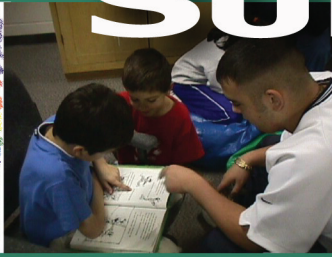
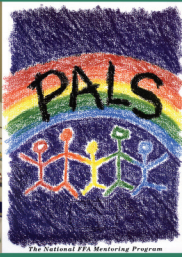


PARTNERS IN ACTIVE LEARNING SUPPORT

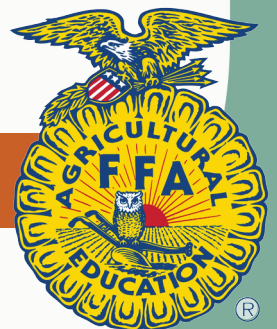


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PALS Mentor WORKBOOK

THE NATIONAL FFA MENTORING PROGRAM



Mentor Training Agenda

SECTION ONE: INTRODUCTION

Objectives: Mentors will get to know each other and understand the PALS program concept and criteria. Mentors will also learn how to set goals for the upcoming year.

- 1.1 Introduction and PALS Overview
- 1.2 Learning about Myself
- 1.3 Setting Goals

SECTION TWO: BENEFITS AND ROLES OF MENTORING

Objective: Mentors will comprehend the benefits and roles of mentoring.

- 2.1 Your Role as a Mentor
- 2.2 Exploring Alternatives
- 2.3 Developing Trust

SECTION THREE: COMMUNICATION SKILLS

Objective: Mentors will comprehend the importance of effective communication skills.

- 3.1 Communication
- 3.2 “I” Messages

SECTION FOUR: BUILDING COMMUNITY

Objective: Mentors will discover how to work with diverse people in the local community and the local PALS program.

- 4.1 Definitions of Diversity
- 4.2 Seeing Ourselves through the Eyes of Others
- 4.3 Skills for Building Community

SECTION FIVE: UNDERSTANDING YOUTH

Objective: Mentors will develop an understanding of various learning styles.

- 5.1 How Children Learn
- 5.2 Healthy Youth Development

SECTION SIX: CONTEMPORARY ISSUES IN MENTORING

Objective: Mentors will become aware of the guidelines when working with local PALS participants.

- 6.1 Following School Rules
- 6.2 Providing a Safe Environment
- 6.3 Special Issues in Mentoring
- 6.4 Healthy Lifestyles
- 6.5 Code of Ethics for Mentors

Mentor Training Documents

***NOTE:** The Mentor Workbook contains all documents that the mentors will need for the training. For your reference, all handouts and transparencies can be found at the end of each training section. See ffa.learn.com, for the PowerPoint presentation. To print individual handouts or slides please see the Mentor PowerPoint Slides and the Mentor Workbook.

SECTION 1: INTRODUCTION

SECTION 1 - 1.1 HANDOUT 1

PALS Overview

PALS is a mentoring program that matches high school agriculture students with elementary students to help them become excited about themselves, school and agriculture. The program helps those involved build trust in others and develop a positive self-esteem. Through this program, high school and elementary students alike explore their interests in plants, animals, their environment, and the world around them. Students get excited about school and, through special one-on-one relationships, they develop stronger social skills.

SECTION 1 - 1.1 HANDOUT 2

Ground Rules

We all agree that...

- Only one person should talk at a time
- Listening is important to learn
- Our time is valuable and we must follow the agenda
- What is said in here - stays here
- We can cut to the core of the issues
- Silence is okay
- Each member speaks only for herself or himself
- Full participation of each member is essential for our success
- We agree on how we will make decisions
- When working on a team effort, all contributions are viewed as team contributions—we speak with one voice
- Other:

SECTION 1 - 1.2 **HANDOUT 3****How I See Myself – 30 Characteristics**

Rate yourself on a scale from 1 to 5 on the following 30 characteristics. Five means you have a lot of that characteristic, 1 means none and 3 is average. Go with your first impression and BE HONEST. There are no right or wrong answers or good or bad characteristics. NO ONE will see this list but you unless you choose to share it.

	NOT AT ALL	AVERAGE	VERY MUCH		
1. Happy	1	2	3	4	5
2. Athletic	1	2	3	4	5
3. Follower	1	2	3	4	5
4. Responsible	1	2	3	4	5
5. Enthusiastic	1	2	3	4	5
6. Creative (<i>artistically or problem solving</i>)	1	2	3	4	5
7. Intelligent	1	2	3	4	5
8. Good listener	1	2	3	4	5
9. Aggressive	1	2	3	4	5
10. Friendly	1	2	3	4	5
11. Optimistic	1	2	3	4	5
12. A leader	1	2	3	4	5
13. Shy	1	2	3	4	5
14. Helpful	1	2	3	4	5
15. A loner	1	2	3	4	5
16. Competitive	1	2	3	4	5
17. Clumsy	1	2	3	4	5
18. Sincere	1	2	3	4	5
19. Good sense of humor	1	2	3	4	5
20. Outgoing	1	2	3	4	5
21. Carefree	1	2	3	4	5
22. Open	1	2	3	4	5
23. Attractive	1	2	3	4	5
24. Worried	1	2	3	4	5
25. Like to be part of a group	1	2	3	4	5
26. Popular	1	2	3	4	5
27. Angry	1	2	3	4	5
28. Dependable	1	2	3	4	5
29. Bored	1	2	3	4	5
30. Confident	1	2	3	4	5

SECTION 1 - 1.2 **HANDOUT 3**

How I See Myself – 30 Characteristics *(continued)*

On this sheet, write a short paragraph explaining how you see yourself.

SECTION 1 - 1.3 HANDOUT 4

Setting Goals

S.M.A.R.T. GOALS:

- S - Specific (You know exactly what needs to be done)
- M - Measurable (Can provide evidence that goal was met)
- A - Attainable (Are appropriate for the program)
- R - Realistic (Can be accomplished with available resources)
- T - Time Specific (Set a due date)

Check out these examples of S.M.A.R.T. Goals:

- "I will attend four activities each month and connect with one new person."
- "I will exercise 20 minutes three times this week."
- "I will visit my grandmother by the end of the week."

Set at least three goals that you would like to accomplish through the PALS program. These may be short or long term goals.

Goal 1 _____

Date to accomplish goal by: _____

What will you show as evidence that goal was accomplished?

Goal 2 _____

Date to accomplish goal by: _____

What will you show as evidence that goal was accomplished?

Goal 3 _____

Date to accomplish goal by: _____

What will you show as evidence that goal was accomplished?

SECTION 2: BENEFITS AND ROLES OF MENTORING

SECTION 2 - 2.1 HANDOUT 5

Roles of a Mentor

Roles of a Mentor

1. Name one or two people who have mentored you.

2. What characteristics or qualities did they have as your mentor?

3. What qualities of a mentor do you have?

4. What mentoring qualities do you need to develop?

SECTION 2 - 2.1 HANDOUT 6

Mentor Responsibilities and Practices of Effective Mentors

Mentor Responsibilities

FFA members who serve as mentors make a serious commitment to work with younger students and should be taught how to work with them.

Mentors should:

- be aware of the important impact all experiences may have on the mentees
- become comfortable with the fact that the mentees are different than they are and may approach acting and behaving differently than they do
- be careful to respect the mentees' opinions
- be aware of their own attitudes, beliefs and feelings and how these may affect judgment
- help their mentees accomplish tasks, and be sure that their helping style allows the mentees to have a learning experience
- always remember that they are there to assist, not to do the task
- learn about their mentees, but don't ask questions that are too personal
(If a mentee makes a habit of bringing gifts or giving personal notes, gently discourage this habit. Never respond back with a written note)
- help their mentees think about their behaviors, thoughts and actions as they try new activities
- help them see the benefit of trying
- help the mentees take risks in trying new behaviors and give support when necessary
- be consistent with praise
- be clear, concise and direct. The mentees should learn to respond to verbal rewards
- help the mentee think of new ways to handle situations
- keep promises to their mentees, such as showing up at agreed time
- should not make promises they cannot keep
- plan activities with their teacher/advisor, cooperating elementary teachers, cooperating agency, other FFA members and the mentees

- prepare for and complete the tasks they agree to do
- follow the rules of the high school and of the elementary school while working with their mentees
- contact their mentee's teacher ahead of time and get permission to eat lunch at the elementary school with their mentee, or to take them for a special activity, or to meet with their mentee at any other special time during the school day
- let their agriculture teacher and the mentee's teacher know if they are going to be absent or cannot do the task they agreed to do, and make arrangements to do it another time

Practices of Effective Mentors

Effective mentors are more likely to engage in the following practices:

- They see themselves as “friends,” rather than teachers or parents, and define their role as supporting the youth in a variety of ways
- They are “active listeners”
- They make a commitment to being consistent and dependable, to maintaining a steady presence in the youth's life
- They understand that the relationship may seem fairly one-sided—they may feel like they are doing all the work—and they take responsibility for keeping the relationship alive. For example, early in the relationship, youth often test adults to determine whether they will actually stick around. Successful mentors regularly initiate contact and ensure that meetings are scheduled, rather than waiting to hear from youth
- They involve the youth in deciding how the pair will spend their time together

While youth are often reticent about expressing what they want to do, successful mentors take the time to learn about the youth's interests and provide them with options for how to spend their time, rather than planning everything without input from the youth.

- They pay attention to kids' need for “fun.” Having fun together is a key part of building relationships, and it also provides youth with valuable opportunities that are otherwise often unavailable to them.
- They seek and utilize the help and advice of program staff. Successful mentors recognize that they don't have all the answers, and they value the support and guidance that program staff can provide.

SECTION 2 - 2.1**HANDOUT 7****Mentoring: What's it all about?****Mentoring Functions****1. Listening**

The most important function of the mentor may be to listen. Many young people do not have anyone at home who is willing and able to listen to what they have to say. People are often able to sort out their problems and arrive at their own solutions just by having someone with whom to “talk out” the situation.

2. Coaching

Coaches give praise for a job well done, encouragement when the going gets tough and constructive criticism when changes need to be made. It's always easier to deal with the negatives when you know there are some positives.

3. Educating

A mentor can also be a tutor. Sometimes it may seem easier to do for a young person, but the young person will benefit more if they do for themselves with a little guidance from a mentor. One way to give a young person control is to teach them the skills to take care of themselves.

4. Role Modeling

Mentors can help their mentees develop values, standards and goals by allowing themselves to be seen as “real people,” and by sharing personal beliefs and values. Mentors can also introduce their mentees to others whom they hold in high regard.

SECTION 2 - 2.2 HANDOUT 8

Exploring Alternatives

When you are helping someone explore alternative ways of handling a problem, it's always helpful to follow a pattern similar to the one below:

BRAINSTORM as many ways of handling the situation as possible.

ASSIST in evaluating the pros and cons (NOT ADVISING).

CHOOSE the alternative he/she thinks is best.

COMMITMENT should be made by the person who will put the plan into action.

FOLLOW-UP and evaluate the plan.

1. What is the problem?
2. What are the alternatives? (Brainstorm as many as possible.)
3. What are the consequences of each alternative?
4. Choose one alternative and when you plan to begin using it.
5. Set a time for evaluation.

Remember:

When you help someone in choosing a solution, try not to give advice.

- Advice takes the responsibility away from the person with the problem.
- Advising won't be a learning process to help with future problems.
- The person may not want to do what you say.
- If the advice fails, you are held responsible.

SECTION 3: COMMUNICATION SKILLS

SECTION 3 - 3.1 HANDOUT 9

Eight Communication Jammers

Any relationship with another human being must begin with communication in one form or another. The quality of that relationship often depends on the quality of the communication. Sometimes negative habits invade our communications. Imagine how you feel when someone nags, reminds, criticizes, threatens, lectures, advises or ridicules you. Many times the person doing this to you isn't aware of the feelings these actions cause. Whether we are aware of these habits or not, they endanger the quality of our relationships.

Look at the eight communication jammers that follow, determine if you use any of them on a regular basis. Take time to discuss why these are not helpful in maintaining satisfying relationships. Brainstorm additional positive alternatives for each situation.

1. Negative Communication: ordering, commanding

Examples: "You must," "You will," "You have to."

Description: This type of communication creates a power struggle, implying that you are superior. Usually produces anger and resistance. A favorite counter to this jammer is "Make me."

Positive Alternatives: It is more helpful to ask for cooperation and to give choices:

- "I would appreciate _____."
- "Would you rather _____ or _____?"
- "It's your choice; you can either _____ or _____."
- Other:

2. Negative Communication: warning, threatening

Examples: "If you do that, you'll be sorry." "You'd better not do that...if you know what's good for you."

Description: This type of communication usually builds hostility and invites testing and more threats.

Positive Alternatives: Consequences and action methods are more effective.

- State what you plan to do when, and then do it.
- Other:

3. Negative Communication: moralizing, preaching

Examples: shoulds, oughts and musts

Description: In this type of communication, they are trying to control by guilt. Often the person only hears the control part and resists, without considering the reasons or consequences.

Positive Alternatives: It's much more effective to listen and problem-solve:

- “Have you thought what might happen?” or “What do you think might happen if...?”
- Other:

4. Negative Communication: advising, giving solutions

Examples: “Now if it were up to me...” or “What you should do...”

Description: This type of communication is often resisted and if followed, may lead the person to depend on someone else instead of thinking for him or herself.

Positive Alternatives: Provide information on how to choose between alternatives.

Help to sort out options and allow them to make their own choices after reviewing all of the consequences.

- Other:

5. Negative Communication: lecturing, giving logical arguments

Examples: Trying to prove your point with “the facts.” “You’re wrong here,” and “Yes, but...”

Description: Often people are well aware of the facts and resent being told them again and again. Trying to persuade with facts is usually not effective.

Positive Alternatives: Helping the person explore the goals, alternatives and consequences of proposed action gives you much more influence in guiding the person.

- Ask them to list their own facts about the situation.
- Other:

6. Negative Communication: judging, ridiculing, blaming, name calling, sarcasm, shaming—the put downs

Examples: “How stupid.” “You’re just lazy.” “It’s all your fault.” “Okay, big shot.” “You’re a spoiled brat.” “You’re not thinking clearly.” “That’s an immature point of view.”

Description: This is designed to motivate by making people feel inadequate and inferior. It usually succeeds only in making people defensive as they try to protect their self-image. The common responses are either to return criticism or seal feelings off and shut down communication and cooperation.

Positive Alternatives: It is important to separate the behavior you disagree with from the person’s character and worth. It’s far more effective to put a positive spin on something.

- “That’s one idea. Have you considered this....?”
- “I appreciate what you are thinking. I feel this....”
- Other:

7. Negative Communication: playing psychologist, analyzing and diagnosing

Examples: “The problem with you is...” or “You’re just jealous.”

Description: Telling people what their motives are and that you have them figured out is embarrassing, frustrating and threatening. This is another way to shut off communication and guarantee the person won’t share problems with you. If your interpretation is wrong, the person will most likely become angry.

Positive Alternatives: Do not try to play counselor. As a mentor, you are their friend and companion. Counseling is left to professionals. If there is a real problem, see the program supervisor.

- Other:

8. Negative Communication: consoling

Examples: The consoling person tries to keep from getting involved by treating the other person’s feelings lightly: “It’s not really that bad.” “You’ll feel better in the morning.” “Don’t worry, it’ll all work out.”

Description: Sometimes people complain just to let off steam. They are not looking to solve a problem. When you offer a solution, you can complicate the issue and make them angry by making the issue larger than it might really be.

Positive Alternatives: Listening and helping the person explore alternative solutions is more helpful.

- Other:

SECTION 3 - 3.1 HANDOUT 10

Skills for Being an Active Listener

1. Concentrate on what your mentee is saying; don't think ahead to what you will be doing this weekend!
2. Sit while you are talking with your mentee, so you are at about the same level.
3. Make eye contact with your mentee as they speak.
4. Use appropriate body language; crossing of the arms usually signals boredom or disagreement with the speaker, tapping of fingers or toes usually indicated boredom or restlessness. Pay attention to what your mentee's body language is telling you.
5. Ask your mentee how they feel about their experiences. Don't ask "yes" or "no" questions, ask open-ended questions that can lead to additional questions. Ask your mentee for clarification if you don't understand what he or she is telling you.
6. Restate what your mentee has said in your own words to show that you were listening and understand what they were saying.
7. Ask your mentee for clarification if you don't understand what he or she is telling you.
8. Do not pass judgment on what has been said, refrain from telling mentees what they should do about a situation.

SECTION 3 - 3.2**HANDOUT 11****“I” Messages**

What are “I” messages and what good are they?

“I” messages show concern in a calm and respectful way. Most of us are familiar with using “you” messages. “I” messages focus the communication on your feelings and expectations rather than those of the other person. Whenever we focus the attention on the other person’s feelings and expectations, whether by accident or on purpose, often the communication takes on a blaming and accusatory tone.

Simply put, “I” messages are statements, beginning with “I,” that tell how you feel about a certain situation. It sounds easy, but it takes a lot of practice.

What’s the difference between “I” and “you” messages?

The best way to show this is by examples. Take a look at the examples below.

The “you” messages are first, followed by the appropriate “I” messages.

- 1a. “You promised you’d never tell anyone. I knew I shouldn’t have told you. You can’t ever keep a secret!”
- 1b. “I feel hurt when you tell something I told you in secret because I didn’t want anyone else to know.”
- 2a. “You’re never organized or dependable. You can’t be counted on.”
- 2b. “I get really upset whenever you back out on something, especially at the last minute because it leaves me stuck holding the bag.”

When should an “I” message be used?

“I” messages are the most appropriate way to express how you feel whenever a conflict arises. They can express what the conflict is to the other person(s) and how this conflict affected or is affecting you. Think about the last time you were in an argument. Did you use “I” or “you” messages? Everyone has had “you” messages pitched at them. Think about how they make you feel, probably not very good.

“I” messages take practice and patience but they DO WORK. Read the statements below. Using concepts and ideas expressed in each “you” message, reformat them into “I” messages and rewrite it below each statement.

1. You’re always late. It puts everything behind schedule because you can’t be on time.
2. Why can’t you ever keep a secret? I’m never going to trust you again.
3. You should just stop complaining and do something about it. You’re not stupid.

SECTION 4: BUILDING COMMUNITY

SECTION 4 - 4.1 HANDOUT 12

Diversity Dialogue

What do all those terms mean?

Before anyone can begin to understand people, they must first understand some basic concepts about themselves. Mainly that we're all part of a culture of some sort, we all belong to a race and we all have some kind of ethnic heritage. Let's do a mini exercise. What is the first thought that comes to your mind when you hear the word...culture? How about race? Racism? Do you belong to a culture? What kind is it and how does it affect what you do every day? Let's discuss definitions and then ask these same questions again.

1. What is culture?

2. What is meant by "race?"

3. What is racism?

4. What is ethnicity?

SECTION 4 - 4.2 **HANDOUT 13****Discussion on Prejudice**

What comes to mind when you think of the word “prejudice?” What is prejudice? Is it about race? Is it about religion? Is it about money? The answer is “yes” to all of these.

Prejudice goes far beyond color. It can involve things as diverse as the part of the country from where someone comes and, yes, it may involve color and gender as well. Have you ever been in another part of the country and someone commented about the way you spoke? Did they make fun of you? If so, that’s prejudice. Prejudice is something we all learn. Many times we’re not even aware of its existence in our lives or the fact that we may be prejudice of ourselves in one way or another. Look at the questions and statements below. Place yourself in that situation and, using the flip chart paper and markers provided, draw a representation of the feelings you have when placed in that situation or think you would feel if you ever faced it.

1. Have you ever felt different than other people?
2. Were you ever treated differently than other people?
3. Sometimes I wish I could be invisible.
4. I’ve had people laugh at me for something I can’t control. I laughed also, but inside it really hurt me.
5. Do you ever feel dumb?
6. Have you ever been in a situation when you were afraid because you felt you didn’t belong?
7. Boy, I’ve never been so glad to see someone I knew.
8. I wish they’d just give me a chance.

SECTION 4 - 4.3 HANDOUT 14

Skills for Building Community

What basic skills and support do teachers need to be effective in a culturally diverse community?

- a self-awareness (of attitudes on multiculturalism; of strengths and weaknesses in working with people from different cultural backgrounds)
- an ability to communicate effectively (written, verbal, non-verbal)
- an ability to challenge and stimulate children to learn and apply critical thinking skills
- an ability to think critically, analytically and creatively
- a sensitivity to individual differences
- a positive attitude
- a willingness to integrate a multicultural perspective into the classroom and curriculum
- a willingness to build and strengthen bridges between home, school and community

SECTION 5: UNDERSTANDING YOUTH

SECTION 5 - 5.1 HANDOUT 15

Learning Styles Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring page to evaluate your responses. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussion.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			

	Often	Sometimes	Seldom
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.			
15. I chew gum or eat other snacks while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by “finger spelling” them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

SECTION 5 - 5.1 **HANDOUT 16****Learning Style Scoring Procedures**

DIRECTIONS: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

VISUAL NO. PTS.	AUDITORY NO. PTS.	TACTILE NO. PTS.
2 ____	1 ____	4 ____
3 ____	5 ____	6 ____
7 ____	8 ____	9 ____
10 ____	11 ____	12 ____
14 ____	13 ____	15 ____
16 ____	18 ____	17 ____
19 ____	21 ____	20 ____
22 ____	24 ____	23 ____
(Add all)	(Add all)	(Add all)

VPS = ____

APS = ____

TPS = ____

The area where your score is the highest is your preferred learning style.

VPS = Visual Preference Score

APS = Auditory Preference Score

TPS = Tactile Preference Score

SECTION 5 - 5.1**HANDOUT 17****How Children Learn**

“Approximately 20 to 30 percent of the school-aged population remembers what is heard; 40 percent recalls well visually the things that are seen or read; many must write or use their fingers in some manipulative way to help them remember basic facts; other people cannot internalize information or skills unless they use them in real-life activities such as actually writing a letter to learn the correct format.” (Teaching Students to Read Through Their Individual Learning Styles, Marie Carbo, Rita Dunn, and Kenneth Dunn; Prentice-Hall, 1986, p.13.)

Visual learners learn by sight...

Visual learners need to see body language and facial expression to understand a lesson. They learn through the use of visual displays including: posters, slides, videos, charts and graphs. They usually take detailed notes during lectures.

Characteristics of Visual Learners

1. Information presented in pictures, charts or diagrams is easily remembered.
2. Visual learners have strong visualization skills. They can look up (often up to the left) and “see” the information invisibly written or drawn.
3. Visual learners can make “movies in their minds” of information they are reading. Their movies are often vivid and detailed.
4. Visual-spatial skills such as sizes, shapes, textures, angles and three-dimensional depths are strong.
5. Visual learners often pay close attention to the body language of others (facial expressions, eyes, stance, etc.)
6. Visual learners have a keen awareness of the aesthetics, the beauty of the physical environment, visual media or art.

Auditory learners learn by hearing...

Auditory learners learn by hearing the spoken word. They enjoy discussions and listening. Important to them are the tone, pitch and speed of the voice nuances. They prefer to read aloud and listen to tape recordings to silent reading.

Characteristics of Auditory Learners

1. Auditory learners can remember quite accurately details of information they hear during conversations or lectures.
2. They have strong language skills, which include a well-developed vocabulary and an appreciation for words.
3. The strong language skills often lead to strong oral communication skills. They can carry on interesting conversations and can articulate their ideas clearly.
4. Because of a “fine-tuned ear,” auditory learners may find learning a foreign language to be relatively easy.
5. Auditory learners often have musical talents. They can hear tones, rhythms and individual notes with their strong auditory skills.

Kinesthetic learners learn by movement...

Kinesthetic learners take a hands-on approach to learning. They actively participate in the learning experience through dance, experimentation, construction and use of manipulatives. They have a hard time sitting still for classes and are easily distracted.

Characteristics of Kinesthetic Learners

1. Kinesthetic learners often wiggle, tap their feet, or move their legs when they sit.
2. Kinesthetic learners were often labeled “hyperactive” as children.
3. Because they learn through movement, kinesthetic learners often do well as performers: athletes, actors or dancers.
4. Kinesthetic learners work well with their hands. They may be good at repairing work, sculpting, art or working with various tools.
5. Kinesthetic learners are often well coordinated and have a strong sense of timing and body movement.

SECTION 5 - 5.1 HANDOUT 18

How Learning Styles Change Over Time

Research Shows:

- When children come to school they are basically parent/adult motivated.
- Most children are kinesthetic and become more tactual in or about the first grade.
- Auditory skills develop about the second grade.
- Visual skills develop about the third grade.
- Thirty years ago, students were moved toward being peer motivated by the seventh grade. Studies show that students today move toward being peer motivated by the third or fourth grade. By ninth or tenth grade, students move toward being self motivated.
- Seventy percent of children in grades 5-12 have trouble with conventional classroom design.
- Younger children (K-6) need more structure than older students.
- Underachievers tend to remain peer motivated even into their late teens.
- Time of day preference changes over time: 28 percent of K-2 students are morning learners in comparison to 30 percent of middle-grade students, 40 percent of high school students, and 55 percent of adults.

SECTION 5 - 5.2 **HANDOUT 19****40 Developmental Assets for Elementary – Age Children** *(ages 6 to 11)*

Asset Category	Asset Name	Asset Definition
EXTERNAL ASSETS		
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Parents and children communicate positively. Children are willing to seek advice and counsel from their parents.
	3. Other adult relationships	Children have support from adults other than their parents.
	4. Caring neighborhood	Children experience caring neighbors.
	5. Caring out-of-home climate	School and other activities provide caring, encouraging environments for children.
	6. Parent involvement in out-of-home situations	Parents are actively involved in helping children succeed in school and in other situations outside the home.
Empowerment	7. Community values children	Children feel that the family and community value and appreciate children.
	8. Children are given useful roles	Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community.
	9. Service to others	Children serve others in the community with their family or in other settings.
	10. Safety	Children are safe at home, school and in the neighborhood.
Boundaries and Expectations	11. Family boundaries	The family has clear rules and consequences and monitors children's activities and whereabouts.

SECTION 5 - 5.2 **HANDOUT 19** *(continued)***40 Developmental Assets for Elementary – Age Children** *(ages 6 to 11)*

	12. Out-of-home boundaries	Schools and other out-of-home environments provide clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring children's behavior.
	14. Adult role models	Parents and other adults model positive, responsible behavior.
	15. Positive peer interaction and influence	Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings.
	16. Appropriate expectations for growth	Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents.
Constructive Use of Time	17. Creative activities	Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere.
	18. Out-of-home activities	Children spend one hour or more each week in extracurricular school activities or structured community programs.
	19. Religious community	The family attends religious programs or services for at least one hour per week.
	20. Positive, supervised time at home	Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.

SECTION 5 - 5.2 HANDOUT 19*(continued)***40 Developmental Assets for Elementary – Age Children** *(ages 6 to 11)*

INTERNAL ASSETS		
Commitment to Learning	21. Achievement expectation and motivation	Children are motivated to do well in school and other activities.
	22. Children are engaged in learning	Children are responsive, attentive, and actively engaged in learning.
	23. Stimulating activity	Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it's assigned.
	24. Enjoyment of learning and bonding to school	Children enjoy learning and care about their school.
	25. Reading for pleasure	Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.
	26. Caring	Children are encouraged to help other people.
	27. Equality and social justice	Children begin to show interest in making the community a better place.
	28. Integrity	Children begin to act on their convictions and stand up for their beliefs.
	29. Honesty	Children begin to value honesty and act accordingly.
	30. Responsibility	Children begin to accept and take personal responsibility for age-appropriate tasks.
	31. Healthy lifestyle and sexual attitudes	Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.
	32. Planning and decision making	Children begin to learn how to plan ahead and make choices at appropriate developmental levels.

SECTION 5 - 5.2 **HANDOUT 19** (continued)**40 Developmental Assets for Elementary – Age Children** (ages 6 to 11)

	33. Interpersonal skills	Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.
	34. Cultural competence	Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.
	35. Resistance skills	Children start developing the ability to resist negative peer pressure and dangerous situations.
	36. Peaceful conflict resolution	Children try to resolve conflicts nonviolently.
	37. Personal power	Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.
	38. Self-esteem	Children report having high self-esteem.
	39. Sense of purpose	Children report that their lives have purpose and actively engage their skills.
	40. Positive view of personal future	Children are hopeful and positive about their personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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SECTION 6: CONTEMPORARY ISSUES IN MENTORING

SECTION 6 - 6.2 HANDOUT 20

Providing a Safe Environment

How can PALS make a difference?

Entering a mentoring relationship can be rewarding and exciting. It can also be a little scary. There are responsibilities involved that require maturity, compassion and sometimes even tough decisions. Take time to read the information provided and then openly discuss any questions or comments you may have. This information covers issues that are difficult, but important to discuss. Read this handout carefully. This reading is not designed to teach mentors how to do family therapy, since that is not the role of the mentor. However, mentors do play a crucial role in helping to identify these problems, in referring mentees to the appropriate professionals and by being supportive.

Troubled families

Some mentees may live in a home where alcoholism, abuse and/or neglect, is present. The PALS program can provide a constructive, safe, nurturing environment for young people. Mentors can provide strong, positive role models for youth who need support in their lives.

Who does it affect?

It is important for mentors to remember that these problems occur in every neighborhood. It's not just "them." People with a lot of money or no money; people in the city, country or suburb; people of all races and ethnic groups; people of every religion or no religion at all; the old, the young or the middle aged.

Types Of Dysfunctions

Addictions

A lot of times we think of alcohol and drug abuse with young people. Sometimes we have to stop and remember that other family and community members can have serious problems associated with substance abuse that can affect the whole family, including the mentee or even the mentor. When a parent has a serious addiction, children often develop dysfunctional reactions to their parent's problem. Some may become what is often referred to as "parentified children," young people that often find themselves making excuses for their parent's abusive behavior. In this way, children of abusers often become "overly" responsible.

For instance, they may regularly have to make excuses for a parent not showing up for work or they may do unusual amounts of housekeeping or baby-sitting. In addition, they may feel in some way responsible for their parent's addiction. This attitude only serves to encourage this "people pleasing" behavior and accelerates the downward spiral.

Be alert to:

- anger
- lack of trust
- injuries
- running away
- depression
- abuse

Abuse

There are three kinds of abuse: physical, sexual and emotional. Each state has its own legal definition of physical and sexual abuse. Find out about your state's statutes and reporting requirements. If you don't receive this information during your training, ask for it. Identifying abusive situations is a difficult task, even for trained professionals. But, as a mentor, you may be in a unique position to notice when something feels or looks wrong.

Physical Abuse

For this reading, the definition of physical abuse includes any form of contact that results in serious injury or leaves long-lasting marks, bruises or scars. Physical abuse ranges from severe pinching, hard slaps, hitting with a closed fist or some other object, to burning or in any way mutilating any part of the body.

Internal injuries may also be signs of abuse.

This type of abuse is perhaps the easiest to detect. It may be suspected if the child has frequent injuries whose explanations don't seem plausible. Physically abused children are often unusually fearful of or nervous around the abusive parent.

Sexual Abuse

Sexual abuse may include incest (sexual abuse within a family) or non-familial sexual abuse. Incest can be one of the most difficult problems to deal with and to overcome. It can become the biggest family secret. Incest can range from inappropriate touching or kissing to sexual intercourse. While touching and kissing can be good and an expression of appropriate love, children tend to know intuitively the difference between good touching and bad touching. Non-familial sexual abuse may involve neighbors, friends or strangers engaging in inappropriate behaviors. Many young people are pressured by their boyfriend or girlfriend to engage in sexual behavior for which they are not ready. These are all types of sexual abuse.

Sexually abused victims often have an unusual and extreme dislike for being touched. On the other hand, some sexually abused children try to please adults by being physically affectionate in ways that have sexual overtones. If you feel that the way your mentee shows affection is inappropriate for his/her age, and if it feels sexual, trust your intuitions and talk to your program advisor. If a child shows high levels of anxiety or fear at being left alone with a particular member of the family, this also can be an indication of sexual abuse.

Emotional Abuse

Emotional abuse is hard to define, but includes such things as withholding love or making it conditional, severe and consistent put-downs and shaming a child by saying things that make a child feel bad or worthless. It's probably the hardest to detect but has a long-lasting impact on the self-esteem of a child.

Emotionally abused children may tend to put themselves down or criticize themselves a lot. Sometimes parents who are emotionally abusive have very negative nicknames for their children.

Other signs and symptoms to watch for, regardless of the specific kind of abuse, include persistent and unexplained depression or withdrawal, excessive anger or emotions, self-mutilation, consistent running away, inability to trust, difficulty in developing healthy long-term relationships, and suicidal/homicidal thoughts. It is important to keep in mind, however, that many adolescents exhibit these behaviors from time to time as a normal part of growing up. Do not overreact, but do not ignore symptoms of abuse. Talk with your program supervisor if you have any questions about what you observe.

Neglect

Children who are neglected may come to school in the same clothes day after day. They may not bathe regularly. They may be hungry. They may arrive late for school, their homework may not be done and they may have trouble concentrating. These are all issues that should be reported to the program supervisor.

Often times, the local social services agencies can provide interventions in cases of neglect.

What to Do

What should you do if you suspect a problem? If you suspect an addiction, abuse or neglect, the first thing to do is contact your program advisor. You may feel as if you are breaching your mentee's trust or making a "mountain out of a molehill," but your willingness to take the risk to discuss your observations comes from your concern for your mentee and is ALWAYS the right thing to do.

Trust Your Intuitions

Your program supervisor will want to know what you have observed, when, how frequently, what you did or said, your mentee's reaction, etc. From there, she/he is in the best position to determine what further steps are indicated and appropriate. Your program supervisor will advise you on how to deal with the situation with your mentee. If she/he is not sure that a serious problem exists, she/he may ask that you watch for additional signs and talk to you about what kinds of things you can say to or ask your mentee. If abuse is confirmed, you will have questions about what to say to your mentee, how you should act around them and you should discuss these with your advisor.

She/he may suggest that you be honest about your feelings and reactions with your mentee and encourage your mentee to do the same. In special situations, your advisor may ask that you not discuss this with your mentee. If this is the case, s/he will explain why this is the best course of action.

If your mentee discloses abuse to you, it will, of course, be a shocking and difficult experience to know how to handle. Try your best to listen and be supportive, and don't be afraid to be honest. Remember, this experience is just as hard or harder for the abused to admit as it is for you to hear.

Don't make assumptions on how your mentee should feel but validate what she/he is feeling whether it is anger, fear, frustration or other emotions. Let the abused know she/he is not alone. It happens in other families as well. Explain to him/her that you **MUST** disclose this information to the program supervisor so she/he can get appropriate help. And finally, don't talk about your opinions of the perpetrator. Remember, this person could be someone the child loves, even though it is hard to understand how someone could do these things to a loved one. Also, do not talk about this situation with your friends and family. Being a mentor requires confidentiality at certain times. Once you have disclosed the information to your PALS supervisor, you should keep the information to yourself. If this becomes a problem for you, you may want to seek the advice of the school counselor or other trained professional.

Once the abuse has been identified and the appropriate referrals made, a mentor often feels unsure about how to continue or deal with his/her relationship with the mentee. In some situations, the most helpful thing to do is to be someone the mentee can be with and do things with, without feeling pressure to talk about or deal with the problems at home. You can be a much-needed diversion. You might also offer telephone numbers of hotlines and crisis lines in your area.

Finally, it is important not to normalize the situation. Don't downplay the abuse and pretend it happens to everyone. Just be honest and listen empathetically to what they're saying. While serious problems are something we would rather not have to face, we have a responsibility as mentors to learn how to support our mentees effectively. Commitment is easy during the good times; it's during the rough times when we're truly tested.

SECTION 6 - 6.3 HANDOUT 21

Mental Health Information

In addition to addictions, abuse and neglect, there are several other issues or medical conditions that may affect you or your mentee. Discuss these issues as a group and determine the procedure that you will use to report issues that may come up.

- Attention Deficit - Hyperactivity Disorder (ADHD)
- Autism
- Bipolar Disorder (Manic-Depression)
- Conduct Disorders
- Depression
- Eating Disorders (Anorexia, Bulimia)
- Grieving
- Obsessive-Compulsive Disorder
- Panic Disorder
- Stress
- Suicide

SECTION 6 - 6.3 **HANDOUT 22**

Helping Kids Cope

Simple Ways You Can Help Kids Cope with Loss

- **Listen**
- **Be available**
- **Face** your own feelings of loss and grief and share them if you like
- **Encourage** expressions of grief through talking, drawing and writing
- **Acknowledge** that grief hurts
- **Realize** grief causes difficulty in concentrating
- **Understand** that other losses often accompany the initial loss, i.e. change in school, caretaker, friends
- **Become** part of a caring team
- **Know** that the grief lasts longer than anyone expects
- **Continue** to be available

SECTION 6 - 6.4 **HANDOUT 23**

Healthy Lifestyles

Students often do not realize what is causing their lives to be out of balance.

Mentors should strive to live a healthy lifestyle and model that for their younger PALS.

1. Eat a balanced diet – Many illnesses are caused by an improper diet over a long period of time.
2. Get enough sleep and rest – Lack of sleep can lessen your ability to think and react appropriately. Teens need 9 or more hours of rest each day!
3. Exercise regularly – Your body works best when it is in shape. Exercise also helps to sharpen the mind.
4. Stay away from drugs, including alcohol and tobacco – Drugs cloud your mind and cause long-term, physical damage to your body.
5. Balance work and recreation – Schedule time for recreation to relax your mind. Be involved in after-school or community activities.
6. Organize yourself and your time – Use a student planner or other organizational tool to help manage your time. Set goals for yourself and reward yourself when you achieve them.
7. Talk with a friend – Share your life with others. Humans are social beings and need to spend time with friends.
8. Random acts of kindness – Do something unexpected for someone else. Pass along a smile. Help a neighbor. Doing something for others helps you feel good about yourself.
9. Journaling can help keep record of thoughts, feelings and reactions that you may have to your participation in the PALS program. This activity will help you reflect and learn from experiences.

SECTION 6 - 6.5**HANDOUT 24****National Association of Peer Program Professionals (NAPPP)****Code of Ethics For Peer Helpers**

Peer Helpers shall be people of personal integrity. As a minimum, the NAPPP believes the peer helpers Code of Ethics shall contain the following and be evidenced by a commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.
2. The individual's right to dignity, self-development, and self-direction.
3. Supervision and support from professional staff while involved in the program.
4. The development of a nurturing personality which:
 - Reflects a positive role model and healthy lifestyle (i.e. development and observation of a set of norms, which guide behavior while in the program).
 - Rejects the pursuit of personal power, elitist status, or gain at the expense of others.
 - Strives to exemplify the peer helping philosophy in all life situations.
5. Maintenance of confidentiality of information imparted during the course of program-related activities. While confidentiality is the norm, certain exceptions shall be referred immediately to the professional staff. These exceptions include the following:
 - Situations involving real or potential dangers to the safety of well being of the peer helper, helpee, or others.
 - Child abuse, sexual abuse, and other situations involving legal requirements of disclosures.
 - Severe family dysfunction, psychotic behavior, extreme drug or alcohol abuse, and any other problems beyond the experience and expertise of the peer helper.
6. Personal Safety
Peer Helpers must recognize, report, and know techniques to deal with potential threats to their emotional or physical well being.

* A code of ethics is an agreement among those who commit to the program as to the norms which shall guide their behavior during their involvement in the program.

Mentor Signature

Date

Program supervisor signature

Date