SAMPLE
STEM Mentoring Program Volunteer Handbook

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This sample volunteer handbook was created by staff at the Institute for Youth Success using our knowledge and examples from the field. This document and policies herein are not representative of legal counsel. Many policy and procedure examples included in this document are adapted from the *Generic Mentoring Program Policy and Procedure Manual* published by Education Northwest[i], and the *Learn to Mentor Toolkit* published Mentor.[ii] This document may not represent a comprehensive volunteer handbook for your specific STEM mentoring program.

This document draws on research-based best practices from the field of youth mentoring many of which are based on one-to-one mentoring programs. These best practices have been modified to support a school-based, group-mentoring program. The guidelines herein may not apply to your specific program model.

Program leadership should use this tool as a guide to design a program-specific volunteer handbook. A completed volunteer handbook should be reviewed and approved by your program advisory board. A volunteer handbook should be reviewed in-person with all volunteers prior to their engagement in the program.

(Insert name of STEM Mentoring Program & Logo)

Program Description
In the space below share your program mission, goals, values and history. Be sure to include positive, person centered language to affirm volunteer interest and engagement in the program.

Thank you for your interest in supporting youth engagement in Science, Technology, Engineering and Math (STEM). The (*Wizards)* program at *(insert name of afterschool setting)* empowers *(insert target age-range, i.e. 7th and 8th grade)* students to thrive in STEM.   The program engages adult volunteers who commit to supporting small teams of 4 students over the course of *(insert time commitment)* 10 weeks. Together participants explore the scientific inquiry process while building a science fair project. By participating in weekly afterschool STEM activities, working together in small teams, and learning from mentors with experience in STEM, students can develop their interest and efficacy in STEM.

The *(insert name of program)* evolved out of a community partnership between *(insert name of school)* and STEM professionals in the business community. In an effort to promote youth engagement in STEM activities many teachers began requesting the support of STEM professionals in the afterschool setting. Over time interest from the business community grew as did positive feedback from teachers and our school *(insert name of school)* recognized an opportunity to formalize a program to promote student engagement in STEM.   Today we work in partnership with *(insert name of supporting non-profit entity)* to provide a safe, effective, and engaging program for youth and volunteers.

We are very excited to offer you the benefits associated with a mentoring. As a STEM mentor you'll play a crucial role in supporting the positive growth of youth in this program. In this packet you'll find specific tips and information on how you can build positive and purposeful interactions with youth. Please review this handbook and do not hesitate to contact your program staff with any questions or concerns.

To volunteer in this program an individual must be willing and able to fulfill the volunteer position description, and eligibility requirements listed below.

Volunteer Mentor Position Description

- Take the lead in supporting a team of 4 young people through ongoing, group relationship building
- Serve as a positive role model and friend
- Build relationships with and among youth by planning, participating in, and supporting weekly meetings
- Strive for mutual respect
- Build youth self-efficacy, motivation, and sense of belonging
- Help set goals and work toward accomplishing them

Time Commitment

- Make a 12 week commitment from the time of training through the program's end
- Meet twice weekly with a team of 4 youth for 10 weeks
- Spend a minimum of 3 hours a week with teams of youth plus (1 hour) preparation time
- Communicate weekly with the program coordinator
- Document hours, activities, and project progress to share with the program coordinator biweekly
- Attend an initial 3 hour training session
- Attend the program's culminating event, the annual science fair
- Attend optional group events, and mentor support groups

Participation Requirements

- Be at least 21 years old
- Reside in program area *(fill in geographic region)*
- Have experience working with youth
- Be willing to adhere to all school/program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Be available to commit to meeting with youth twice per week, for 90 minutes each session, for a commitment of 10 weeks.
- Attend mentor training session as prescribed
- Be willing to communicate regularly with program staff, submit activity information, and take constructive feedback regarding mentoring activities
- Have a clean criminal history
- No use of illicit drugs
- No use of alcohol or controlled substances in an inappropriate manner
- Not currently in treatment for substance abuse and have a non-addictive period of at least five years
- Not currently in treatment for a mental disorder or hospitalized for such in the past three years

Desirable Qualities

- Educational or occupational experience in STEM (Science, technology, Engineering and Math)
- Experience working with youth underrepresented in STEM
- Some form of higher education beyond high school or GED
- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences

Benefits

- Personal fulfillment through contribution to the community and individuals
- Satisfaction in helping a team of youth mature, progress, and achieve goals
- Professional development through training sessions and group activities
- Participation in a mentor support group
- Mileage and expenses are tax deductible
- Personal ongoing support, and supervision to help you succeed
- Group activities, complimentary tickets to community events, participant recognition events

Application and Screening Process

All volunteer mentors with *(insert name of mentoring program)* are required to complete the following screening protocol before being matched with a group of youth in this program. This screening policy is designed to protect the safety of youth and adult participants and the integrity of this program.

Every person applying for consideration to mentor in this program will participate in the following screening procedure regardless of his/her background experience and/or affiliation with this program. An individual who chooses to remain a volunteer with this organization is required to submit information for re-screening every year. (* information required for an individual's re-screening)

- Written application
- Criminal history check: FBI Fingerprint-Based background check to include scan of child abuse and neglect registry, and national sex offender registry *
- In-person interview
- Submission of two personal references who you've known for at least two years *
- Attend 3-hour mentor training *

Mentoring program staff will rely on the following tools to determine the suitability of a potential mentor:
- Compilation of all interactions including past interactions
- Volunteer application
- Reference Checks
- Volunteer Interview
- Training interactions
- On-going monitoring

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These screening practices ensure the safety of both volunteers and youth participants and help us model the foundation of healthy youth and adult partnerships. When a volunteer submits an application with our program it takes on average four weeks to complete the volunteer screening process.

The Role of a Mentor

A mentor is . . .	A mentor is not . . .
• A friend • A coach • A motivator • A guide • A confident • A listener • A role-model • An advocate	• A judge • A surrogate parent • A babysitter • A counselor • A social worker • A taxi-driver • A teacher • An ATM

The Matching Process

When an adult expresses interest in serving as a volunteer mentor he or she will first complete a volunteer application. After the application is received, the program coordinator will contact the potential volunteer and schedule a time to meet with him/her in person for an informal interview. This interview generally lasts 45 minutes and allows the program coordinator to develop a sense of the potential volunteer and how they'll positively support youth engagement in STEM. Following the interview, a volunteer will receive instructions on how to receive a fingerprint-based FBI background check. When the program receives clearance on a volunteer's background check, the mentor coordinator will contact the volunteer to schedule him/her for an upcoming new mentor orientation. After the volunteer has completed all formal paperwork and successfully passed all elements of our program screening process, he or she will be contacted by the mentor coordinator and notified of her/his admittance to the program.

Matching Youth & Adult Participants

The program coordinator will consider many factors when building a team of youth participants and adult mentors.

- **Peer to Peer**: Youth will be matched with peers in the same or similar developmental range. Youth will be encouraged to build new relationships with peers and existing friendships will be mixed within other groups to ensure active participation. Each group will include both youth with assets related to STEM engagement and youth with opportunities to build assets in STEM engagement.
- **Mentor to Mentor**: Whenever possible we aim to match 2 mentors to every group of 4-6 students. This helps ensure consistency for youth when a mentor is unable to attend. It also helps volunteers learn from one another and reinforce positive youth development strategies. Mentors are generally matched to groups of youth based on experience level working with kids –more experienced volunteers are matched with less experienced volunteers. Personality styles are also considered when matching mentors to a group. For example, a talkative

mentor may be matched with an introspective mentor to meet a broad range of learning styles during youth and adult interactions.

- **Mentors to Groups**: Mentors with experience working with youth underrepresented in STEM activities will be matched to groups with more opportunity to build engagement in STEM.

Program Timeline

The first week of programming begins with get to know you activities and icebreakers. This is a chance for youth and mentors to begin building community. Your program coordinator will also use this time to build mentoring groups. The second week of programming will begin with a team-building activity as groups are assigned. During the second session of week two mentors will facilitate team-building activities within their groups and begin supporting youth to brainstorm science fair project ideas.

The remaining 8 weeks of programming should follow a schedule similar to that outlined below with variations made to suit the needs of youth participants while incorporating various stages of the scientific inquiry process.

Time	Activity	Description
3:30 (5 min)	Icebreaker	A positive energizer that focuses participants on being together.
3:35 (15 min)	Opening	An active, cooperative opportunity that introduces the meeting objective and creates a safe space to learn or a core sharing activity like good news, bad news.
3:50 (20 min)	Central Ideas (inquiry)	A group activity that underscores core elements of the meeting objective and empowers youth to integrate conceptual material.
4:10 (30 min)	Practice & Application	Youth practice applying concepts just reviewed to the group project either in pairs or individually.
4:30 (15 min)	Implementation & Reflection	Every participant reflects on the core concepts of the day and how they will apply them in the future (to the project or learning).

During the first team meeting the program coordinator will support mentors to sit down with youth and discuss components of the mentoring program including guidelines, expectations, and group norms. When the group has reached consensus everyone will sign a commitment to

follow program guidelines, and support STEM learning.   The group will then spend time getting to know one another. After this meeting, your STEM mentoring team is established.

For the first two weeks the program coordinator will check in on your group in person. The mentor coordinator will also be available by phone or email to support and troubleshoot any initial relationship development pitfalls. From hereafter the mentor coordinator will correspond with volunteer mentors every other week to support on-going relationship and project development.

Meetings

Meetings between youth and mentors will take place on weekdays after school. Youth and adults will spend time after school engaging in STEM learning and activities.

As meetings take place in the afterschool setting, youth are authorized to spend time with mentors during times of day when these afterschool spaces are open to the general public. While in this program youth and adults are not to engage outside of the program.

A team will spend 3 hours together every week. The mentoring program focuses on building youth interest and engagement in STEM through supportive adult partnerships.

We work hard to select high-quality mentors who demonstrate exceptional role modeling and listening skills. Mentors are trained to listen to youth, support team and individual problem solving, and nurture relationship development. Mentors are a resource for youth, though they should not be requested to provide advice or counseling to youth or families. Please also remember that a mentor is not an authority figure or babysitter.

Meeting Guidelines *(Insert logistical parameters regarding meetings)*

- When volunteering on school premises, volunteer mentors are required to wear a Volunteer Badge that identifies him or her as a mentor with *(insert name of program).*

- Except for special occasions and when cleared with your program coordinator, youth and mentors will meet with only those participants on their assigned mentoring team. Family members from either the youth or the mentor should not participate in weekly meetings with the team. This is team-based mentoring program that works by building safety, community, and shared learning within small teams.

- When leaving the program setting during a mentoring session (to use the restroom or other personal reasons) volunteers are requested to first inform the program coordinator or co-mentor. Volunteer mentors are restricted to facilities marked for adult access. Volunteers should request this information from the program coordinator if unsure.

- Volunteer mentors are not permitted to interact with one or multiple youth behind closed doors.

- Youth and mentors should not engage in a high-risk activity that is beyond the bounds of reasonable risk. A mentor who engages youth participants in a high-risk activity without

program consent risks liability for any potential injury incurred by themselves or youth during the activity.

Mentor Guidelines *(Insert program specific policies and/or guidelines)*
Policies adapted from We Teach Science Foundation Mentor Handbook[iii]

Consistency*

Please show your commitment to youth participants by showing up on-time and consistently to every mentoring session. We understand that sometimes things come up but please do your best to attend every session. If you need to miss a meeting see the *missing a meeting* section below.

Contact with Students*

Youth and mentors will not interact outside of the school or after-school setting. The only exception to this is the science fair event when youth and adult teams are invited to share their project with the broader community. Youth and mentors are never permitted to spend time together at a private residence. Youth and mentors are never permitted stay overnight together. Mentors should not be asked to mentor other siblings or bring other youth to group mentoring meetings.

Do not exchange personal information with any students. Do not communicate with any student through social media. All communication with students must be conducted through *(insert name of program)* events or activities. Please notify your program coordinator if a student initiates contact with you outside of the program.

Enthusiasm*

Your role is critical to building youth interest and engagement in STEM. Please remember to bring your positive energy and enthusiasm for STEM to every mentoring session. Youth easily pick up on negative emotions. Please be mindful of how your energy impacts that of your team. Do your best to check any frustrations or negative feelings at the door and begin each session ready to engage with youth.

Be Prepared*

Plan to spend some time before each mentoring session planning the flow of your next meeting. Consider the last session activities and any necessary follow-up, ideas to engage and support youth, and areas you may need support. Use the *STEM Mentoring Session Overview* included in the Appendix to help you prepare for meetings.

Feedback

Periodically throughout your engagement in the program your program coordinator will ask for your feedback regarding the mentoring experience and your engagement in this program. We will also request your feedback in the form of an evaluation survey at the end of your volunteer

commitment. We are committed to continuous improvement and building a quality youth program –we value your feedback.

Structure & Support

In this group mentoring program mentors are expected to balance supportive, relational engagement, with purposeful structured STEM interactions and activities. To accomplish this mentors receive the following support: training on how to build positive, purposeful interactions with youth, program resources to structure activities, and continued support to facilitate positive, group interactions with youth. During the initial training mentors learn about various approaches to mentoring and how tips to balancing an instrumental and developmental focus in their interactions with you. See *Different Approaches to Youth Mentoring Relationships* in the Appendix.

Missing a Meeting

If you know that you're unable to attend a regularly scheduled meeting with your mentoring team it is your responsibility to call the program coordinator as well as your peer mentor in advance. If you miss two scheduled meetings without timely notification, you are subject to dismissal from the program. During the initial team meeting, the program coordinator will help mentors establish a system for contacting one another in the event of a meeting cancellation.

Communication

Every other week your program coordinator will check-in on the status of your mentoring team. The coordinator will either connect with you in person or over the phone to get your feedback on how the mentoring team is progressing and to troubleshoot any problems or concerns you may have. We ask that you remain open to this communication with our program by returning our calls in a timely manner, and updating program staff if your contact information changes.

Documentation

As a STEM Mentor you are required to document each session you spend with your team using the *STEM Mentoring Session Overview* included in the Appendix. You can use this tool to both prepare for upcoming sessions and reflect on past meetings. Your program coordinator will collect completed session overviews by email or in-person every other week. These session descriptions are required for your continued engagement in the program. Your coordinator will remind you when descriptions are due and will use this information to follow-up with you on the progress of your team. If you're matched with a team including two adult mentors, only one session overview is expected per mentor pair.

Confidentiality

Mentors are required to follow Oregon law, which requires volunteers to respect a youth and family's privacy. Volunteers can talk to their friends and family about the mentoring program and their volunteer role; however, by signing our volunteer commitment, mentors agree never to reveal a child's name or other identifying information, unless:
- o There is a medical emergency
- o There is a threat of harm/abuse

- o There is a subpoena
- o They're speaking with program staff

Reporting Suspected Abuse or Neglect

All volunteers of *(insert name of program*) are considered mandatory reporters of suspected child abuse and/or neglect. This means that a volunteer is required to make a report to the Department of Health and Human Services or the police if they have reasonable cause to believe that a child has been subjected to suspected abuse, neglect or threat of harm. Please read the informational booklet, *What You Can do About Child Abuse* published by the Oregon Department of Human Services for more information on how to identify abuse and steps to reporting. See the *Responding to Crisis of Abuse/Neglect or Threat of Harm to Self* in the Appendix for more information.

Safe Touch

Safe touch is an *(insert name of mentoring program)* policy that is designed to protect the physical and emotional boundaries of both youth and adult participants. It is important to remember that as mentoring relationships occur between youth and adults, certain physical interactions are inappropriate. When reviewing safe touch with participants consider family and cultural expectations around touch and acknowledge that the mentoring team is not a place to satisfy personal expectations related to physical contact.

> **Safe/ Appropriate Touch** is appropriate physical contact initiated by youth with adults or other youth such as:
> - A side hug
> - A high five or fancy hand shake
>
> **Unsafe/Inappropriate Touch** is:
> - Physical contact initiated by the mentor beyond a handshake or high-five
> - Full-frontal hugs or other types of touch not listed under "appropriate touch"
> - Any violation of laws against sexual contact between adults and children

Relationship Transitions & Program Closure

All formal mentoring relationships in this program come to an end. Regardless of the reason for relationship closure, it is the policy of (*insert name of mentoring program)* that all volunteer mentors and youth participate in a closure ritual when the program ends to help participants debrief their experience. We expect volunteer mentors and youth participants to meet the minimum (*insert program commitment, i.e. 12 week)* commitment to this program, but we also understand that unplanned circumstances do happen.

Neither a youth nor mentor is expected to continue in this program after *(insert program's commitment)* the initial commitment of 12 weeks. This program does offer 3 sessions per school year so if a mentor or child is interested in continuing in the program they are welcome to do so provided they recognize that they may not be matched with the same team in subsequent program sessions. To ensure healthy closure for participants it's very important that every student experiences a closure celebration when their relationships with the program and team

ends; regardless of the reason for the ending. Please remember to support youth through this transition by helping our program facilitate a healthy closure celebration.

In the uncommon instance that a mentor disappears or must exit the program abruptly, *(Insert name of program)* will offer structured relationship transition support to his or her team of youth. Mentors should consider potential anticipated and unanticipated life changes that could interfere with the mentoring commitment before agreeing to become a STEM mentor.   Research demonstrates that abrupt mentoring relationship endings cause negative impacts for youth participants including decreased feelings of self-worth and academic efficacy.[iv] When dealing with unanticipated closure, program coordinator will:

- Discuss reasons for the ending with youth, mentor, and parents individually, prior to facilitating a closure meeting

- Encourage both youth and adult to brainstorm highlights and challenges of the mentoring experience

- Summarize all of the above in a celebratory closure meeting

Reporting a Grievance

You are encouraged to file a grievance if you are unhappy with an aspect of the *(insert name of agency)*'s delivery of services. *(Insert name of agency)* will not seek any form of retaliation against you for choosing to file a grievance.   If you decide not to take your grievance through the process outlined below, your grievance will be considered resolved according to the last reply or action performed in this sequence.

If you encounter a problem during the course of your experience, you are first encouraged to discuss it informally with your program coordinator *(insert name here)* and come to a resolution. If you cannot reach agreement with this person, you should present the grievance in writing to this person's immediate supervisor *(insert name here)* who will then attempt to resolve the grievance.

If you are unsatisfied with the response or resolution proposed by the supervisor, you may present the written grievance to the Executive Director or school administrator *(insert name here)* who is obligated to review the grievance, draft a written response, and return it in a timely manner. You will receive a written decision within 10 business days of submitting a written grievance to a supervisor or director.

Contact information for staff members:

- *(Insert name here),* mentoring program coordinator*, (Insert contact info)*
- *(Insert name here),* program director*, (Insert contact info)*
- *(Insert name here),* executive director*, (Insert contact info)*

Parent's Role

Parents and guardians play a very important role in their child's mentoring experience.   By modeling consistent communication with their child's school and our staff we help ensure a

positive experience for all participants. As a volunteer in the afterschool setting STEM mentors typically have little contact with parents and guardians save for program pick-ups and external events.   As a volunteer you can support a child and family's positive engagement by demonstrating courtesy and respect to parents/guardians and directing any questions and concerns to your program coordinator.

If you have any questions about this or any of the above policies do not hesitate to contact your program coordinator for further clarification.

Self-Disclosure*

Due to the nature of the mentoring team, it is expected that some personal information will be shared between youth and adults. The program expects that more personal information be shared from youth to the mentor, and that less personal information will be shared from the mentor to youth.

While there are no specific topics that are prohibited from being discussed, the following guidelines will help to limit any detrimental over-sharing from the mentor to youth:
- Only share personal information that is relevant to the team experience and that you are comfortable sharing.
- Only share personal information when it serves as a benefit to youth and hold back from sharing any personal information that is being shared for the benefit of the individual sharing.
- Limit the amount of information shared regarding sensitive topics such as personal relationships, drugs, alcohol, sex, money and a history of trauma or abuse. It is acceptable to say to youth that certain topics are too personal to discuss.

If ever in doubt on whether or not you should share personal information, it is best to hold back. It can always be shared later if it would be more appropriate at a different time. Conversely, once the information is shared, you cannot take it back. Please consult the program coordinator with any questions on self-disclosure.

Transportation

It is the policy of *(insert name of program)* that volunteer mentors are not permitted to provide transportation to youth participants. There are no exceptions to this policy. While participating in this program volunteers and youth should never spend time together in a personal vehicle. Transportation for youth following programming or to and from special events will be provided by the program.

Use of Alcohol, Drugs, and Weapons

It is the policy of the *(insert name of program)* to prohibit the use of drugs, alcohol, and weapons during the program, or any program sponsored activities (including all mentoring activities). Youth and mentors are prohibited from using drugs or alcohol or possessing any weapons while engaged in the mentoring program. Any suspected violations should be reported to the program coordinator.

Alcoholic Beverages: No participant of the *(insert name of program)* regardless of age, will possess or consume any alcoholic beverages while actively engaged or prior to actively engaging in mentoring activities, nor shall any participant endorse the use of alcohol.

Drugs: No participant of the *(insert name of program)* will manufacture, possess, distribute, or use any illegal substance while engaged in mentoring or otherwise.

Weapons, Firearms, and Other Dangerous Materials: The possession or use of firearms, firecrackers, explosives, toxic or dangerous chemicals, knives, or other lethal weapons, equipment, or material while participating in mentoring activities is strictly prohibited.

Any violation of this policy will result in the immediate suspension and/or termination of participation in this program. In addition, violations of this policy may result in notification being given to legal authorities that may result in arrest or legal action, and may be punishable by fine and/or imprisonment.

Unacceptable Behavior

It is the policy of *(insert name of program)* that unacceptable behaviors will not be tolerated on the part of mentors or youth while participating in the program. This policy is in addition to behavioral requirements stipulated in other policies or procedures within this manual. This policy in no way is intended to replace or take precedence over other policies or procedures including, but not limited to, the following:

- Confidentiality
- Transportation
- Mandatory Reporting of Child Abuse and Neglect
- Use of Alcohol, Drugs, Tobacco, and Firearms

A number of behaviors are regarded as incompatible with *(insert name of program)* goals, values, and program standards and therefore are considered unacceptable and prohibited while participants are engaged in mentoring activities. These behaviors include:
- Unwelcome physical contact, such as inappropriate touching, patting, pinching, punching, and physical assault
- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior
- Display of demeaning, suggestive, or pornographic material
- Known sexual abuse or neglect of a child
- Denigration, public or private, of any youth's parent/guardian or family member
- Intentional violation of any local, state, or federal law
- Driving under the influence of alcohol or any other mind altering substance
- Possession of illegal substances

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or termination from participation in the mentoring program. Other behaviors, while not illegal, serve to disrupt and limit the success of the

mentoring relationship. Therefore, the following guidelines must be adhered to during all mentoring activities:

Use appropriate, respectful language while talking to youth or co-mentors, and any person you speak with during a mentoring activity, this includes other people out in the community. Wear appropriate clothing. This includes not wearing anything revealing, and keeping clothes covering any undergarments. Respect guidelines and boundaries that youth request from the other members of the mentoring team.

Facilitating Group Learning
- Ice Breaker
  - Facilitate a quick activity to get the group excited/ engaged/ laughing, don't forget to participate alongside youth!

- Opening
  - Introduce a cooperative activity to help youth facilitate a core sharing experience. It's great if you can tie this sharing experience to the objective of the day otherwise try simple sharing activities like good news, bad news.

- Central Ideas
  - Underscore the core topic or objective for the day and empower youth to integrate conceptual material. This means allowing youth time to explore what they know about a given topic or objective through your structured guidance and support. This might look like asking the team to build a model or sculpture to represent an aspect or function of their project. Each youth can share what they know about an element of the project and together the team can plan where they need more information or resources for the project. Look at *Planning Activities* in your Appendix for more information.

- Application
  - Allow youth time to apply their learning to the group project either individually or in pairs. Continue to support youth learning using supportive communication skills including asking open-ended questions, active listening, and encouragement. See *Supportive Communication Skills* in your Appendix for more information.

- Implementation & Reflection
  - Allow participants time to process and reflect on their experience, see sample *Reflection Activities* in your appendix like red, yellow, green light. Affirm student learning and participation.

Stages of Team Development
When people spend time together in small groups relationship dynamics often follow a predictable pattern. Many of us are familiar with these stages of group identity development but you may have not thought about this in the context of creating developmental relationships with youth.
- Forming
  - Students may be shy or anxious
  - Focus on providing a safe space

- Storming
  – Ideas and personalities may begin to compete
  – <u>Focus on building togetherness, setting boundaries</u>
- Norming
  – Students relax into routine and begin to recognize strengths
  – <u>Focus on affirming individual contributions</u>
- Performing
  – Greater cooperation, motivation and achievement
  – <u>Focus on encouraging decision making, celebrate successes</u>
- Mourning
  – Students may experience feelings of separation and loss
  – <u>Focus on explaining and celebrating transition, practice reflection</u>

Getting to Know Your School

As this program operates within the context of the afterschool setting, there are many school policies, norms, and expectations that may impact your experience. Please take some time to get to know your school environment. Identify the principal, secretary, custodial support, and other key staff who may be of support in case of an emergency.

If you're not already familiar with the area, develop a sense of the surrounding neighborhood and identify some of the assets and opportunities available. Learn the school's demographic data and consider how the backgrounds of students and families shape the school climate.

Frequently Asked Questions

- **How do I know if youth are enjoying the program?**
  The best place to start is to ask for feedback from your team. Once you've spent a few sessions with your team they will be accustomed to sharing feedback in a safe and supportive team environment. Whenever you need immediate feedback consider doing a quick pulse check using 1, 3, 5; smiley faces; thumbs up; or another visual check-in. These are all variations of a quick pulse check. Using 1, 3, 5 you can ask youth to indicate whether they're (interested, engaged, understanding, etc.) by holding up a 1, 3, or 5. A 1= no, not really; 3= yeah sort of; and 5= yes, definitely. You can try the same strategy with thumbs up, sideways or down or a simple range of smiley to frown faces. Consider the developmental range of the youth you're working with, the comfort and safety of the team, and the kind of feedback you're looking for when deciding how to conduct a pulse check. This is also a nice opportunity to learn which youth you can follow-up with to learn more.

- **How do I know if any of this is working?**
  If youth are enthusiastic, engaged and excited about their time together in the STEM program, research suggests they're building their STEM identity. If you're enjoying your time with students and feeling efficacious in your role, this is another indication of positive outcomes for youth. If you're noticing youth are not fully engaged, or they're experiencing challenges ask for support from your program coordinator. This person can help you facilitate a foundation building session or two.

- **What if I mess up and say something I shouldn't have in front of the group**
Mentoring as a youth development strategy is powerful because it honors our humanity. When you recognize you've made a mistake, practice modeling for youth accountability and empathy.   If you're not sure how to handle the situation in the moment that's okay, you can come back to it later when you've had time to think about it. Just try to address any issue as responsively as possible.   Youth are rarely provided opportunities to interact with adults in power neutral settings.   You can model respect for youth by acknowledging when you're wrong.   The SBI technique is a simple way to provide both positive and constructive feedback including sharing an intentional apology.

  - **Situation:** Describe the situation where the behavior occurred.
    - Be as specific as possible.
    - Don't combine multiple events ("You always").

  - **Behavior:** Describe the person's behavior (physical, observable only).
    - Talk about person's observable actions, verbal comments, mannerism, or nonverbal behaviors. Tone of voice is okay. Only describe what you see or hear.
    - Do not make inferences about what the person is feeling or thinking.
    - Avoid judgments.

  - **Impact:** Share with the person the impact of their behavior on you and others present.
    - Focus on your own impact (what you saw / heard / felt)

- **What if my team is out of control or has a hard time focusing?**
Again, always involve your program coordinator if you need support facilitating positive, purposeful interactions within your team. If your coordinator is unavailable or you're inclined to troubleshoot on your own or with your co-mentor, first consider the needs of the group as a whole, and the needs of youth individually. Consider what the group or individual's behavior suggests about certain, physical, or emotional needs that are not being met. Then consider what you can do to support the group or individual in meeting those needs.   See the *Developmental Characteristics of Youth* in your Appendix for more information about the physical and emotional needs of youth at various stages of development.

  For example, if one youth dominates conversation in the group consider how to facilitate a dialogue to review group expectations, acknowledge the need for equal participation among members, and affirm the young person's continued engagement.

- **What if I don't like or get along with a youth in my group?**
If you have concerns about a youth, it's important that you share this information with your program coordinator as soon as possible. We work diligently to match mentors and youth based on shared interests and compatibility but we cannot guarantee this always ensures successful relationships. It's also important to consider your motivation to volunteer and how that may influence your engagement with this program. While volunteers bring many personal motivations to their mentoring experience it's important to recognize that the focus of this program is on the positive development of youth. As such this is not an appropriate space to satisfy personal, adult relational needs. Once

you communicate your concerns with our program, we will attempt to troubleshoot problems and concerns.

- **What about gifts and money? Should I bring gifts for youth participants or pay for program materials?**
  We train both youth and adults to understand that mentors do not play the role of an ATM. Distributions of cash, gifts or extravagant activities are not expected nor permitted within this program. If you want to give youth on your team a gift for a special occasion like to congratulate them, this is only permitted if the occasion is rare and the gift is under *(insert acceptable amount i.e. $10)*.

  From time to time youth may request activity supplies for their project that are not available in the program. If you can contribute a few dollars to cover the cost of minimal project materials, your support is always appreciated, but never required. Most of the activities supplies will be provided by our program, meaning we cover the cost or provide access to free and reduced cost resources.

NOTES:

APPENDIX

Open Ended Questions to Support All Learners in Developing Computational Thinking
Adapted from Developing Mathematical Thinking with Effective Questions by PBS TeacherLine (2002).

☐ To help youth rely on their own understanding, ask questions like the following:
  - Why do you think that's true, or untrue?
  - How do you know?
  - How would you draw a picture or create a model to show that?
  - Why do you agree with the explanation?

☐ To nurture problem solving, try asking questions like the following:
  - What do you need to find out?
  - What information do you have?
  - What tools could you use to solve the problem?

☐ To help youth reason mathematically, try asking questions like the following:
  - Why do you think that's true in all cases?
  - What's an example when that does not work (counterexample)?
  - How would you prove that?

☐ To promote estimation, try asking questions like the following:
  - What do you predict?
  - What would happen if …?
  - What might the pattern be?

☐ To help youth make sense of mathematics collectively, try asking questions like the following
  - What do you think about what _____said
  - What do you agree or disagree with?
  - How can you convince me that your answer makes sense?
  - What question could you ask someone outside of your team to help him/her understand?

Different Approaches to Mentor, Youth Relationships

Purpose	Unilateral Authorship: A "Me" or Mentor focused	We, us, or our focus (collaboration)	Unilateral Authorship: A "Me" or Youth focused	Purpose
Serves conventional (adult goals)	(Adult-centric)	**Minimally directive; the implicit target is the internal characteristic of child or relationship**	(Youth-centric)	**Serves playful (or youthful) goals**
Adult-led spontaneous	1. **Preachy or Pompous**. Mentor driven, but mentor's goal is vague. Mentor talks about whatever interests him/her, while youth are disengaged	2. **Laissez-Faire**. (see Langhout, Rhodes, et al.) A relationship "about nothing," doing whatever comes to either's mind in a back-and-forth fashion, but reflectively without thinking	3. **Entertaining or Fun-for-one**. Overly playful (e.g., youth have fun, play is spontaneous, but mentor feels insignificant, peripheral)	Youth-led spontaneous
Adult-oriented preventive and developmental activities or discussions	4. **Role modeling or Preventative.** Developmental focus on prevention (e.g., indirectly addresses concerns in adult-environments [school, work, etc] and the focus is youth performance in-the future)	5. **Developmental**. Relational and collaborative (Morrow & Styles). Includes talk about social interactions in this or other relationships. Includes "we" authorship as interactions, include back-and-forth, reciprocal engagement	6. **Playful and Supportive.** Developmental and relational focus on youth's interests (e.g., may learn skills but does so indirectly; the focus is youth self-in-the-present	Youth-oriented preventative and developmental activities or discussions
Conventional (Adult) Purpose more relevant to adult/societal goals, interests, or belief about what youth need to prepare for the future	7. **Instructive**. Instrumental and conventional. Directly developing skills for adult world, such as reading or writing) OR Instrumental and future oriented (explicit coaching of job skills.	8. **Instrumental** and collaborative (from Hamilton and Hamilton). Change- or goal-oriented, and focuses on character and competence; originates through dialogue, both youth and adult find purpose in shared goals they choose or agree to focus on.	9. **Constructive**. Instrumental and youthful (e.g., developing skills youth need to manage peer world), OR Instrumental focus in the youth's present concerns (e.g. peers)	**Playful (youthful) purpose** more relevant to the youths' goals, interests, or emphasizes outcomes in the present
Remedial/Intervention-oriented: Serves adults' goals	10. **Prescriptive** and correctional interactions directed at problems the mentor identifies.	11. **Prescriptive "Cadet"**. (from Styles and Morrow) Heavy handed, bombastic but has some youth buy-in	12. **Prescriptive** and quasi-therapeutic interactions directed at youth's problems	Remedial / Intervention-oriented: Serves youth's goals

Understanding the Phases of the Mentoring Journey

Mentoring relationships are unique as they are based on the individual needs and circumstances of participants. That said, most mentoring relationships commonly develop in a series of four phases: initiation, cultivation, transformation, and closure.

The diagram below illustrates the phases of the mentoring journey and provides information to help you understand each step of the process. Not all mentoring relationships are the same and it's important to recognize that not every team will develop at the same pace. In developmental, youth-driven group mentoring relationships, youth determine the pace of the relationship development process. It is also important to remember that mentoring relationships can move in both directions, or teeter back and forth between two phases. Review the diagram below to develop an understanding of how to track and support the relationship development process.

Phases of the Mentoring Relationship

INITIATION PHASE: A time to get acquainted and build trust.

Youth: may be reluctant to trust their mentors, miss meetings, or push boundaries.

Mentor Competencies:
Be reliable and trustworthy. Show warmth and enthusiasm. Listen for clues about youth. Recognize shared interests. Avoid pressuring youth to disclose personal information. Model patience; don't rush. Establish boundaries.

CLOSURE PHASE: A time for reflection and empowerment.

Youth: Experience greater sense of empowerment and learn to internalize skills from mentoring.

Mentor Competencies:
Help manage closure process in a sensitive and constructive way by planning with the program coordinator. Discusses feelings and reflect on growth and time spent together. Encourage and affirm youth in future relationships and pursuits.

Mentor competencies for all stages of mentoring relationships:

- Advocate for your child to set the pace of the relationship.

- Utilize mentor coordinator for support; when handled properly, challenges can lead to deeper relationships.

- Be consistent and reliable.

- Be positive and treat your child's mentor with kindness and respect.

CULTIVATION PHASE: A growing sense of consistency and familiarity fosters trust. Fun time together nurtures friendship.

Youth: May begin to share feelings and experiences.

Mentor Competencies: Continue to be reliable. Show kindness and reassurance. Avoid criticizing or lecturing. Model practical problem solving. Do activities that youth really want to do, have fun and maintain boundaries.

TRANSFORMATION PHASE: A solid foundation presents opportunities for individual growth.

**Youth:** Develop confidence within relationships and may seek new experiences.

Mentor Competencies: Give social and emotional support. Come up with ideas for activities that teach new skills and provide new experiences. Support youth with goal setting. Help develop self-efficacy, and sense of belonging.

Understanding Youth Development

The Clover Model of Development

Mentoring as a youth development strategy is based on the principal that all human development occurs in the context of relationships. Effective mentors understand that relationships with youth evolve in concert with basic motivations and needs present throughout a young person's developmental trajectory. The Clover Development Model introduced in the *Handbook of Youth Mentoring, Second Edition* reveals stages of psychological development through four constructs action, assertion, belonging and reflection. The author suggests that these constructs do not follow one another sequentially; rather they overlap and occur throughout each stage of human development. [v]

The Clover Model
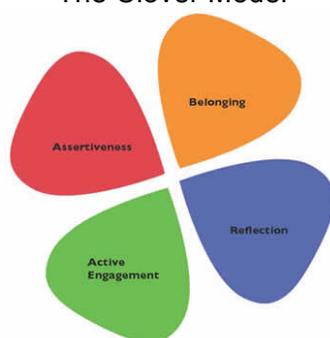
Chronology of Time	Clover	Development	Opportunities	Challenges
Early childhood to kindergarten age	Action	Thinking in impulsive terms; behavior defined in terms of consequences; self-focused emotions	Active, spontaneous, curious	behavioral control: impulsivity and attention challenges, hyperactivity
Middle childhood to early adolescence	Assertion	Appropriate behavior defined by what is best for the self; low empathy and trust; think and feels in self-centered terms	Leadership qualities, power oriented, boundaried	Externalizing challenges: aggressive behavior, violence as retribution
Early to middle adolescence	Belonging	Ability to take others' perspectives; seeking approval of others; high empathy and orientation toward others	High interpersonal sensibility, prosocial orientation	Internalizing challenges: feelings of depression and hopelessness
Middle to late adolescence	Reflection	Ability to coordinate perspectives of self and other; needing others to define who the self is	High sense of responsibility, reflective	Internalizing challenges: feelings of loneliness and isolation

8- to 10-Year-Olds

General Characteristics
- Interested in people: aware of differences, willing to give more to others, but also expect more.
- Busy, active, full of enthusiasm, interested in money and its value.
- Sensitive to criticism, recognize failure, capacity for self-evaluation.
- Capable of prolonged interest.
- Decisive, dependable, reasonable, strong sense of right and wrong.
- Spend a great deal of time in discussion. May be critical of adults while still seeking approval.

Physical Characteristics
- ☐ Very active: need frequent breaks from tasks to do fun and energetic things.
- ☐ Bone growth is not yet complete.
- ☐ Some may mature early, may be insecure about their appearance or size.
- ☐ Can be more accident-prone.

Social Characteristics
- Start to develop close ties with friends outside of the family and start to seek independence.
- Selective about friends; acceptance by them is important.
- Can be competitive.
- Team games become popular.
- May try to emulate popular sports heroes and TV and movie stars.

Emotional Characteristics

- Sensitive to praise and recognition; feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults' rules and friends' rules. Mentors can help with honesty and consistency.

Mental Characteristics
- Fairness is important to them.
- Eager to answer questions and look for a positive response to their ideas.
- Very curious; like to collect things but may jump to other objects of interest after a short time.
- Want more independence but look for guidance and support.
- Reading abilities vary widely.

Developmental Tasks
- Social cooperation.
- Self-evaluation.
- Skill learning.
- Team play.

Suggested Volunteer Strategies
- Recognize allegiance to friends and heroes.
- Help them understand reciprocity in relationships.
- Acknowledge and encourage performance and affirm often.
- Offer enjoyable learning experiences; share ideas about different cultural perspectives to broaden their sense of the world around them.
- Provide frank answers to questions.

Suggested Activities
- Introduce games that will broaden their concepts of diverse perspectives
- Games
- Craft projects and drawing; remember to display their work.
- Get to know who and what they are interested in and who they are trying to emulate in pop culture.
- Fun educational games

11- to 13-Year-Olds

General Characteristics
- Testing limits, confident attitude.
- Identify with an admired adult; may reflect examples of that adult.
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Bodies are going through physical changes that affect personal appearance.

Physical Characteristics
- ☐ Small-muscle coordination is good.
- ☐ Bone growth is not yet complete.
- ☐ Preoccupied with appearance and self-conscious about growth.
- ☐ Diet and sleep habits can be inconsistent, which may result in low energy levels.
- ☐ Girls may begin menstruation.

Social Characteristics
- Acceptance by friends is very important.
- Cliques start to develop.
- Team games are popular.
- Crushes on members of the opposite sex are common.
- Friends set the general rule of behavior.
- Feel a real need to conform; may dress and behave alike in order to belong.
- Concerned about what others say and think of them.
- May manipulate relationships ("Mary's mother said she could go. Why can't I?")
- Interested in earning own money.
- Starting to develop ideas of their future.

Emotional Characteristics
- Very sensitive to praise and recognition; feelings are hurt easily.
- Can be hard to balance adults' rules and friends' rules.
- Are caught between being a child and being an adult.
- Need encouragement as an individual to distinguish themselves from the group.

- Loud behavior hides lack of self-confidence.
- Look at the world more objectively, adults subjectively, critical.

Mental Characteristics
- May not understand limitations; may try to do too much and feel frustrated and guilty.
- Want more independence, but often still need guidance and support, which they might reject.
- Attention span can be lengthy.
- Are exploring boundaries and discovering consequences of behavior.
- May seek guidance and advice from a trusted friend.

Developmental Tasks
- Social cooperation.
- Self-evaluation.
- Skill learning.
- Team play.

Suggested Volunteer Strategies
- Offer alternative opinions without being insistent.
- Be accepting of different physical states and emotional changes.
- Give frank answers to questions.
- Share aspects of professional life and rewards of achieving in work.
- Do not tease about appearance, clothes, boy/girlfriends, or sexuality. Affirm often.

Suggested Activities
- Help with homework or academic problem solving when requested.
- Creative writing; this can get them to express their thoughts and ideas in a very beneficial and positive way.
- Watch educational videos about the changes they might experience in adolescence (peer pressure, physical changes, new responsibility).
- Have discussions with them, and practice active listening, acknowledge how they feel.
- Read plays with them; broaden their horizons, support engaging and fun learning.

14- to 16-Year-Olds

General Characteristics
- Testing limits, confident attitude.
- Facing challenges of developing mentally and physically.
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Often project competence while lacking full ability.
- Identify with an admired adult, or often reject adults in exchange for friends.

Physical Characteristics
- ☐ Concerned and self-conscious with their appearance and growth.
- ☐ Diet and sleep habits can be uneven, which may result in low energy levels.
- ☐ May experience rapid weight gain at beginning of adolescence. Enormous appetite.
- ☐ Important to learn good personal hygiene and grooming.

Social Characteristics
- Friends set the general rules of behavior.
- Feel a real need to conform. Dress and behave alike in order to "belong."
- Are very concerned about what others say and think of them.
- Go to extremes; emotional instability with confident attitude.
- Fear of ridicule and of being unpopular.
- Often facing the duality in adolescence between childhood and adulthood.
- Girls are usually more interested in boys than vice versa, because of earlier maturing.

Emotional Characteristics
- Are sensitive to praise and recognition; feelings are easily hurt.
- Are caught between being a child and being an adult.
- Self-confidence is a very important factor in going against peer pressure and concern for success.
- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, but look at adults subjectively, and may be critical.

Mental Characteristics
- Can better understand moral principles.
- Thought processes are starting to involve more of their own personal voice.
- Attention span can be lengthy.
- Argumentative behavior may be part of "trying out" an opinion.

Developmental Tasks
- Physical maturation.
- Abstract thinking.
- Strong sense of responsibility and consequences.
- Membership in their peer group.
- Developing more defined relationships among their peers.

Suggested Volunteer Strategies
- Illicit input and provide choices
- Reinforce boundaries and identify hurtful or inappropriate behavior.
- Model going with the flow and building a thick skin.
- Give positive feedback, and encouragement instead of praise.
- Be available and be yourself with strengths, weaknesses and emotions.
- Be honest and disclose appropriate personal information to build trust.
- Apologize when appropriate.

Suggested Activities
- Shared community service projects
- Help with homework or academic problem solving when requested.
- Help with goal setting and connecting activities to long-term goals.
- Creative writing and development of poetry.
- Discussion: tap into how they view things and let them know that their points of view are important.

Supportive Communication Skills

Relationships often end, collapse or struggle to grow because of poor communication –and this is also true in mentoring relationships. Developing and practicing supportive communication skills will help you build rapport and a trusting relationship with a young person.   When practiced and utilized these communication skills help to build all kinds of healthy relationships – not just with youth.   It's also important to model these skills to help youth develop their own communication skills.

- Active Listening
- Open-Ended Questions
- Paraphrasing
- Encouragement
- Honor Self-Determination

Active listening helps you try to understand the content and emotion and what the other person is saying by paying attention to both verbal and non-verbal cues. When practicing active listening you must focus, hear, respect and communicate a desire to understand. You should not be planning a response or conveying how you feel.   An active listener pays attention to the meaning beneath the words.

Skills to Use:

- Eye Contact (if appropriate for the cultural setting)
- Open Body Language (relaxed posture, leaning forward, positive gestures, appropriate facial expressions)
- Verbal cues (ah, I see, hmm, oh, sure, yes)

Verbal and Non-verbal Cues to Avoid:

- Body Language (slouching, turning away, appearing disinterested, pointing a finger)
- Timing (speaking to slow or too fast)
- Facial Expression (Smiling, squirming, raising eyebrows, gritting teeth)
- Tone of Voice (Shouting, whispering, whining, proclaiming, sneering)
- Choice of Words (speaking sharply, accusatively, pretentiously, over-emotionally)

Open-ended questions help you gather more information and explore the other person's feelings and attitudes.   They can also help you get out of or avoid one-way communication ruts. You want to use questions that draw a clarification and cannot be answered with a yes or no response. And you want to avoid using value-laden questions.

- What did you like/dislike about that?
- How did that make you feel?
- Why do you think it happened that way?

- What could you try next time?

Encouragement instead of praise helps youth build resilience and intrinsic motivation. Research by Carol Dweck, Ph.D a professor at Columbia University has proven that praise is not good for children. Praise can create approval-seeking behavior instead of children with enhanced self-esteem. Dweck has also found that praise can hamper risk-taking. Children who were praised for being smart when they accomplished a task chose easier tasks in the future. They didn't want to risk making mistakes. On the other hand, chdilren who were "encouraged" for their efforts were willing to choose more challenging tasks when given a choice. The following is an excerpt from *Teaching Parenting the Positive Discipline Way* on the difference between praise and encouragement.

	PRAISE	ENCOURAGEMENT
Dictionary Definition	1. To express favorable judgment of 2. To glorify, especially by attribution of perfection. 3. An expression of approval	1. To inspire with courage 2. To spur on; stimulate
Addresses	The doer	The process
Recognizes	Only complete, perfect product: "You did it right."	Effort and improvement: "You gave it your best." Or, "How do you feel about what you've accomplished?"
Attitude	Patronizing, manipulative: "I like the way Suzie is sitting."	Respectful, appreciative: "Who can show me how we should be sitting now?"
"I" message	Judgmental: "I like the way you did that."	Self-directing: "I appreciate your cooperation."
Used most often with	Children: "You're such a good girl."	Adults: "Thanks for helping."
Examples	"I'm proud of you for getting an A"	"That A reflects your hard work."
Invites	Children to change for others. Approval – seeking behavior	Children to change for themselves. Inner direction.
Locus of control	External: "What do others think?"	Internal: "What do I think?"
Teaches	What to think. Dependence on the evaluation of others.	How to think. Self-evaluation.
Goal	Conformity, "You did it right."	Understanding. "What do you think/learn/feel?"
Effect on sense of worth	Feel worthwhile when others approve	Feel worthwhile without the approval of others.
Long-term effect	Dependence of others	Self-confidence, self-reliance.

Paraphrasing helps you demonstrate that you're listening and that you understand another person's perspective without judging, criticizing, or blaming. When you're paraphrasing listen first and reflect back two parts of the other person's message, **fact** and **feeling**. Paraphrasing helps you express accurate empathy. If you're wrong in your perception of fact and feeling, it's okay, as it allows the other person to clarify what they're saying and or how they're feeling. Do not attempt to identify, sympathize, or evaluate when paraphrasing.

- It seems like you feel _____ when _____.
- It's really hurtful when your dad doesn't show up like he said he would.

Honoring Self- Determination means understanding that every individual has the right to make decisions for him or herself. You may have a strong idea as to how another person should handle a given situation but instead of jumping into problem solving or giving advice you'll want to remember to allow the other person the space to identify and carry out solutions to their own challenges. Remember:

- Have faith in his or her own ability to carry out and succeed with identifying his or her own solutions
- Focus on his/her feelings and needs rather than jumping to problem-solving.
- When an issue has been talked about, ask, "What do you think you would like to do about this situation," and "How would you like for me to help?"
- If you are not comfortable with what (s)he wants to do, ask yourself why before you decide whether to say so.
- If what (s)he wants to do is not possible, explain so gently and apologize.
- Ask what alternative solutions would make him/her comfortable.
- Encourage critical thinking through questions and reflections.
- Use the words, "I don't know — what do you think?"

Tips to Building a Supportive Atmosphere

- Stay calm
- Use body language to communicate attentiveness — maintain eye contact, sit at same level, etc.
- Avoid judgmental statements like "Why would you do something like that?"
- Be honest if you are getting emotional or upset, but never accuse or berate!
- Let your mentee know that you are glad (s)he came to you.
- Reassure the mentee that his/her confidentiality will be honored.
- Use tact but be honest.
- Allow the mentee to talk at his/her own pace — don't force an issue.
- Don't pry — allow the mentee to bring up topics s/he is comfortable with.
- Don't collaborate with mentee's family to provide discipline

Road Blocks to Communication

- Ordering or commanding
    - "You have to be ready when I get here."
    - "Tell your friend to stop treating you like that."
        - "Stop whining."
- Lecturing/ Moralizing
    - "You ought to …"
    - "Didn't anyone teach you to respect your elders"
        - "College can be the best experience you'll ever have"
- Threatening or Warning
    - "If you don't keep your grades up we won't go hiking"
    - "If you keep ignoring me I'll take you home"
    - "Don't talk to me like that, or else."
- Avoiding or Ignoring
    - "Don't ask me"
    - "You should talk to someone else about that"
    - "Couldn't tell you"
    - "Just forget about it"
- Pacifying or Minimizing
    - "Stop worrying"
    - "It's not a big deal"
    - "Grow up"
    - "Let's talk about something else"
- Up-Manship
    - "You think that's bad, you should of seen/experienced.."
    - "When I was your age…"
- Diagnosing/ judging/ criticizing
    - "You're wrong"
    - "You're not thinking clearly"
    - "I couldn't disagree with you more"
    - "I wouldn't have handled it that way."
- Prying
    - "What's wrong?"
    - "Talk to me"
    - "You can tell me"
    - "Relax, open up"
- Saying "you" instead of I
    - "You really made me mad when you didn't show last week"
    - "You don't seem like you look forward to our meetings"
    - "You have to call me when you're going to be late"

COMMUNICATIONS HABITS CHECKLIST

Please complete the following checklist. This information will not be shared with anyone else, so be honest.

Consider each statement carefully and respond:

F = Frequently   S = Sometimes   N = Never

When I listen to someone:

___   I am usually not available when someone wants to talk to me.

___   I fake attentiveness.

___   I get distracted easily.

___   I think about how I am going to respond while the other person is talking.

___   I interrupt to divert conversations.

___   I don't tell the person when there is something I don't understand.

___   I judge and evaluate the other person and his or her comments.

___   I advise or teach or moralize.

___   I often talk about myself.

When I talk to someone:

___   I get the feeling that they don't understand.

___   I express opinions as facts.

___   I'm reluctant to reveal my real feelings.

___   I use negative statements in problem situations.

___   I use examples and details to get my feelings across.

___   I choose the right moment to raise an issue.

___   I focus on letting the other person know how wrong he or she is in the situation.

Adapted from Mass Mentoring Partnership, *Mentoring 101 Train the Trainer Curriculum*.

Planning Activities[vii]

- **Post-it Planning**
  - After youth have decided on a question and hypothesis, support them to take turns identifying tasks or steps necessary to undertake a project.

  - As a group place sticky notes on a piece of poster paper to create a timeline of the steps they'll need to take (brainstorm every step first then arrange chronologically).
    - Make any additions or changes
    - Document the final list

- **Backwards Planning**
  - Have youth identify the final outcome of a project.
  - Ask youth to start writing (or stating aloud) the steps to get this done, starting with the one right before the final product or outcome and continuing until they reach what would be the first step.
  - Use questioning to help the group get "unstuck" or for conflict management if disagreements occur.
  - When finished, with index cards or sticky notes, have youth agree on an order and rearrange the steps as needed –see Post-it planning above.
  - Have youth share their plans with a partner to ensure the group understands the plan.

- **Twenty Questions**
  - Help youth brainstorm questions they may have about a topic and focus their questions on a specific project. You can start by having youth select a topic in which they're interested in learning more about. To help them get started try questions like:
    - What do you want to know more about?
    - What is a problem or challenge you see that you'd really like to work on?
    - Where do you see opportunity to make changes in your community?

  - Post-it notes can be a helpful tool to elicit youth engagement. Ask youth to write one question or topic per post-it and brainstorm multiple topics, or questions they'd like to know more about –the more ideas the better.
    - After some time youth should have a wide range of issues that they're interested in learning about with some overlap.
    - Try re-grouping post-its in themes or patterns with the support of youth, and then ask youth to sticker vote on areas they're most interested in. Continue until a specific topic is identified.
    - Once youth have focused on a topic brainstorm twenty questions they have about the topic.
    - Use fist to five, sticker voting, or group dialogue to support youth in narrowing down their questions to the five most important.
    - Depending on the topic and question support youth to hone in on one question or divide the group to focus on different aspects of the project.

    – Once there's consensus on a specific, problem, issue or topic youth will need support to fine tune their question. What specifically do they want to learn, identify, or answer?

    – Encourage youth to create an open-ended question, that can't be answered with yes or no. Have them brainstorm who, what, when, where, and why questions related to their topic of interest.

Reflection Activities [viii]

- **Learned So Far Reflection Activity**
  - In this reflection activity youth write down what they have learned so far about a given topic or skill.
    - Give youth two different color index cards or scrap pieces of paper.
    - On one card ask them to write one thing they've learned.
    - On the other card ask them to write a question they still have.
    - Collect the cards and redistribute them to the group and review aloud.

- **Green, Yellow, Red Light Reflection**
  - During this activity youth collectively reflect on things they would like to continue doing, stop doing, and start doing.
    - Post a piece of large paper or use a whiteboard and draw 3 columns.
    - In column one; "green light," participants list the things they would like to start doing.
    - In column two; "yellow light" participants list the things they would like to continue doing.
    - In column three; "red light," participants list the things they would like to stop doing.
    - Distribute sticky-notes and have participants write their reflections on 3 different notes for each column and then place their reflections in the appropriate column.
    - This reflection activity can lead to a helpful group discussion about decisions and a plan based on ideas generated.

- **Touching Base: 3-2-1 Activity Reflection at the End of the Meeting** [ix]

  - **Step 1**: Mentor Models
    - Mentor shares 3 good things that happened this day together or activities he/she enjoyed doing
    - Mentor shares 2 things they were challenged by this day together or activities he/she did not enjoy doing
    - Mentor shares 1 thing they might do differently in the future

  - **Step 2**: Youth do the Same
    - Each youth shares 3 good things that happened this day together or activities he/she enjoyed doing
    - Each youth shares 2 things they were challenged by this day together or activities he/she did not enjoy doing
    - Each youth shares 1 thing they might do differently in the future
    –

Responding to Crisis of Abuse/Neglect or Threat of Harm to Self

1. Is the child in immediate danger?

YES
1. Call 911
2. Notify the mentoring program immediately

NO
1. Move to Question 2.

2. Did the child disclose or provide reasonable cause to believe that an abuse, threat, or neglect has or will occur?

YES

NO
1. Move to Question 4.

3. Is someone inside the child's home accused of abuse, threat, or neglect?

NO

NO
2. Move to Question 4.

YES
1. Alert the program to the situation, follow program instructions. If contact is not made, leave a message requesting immediate support and try contacting another staff member or school supervisor.
2. If you cannot contact a program representative contact the Child Abuse Hotline & prepare the following information to make a report: child's full name, DOB, address, county in which child lives, nature of the abuse and current location of the child. **Be sure to inform the representative that the alleged abuser lives with the child.**
3. Make a record of the call including the date of the call and the name of the CPS person you spoke

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2. If you cannot contact a program representative contact the Child Abuse Hotline & prepare the following information to make a report: child's full name, DOB, address, county in which child lives, nature of the abuse and current location of the child.
3. Clarify with Child Abuse Hotline that you are a program volunteer and your program staff will alert the child's parent to the situation.
4. Make a record of the call including the date of the call and the name of the CPS person you spoke with.

4. Is the child expressing suicidal thoughts?

YES
1. Alert the program and parent/guardian
2. If parent is unresponsive contact the Child Abuse Hotline & prepare the following information to make a report: child's name, DOB, address, county in which child lives, basic description of reason for call.
3. Call county crisis line and follow instructions.
4. If the young person appears mentally unstable, take the child to the emergency room.
5. Contact the Suicide Prevention Resource Center for more info. www.sprc.org

NO
1. If a child has disclosed information indicating that he/she is experiencing a crisis situation that is not related to suspected abuse, harm neglect, or suicide ideation, alert the program to the situation, and follow program instructions. If contact is not made, leave a message requesting immediate support.

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STEM MENTORING SESSION OVERVIEW

Mentor(s)_____

Students_____

_____

Date_____

Session objective _____ **Stage of inquiry** _____ **Academic skills to support the objective** _____ **Real world application** _____ **Previous skills to review** _____

☐ **Warm Up & Greetings (5 minutes)** See sample icebreakers (Energy Ball, Bounce the Ball, Move like a … etc.)
Build positive energy and focus participants on being together

_____

☐ **Opening (10 minutes)** Facilitate an active, cooperative opportunity that introduces the meeting objective and creates a safe space to learn. If you're unsure how to lead into the session have participants share a high and low from the week.

_____

☐ **Central Ideas –Inquiry (20 minutes)**
Using a reflection or group activity, review core elements of the meeting objective. Empower youth to integrate conceptual material.

_____

☐ **Practice & Application (15 minutes)**
Give youth an opportunity to apply concepts just learned and work on project components in pairs or individually.

_____

☐ **Implementation & Reflection (10 minutes)**
Every participant reflects on the core concepts of the day and how they will apply them in the future (to the project or learning).

_____

Divergent Questions to Get Students Thinking & Engaging   *(brainstorm some divergent questions)*

☐ What do you want to know more about?   •

☐ What would be your next step?   •

☐ What challenges or opportunities do you see? •
☐ What can we learn about X? •

Mentor Reflections: (What worked, what didn't work)

_____

_____

_____

Safety Concerns: (Please share any feedback related to the continued physical or emotional safety of your mentoring team)

_____

_____

_____

What information or resources would be helpful to you in your role as a STEM mentor?

_____

_____

_____

Any additional comments?

_____

_____

[i] Ballasy, L., Fullop, M., & Garringer, M. *Generic Mentoring Program Policy and Procedure Manual.* The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Education Laboratory. Sept. 2007. Available online at: http://educationnorthwest.org/webfm_send/174.
[ii] Learn to Mentor Toolkit. MENTOR/National Mentoring Partnership.
[iii] We Teach Science Foundation. Remote Tutoring & Mentoring Program. Mentor Orientation. (2015).
[iv] Grossman, J. and Rhodes, J. *The test of time: Predictors and effects of duration in youth mentoring relationships.* American journal of community psychology, 2002
[v] DuBois, David and Karcher, Michael. Handbook of Youth Mentoring Second Edition. Sage Publications Inc. Thousand Oaks, CA. (2013).
[vi] Adapted from materials provided by Mentoring Partnership of Long Island, Virginia Mentoring Partnership, and Big Brothers Big Sisters of America, Child Development Seminar, August 1990.
[vii] Adapted from Ramaswamy, R. et. Al. The David P. Weikart Center for Youth Program Quality a division of the Forum for Youth Investment. Planning & Reflection. (2013).
[viii] Adapted from Ramaswamy, R. et. Al. The David P. Weikart Center for Youth Program Quality a division of the Forum for Youth Investment. Planning & Reflection. (2013).
[ix] Karcher, M.JUsing the TEAM Framework to Recruit, Train, and Support Effective Youth Mentors (2011).

**Sample Volunteer Mentor Commitment
Statement & Code of Conduct**

The following outlines expectations of all volunteer mentors with *(insert name of program, school or organization).* **Please read and sign below. If you have any questions, contact your program** COORDINATOR**.**

Program Expectations

Mentor Role

- Take the lead in supporting a team of young people through ongoing, group relationship building
- Serve as a positive role model and friend
- Build relationships with and among youth by planning, and supporting weekly meetings
- Strive for mutual respect
- Build self-efficacy, motivation, and sense of belonging
- Help set goals and work toward accomplishing them

Time Commitment

- Make a 12 week commitment from the time of training through the program's end
- Meet twice weekly with team of 4 youth for 10 weeks
- Spend a minimum of 3 hours a week with teams of youth plus (1 hour) preparation time
- Communicate weekly with the program coordinator
- Document hours, activities, and project progress to share with your coordinator biweekly
- Attend an initial 3 hour training session
- Attend the program's culminating event the annual science fair
- Attend optional group events, and mentor support groups

Code of Conduct

1. If you are running late, call your program coordinator and co-mentors if applicable to let her/him know what time you'll arrive.
2. Never use alcohol or drugs when volunteering. Never offer youth alcohol or drugs.
3. Never ask youth participants to keep a secret.
4. If you suspect abuse or neglect of a youth, discuss this with your **COORDINATOR** immediately.
5. Corporal punishment and physical discipline of youth are not permitted. Discuss appropriate means of setting goals and limits with your **COORDINATOR**.
6. Respect the confidentiality of youth and families and do not share identifying information unless exceptions outlined in the confidentiality policy warrant such information.
7. Respect the privacy and personal boundaries of youth. Inappropriate behavior is not permitted.
8. **THE AGENCY** does not allow offsite, or overnight visits.
9. Youth participants are never to be left in someone else's care outside of AGENCY staff during programming.

I can meet the above outlined expectations and I agree to abide by **THE AGENCY**'s Code of Conduct.

Mentor: _____

               Printed name   Signature   Date

Coordinator: _____

               Printed name   Signature   Date