

M.A.Y. (Mentoring Affects Youth)

A Shenandoah Community School Mentoring Program

Welcome to the M.A.Y. Program! Thank you for caring enough about Shenandoah children - our children - to become part of a young person's life. For many young people, the M.A.Y. mentoring program may be the best opportunity to receive the support they need to succeed in school and in life. You and your student will develop a special relationship and set goals that not only encourage the child, but also allow you to grow personally and professionally and to gain an awareness of conditions that affect our community.

The M.A.Y. Mentoring program, funded by the generosity of Ed May, Jr., is dedicated in memory of his parents, Eleanor May and the late Ed May, Sr. Eleanor, EJ to her friends, and Ed Sr. were actively involved in all aspects of volunteerism in their hometown of Shenandoah. EJ currently resides in Tucson, AZ and maintains a keen interest in the Shenandoah area and remains a frequent visitor.

Ed understood the importance of working with all people to make Shenandoah a great place to live and raise a family. He was a man with a gentle disposition and a kind word for everyone he met. He enhanced the lives of all he touched. His motivation and strong work ethic contributed to his success. Ed May was a true mentor!

M.A.Y. Mentoring Advisory Board

1. **Dr. Kerri Nelson** Superintendent of Schools
2. **Ed May** M.A.Y. Founder; May Broadcasting; May Family Foundation
3. **Jennifer Housman** GHAEA Interventionist
4. **Renee Kettwick** K-8 Guidance Counselor
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12. **Kristin Smith** Community at large; IWCC
13. **Dan Weiss** Community at Large; Century Bank
14. **Kim Leininger** Mentoring Program Coordinator

Mentoring Affects Youth

Mission Statement:

To provide positive support and guidance for youth from a caring adult by means of a structured and supervised mentoring program.

Goals:

- To help students improve self esteem
- To help students acquire knowledge, skills, and abilities
- To help students gain social skills
- To help students strengthen character
- To encourage students to attain higher performance and better school attendance
- To encourage students to remain in school and graduate
- To promote a safe, comfortable, and healthy learning environment
- To provide training and support for mentors
- To support parents and school personnel

Objectives:

- To recruit, screen, and train mentors and to retain mentors
- To educate the public as to the need that exists in the community for mentoring
- To increase public awareness and support of the mentoring program
- To obtain financial support for independent funding for mentoring
- To demonstrate measurable improvement of individual and program goals

THE NEED FOR MENTORING IN THE 90'S

Once upon a time...when families were strong and neighborhoods were close, mentoring was a spontaneous activity. No one had to talk about it. Mothers and fathers, sisters and brothers, aunts, uncles, grandparents, and friends provided the encouragement, resources and caring so essential for nurturing the next generation. Young people went to the market or church or the playground and saw positive role models who took a genuine interest in their activities. Once upon a time...children saw people get up in the morning and go to work. They became aware of schedules, of skills, and of responsibilities. They heard polite, constructive conversation. Lots of productive adults contributed to a sense of self-esteem, well being and potential.

Today, young people growing up are becoming more and more isolated. There are fewer and fewer natural opportunities to form relationships with successful adults, fewer and fewer resources necessary to develop helpful social connections. The underground economy has, for too many of these kids, become the new role model. The value of an education as a long-term goal has been all but replaced by the short-term lure of the fast dollar; drug and alcohol abuses are rampant. Sexually transmitted diseases are not only more prevalent, but are deadly; there are more single parent families; and there is greater stress on all families. Young people have difficulty picturing themselves as successful: instead of planning for the future too many of them are concerned only about getting through the day.

Rather than develop their talents and energy, many of these young people will, by default, become a part of the pattern of human need and social responsibility. The high school dropout rate is alarming – even those who manage to stay in school are unaware of opportunities which await students growing up and being educated in more affluent parts of the city. The workforce of the future demands academic preparation and competition for the jobs that become available based on accomplishment and skills.

The changing needs of our society and economy, the viability of our cities, the welfare of our community demands that each one of us become committed to making this a better world for everyone's children. Without planned mentoring and the intervention of a caring adult at critical stages of their development, many young people will not be able to make the important decisions that will affect the rest of their lives.

**MENTORING AFFECTS YOUTH
(M.A.Y.)
Policies and Procedures**

The M.A.Y. Program is routed through the Shenandoah Community School System and adheres to school policies and procedures. Those policies and procedures that apply specifically to the M.A.Y. Mentoring Program are as follows:

Recruitment of Mentors

Eligible mentors must be 18 years of age and may not be a high school student.

Mentors must comply with Mentor Standards as outlined in the Mentor Handbook and must be willing to follow the Mentor Expectations and Guidelines as also outlined in the mentor handbook.

Mentors are not required to have any certain educational, employment or background qualifications other than the above.

A primary tool of recruitment is direct contact by our current mentors. Other sources of recruitment include general public, churches, service organizations, community connections.

ORIENTATION

All potential mentors are given the mentor handbook to review along with a M.A.Y. Background, M.A.Y. Summary Sheet along with program brochure and program coordinator business card. All these are given out with time for review in considering becoming a volunteer mentor and time for any questions that a volunteer might have to be answered.

ELIBIBILITY SCREENING

All mentors undergo the following screenings:

- 1) Complete a mentor application with general background information
- 2) Criminal Disclosure Statement
- 3) Child Abuse Registry Check
- 4) Sex Offender Registry Check
- 5) 3 personal references

TRAINING

Initial Mentor Training is mandatory for all mentors. This includes a minimum of two hours with the program coordinator going over the Mentor Handbook and M.A.Y. Mentor Training Packet. These sources contain information specific to the M.A.Y. Program as well as information on mentoring in general. Mentors are required to sign a Mentor Agreement

MATCHING STRATEGIES

Mentors have input into the student they work with. Parents also have input into the type of mentor who will work with their child. Matching is based on student need, shared interests and background of mentor. Students are NOT matched on a first come, first serve basis, nor are higher need students necessarily matched the soonest. M.A.Y. feels that a good match and certain comfort level between mentor and student is more important than the time frame of waiting.

SUPPPORT AND RECOGNITION OF VOLUNTEERS

Mentor Training/Support Meeting will be held approximately every 6-8 weeks. These sessions will usually include a speaker who will talk on youth related concerns that might be helpful to mentors. The session will also include time for sharing of experiences to support each other as mentors. Group Activities are also held for all mentors and students approximately every 6-8 weeks. An annual picnic for mentors, students and all family members is also held in the fall of the year.

Mentors who desire will be given a Certificate of Recognition for their place of employment. All mentors will be recognized on a regular basis in various public ceremonies such as Shenandoah Chamber and Industry scheduled events, Recognition Events, and by means of local media.

EVALUATIONS

Mentors, Students, Teachers and Parents are all asked to complete assessment forms during the year. Some of these assessments are focused on the student, while some are focused on the program.

Mentors are asked to complete some type of log on a regular basis in order for the program coordinator to track the match. This may be in the form of written logs, e-mail, or verbal conversation.

Mentors and students are asked to complete goal sheets together and work together towards attaining these goals.

CONFIDENTIALITY

The program coordinator will discuss with both the mentor and the parent(s) regarding the confidentiality of the mentoring relationship. Information that is shared between the student and mentor is confidential. The mentor will not gossip about the student and/or his/her family or other individuals. The exceptions to this are:

- 1) If the mentor feels that the student is being exposed to physical abuse, sexual abuse, neglect or illegal activity in the home the mentor is asked to report this to the program coordinator.
- 2) Mentors and the Program Coordinator will, when necessary, discuss students in terms of situations to find effective ways of helping students.
- 3) Mentors and the Program Coordinator will, when necessary and with parent permission, visit with teachers and other school staff, if there is pertinent information that might support the mentoring relationship.

CLOSURE OF MATCHES

At any time a match comes to a close, mentors are asked and expected to provide face to face closure of the relationship. This should include a review of the relationship, some kind of reason (although in depth personal information is not expected) for the ending of the formal relationship, and a realistic idea if any informal further connections will be maintained. The program coordinator will be available to be a part of this closure step if preferred by either mentor and/or student. If any other parties are part of the reason for closure, they may be part of this process as needed (example: teacher, parent, etc.)

Mentor Overview

A Mentor has been defined as an older, more experienced person who seeks to further the development of character and competence in a younger person.

Benefits of Mentoring:

For Students:

- Less likely to start using drugs and alcohol
- Less likely to engage in fights
- Better relationship with family and peers
- Improved attendance and performance at school
- Improved self-esteem

For Mentors:

- Learn more about themselves as individuals
- Family relationships grow stronger
- Increased regard for people in different situations
- Recognition of impact on students
- Personal reward of helping others

Mentor Qualities:

1. A personal commitment to be involved with the student for a year.
2. Respect for individuals and for their abilities and their right to make their own choices.
3. The ability to listen and to accept different points of view
4. The ability to empathize with another person's struggles.
5. The ability to see solutions and opportunities as well as identify barriers.
6. Be flexible and open, patient and tolerant.

Mentor Roles:

1. Guide and partner
2. Friend and confidant
3. Cheerleader and self-esteem builder
4. Listener and sounding board
5. Role model
6. Wise and trusted teacher, tutor and coach
7. Link to other resources

Mentor Tasks:

1. Establish a positive personal relationship
2. Increase abilities to interact with other social and cultural groups
3. Help the student develop life skills
 - goal setting
 - communications
 - teamwork
 - time management
 - critical thinking/decision making/problem solving
4. Assist youth in obtaining additional resources
5. Develop personal competencies

Mentor Standards

Although the M.A.Y. Mentoring Program is a volunteer program, as the program is routed through the Shenandoah Community School District, mentors are expected to comply with the Educational Examiners Criteria of Professional Practices.

It is hereby deemed unacceptable and in violation of criteria for a mentor to be guilty or to have been guilty of any of the following acts or offenses:

- Fraud or misrepresentation in the mentor application process
- The commission of or conviction for a public offense as defined by the Criminal Code of Iowa, provided that the offense is relevant to and affects the well-being of children
- Sexual involvement with a student with the intent to commit or the commission of the acts and practices proscribed by the Criminal Code of Iowa
- Chronic abuse of or addiction to alcohol or other drugs, where such abuse or addiction affects performance of mentoring duties

The mentor works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling obligations to the student, the mentor:

- Shall not without just cause discourage the student from independent action in a pursuit of learning, and shall not without just cause deny the student access to varying points of view.
- Shall make reasonable effort to protect the student from conditions harmful to learning or the health and safety.
- Shall conduct activity in such a way that the mentor does not expose the student to unnecessary embarrassment or disparagement.
- Shall not on the ground of race, color, creed, age, sex, physical or mental handicap, marital status, or national origin exclude any student from participation in or deny the student benefits under the program, nor grant any discriminatory consideration or advantage.
- Shall not use relationships with students for private advantage.
- Shall keep in confidence information that has been obtained in the course of mentoring, unless disclosure serves the purpose of protecting the child.

The mentor shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. In fulfilling an obligation to the public, the mentor:

- Shall not misrepresent the mentoring program or the public school system with which the mentor is affiliated, and shall take adequate precautions to distinguish between personal and program views.

MENTOR EXPECTATIONS AND GUIDELINES

- Complete mentor application and provide accurate information for background checks and references
- Attend pre-match training
- To attempt to meet with or contact your student on a weekly basis for a minimum of one hour being consistent and dependable (4 hours a month)
- To commit to mentoring for one year
- M.A.Y. Mentors are to be at least 18 years of age and graduated from high school
- Mentors may work as a couple
- To communicate on a regular basis with the coordinator and to report problems or concerns with the coordinator
- To communicate with parents as needed (Inform of out of town trips, etc.)
- To encourage responsible behaviors from your student
- To be patient and honest
- To help the student set realistic goals
- To do your best to make a positive impact on your student's life
- To support parents (even when you don't agree)
- To support teachers and school policies
- To be a role model, adult friend, advocate, tutor, listener and fun-maker
- To accept the student for who they are
- To view the student as having potential, to develop friendship and help the student feel hopeful
- To express interest and optimism about the student's academic progress
- **To keep information that the student gives you confidential UNLESS it suggests that a child may be exposed to or a victim of abuse, neglect or may be involved in illegal or life-threatening activities – CONTACT THE PROGRAM COORDINATOR**
- **To be cautious with physical contact – make sure it is appropriate and try to make sure it is not misinterpreted (See appropriate/inappropriate contact section)**

MENTOR EXPECTATIONS AND GUIDELINES – continued

- NOT to send a message that says, “You are not okay, so I’m going to fix you.”
- NOT to think that the time spent in getting to know each other and having fun is wasted. It is not.
- NOT to give or loan money or give gifts (Small or occasional gifts are acceptable if you choose but it should be clear to the student and their family that mentoring is not about material things)
- NOT to assume parental responsibilities such as routine transportation, providing lunch tickets, etc.
- NOT to baby-sit siblings
- NOT to carry gossip, rumors or negative stories to the public
- NOT to physically discipline the child
- NOT to preach or influence a child or encourage a particular religious belief (you may share your beliefs but don’t push them onto your student)
- NOT to accommodate outlandish requests of students or parents
- NOT to try to be a social worker or therapist
- NOT to take on all of the student’s problems
- NOT to smoke, use alcohol or drugs in the presence of your student
- NOT to invite students to stay overnight

Make sure that closure is provided whenever the mentoring relationship ends!

-There may be circumstances that lead to exceptions to the mentor guidelines, but remember that some consistency in the program is important.

-Feel free to use the program guidelines to back you up.

-If you are ever in a position of doing something you are uncomfortable with or unsure of – either check with the program coordinator or DON’T DO IT.

-Do all you can to protect yourself from liability issues –REMEMBER!!! - PREVENTION IS MUCH EASIER THAN RECOVERING

MENTOR EXPECTATIONS AND GUIDELINES-continued

All mentors are expected to act in ways that encourage the student to grow positively and to demonstrate responsible behavior. Most of your activities will focus on constructive and shared interests. There may be times when your student wishes to discuss certain issues that cause concern or involve risk taking. If this happens, pat yourself on the back. You've established the kind of relationship we hoped for and have a real opportunity to help your student grow.

While you may not expose your student to situations that involve sexual behavior, alcohol or drug use, you may certainly discuss these issues.

- Take the position of a caring friend.
- Do not preach or lecture no matter what your religious convictions.
- Let the protege lead the conversation and answer only the question the student has asked in simple terms.
- Share your own experiences and/or encourage them to talk to their own parent.
- Suggest that the two of you find additional sources of information. Do not try to be a counselor.
- If you have concerns consult the coordinator, school counselor or nurse.

All communications are to be kept strictly confidential.

- In order to develop the type of relationship in which you can be effective, you must first be perceived as trustworthy.
- If you feel that the student is being physically abused, neglected, or is involved in a life-threatening activity, report your suspicions at once to the coordinator.
- You are not expected to be a social worker.

Keep your promises to your student.

- These young people are too familiar with adults who are not consistent in their words or actions.
- Your role is to demonstrate that adults can and do keep promises.
- Follow-through is critical to establishing trust.
- Set up a system for communicating with your student.
- If for some reason you must miss a meeting, notify your student as soon as possible before the meeting. Reschedule immediately.
- If parents permit, obtain the home phone number and speak to the student personally.
- In an emergency situation, you may contact the school who will relay the message.
- If you cannot speak to the student, make sure that you include a time when you will either meet or contact the student to reschedule.

MENTOR EXPECTATIONS AND GUIDELINES-continued

Encourage your student to keep his or her promises to you.

- By scheduling meetings in advance you help the student develop a sense of responsibility.
- Students have been informed of their responsibilities to you and to the program.
- They have also been instructed in how to contact you should it become necessary to cancel a meeting.
- Students have made a commitment to the program just like you and we expect them to live up to their agreements.

Your primary responsibility is to the student, not his or her family.

- You are in this program to supplement a student's experiences and opportunities.
- You are not expected to take on the parental role or undermine parental authority.
- You are not expected to be a babysitter for other siblings or to mentor other family members.
- We encourage you to meet the student's parents in order to better understand his or her needs.
- You may even want to ask the parent(s) what their hopes and dreams are for the child and how they think you can help fulfill those dreams.
- We also encourage you to talk to the counselor who can give you valuable insight about the student.

You are not encouraged to play "fairy godmother or godfather" to the student or the family.

- The object of the program is to be a friend.
- Gifts are strongly discouraged.
- It is fine to feed the student if you deem it appropriate (say, ice cream or a burger.)
- Birthday or Christmas cards are permitted.
- If you feel you must give some token, the cost should not be extravagant.
- We do not want to encourage competition among students for gifts.
- If your student starts asking you for gifts, we ask you to discourage this behavior.

Physical Contact.

- Be careful of physical contact with the student: A "safe" place to touch a young person is the shoulder or upper arm - this typically conveys equality and camaraderie.
- Sometimes kids need hugs. It maybe helpful for you to get their permission before you hug them.

MENTOR EXPECTATIONS AND GUIDELINES-continued

If you and your student are not compatible.

- Unfortunately, not all matches are on target.
- If after five or six weeks of consistent activity you and your student seem to conflict, it may be necessary to find a different student.
- Please remember that the relationship will take time to establish.
- Should you experience discomfort with your student, please contact the case coordinator. We may be able to help the two of you. If not, we will make other arrangements.

If you should decide to leave the program.

- Circumstances beyond your control can make it impossible to meet all commitments. We will be sorry if you must terminate.
- We ask that you help us find another mentor for your student; after all, you will probably know him or her pretty well by now.
- We also ask that you help us to help the student recognize that your leaving has nothing to do with him or her.
- Sometimes young people negatively internalize unrealistic messages. We want to avoid this.

Regular communication is important.

- In order to monitor the mentor-student relationship, the coordinator will contact you periodically.
- We encourage you to call regularly or if any concern or question should arise for you.

MENTORING TIPS

- **Be a FRIEND, not a buddy.** Look out for your student's best interests, encourage them to do their best, and don't allow them to shirk responsibilities. Discourage things that are harmful. Don't always try to please them. You may have to tell them things they don't always want to hear. **Don't be afraid to set limits and confront inappropriate behavior.**
- **Be PATIENT.** Developing a relationship takes time. Normal phases of mentoring include 1) Unrealistic expectations 2) Disillusionment 3) Realistic expectations **Your student may not exhibit improvements, but that doesn't mean you aren't making a difference or doing a good job. Focus on positives.** Behavior patterns have taken a long time to develop and permanent changes in behavior come very slowly.
- **Don't be afraid to set limits and confront inappropriate behavior.** Try to not lecture on ways to behave, but suggest or ask the student to suggest alternatives. Then look at consequences of the alternatives.
- **Listen more than you talk.**
- **Share life experiences**
- **Encourage joint decision-making**
- **Give constructive feedback**
- **Provide positive reinforcement – focus on strengths**
- **Introduce the student to new life experiences**
- **Encourage self motivation**
- **Help your student understand realities about education, work and life**
- **Be real and be yourself**
- **Accept your limits of your role as a mentor.** You cannot fix everything for your student. You cannot change their home environment or their parents. If you try or worry about things you cannot change you will frustrate yourself and waste mental and physical energy.
- **Don't make false promises**
- **BE CONSISTENT**

Mentoring Tips – continued

- **Expect your student and their family to do their part in communicating about meeting times**
- **Feel free to include your family in some mentoring activities, but remember that the majority of the time you need to focus on your student.**
- **Feel free to contact your student’s teacher if you have questions about how to help your student** but keep in mind that some information is confidential and the teacher may not be able to share this with you.
- **If you are comfortable helping your student with academics that is GREAT**, but you are not expected to be a tutor. Even when you don’t know subject matter, you can help with school work by reminding your student to develop good study habits – completing assignments on time, setting aside time to study for tests, asking questions of the teacher when they don’t understand something, etc.
- **Help your student to make good decisions for themselves and learn how to problem solve.**
- **Use good communication skills:**
 - Make eye contact when talking
 - Lean forward
 - Pay attention and listen
 - Clarify information, paraphrasing when necessary
 - Be honest
 - Use “I” statements instead of “you” statements
 - Ask open ended questions
 - Don’t interrupt or control the agenda
 - Share experiences but focus on the student

KEEP IN MIND:

Communicating is:

7% words

23% tone of voice

70% body language (55% of body language is facial expression)

Mentoring Tips-continued

Goal Setting:

Goal setting is a fundamental life skill.

Teaching the process of goal setting is as valuable as any goal that you and the student set.

Goals should be:

1. Conceivable
2. Believable
3. Achievable
4. Controllable
5. Measurable
6. Describable
7. Growth facilitating

Problem Solving and Decision Making:

To deal with problems that arise:

1. Look for signs of different feelings.
2. Find out what the problem is.
3. Decide on your goal.
4. Brainstorm the solutions.
5. Evaluate each solution.
6. Choose the best solution.
7. Develop and implement a plan.
8. Evaluate your plan.

ONGOING SUPPORT and OPTIONS FOR MENTORS

M.A.Y. will provide **mentor training/support meetings** approximately every 6 weeks. These will usually include a program or speaker AND time for mentors to share their experiences and concerns with each other. These are not required, but mentors are encouraged to attend when available and are offered for support and guidance and for fun.

Group activities for mentors and students are also offered about every 6 weeks. These are sometimes learning experiences, sometimes just for fun and sometimes both. They are optional and mentors will usually have to pay their own way and their student's if there is a charge involved. The program will try to get discounts when available for some activities. For most of these activities you are welcome to bring your own children if you like. (When there is any type of structured event that requires students' attention – bringing very young children is discouraged both for the benefit of your student and yourself.)

Mentors will be **informed of community and school events** as options for mentoring. Mentors will receive the monthly **M.A.Y. Newsletter** containing program information.

Students in the M.A.Y. Program may get their own **T-Shirt** with the M.A.Y. Logo at Shirtworks. These are paid for by the program. Mentors may get one also, but will have to pay for their own shirt – the logo transfer is paid for by the program. (There is also an embroidery logo which the mentor will have to pay for if they would prefer this for themselves or their student.)

You will receive your own **"Mentor Business Card"** that you can give your student, their family or your friends for fun.

If your employer recognizes employees for community service, please let the program coordinator know and we will send your employer an acknowledgement honoring your participation in the mentoring program.

Re-matching is an option if you have given your relationship time and you and your student are not compatible or if your student moves.

Mentors are **ENCOURAGED** to **ENCOURAGE** their friends to consider mentoring as there are always students waiting. Mentors are the program's best recruitment tool! We need your help with this!

The program will do its best to show **public appreciation** for what mentors do. We try to have Chamber and Industry Coffees and other events to demonstrate how valuable you are to our community!

Please contact the program coordinator if you would like to have a **program** on mentoring for a club or organization you are in or if you know of a group looking for a program.

Possible Ideas for Mentoring Activities

The M.A.Y. Mentoring Program emphasizes mentors and students choosing and participating in joint activities. Focusing on a variety of activities which you both enjoy helps pairs get acquainted in a comfortable, non-threatening way. Remember, an integral part of the program is to have fun! Because there are so many possibilities from which to choose, mentors and students find it challenging to decide what to do. The following seven life skill areas focus on the various ways a mentor can enhance the life of a child. They also serve as a resource guide for developing goals. These are suggested learning experiences. We don't expect the mentors to pursue anything they are not comfortable with.

Physical Skills

Help the child identify a game, sport, or athletic skill in which he/she can develop basic skill levels. Suggested physical activities:

- swimming, canoeing, water-skiing
- hiking, fishing, studying nature
- walking, jogging, biking, horseback riding
- ping pong, pool, table games, cards
- tennis, racquetball, volleyball
- skating, hockey
- flying a kite, throwing a frisbee
- twirling a baton, learning a cheer
- making puppets, doing a skit
- drawing faces on balloons, painting rocks
- baseball, football, soccer, basketball, bowling, golf
- teach good sportsmanship
- teach water safety
- teach use and proper care of equipment
- help the child learn the rules of the road and encourage safe driving habits
- teach simple first aid
- teach bicycle safety

Social Skills:

Social skills can help insure smoother relations between the child and his/her peers, teachers, parents, and other adults. Social skill activities:

- Talk about the friends each of you have and what it means to be a friend.
- Observe how the child interacts with his/her family members and others. Help him/her work through problems and concerns.
- Role play different situations, such as encounters with others. Help him/her see both sides.
- Try to involve the child in different types of activities: picnics, parties, fairs, social events, etc.
- Introduce the child to pets/animals, help teach caring for and respecting nature.
- Get involved in a community project together--volunteer your time together for a worthy cause.
- Keep a weekly journal of your outings. Both parties can write fun and interesting things down.

Mentoring Activities - continued

- Put together a scrap book.
- Write the child a postcard or letter if on vacation or break.
- Instruct the child on phone etiquette and use--also emergency numbers to have on hand.
- Reinforce good hygiene.
- Discuss the importance of a smile, please, and thank you.
- Encourage extracurricular activities.

Culture Experiences:

Any experience which serves to broaden the child's view of his/her world. Culturally enriching activities:

- Take the child to a play, concert, parade, fair, festival, historical places, fashion shows, the zoo, etc.
- Go on field trips to the police department, fire station, etc.
- Introduce the child to new foods and tastes.
- Teach him/her to read a recipe, use a measuring cup, and cook something fun.
- Teach him/her a song, poem, card games, etc.
- Learn about customs in the child's family.
- Make cheap bird feeders--string Cheerios on a tree, or a pine cone smothered in peanut butter and seeds, etc.
- Work on artistic puzzles, skills, crafts, games, etc.

Emotional Experiences:

Focus on the child's everyday interactions and experiences with his/her family, peers, school, and the community. As a volunteer, try to put yourself in the child's shoes once in a while.

Emotional activities:

- Get to know the child's family and try to develop trust by being prompt and responsible.
- Be sure to acknowledge other family members with a greeting.
- Try to understand the things the child likes or dislikes about his/her family and keep an open mind.
- Help the child take advantage of any community resources: Boy or Girl Scouts, 4-H, etc.
- Offer to help the child make something special for his/her room: wall hanging, pictures, models, etc.
- Help the child find an appropriate after-school or weekend job.

Academic Skills:

Encourage learning by offering to help the child with his/her studies and school projects.

Academic Activities:

- Work on flash cards together.
- Read a story aloud together.
- Play tic-tac-toe, bingo, junior scrabble, hangman, etc.
- Help the child learn to tell time.
- Help the child learn the months of the year.
- Experiment with a magnifying glass, etc.
- Help the child obtain a library card and visit the library regularly.
- Teach the child how to use a microscope, calculator, or camera.

Mentoring Activities - continued

- Teach the child how to take score in specific games.
- Teach the child how to use a computer.
- Help the child plan on different subjects good to take in school.
- Visit open houses: vo-tech, colleges, etc.

Work:

Working alongside a mentor can help a child appreciate what work really means. Your example can stress the importance of developing good work habits and the satisfaction one derives from a job well done. Work skills:

- Teach the child how to wash clothes, iron, mend, or clean house.
- Go grocery shopping together, point out bargains, nutrition, etc.
- Plant a flower or vegetable garden.
- Teach basic car, bike, or yard maintenance.
- Help the child check for simple neighborhood jobs: raking, shoveling, mowing, etc.
- Take the child to the bank and teach him/her how to open an account.

Hobbies:

Help provide some opportunities to experiment with different crafts and hobbies. The child may find an activity that he/she really wishes to pursue.

- Look through craft magazines for likes and dislikes.
- Make a visit to a craft show--especially in the spring and summer.
- Buy a hobby book or check one out at the library.
- Teach the child how to sew, or any other skill you may have.
- Put together model kits.
- Start an interesting collection: insects, stamps, jokes, bottle caps, baseball cards, buttons, etc.
- Learn a new skill together: knitting, fishing, archery, carpentry, photography, electronics, etc.

This is just a sampling of ideas to get you started. Watch local newspapers and school calendars for the area to learn of other activities.

GENERAL DOCUMENTATION

Mentors are asked, but not required, to help with several forms of documentation in order to help the program coordinator assess the progress of the program and to help make improvements. These include:

Log Sheets

May easily be done my e-mail, written out on paper, or verbally.

Should include information on weekly visits such as:

- 1) Brief summary of activity
- 2) Length of time spent together
- 3) Positive observations
- 4) Negative observations or concerns

After you have worked together and have gotten to know your student:

Goal Sheet

You are asked to work with the student to develop

-3 goals

Student Assessment

This is a numerical survey on your student which you will do initially and at the end of a year.

Program Assessment

This is also a numerical survey, but focuses on the program.

Student Self Assessment

This is an assessment the student does on themselves, but you may help them with.

(Teachers will also do a student assessment and program assessment and parents will do a program assessment.)

OTHER FORMS:

Mentor Agreement

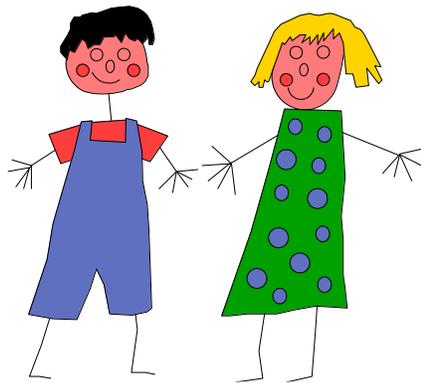
You will be asked to sign a form that you understand the program and agree to the M.A.Y. guidelines.

Emergency Medical Treatment Form

This is a form that the parent signs that you may keep on hand in case you might need it.

**One Hundred Years from now,
It will not matter...**

**What kind of car I drove,
What kind of House I lived in,
How much I had in my Bank Account,
nor What my Clothes looked like.**



**But the World may be a little better
because I was Important
in the Life of a Child.**

