Rm	Stinson, Neda	971-3365		Food Svc/Custodian - Evening
128	Strempek, Jon		strempek	7th/8th Science
203	Tummonds, Dolores		tummonds	6th/7th Grade Math
205	Turner, Scott		turners	7th/8th Math/Curr Lead
133	Umpleby, Diane		umpleby	6th Grade Paraeducator
Cafeteria	VanHorn, Ora Lee	971-3365		Lunch Supervisor

Emails: @aaps.k12.mi.us

C. Weekend Outing Resources

Mentors have enjoyed these area resources. Please let us know of others !

Ann Arbor Art Center
117 W. Liberty Street
734.994.8004

Ann Arbor Hands-On Science Museum
220 E. Ann Street
734.995.5437
www.aahom.org

Ann Arbor Ice Cube Skating
2121 Oak Valley Drive
734.213.1600

Ann Arbor Public Library - Main Library
343 S. Fifth Avenue
734.327.4200

Ann Arbor Public Library - Malletts Creek
3090 Eisenhower Parkway
734.327.4200

Colonial Lanes Bowling
1950 S. Industrial Highway
734.665.4474

Detroit Science Center
313.577.8400
www.detroitsciencecenter.org

Domino's Petting Farm
4 Franklin Lloyd Wright Drive
734.930.3188

Gallup Park Canoe Livery
1055 Longshore Drive
734.668.7411

Leslie Science Center
1831 Traver Road
734.997.1553

Maybury Riding Stable
20303 Beck Road
Northville Township
248.347.1088

Planet Rock
82 April Drive
734.827.2680

Putt-Putt Golf and Games
2675 Washtenaw Avenue, Ypsilanti
734.434.2838

Scarlett Woods
90 Acres of trails, ponds and woods
Located behind Scarlett Middle School

Scrap Box
581 State Circle
734.994.4420

UM Exhibit Museum of Natural History
734.764.0478
www.exhibit.lsa.umich.edu

Whirly Ball of Ann Arbor
640 Phoenix Drive
734.975.6909

Wide World Sports Center
2140 Oak Valley Drive
734.913.4625
www.wideworld-sports.com

Wild Swan Theater -
Tickets & Information 734.995.0530
www.wildswantheater.org
Performances at Towsley Auditorium, Morris
Lawrence Bldg., Washtenaw Com. College



D. Tips for First-Time Mentors

1. Lee will talk to you about a possible mentee. She will share his or her grade level, any special interests and needs we know about, day(s) available, parent or guardian names and contact information.
2. You will call and introduce yourself to the child and parent or guardian as a “Reach Out Mentor.” Share a little bit about yourself (where you are from, interests, if UM student what you are studying and hoping/ thinking about becoming career-wise). Share why you chose to be volunteer mentor.
3. Ask your child if she or he wants a mentor and go over again the commitments we expect of you and of him or her!
4. Be sure to talk to parent or guardian about his or her hopes for your being his or her child’s mentor—and go over your understanding of your and parental/ guardian commitments.
5. Give your child and parent or guardian your phone number. Be sure they know they must call you the night ahead if the child will not make it to school. You need to let them know it is a trip for you, and you have studying or things to do and can’t come to school to find the child isn’t there! Be sure you know how to contact them, too.
6. Arrange for your first time to meet at Scarlett—where you will be and at what time. Let your mentee know that you look forward to just talking and getting to know one another.
7. First time you meet, spend a little time just learning about each other. Ask child to give you a tour of Scarlett and to show where his or her classes and locker are. You may bump into a teacher or two, too! Learn about your child’s strengths and favorite classes, subjects, hobbies etc. Also see what areas you may be able to offer guidance in—organization, time management, behavior/ friend choices, study strategies, note-taking skills, writing a strong paper....
8. Look at page 29 and go over what you hope to help him or her with. May be able to actually circle areas to become your goals for the semester.
9. Ask Lee to get you your child’s schedule if this seems like a good fit. Contact every teacher and the child’s counselor—introduce yourself as *Reach Out* mentor for your child and your hopes to meet with them and find out how to work together this year.
10. Talk to parent or guardian and go to Open House Thursday, September 17, at 6:30 PM. Invite child to go with you! Go even if parents don’t. You will meet each teacher and get his/her syllabus.
11. If after a few weeks you do not think this is a good match, see Lee! We will help you if you need to have a different mentee.
12. Try hard to make a home visit before end of October. You might offer to bring pizza and pop!

Mentors are friends who keep their promises.

E. Ideas for Activities to do at Scarlett

- Read a book of mutual interest
- Write a story or poem together
- Make a collage to show mentee's values or goals
- Build a web site together
- Keep a mentoring journal to share and pass between yourselves
- Research an interesting career
- Plan to go job shadowing or on a workplace or college tour
- Research career qualifications and post-high school education needed
- Plan and go to a concert, play, athletic event, movie
- Plan and take a class together
- Take a nature hike (the 90-acre Scarlett Woods!)
- Take pictures to start a scrapbook
- See if you can help out with clubs or sports s/he is in
- Research one another's heritage and family roots
- Plan fitness activities to do together
- Plan and do a community outreach/volunteer activity
- Talk about successes and disappointments at school
- Learn about each other's learning styles & tips or skills to help
- Work together on strategies for time management
- Learn about test taking strategies
- Write a letter to AnnArbor.com on a topic you both care about

