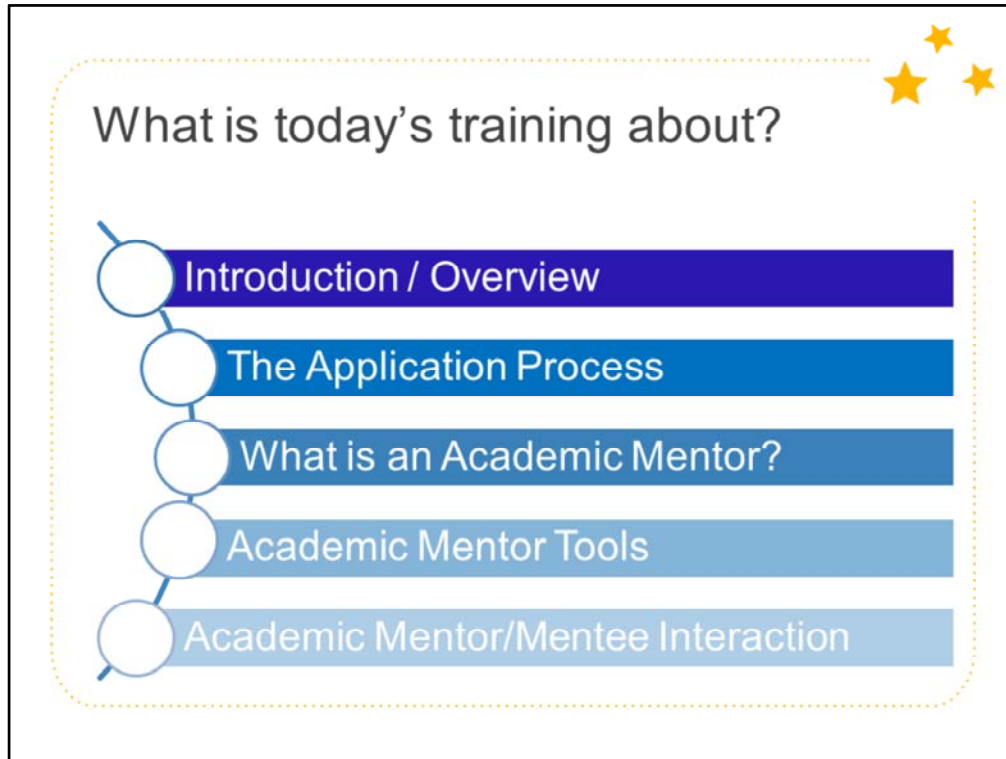




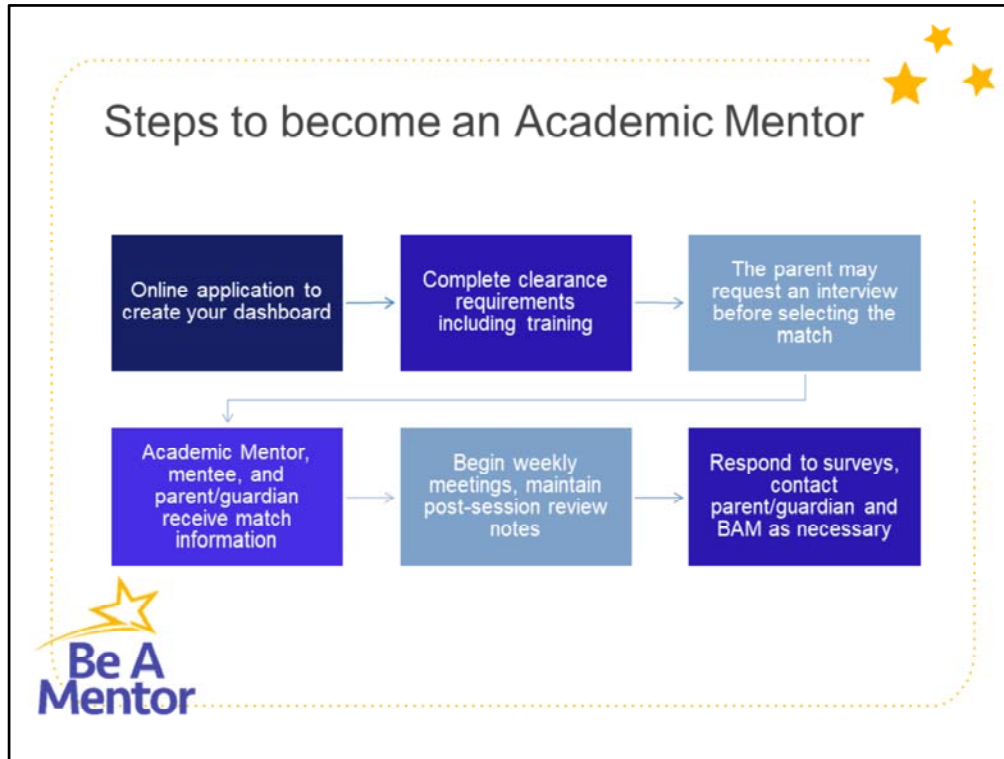
Welcome! Be A Mentor was founded in 1992, by Bob Goetsch. He saw the impact that a mentoring relationship had on youth, and shifted his work to support 1-1 mentoring between youth and caring adults ever since. Along with mentoring, Be A Mentor has the Volunteer Management System, which is the custom online platform that you submitted your application through, and is also part of the virtual platform for this program. This platform has also been used to support other volunteer programs including thousands of school district volunteers. Academic Mentoring is our newest and first fully virtual program, and we are grateful for your interest in supporting youth by becoming a mentor.



The purpose of this training is not just to teach you how to be a mentor or tutor. This isn't just about the right or wrong ways to do things. It's about asking the right questions and trying to better understand needs of youth so that when you respond, you are already thinking about effective ways to incorporate responsible and empathetic mentoring practices. Instead of providing a prescriptive outline of exactly what a mentoring relationship should look like, we're going to work to enhance our awareness together. If there are any tools I hope to furnish participants with, they would be tools for the assessment of unclear situations, and since you will be the one in the situation, it is important for you to make the best decision, including asking for professional help if needed, as this training is general, and does not cover all nuances and situations.



- Think about why you are here today, and the motivation that led you to want to become an Academic Mentor, and what experiences you have had with youth (or not) that may have provided you with some knowledge for a mentoring relationship. We will talk a lot today about your motivation behind your words and actions in mentoring, and it is important to check your motives throughout your relationship with your mentee so that the mentee remains the focus of the relationship.
- Just as a mentee will not know your history or this information coming in, you also do not have much if any information about them. We want to be careful not to make assumptions about the mentee or their family as we meet them. At the same time, we want to listen closely to what they are telling you about themselves, as it can shed light on their background, how they approach their education, and what support is most important.




Our clearance process is pretty stringent, which we will discuss more about in a few minutes.

While you are going through the application and screening process, parents/sponsors can register their children in our system. After you complete the background clearance, a parent/sponsor who has signed their child up for the program has the option to contact you to set up a one-on-one interview, so they can determine if you would be a good match for their child.

Once a parent selects you to be an Academic Mentor for their child, the parent/sponsor will set up an initial meeting with you and the youth to get started.


The mentor will continue to update their post-session review notes through the virtual platform on a weekly basis after each session. The parent is able to see this information.

Lastly, after the mentor has the first meeting with their mentee, the mentor will be able to schedule the next sessions, and the parent/sponsor will check in as they determine appropriate. Be A Mentor will send out occasional surveys to get feedback about the program, and your match. While surveys are optional, the feedback is important to us as we want to provide the best program to mentors and mentees, and it helps to demonstrate the difference that mentoring makes in the lives of youth.



Matching Process

- The parent/sponsor can view your Virtual Mentor Profile.
 - You can login and change your email address on your dashboard if you wish to be contacted with a different email.
- The parent/sponsor may choose to contact you for a conversation/interview before deciding to select you as an Academic Mentor for the mentee.
- Children are signed up for the program by either a parent, guardian, sponsor or the mentee themselves if they are 18-24 years old.
- If you are selected, you will receive an email asking if you will accept the match, and if you accept, the parent/sponsor will reach out to set up the first meeting.
- You can select in the database how many matches you would like to have, including to not have any matches if you need to take a break between matches.
- The parent/sponsor oversees the match and has the responsibility to make sure that it is working for their child.



After you complete the background screening process, parents/sponsors can view your virtual profile information.

Who is in charge of making the match? The person who signs the youth up for the program. While Be A Mentor provides the screening and platform for the program; however, it is the parent/sponsor who makes the match, which the mentor then agrees to. There are 4 categories of people who can sign up a youth for the program. A parent, guardian, sponsor or young adult 18-24. Parent or legal guardian for the child/youth is pretty self-explanatory. A sponsor is someone from the community who gets the parent/guardian permission to sign up the child/youth. A mentee can be between the ages of 7 and 24 years old, so if they are 18-24, they can choose to sign themselves up for the program.

At the end of the interview, you can arrange with the parent/sponsor if they will follow up with you either way with the outcome. If they want to request for their child to be matched with you, there is an email notification process. They are not required to contact you if they select another mentor, so one idea is that you can ask that they do let you know if they select another mentor or you can let them know that if you do not hear anything within a certain time frame, you may move on. It is up to you how long to wait before accepting a different mentee match.

- If you are selected, you will receive an email asking if you will accept the match, and if you accept, the parent/sponsor will reach out to set up the first meeting.

- You can select in the database how many matches you would like to have, including to not have any matches if you need to take a break between matches.
- The parent/sponsor oversees the match and has the responsibility to make sure that it is working for their child.

When the parent/sponsor sets up the first meeting, you can discuss issues that the parent and you would like to, including to set parameters, regular meetings times, etc. (the parent/sponsor is required to set up the first meeting, then you can schedule the rest).

The parent/sponsor oversees the match, and can end it as well. It is important to communicate progress or concerns with them, and ask questions. Be A Mentor is not overseeing the matches since that is the role of the parent/sponsor. Different parents/sponsors will have different levels of involvement– the mentors are the ones who make the magic happen. The goal is for the matches to last for one year; however, if you all mutually agree to end the match like if goals were accomplished, then that is the team's decision. Also, the parent may choose to end the match, even if you are still willing to meet. You do not want to blame the parent in front of the child; do your best to have closure in the relationship, and leave your mentee with an understanding of their skills, strengths, and progress.


Something to always keep in mind throughout the match and mentoring process is: It is ALL about the youth. It is your job to find similarities, learn new things, and open yourself to new opportunities while also opening your mentee to new opportunities.

Example: You may be really interested in outdoor activities as well as helping with math and science. A potential mentee may really enjoy reading, watching TV, going to the mall and is interested in running her own beauty salon. She may also really dislike outdoor activities, but really wants someone to talk to and help her in Math and science.

It is your job to support this youth and learn about the things they are interested in while showing them things you are interested in.


Take this other common example. You may really have no knowledge of sports, but your mentee lives and breaths sports. Learn from them! Ask them questions, use it as an opportunity to get your mentee talking and teaching you about something. It may open them up faster even! Showing interest in them and their passions encourages them, and it is important to be genuine in your interest.

As mentioned, you can choose to take on one mentee only or to have more than one, but it is very important to uphold the commitment made.

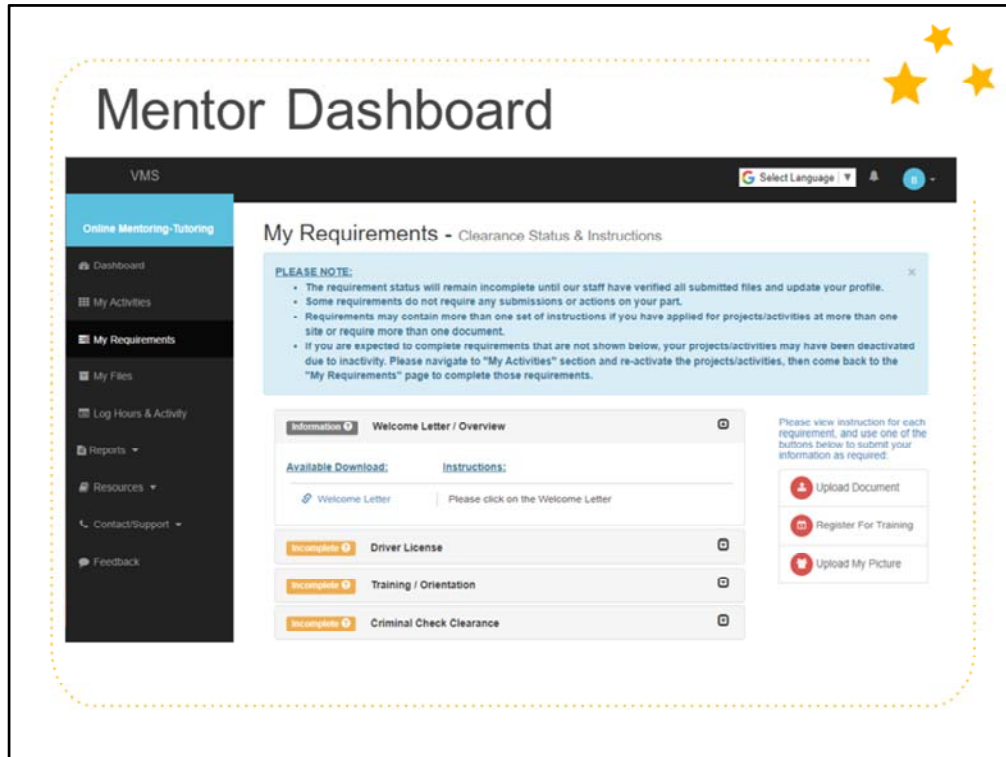


Requirements

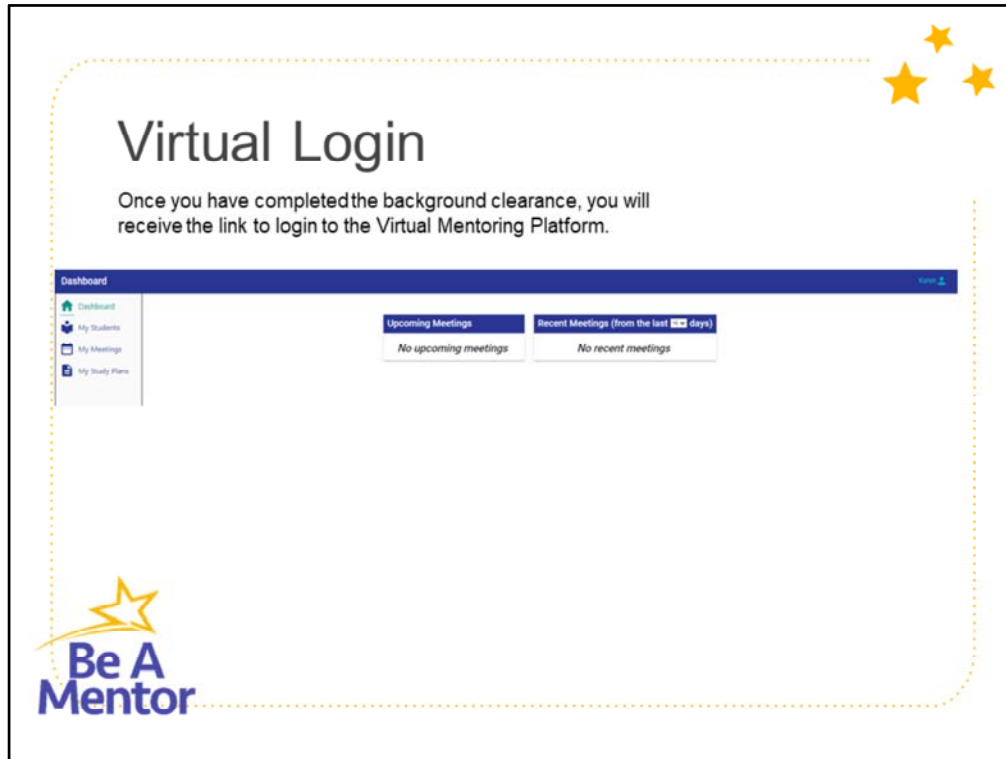
- The necessary Clearance Requirements and your current status are displayed in your dashboard that was created when you first applied.
- Log in: beamentor.org/login
- This is a volunteer, not a paid, role. The program is provided free to children/youth
- Clearances involve:
 - Background clearance (paid annually by applicant or possibly the volunteer's employer if a corporate partner, \$65 cost, subject to change based on search fees)
 - Provide References
 - Training
 - Create Virtual Mentor Profile
 - Academic Mentor Agreement
- Mentors will meet with their mentees a minimum of one time per week for one hour for a minimum of one calendar year and fill out an online review log each time they meet with their mentee.

 If you have any questions about clearance issues, please don't hesitate to email help@beamentor.org.

As long as you have an active profile in our Volunteer Management database with an opening for a mentee, a parent/guardian will be able to view your information to be matched with a mentee.




Name of program
Requirements
Upload
Profile/virtual profile



There will be information here about how to use the portal, and other important information for the academic mentoring program.

You will receive calendar reminders for your meetings through your preferred contact (either email or text or both).

After a session ends, you will be able to fill out the session notes. You will also receive an reminder to do this through your preferred contact (either email or text). The parent/sponsor will be able to see these notes as it is a way to manage the match. This is not a place to discuss personal or confidential information about the mentee and your discussions. It is a place to talk about what was worked on, goals set or accomplished (if not confidential), what assignments were completed, general progress seen, etc. It is great to praise your mentee's strengths here and progress. This is a good thing to discuss what will be shared in the notes with your mentee as you establish boundaries in working together. Talk about what they feel comfortable with you sharing, and what you might feel is important to share in your role. The parent/sponsor can also weigh in if they want to know about progress in certain subjects, etc.



Virtual Profile

My Profile


- Dashboard
- My Students
- My Meetings
- My Study Plans

Personal Information

Sign-In ID: ksmith@demo.co

First Name: Karen Middle Name: Last Name: Smith

Your Picture



[Change](#)

Gender: Male Date of Birth: 2/5/1982

Your time zone (reset this when you're away from home)

[Select using map](#) [Set to current location](#)

United States of America (USA) - Los Angeles

Say a little about yourself:

About Me:

I like volunteering

Contact Information

Grades

Skills

Availability

Zoom Meeting Settings

The say a little about yourself section can be a good place to put any other qualifications and/or experience that you have. We have heard from prospective mentees and partners that youth seem to want career support as well as the academic support, so that may be a good thing to highlight if you choose.

Information from your dashboard that you already completed will be copied here, and there are a few additional spaces to complete, like availability.

Why youth need Academic Mentors

They need someone to listen!

Peer pressure	Substance abuse	Sexuality	Social skills
Anger management	Role-modeling	Mental illness	Nutrition and health
Home pressure	Goal-setting	Failing grades	Absenteeism
Bullying	Study skills	Reading support	Confidence

- Learning loss due to COVID-19
- Realize no one develops “evenly”
- Effects of trauma on development
- Adjusting expectations according to your experiences with an individual, not a chart or graph

 **Be A Mentor**

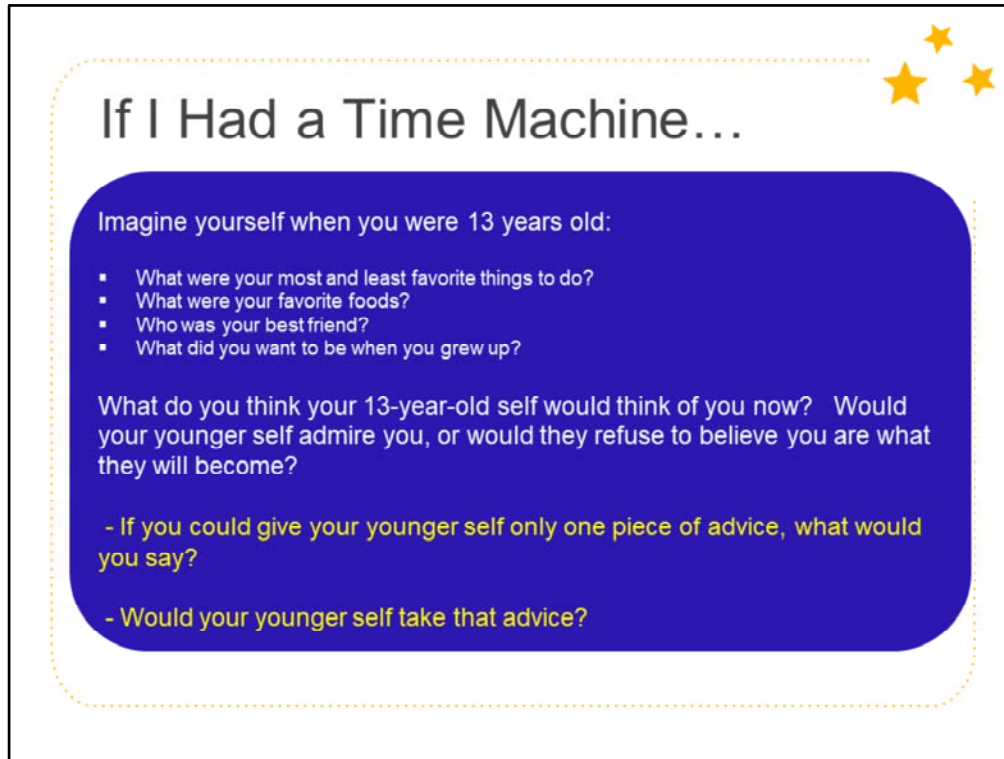
Here are some of the many common issues afflicting students today, and the need has only increased in many of these areas due to COVID-19.

- Home pressure is a broad issue. It can come from many circumstances, such as the family’s financial situation, parents’ relationship status, lack of privacy or not having their own bed, not having access to clean clothes or a shower... sometimes it can come from being unhoused. Make sure you listen to your mentee about how they feel impacted by different life circumstances. Don’t confuse your perceptions and values with an objective evaluation.
- Mental illness is a difficult one. Initiation of puberty is usually the point where mental illnesses and disorders really start to manifest in a young person’s life. Not being aware of their family’s genetic predisposition, or being in a family who does not know about or is not able to acknowledge mental illness can make coping with issues like depression and bipolar disorder extra difficult. Without somebody outside of the home paying special attention to a youth’s behavior, it can be difficult to intervene and seek treatment. This is an area when you would want to seek professional help, as your role in this program is a mentor, not a mental health professional.
- LGBTQ Youth- when you introduce yourself, it can mean a lot to youth to have you ask for their preferred name and pronouns, and respect privacy around what they share with you about themselves. Be mindful of what youth with different experiences (LGBTQ, race, socioeconomic status, etc) may be dealing with, and how that impacts your work together and relationship. According to the Human Rights Campaign, the top 3 important problems identified by LGBT

youth were non-accepting families, school/bullying problems, and fear of being out or open vs. the top 3 problems identified by non-LGBT youth: classes/exams/grades, college/career, financial pressures related to college or job. That is a significant difference with an impact on their day-to-day functioning. The LGBT youth have more worries related to their basic needs, which can take up space that they could be focused on other goals.

- There is also intersectionality to consider. For example, race and sexual orientation/identity. Burdge, Licona, and Hemingway wrote in 2014 that “the vast challenges facing LGBTQ youth of color build upon one another to create ‘school push-out,’ where many students are pushed out of the school system altogether, enroll in alternative or disciplinary school or enroll in a GED program. This exclusion influences academic success and well-being, and moreover, sets LGBTQ youth of color on a path towards the juvenile justice system, perpetuating the school-to-prison pipeline.” An example provided by the Human Rights Campaign included these youth being up to 3 times more likely to experience harsher disciplinary actions.
- Everyone knows how prominent social media is in the lives of young people. Bullying still takes place in the schoolyard and cafeteria, but it’s spread like wildfire to the internet through such sites as Facebook, Kik, Snap Chat, Instagram, and Tik Tok. Many of these sites come in the form of apps that can be used to instant message people free of charge, allowing kids to take bullying to new heights right in the middle of class. Typically, youth are correct in assuming that the adults in their lives have no interest or understanding of these cyber venues and are unwilling to confide their troubles in adults for it. Just because it’s happening in cyberspace doesn’t mean it’s not real, though – victims of cyber-bullying are almost twice as likely to attempt suicide than non victims.
- How can a mentor help a youth with these kinds of problems?
 - There was a study done by Tommy McClam 2008, from Urban/African American youth. Often, it can be more helpful than you can imagine just to give a kid something to look forward to and a reason to keep going. Most kids have some idea of things they’d like to do or who they’d like to be, even if it gets buried underneath everything else young people have to deal with. Help them remember what they want to do, and if they don’t know, keep throwing ideas around and see if anything sticks.
 - We’ll talk more about the roles of an Academic Mentor in a minute, but most importantly, kids want someone who will LISTEN to them without judgment. Even young people who have extremely strong relationships with their parents tend to reach a point where they want some fresh advice from a different point of view. Most importantly, if they are struggling with anything in life, they probably already feel like someone is frustrated with them all the time for messing up those things and don’t want to hear about it. They need some emotional validation and encouragement.
- Learning loss due to COVID-19
- Realize no one develops “evenly”

- Effects of trauma on development
- Adjusting expectations according to your experiences with an individual, not a chart or graph
- Expect things to be unpredictable! The best preparations you can make to accommodate your relationship with your mentee is to be willing to listen and accept without judgment. That doesn't mean being a completely neutral force in their lives – it means neutralizing your own desire to have control over how your mentee reacts and responds. Realize that you can only OFFER your mentee anything. So be prepared to have that offer ignored sometimes... don't take it personally, everyone learns differently. This leads us to an exercise that will hopefully help us to gain some perspective on this.



If I Had a Time Machine...

Imagine yourself when you were 13 years old:

- What were your most and least favorite things to do?
- What were your favorite foods?
- Who was your best friend?
- What did you want to be when you grew up?

What do you think your 13-year-old self would think of you now? Would your younger self admire you, or would they refuse to believe you are what they will become?

- If you could give your younger self only one piece of advice, what would you say?

- Would your younger self take that advice?

I want everyone to imagine something with me for a minute. Remember when you were 13 years old. Picture yourself on normal morning for you: what were you wearing, what did you like, who were your friends, who influenced you? Now consider the list of questions on the slide.

If you could give your 13 year old self only one piece of advice, what would you say?

Would your younger self take that advice? Why or why not?

To take it one step further, how do you feel about your younger self for taking or not taking your advice? You are not alone if perhaps you feel a little discouraged or frustrated with your younger self. These feelings can mirror feelings and experiences when working with youth; that you feel personally invested in whether or not they take that advice; however, it is not our place as mentors to make sure they do a particular thing, but to help them think through a decision for themselves.

Youth are pretty good at seeing motives/sincerity, and so it is important to check your motives.

They may wonder why do you WANT to speak with them?

So you can fix them? When has this ever happened, "It's great to meet you, please tell me how to fix my life?"

Even coming at giving advice too straightforward can backfire. Did you really just want advice at that age? They're teenagers! Of course, they don't "want" advice!

Maybe, most of them really don't know why they even said "yes" to having a Mentor. (most can't describe why they want a mentor.)

Many of them only want someone to talk to, or a safe adult to spend time with.

Maybe they need major help in school.

Whatever their need, the important thing to remember is that needing help should never rob anyone of agency in their own life.



Role of an Academic Mentor

As a general statement, mentors provide guidance and support to mentees based on their unique developmental needs. At different points in the relationship, you may take on some or all of the following roles:

- Academic support: Share a positive perspective about learning, clarify concepts, provide feedback, assist with homework and projects
- Goal-setting: Coach/Advisor to help them create their goals and find what is important to them
- Career exploration: Connect to resources to learn about job opportunities, apply for jobs, etc.
- Emotional support: Act as sounding board for ideas/concerns; show genuine empathy. Be a source of Encouragement/Support. When appropriate, play devil's advocate to help the youth think through important decisions and strategies
- New experiences: Support their access to resources, new perspectives, and experiences. Provide tools for academics and life that they can try out.
- Companionship: You are a role model and a friend



To start, let's think about what being a mentor constitutes, especially to young people. Mentors have a very special position in a child's life. You are adult community members willing to give of your time to talk with and empower a student to make positive choices in their life and become productive members of society. When mentoring, adults are not in a position as disciplinarian or parent, but one of voluntary guidance and support. Mentees look to mentors as a confidante, and unless the mentee reveals information that places themselves or others at risk, a mentor and mentee's conversations should remain confidential.

It is common to hear the Mentor described as:

- Coach
- Guide
- Role Model
- Broker or Agent – providing support to access other programs, college support or job opportunities

Do you know what else kids see in a mentor?

- **A FRIEND**

Let's break down some of what those descriptive words of being a mentor actually looks like. As an Academic Mentor, a large part of your role is to support the youth's engagement and success with school. At the same time; however, you have a unique role of seeing the same youth over time, which provides an opportunity for a more significant relationship with them as a mentor. The role falls into 6 basic categories.

Academic Help: we often see a rise in grades and lower number of absences with youth who are being mentored. Your role is also a tutor for your mentee. Even if you do not know or remember everything about a subject matter, you can help them with study skills and making time for studying and doing homework. We also have online resources available to use with your mentee to teach concepts that they are struggling with. You may also find that their problem with getting homework done is because they don't have a place that's quiet to do their homework. You can help them to find the best environment possible to study, as a part of their study skills. Your mentee may be skipping school a lot to hang out with friends. Understanding why they are skipping school to be with friends is important. Perhaps it is to feel included or because they do not feel engaged in school. Having a mentor who helps the student to find their own reasons to participate in school increases the likelihood that student will come to class more.

Goal Setting: As mentors you are going to be working on goal-setting with your mentees. We will discuss this more soon, but the basic premise is that you will set some short and long-term goals for the mentee's academic work, and you can also set some other goals for the mentee. Having other goals can provide you with opportunities to talk with your mentee about how their work in school ties into their success in other areas, such as finishing college so that they can be a doctor, etc. Goals also may have to do with social skills, anger management, health, etc. You can set goals to work on any of those things.

Career Exploration: This applies mostly to our older participants, but can sometimes be applicable to our younger mentees. You may be able to help them determine what type of education they need for the career they want. That can increase interest in school. Your role might even involve you helping them to find a job (part-time or career). It is also possible that your mentee is interested in your job and they want to know more about it.

Emotional support: This is a big topic. Most importantly, youth want someone who will LISTEN to them without judgment (think back to your 13 year old self). They may struggle with any number of emotional barriers, including all of the things we just discussed as reasons for needing a mentor. Struggling with some of these issues can sometimes get in the way of their learning and so your attentiveness to the whole mentee is important, and positive support in one area of their life can translate to other areas of their life. You as a mentor are there to support them in the decisions they make (NOT to make decisions for them). For mental health struggles in general and especially in an emergency situation, this is an area when you would want to seek professional help, as your role in this program is a mentor, not a mental health professional. You can help to connect your mentee to resources.

Exposure to new things: While you will not be going anywhere physically with your mentee, you can still help them to think and learn about new experiences, places to visit or live or careers. There are many online resources to explore now that can support your mentee to learn about new things.

Companionship is the last category. This section is all about just being there for your mentee. They may not have many friends at school and no one in their family to talk to. You might be the first adult that has ever shown interest and concern in their life. This can help with social skills for example if they are really shy, getting to know you and learning basics of communication and conversation may help them with friends.

Note: the role of friend is a balance: you are not the parent, but also, your role is not to just agree with everything they do to stay their pal. It is a deep sense of friendship where you build the relationship to speak truth to each other, and support your mentee through good and difficult times. Now, it may be hard to define where exactly a mentor sits between the term 'friend' and 'guide', but remember that a good friend will offer advice but they care about you no matter what. Being a good friend is crucial developing trust with a young person. Nobody wants to be friends with somebody who just wants to 'fix' them. You should also keep in mind that while you as a mentor are worrying about how you can help this kid, this kid is scared of their whole life changing! New skills, new activities, changing habits that have helped them to cope and get to where they are now – new stuff can be scary, especially for young people who have experienced so much change in the past 2 years (or more).



- Now that we have covered roles of a mentor, this is the context for living into those roles. Be mindful to how some of these guidelines may change the way that you think about interacting with youth in your role as a mentor. Working with children and youth is not easy and it requires extensive patience, maturity, and wisdom. These are some of the top 8 mistakes that can be made.
 - **1. Failure to communicate or maintain boundaries:** It's so incredibly important to maintain boundaries. Mentors should not be looking to usurp the parents' roles in students' lives. It can be hard to keep those boundaries clear, but students need mentors to reinforce those boundaries to keep them safe. Decide ahead of time for yourself and in line with program guidelines and the parent/sponsor's wishes what you are comfortable with and what is appropriate to do with your mentee. If you need to, it is okay to pause in a situation, and let the mentee know that you need to think about how to answer a question or why you feel it would be important to speak to the parent/sponsor about an issue/boundary.
 - **2. Youth need regularity in their mentoring sessions.** Introducing mentoring sessions as a consistent phenomenon in their life is extremely important for several reasons. Your mentee has a higher likelihood of participating in mentorship culture and retaining knowledge gained from mentoring sessions. They will be able to develop a stronger bond with their peers and mentors through more consistent and frequent meetings. Most importantly, the student will be able to begin to trust the notion that his or her mentor is

empathetic to what is going on in his or her life and observing his or her behavior and attitude in school. Setting up a day that you usually see each other is a great way to create regularity. However, it is important as a mentor to remain flexible, if they can't meet up on your normal day, then find another day that week that you can meet up.

- **3. Doing homework for the youth:** While this can be part of the boundaries conversation, it is important to maintain your respective roles, since the youth will not actually benefit from your work together if you are giving answers instead of providing them with opportunities to learn, try, and make mistakes. This ties in to mentoring as well, as your role is not to give all of the answers to life.
- **4. Never EVER let your personal biases interfere with your messages as a mentor and your influence over a child.** Students participating in mentoring are extremely vulnerable to the influence of their mentors and as a mentor, one should be vigilant about what information and ideas one is sharing as a mentor with one's mentee. You are not here to "fix" or "save" the mentee. That's an impossible expectation and will do nothing but strain your relationship and place extra worry and self-blame in the kid's head. They are their own person who deserves to live into who they are to the fullest.
- **5. No mentor is superman, and even if they were, even Superman needed help from the Justice League from time to time. A mentor who isolates themselves or ignores program direction or parent/sponsor advice is unable to provide the rich diversity of resources necessary to solve all issues in a child's life. The parent is responsible for overseeing and managing what is going on in the match, so you can reach out to them. If there is a concern about the child's safety, then there are resources on the mentoring platform to contact professionals and Be A Mentor.**
- **6. As much as students really need mentoring and tutoring in their lives, they are unlikely to recognize the value or enrichment provided for a long time. Mentors, especially in one-on-one scenarios, should not carry a dismissive or angry attitude about students who fail to show blatant interest or appreciation for the mentoring program. A relationship is not so easily developed.** This is in no way a 50/50 relationship. You must provide a full effort and they may only give you 5%. By joining this program you are committing to giving that much effort into this relationship, and to model valuing them as a person, learning, and investing in others. As far as the tutoring goes, the youth is expected to put in effort with the work, since they are responsible for their grades. They may need to learn and build their motivation for school, especially after they just spent the day in school, and then spend more time with homework and tutoring sessions. It's important to note that treating your mentorship as a favor will only lead your mentee to not being able to trust adults and think that help comes at a price. You are working to banish that notion. Don't expect them to say thank you. Don't go into this relationship with expectations; if you do, it's likely that you will be disappointed.

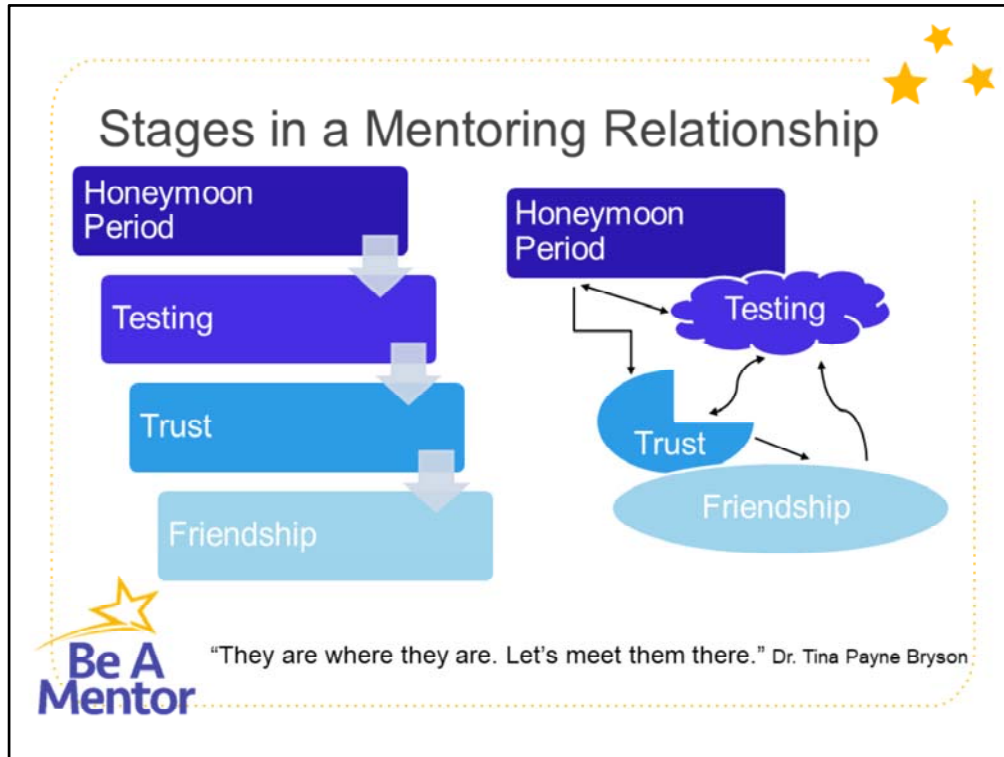
- **7.** As a support to the youth, it is important to focus on the homework and material that they are currently working on in class, and not to teach new material. They are there to gain new skills, whether it is study habits, reviewing notes/material or mastering basic skills. You will need to identify the underlying need for the youth that you are working with, and focus on supporting them in the best way possible.
- **8.** You're here to help the kid. Of course you're not looking to hide anything from the child's parents or create a hostile relationship. However, don't be prepared to tattle to the parents every single negative thing your mentee blurts out. Once you become the family affiliate instead of the youth's mentor, all trust is lost. Confidentiality is a joke to the student at that point.
- An easier way to think about this list rather than all of the "don'ts" may be to think about modeling the values and skills that you hope to share with them.



- These are important traits to be an effective mentor.
 - You are not to tell your mentee what exactly they should do, you are there to help them see the big picture and ask them questions that can help them figure out the consequences of their decisions. Questions like “What would happen if [Blank] happened or if you did [blank]” or “How would [blank] (parents, friends, family)] react if you made [blank] decision?” Allow them to make mistakes in their life and learn from them. Also, when you make a mistake, **be prepared to apologize! Admit your own errors! Learn. Do not repeat. Move on. Don't hold grudges in your relationship; it can lead to resentment towards your mentee.** Hearing from an adult that they are genuinely sorry for a trespass is a huge thing for a young person, and helps to give them permission to make mistakes and move forward.
- We’ve discussed the importance of being genuine with your mentee. The mentor/mentee relationship needs care, just like any other relationship, and that means taking the time to empathize with and understand your mentee.
- It is important to be sensitive to the youth’s needs by separating the Mentor’s own goals from those of the Mentee – **leave personal agenda behind.** Keep an objective paradigm or point of view, and care about what matters to your mentee. Whenever you can, involve your student in making decisions or arriving at solutions. If you have a youth that never wants to make a decision or seems to not have an opinion, try offering a small number of choices. Ex.

What are you struggling with most in science class? "IDK" Ok well do you feel like homework or tests are more challenging for you to do well on? They might be more willing to answer that easier question with less choices.

- Be willing to adapt to what the youth needs each week. Keep in mind that some weeks they may be struggling with the school material; however, other weeks, it may be something outside of schoolwork. Meet them where they are. Be prepared with materials, on time, show up to all sessions or reschedule as much ahead of time as possible if necessary. Maintaining a calm demeanor while dealing with unexpected situations can help them to remain calm as well, and to know that they can rely on you.
- **Constantly communicating, including confirming appointments.** Try to be excited about seeing your mentee! Let them know you value their time and hope you can put it to use! Make a commitment to be consistent and dependable – to maintain a steady presence
- Respect the Mentee's viewpoint. Even if you don't agree. If a mentee's viewpoint is inappropriate, your first initiative should be to investigate where it comes from. Seek and utilize the help and advice of your superiors, peers, and professional (if appropriate) at all times.
- Focus on the positive, not negative aspects of the youth. Use positive language: you can talk about a situation or circumstance the mentee has experienced (if appropriate), while not labeling them "at risk". Be mindful of how you speak about your mentee to the parent/sponsor, and to your mentee. Instead of "being stubborn," use "good at standing up for opinion," Not "manipulative" but "good at getting things done." It's not that some of those behaviors do not need to be harnessed and refined; however, how we speak about the youth and how we personally view those traits is important. If you need to address a concern or bring something to the parent/sponsor's attention, to also share the mentee's strengths with it.



There are ups and downs, but neither up or down is “bad” – everything is important to the building of a real relationship through your mentoring. Also, remember that a relationship is never as neat and orderly as a flow chart ☺.

It starts with the:

Honeymoon: everything is good and fun and everyone gets along and the talk flows and chemistry is up and everyone’s great. This could last anywhere from the first half hour meeting to a few weeks or months.

Testing: This is the most difficult period of the relationship. The most important stage, now mentoring truly begins. It’s hard to get in touch with the kid – they don’t answer, miss their appointments. But you need to keep in mind: It’s all about the kid.

What is it going to take to help this kid move to the next stage? Be there. ALWAYS be there. Maybe try different ways of getting in contact with them; contact the parents to get in touch through them. But whatever you do. If you quit, it is abandonment. That child will feel you have reinforced that adults are fakes and flakes.

What are some reasons that your mentee would treat you like they don't care and brush you off, even if you did nothing wrong?

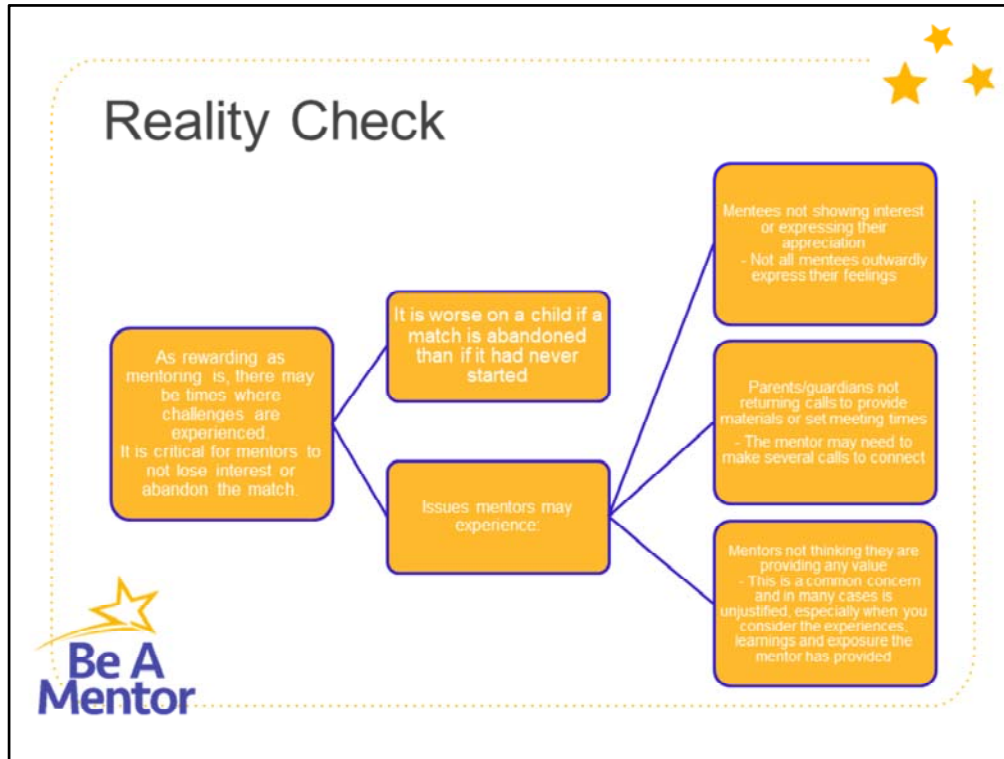
They may be scared of abandonment, feel a lack of excitement in friendship, think “it’s too good to be true” or that they don’t deserve to change, or it may be a culture shock, coming from a different experience than you.

Their solution? Withdrawal!

-It takes time. A mentor's job is to prove to child they don't have ulterior motives, a friend who helps if the kid wants help. Keep calling and trying until kid gives in.

-After all the testing comes trust and then friendship.


Often the relationships experience repeated testing then trust and friendship, but then back to testing. Your job is to be there ALWAYS throughout all of the testing and other stages. You cannot give up on a youth that tries to give up on you.



There are some ways that mentoring can in fact be HARMFUL, and this is the number one – mentoring relationships that last less than 3 months are statistically proven to be harmful to the child in question. Yes, life does happen, and it is not easy to maintain commitments through difficult times; however, it shows your mentee that they are a priority to you, and they can see you navigate a difficult challenge and not give up.

The purpose of this slide is to convey the message that mentoring is not always a perfect experience and although there may challenges experienced, the mentor should not give up on the mentee.

You also may never completely know the impact that you have, but they are listening, watching, and learning from you.

A slide titled "Confidentiality" with three yellow stars in the top right corner. Below the title are two boxes: a dark orange box on the left with the text "When do I break it?" and a light orange box on the right with the text "How should I break it?". At the bottom left is the "Be A Mentor" logo, which includes a yellow star and the text "Be A Mentor". At the bottom center, there are two lines of text: "For California:" followed by the URL <http://generaltraining.mandatedreporterca.com/>, and "National Resource:" followed by the URL <https://www.childwelfare.gov/topics/can/>.

Confidentiality

When do I break it?


How should I break it?

For California:
<http://generaltraining.mandatedreporterca.com/>

National Resource:
<https://www.childwelfare.gov/topics/can/>

Be A Mentor

- This next session discusses some of the situations that would require professional help, including suicide, child abuse and neglect. Please care for yourself during and after this training. This information is important to know and be aware of, and also I acknowledge that this is very difficult to talk about.
- While it's important for mentors to safeguard the privacy of their conversations with students, there may be a time when a mentor must break confidentiality.
- In cases where one must break confidentiality to seek help, **a mentor needs to tell a student up-front that they are breaking confidentiality unless revealing this information will put the student at further risk.** An example of a way to inform a student is to tell them, "this is bigger than you and me. You need help and we need to go outside of you and me to get it." They will usually be mad! Why wouldn't they be? They've been fighting to hide whatever problem. Assure the student that as a mentor you are concerned for them and want to make sure they are safe. A mentor should express clearly that it is a matter of well-being and that the mentor is on their side. Outside of abuse, there are all sorts of difficult situations young people get into – or are put into – that require intervention.



Federal law definitions of child abuse and neglect

- Federal legislation provides guidance to States by identifying a minimum set of acts or behaviors that define child abuse and neglect. The Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C.A. § 5106g), as amended by the CAPTA Reauthorization Act of 2010, defines child abuse and neglect as, at minimum:
 - "Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation"; or
 - "An act or failure to act which presents an imminent risk of serious harm."
 - This definition of child abuse and neglect refers specifically to parents and other caregivers. A "child" under this definition generally means a person who is younger than age 18 or who is not an emancipated minor.
- While CAPTA provides definitions for sexual abuse and the special cases of neglect related to withholding or failing to provide medically indicated treatment, it does not provide specific definitions for other types of maltreatment such as physical abuse, neglect, or emotional abuse. While Federal legislation sets minimum standards for States that accept CAPTA funding, each State provides its own definitions of maltreatment within civil and criminal statutes.



Standards for Reporting

●Q: If my mentee is in a different area than me, which guidelines do I follow to know if I should report suspected abuse and/or neglect, and what qualifies as abuse and/or neglect?

●A: Everyone has a responsibility to report abuse and neglect or any imminent threat of harm that your mentee receives, whether or not you are a mandated reporter. With that said, Be A Mentor asks that all mentors report suspected child abuse or neglect directly to CPS or to Be A Mentor (please see further guidance below). Also, regarding the differences in state regulations about what qualifies as abuse and neglect, we want to emphasize that "Generally speaking, a report must be made when an individual knows or has reasonable cause to believe or suspect that a child has been subjected to abuse or neglect." (from [Child Welfare Information Gateway](#)), and that the child welfare agencies are responsible for determining whether or not the situation meets the criteria of abuse and neglect in that state.

It is important that you not intervene directly in situations of abuse or neglect or a threat of harm towards your mentee or by your mentee. Your role is to listen, observe, and report the issue. You will need to assess if it is a situation that presents imminent harm to your mentee or someone else, and if it requires immediate intervention, to contact appropriate authorities. Any person is able to make a report of any suspected child abuse or neglect at any time or to contact authorities in an emergency. Please make sure to follow up with Be A Mentor when it is safe and appropriate to inform us of what steps were taken in an emergency situation.

If there is no immediate threat of harm, then Be A Mentor asks that you contact Be A Mentor as soon as possible to discuss the situation, and any actions taken. Be A Mentor staff is available to discuss any concerns that you have, and to support making a report if needed. (Please note that Be A Mentor staff are available during business hours, and so the mentor needs to assess if intervention is needed before Be A Mentor staff is available to speak with, and take appropriate action). Be A Mentor also has a legal responsibility to report concerns of abuse or neglect, and may need to report information shared by mentors to Child Protective Services.

Definitions

• Emotional Abuse

"Almost all States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands include emotional maltreatment as part of their definitions of abuse or neglect. Approximately 33 States, the District of Columbia, Guam, the Northern Mariana Islands, and Puerto Rico provide specific definitions of emotional abuse or mental injury to a child.

Typical language used in these definitions is 'injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition' and injury as evidenced by 'anxiety, depression, withdrawal, or aggressive behavior.'"

• Sexual Abuse/Exploitation

"All States include sexual abuse in their definitions of child abuse. Some States refer in general terms to sexual abuse, while others specify various acts as sexual abuse. Sexual exploitation is an element of the definition of sexual abuse in most jurisdictions. Sexual exploitation includes allowing the child to engage in prostitution or in the production of child pornography. In 33 States, the definition of sexual abuse includes human trafficking, including sex trafficking or trafficking of children for sexual purposes."

• Abandonment

"Approximately 17 States and the District of Columbia include abandonment in their definitions of abuse or neglect, generally as a type of neglect. Approximately 19 States, Guam, Puerto Rico, and the Virgin Islands provide definitions for abandonment that are separate from the definition of neglect. In general, it is considered abandonment of the child when the parent's identity or whereabouts are unknown, the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time."



Federal Definitions

• Physical Abuse

"Physical abuse is generally defined as "any non-accidental physical injury to the child" and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child. In approximately 42 States and American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands, the definition of abuse also includes acts or circumstances that threaten the child with harm or create a substantial risk of harm to the child's health or welfare. In 15 States, the crime of human trafficking, including labor trafficking, involuntary servitude, or trafficking of minors, is included in the definition of child abuse."



• Neglect

"Neglect is frequently defined as the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety, and well-being are threatened with harm. Approximately 25 States, the District of Columbia, American Samoa, Puerto Rico, and the Virgin Islands include failure to educate the child as required by law in their definition of neglect. Ten States specifically define medical neglect as failing to provide any special medical treatment or mental health care needed by the child. In addition, five States define medical neglect as the withholding of medical treatment or nutrition from disabled children with life-threatening conditions.

• Parental substance use is an element of the definition of child abuse or neglect in some States. Circumstances that are considered abuse or neglect in some States include the following: Prenatal exposure of a child to harm due to the mother's use of an illegal drug or other substance (14 States and the District of Columbia). Manufacture of a controlled substance in the presence of a child or on the premises occupied by a child (12 States). Allowing a child to be present where the chemicals or equipment for the manufacture of controlled substances are used or stored (3 States). Selling, distributing, or giving drugs or alcohol to a child (7 States and Guam). Use of a controlled substance by a caregiver that impairs the caregiver's ability to adequately care for the child (8 States)."



WARNING SIGNS OF SUICIDE:

The behaviors listed below may be some of the signs that someone is thinking about suicide.

<p>TALKING ABOUT:</p>  <ul style="list-style-type: none"> ▷ Wanting to die ▷ Great guilt or shame ▷ Being a burden to others 	<p>FEELING:</p>  <ul style="list-style-type: none"> ▷ Empty, hopeless, trapped, or having no reason to live ▷ Extremely sad, more anxious, agitated, or full of rage ▷ Unbearable emotional or physical pain
<p>CHANGING BEHAVIOR, SUCH AS:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <ul style="list-style-type: none"> ▷ Making a plan or researching ways to die ▷ Withdrawing from friends, saying good bye, giving away important items, or making a will </div> <div style="width: 45%;"> <ul style="list-style-type: none"> ▷ Taking dangerous risks such as driving extremely fast ▷ Displaying extreme mood swings ▷ Eating or sleeping more or less ▷ Using drugs or alcohol more often </div> </div>	

If these warning signs apply to you or someone you know, get help as soon as possible, particularly if the behavior is new or has increased recently.

National Suicide Prevention Lifeline
1-800-273-TALK

Crisis Text Line
Text "HELLO" to 741741





National Institute of Mental Health

www.nimh.nih.gov/suicideprevention

NIMH Identifier No. CM 10-4235

22

If your mentee EVER mentions that he/she has suicidal thoughts, wants to commit suicide, or threatens to commit suicide, you should NEVER take it lightly. Even if they say just kidding afterwards or make a joke out of it. We are NEVER to assume they were joking. You need to call the police or suicide hotline immediately so that someone can do a suicide assessment.

Questions and Resources



•Q: Can mentors be liable for something that happens to a mentee?


•A: It is important that the mentor assesses a situation for the need for emergency help or professional help of some kind, and not intervene directly in the situation. Please contact appropriate authorities immediately if needed, and also contact Be A Mentor as soon as possible to report the situation and discuss any questions that you have. If there is not an emergency situation; however, you identify some difficulties or concerns, reach out for help through linking your mentee to professional help (like counseling) and contact Be A Mentor to get resources and discuss the situation. If you take action to intervene in a situation, then your actions are more easily called into question; however, if you listen, observe, and report, then exposure is minimized. We cannot guarantee that there will not be any liability in the situation. If this is of significant concern to you, then you may want to consider if this is the best volunteer opportunity for you.



- <https://www.childwelfare.gov/pubPDFs/define.pdf>
- State Statutes
Search: <https://www.childwelfare.gov/topics/systemwide/laws-policies/state/>
- Child abuse/neglect: <https://www.childhelp.org/hotline/> (you can use this site to find your local number on the left side of the website) or you can call this number: 1-800-422-4453
- National Suicide Prevention Hotline: 1-800-273-TALK (8255)
- National Human Trafficking Hotline: 1 (888) 373-7888 / SMS: 233733 (Text "HELP" or "INFO")
- Follow up with Be A Mentor: (888) BE-A-MENTOR and mentorsupport@beamentor.org

Confidentiality Scenario

You login to your session with your mentee. He seems more distracted than usual. After talking about school for a bit, your mentee reveals that he can't concentrate because he hasn't been getting much sleep. He's been sleeping on his friend's couch for the past couple of weeks because his mom kicked him out of the house after finding out he's gay.



Please take a moment to write out your thoughts about this situation, and what intervention is needed on behalf of the youth. How does your mentee see their situation? What does he mean by saying his mother “kicked him out of the house”? Did she make a plan for him to stay somewhere, and just said he couldn’t stay at home right now? Did she change the locks and put his belongings on the porch when he got back from school one day? Is this a matter of your mentee's safety being at risk? Is this an issue of abuse or neglect? How would you support your mentee without any judgment? Does your mentee need resources? If so, what are some options?



The best way to be is the very best 'yourself' you can with your mentee.

Mentors should:

Share hope / encourage hope

Speak the truth

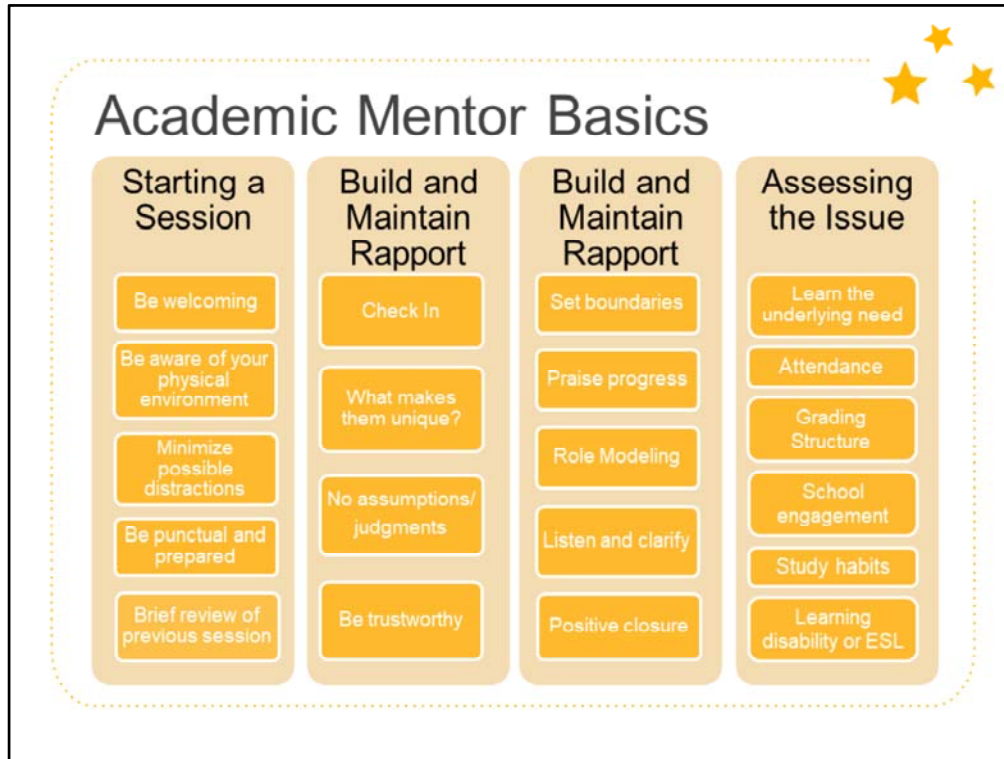
Be transparent

Care in spite of...unconditionally

Be forgiving

If you recognize problems, though, you can go to the parent/sponsor to advocate on behalf of your mentee. You could also talk with your mentee and the parent/sponsor about any direct connection to a teacher or other support-person to coordinate support or advocate. Sometimes the improvement will be harder to measure – progress isn't always as clear as a jump from an F to an A in math.

There is a lot of power of being a pleasant, trustworthy presence in a kid's life – remember the impact that your mentor had on you or the role that you wish a mentor could have played in your life.



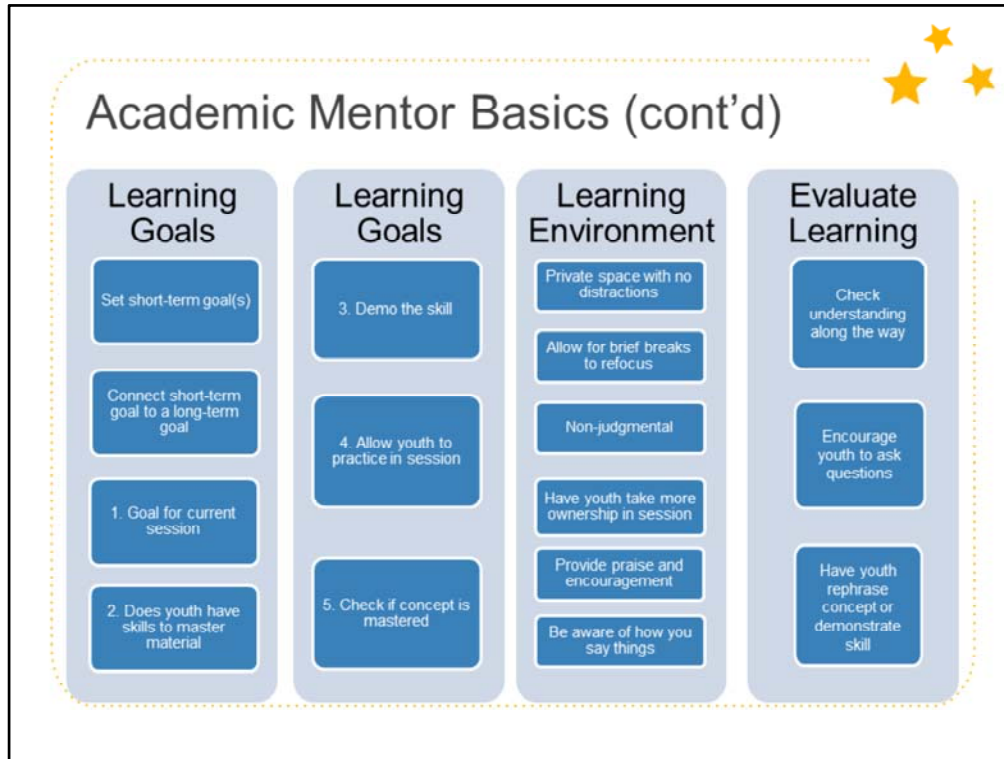
Starting a session: Use their name, ask how they pronounce it, what name they prefer to go by, and what pronouns they use.

- Ask about who they are: interests, skills, educational background, family, any goals. You can take a few minutes each session to get to know each other.
- **Build and maintain rapport:** Listen to them and learn more about what makes them unique-belief systems, personality, any needs that they have, how they feel they learn best. All of these traits can give you insight into how you can support them. Maybe they have always been pushed towards education, and they have not been able to internalize their own motivation to continue with school.
- Set boundaries for your sessions: confidentiality, time spent focusing on getting to know each other and on school work, that you each come prepared for sessions, will they be asked to practice a particular skill or study strategy between sessions?
- A lot of your work with the mentee is through modeling the behaviors you want to see from them. If you want them to be patient with themselves when they are frustrated with school work, you also need to be patient with them. If you are asking your mentee to be prepared at each session, then you also need to prepare ahead of time, and it is your responsibility to model these behaviors, even if they are not behaving this way.
- Encourage your mentee, affirm their value in who they are, not in their grades/what they do.
- Do not come from a place of judgement. Acknowledge their feelings and let them share what is going on freely, and at the same time you do not need to condone negative feelings they have about school or teachers. Talk about the underlying problem/frustration/concern instead. Remember that you are each coming from unique

places, cultures, and lifestyles (even in the same city, let alone across the country), so always ask about their beliefs.

Assessing the issue: See if there is a general knowledge deficit in a certain subject area, if the student needs to put in more time, if they need additional study skills/tools/habits. Get information about their educational background

- How is their general class attendance, and attendance in the classes that you are supporting?
- Does the student understand what is going on during class? In textbooks? If they have a class syllabus, do they understand what is expected for the semester/quarter/year?
- How much time is spent studying, and is that working for the student, as reflected by the time studying needed to do well on tests, are they organized?
- Is the student aware of any special needs or learning concerns/issues?
- Listen also for signs of the mentee struggling with an issue outside of school that may be preventing them from doing well in school (i.e. relationship, family, food insecurity, bullying, and other reasons that we have discussed about why youth need mentors).
- Try to get as much context for the course material as possible; reviewing the textbook, syllabus, projects, quizzes and tests, etc.
- What resources, tools, and strengths does the mentee already possess? Do they know how to use the library, search for articles on the internet, set up a meeting with their teacher?



Learning goals: Your aim is to teach the mentee tools so that they will be able to manage their school work on their own. The length of the goals will depend on the mentee's needs and motivation. Also, it may be helpful to have some short-term goals that address current classes/school year, and the long-term goals can help the mentee to connect the learning with career or other education plans. Setting goals helps to direct each session as well, and so it is important to spend some time prepping what you will go over. You can work with the parent to get the mentee's class resources uploaded to the website ahead of time for you to prepare. The 5 steps shown can be used in each session, and also generally applied over time as guidance to make sure you are working towards completing the goals.

Learning environment: you can give assignments, like having the mentee ask further questions to a teacher about something you worked on in your session or to look up some information online or in the library that is a part of the project. These tasks are really just supporting the mentee to implement study skills, and utilize available resources for times when they may not have you or another tutor available to help them.

Evaluate learning: In evaluating their learning, do not just ask "do you get it" or "does that make sense?" Have them interact specifically with the material to repeat/rephrase the concept or teach it back to you. Ex. Can you show me another way of doing that? Part of evaluating can be done at the beginning of each session, as you review a little from the previous session, which checks the mentee's knowledge.

End your session with encouragement, positive feedback, and any follow up/assignments

for the next session. Make sure to enter your session notes after the Zoom session is over.

SQ4R Reading and Study Strategy

- **S**urvey: look over the assignment/material, getting a general understanding for the layout; reviewing charts, tables, reading captions, etc.
- **Q**uestion: mentee writes a question for themselves for each section of the reading or assignment that they should be able to answer after reading or working on that section.
- **R**ead: begin reading the material, breaking it up by each section for your question until you find your answer. Make notes of terms and concepts that need to be defined to address after reading.
- **R**ecite: after each section, repeat your question and answer out loud. If the answer was not found, reconsider the question that was asked, and what information is in the section, editing as needed.
- **R**ecord: write down the answer under the question you wrote for each section. Add any notes or examples that help explain the answer.
- **R**evue: Review the basic information from the assignment again, reciting highlights from each section, your questions and answers, and repeat this process daily to remember the information and be able to use for tests.



Now we are getting into tools and strategies to work with your mentee.



- Which of the above skills did you see used during the role play scenario?
- Which skills were not used?
- It is okay that some of these may be natural to you (you probably are doing quite a few of them without realizing it) and also okay if some of them are more difficult to do and need some practice.
- Employing active listening skills is crucial to developing a genuine and successful mentoring relationship. There's no way a mentor can help a child without spending time really actively listening to what the mentee is saying, how they're behaving while they're saying it, and how they are feeling.
- Employing these sort of skills also helps to validate a youth's feelings about a situation. Expressing yourself is hard if you haven't had any opportunities to do so most of your life or at home or school you are encouraged to repress your reactions. Mentors should try to pay as much attention as possible to what a mentee is saying, even if it just seems to be trivial to you. Establish to your mentee that you value their expressions and trust they place in you by attending to what they share.
- Be genuine in your care about what your mentee is saying and respond in a caring way. If you haven't had a lot of experience or interest in a topic or situation before, then cultivate your own curiosity. It is okay to admit that, and ask them to explain what it means to them.
- Some communication blockers to keep in mind are asking "why" questions, as they tend to make people defensive. You're asking them to cut out everything that

happened along the way, when the things that happened along the way may very well be what your mentee is so troubled by.


- Quick reassurances like “don’t worry about it” or “you’ll look back and laugh” are not as helpful as they seem, either. They actually come across as dismissive and careless. Interrupting someone shows you are not interested in what they have to say. Patronizing a mentee can develop resentment and feelings of powerlessness and codependency. Probing for information can make a mentee uncomfortable at times and trigger emotional outbursts and reactions to buried issues.
- Keep in mind that there are a couple of different categories of questions that can help expand a conversation, too. Questions, such as asking “what happened then?” or “could you tell me more?” encourage a mentee to go into more detail and continue sharing with less pressure of feeling like a burden. Reflective questions encourage a speaker to think more about what they said. Reflective questions are a great way to offer help, as well, in a voluntary fashion without forcing your advice upon a person. For example, if somebody said “I’m scared I won’t be able to do my work on my own” you could respond with, “It sounds like you would like some help with your work.”



Active Listening Scenarios

Your mentee has mentioned that she may be going to a party over the weekend. She laughs while telling you that "it's gonna be crazy" and "it sounds like some of my boy's connects are going to be there." While she has never received punishment for substance abuse, she has continuously made comments insinuating that she does drugs. When asked, she denies it.

Hint: Telling your mentee what you think is a good idea will not help. You will need to probe and ask specific and open ended questions to help your mentee to think about the possible consequences of their actions, the possible dangers of substance abuse, and how to stay safe in those types of situations. Remember you are not a parent and should not tell your mentee what to do, but instead help them come up with their own decisions.

 Be A Mentor

You are role playing as a mentor in this scenario. Go through how you would respond to your mentee during a conversation when they make this statement. Where do you go from here, and what would your reaction be? Write down different statements, questions, and reactions that you would want to use.

Please pause the training video and take a few minutes to do that.

Now look back through what you wrote down, and notice, did you write any questions that your mentee could just answer "yes" or "no" to without any explanation or further discussion? Did you ask a lot of questions about "why" your mentee thinks a certain way about drugs that would put them on the defensive? Think about why you think that your mentee disclosed this information to you? What do you think they are actually asking for?

Did you ask about their experience with these friends around peer pressure or shared values?

Here is a brief example of dialogue between you and your mentee. What are other ways you could respond to your mentee?

Mentor: it sounds like it's important for you to go to this party
 Mentee: yeah, I need to be there.
 M: Can you tell me more about why it's important for you to be there?
 m: everyone expects me to be there, and will give me a hard time about being a "goody goody" if I'm not.
 M: so it sounds like you are worried about what your friends think about you.
 m: yeah, I can't have them disrespect me like that.
 M: Can you tell me more about what respect means to you?

What do they feel being at the party or using drugs does for them? Do they believe that there are any negative consequences? What are they worried about if they do not go? (being called a goody-goody? Being bullied?) How do you ask all of these questions without it being overwhelming to your mentee and like an interview? Can you use reflecting skills or empathetic connections to get more information?

Mentor Scenario 1:

Your mentee has mentioned that she may be going to a party over the weekend. She laughs while telling you that “it’s gonna be crazy” and “it sounds like some of my boy’s connects are going to be there.” While she has never received punishment for substance abuse, she has continuously made comments insinuating that she does drugs. When asked, she denies it.

Hint: Telling your mentee what you think is a good idea will not help. You will need to probe and ask specific and open ended questions to help your mentee to think about the possible consequences of their actions, the possible dangers of substance abuse, and how to stay safe in those types of situations. Remember you are not a parent and should not tell your mentee what to do, but instead help them come up with their own decisions.

Closed vs Open Ended Questions

- Closed ended questions encourage a short or single-word answer, ie, Yes or No
- Open ended questions are designed to encourage a full, meaningful answer

Did you do anything fun today?

What did you do today?

What did you do today during art class?

Continuing the conversation... "we painted cats"

That's great!

Did you like that?

How did your cat painting turn out?

Be A Mentor

Ask: Which of the questions in blue on the screen are open ended questions and which are close ended?

Ans. 1. closed, 2. open, 3. open

What is a closed-ended question? Generally, a close ended question can be answered in either a yes or no and an open ended question is anything else

Now what is a good open ended question?

Which question in yellow is the better open ended question?

While What did you do today? And What did you do today in art class? Are both open ended questions, one of them is better. What we mean by good open ended questions is something that is open enough that they can't possibly use yes or no to answer but specific enough that they are encouraged to answer more than just "nothing." The question what did you do today? Can very easily be answered with nothing and you have ended your conversation, however when you make the question just a little bit more specific, while still leaving it open ended, you have a better chance of getting more of an answer. It's not perfect but it might lead to more of a conversation.

We suggest you get to know your youth that you might be able to ask specific enough questions. Learn what their schedule is. It's Tuesday and they have art on Tuesday's then

you can ask what did you do today during art class?

Follow up questions are just as important as the initial question. If your mentee answers your first question with “We painted cats” then you just say “That’s great!” they you’ve just ended the conversation. If you follow up with a closed ended question like “did you like that?” then you may lead the conversation to just end with a yes or no. Instead, dig a little deeper and ask a follow up question that will allow you to learn more about your mentee and their experiences.

Once you start getting more into conversations with your mentee and they have opened up, you won’t need to worry so much about making sure to ask open ended questions, but be conscious of it for the first few questions and take note when you do ask a closed ended question how your mentee reacts.

Putting a Positive Spin on Listening

(for you and your mentee)

- Making assumptions about a subject
 - Listen with a fresh ear. You may learn something new!
- Criticizing the Speaker
 - Look beyond the speaker themselves to the message being delivered!
- Getting Overstimulated
 - Try not to judge the argument until you have heard it all.
- Listening Only for Facts
 - Look for main ideas and principles instead of facts.
- Trying to Outline Everything
 - Remain flexible in your note taking strategies.
- Faking Attention
 - See how much you can get out of the lesson, and not just what is easy to listen to.
- Welcoming Distraction
 - Avoid and/or block out distractions and distracting behavior or take a minute to reset
- Letting Words get in the Way
 - Strange or strong language can be off-putting. What concept is being taught? Write down a word or concept you do not understand to look up later.

When we make assumptions, we can be closed off to a subject, which creates a constant struggle trying to work with it



What would make you upset to see or hear about when you visit with your mentee?
Take a few minutes to write down what would personally upset you, and how you would feel in that situation.
Come up with how you would engage or not engage in this situation.

Remember that mentors walk a fine line. They are not there to tell their mentee what to think or how to live.

If the situation that would make the mentor uncomfortable is putting the child or someone else in harms way that is the **ONLY** situation that they should engage in. Otherwise they are not to judge other people's situations.

Please pause the training to do this exercise for a few minutes.

An important thing to keep in mind is respecting and making the effort to understand your mentee's culture. Culture isn't just music, movies, food, etc that a person, family, neighborhood, or people create, interact with, and internalize. Culture also encompasses 'life survival skills' – methods of coping, healthful and not so healthful habits, ways of emotionally adjusting and continuing to survive.

- Be sensitive to the fact that a child's background plays a role in their behavior and your upbringing may have been different than your mentee's. It is important to be aware of any differences and understand your values may not be the same as your mentee's.

- Your personal and subjective values and views are IMPORTANT and we WANT you to share them with a child... but there's a difference between being yourself and sharing your presence and trying to force a kid to see and think like you. Recognize that what you see as obnoxious, detrimental, or failures in personality could very well be judgments from your own biases / upbringing...
- It can be important and good to acknowledge these differences, like race out loud to own our experiences and privileges
- What set of mental rules for survival do our kids have that we do not and/or cannot understand?
- Class differences (economic, education, social status, type of or (un)employment, neighborhood's reputation and condition, etc.)



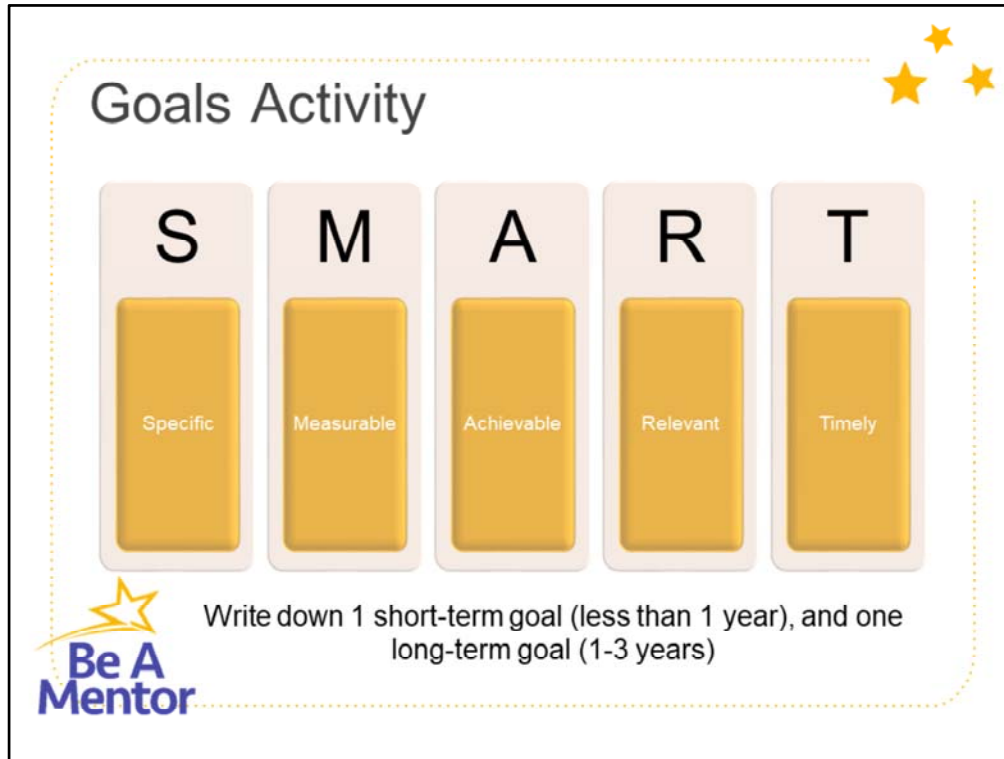
Contact the parent/guardian/sponsor for guidance if needed. Remember to respect confidentiality with your mentee. If at all possible, let them know you will reach out to the parent/sponsor for support so they do not feel you are going around them. Build in encouraging them to advocate for themselves as well, and knowing when to ask for help. Respect the youth in addressing difficult situations and deal with conflicts early on, not later.

Always consider using the “compliment sandwich” – start with something positive about your mentee, carefully offer your criticism or suggestion for change, and then end on another positive note (ie “I’m so glad that you like to play football and are so good at it. It’s still important for you to be successful in school. Football may come easier to you than schoolwork, but maybe I can help you with the stuff that’s not so easy.”)

Be very careful when you relate something personal. Sometimes when adults try to relate to youth by offering something that happened in their life, it makes the youth’s problem/difficulty seem trivial. **ONLY** relate something personal if you see a direct benefit to the mentee for hearing the story (i.e. if your mentee thinks you have never experienced any conflict with your parent, etc) while acknowledging that the mentee’s experience is still unique, and definitely not trivializing your mentee’s difficulties (I went through xyz experience, which was just as hard as yours, and I made it out). For example: If your mentee is thinking about coming out and your brother came out when he was 15 and you remember him coming to you for advice, you could share what you remember him struggling with and ask your mentee if they are struggling with the same thoughts or if they are struggling with something different. Use a personal experience to open up a

conversation about how they are feeling not just to say “Oh I remember struggling to finish schoolwork, but then I just got it done and now I’m a better person and that’s what you should do too.” Something like that will not help the situation and will actually make it much worse.

This may also be appropriate to ask the parent/sponsor (if it is okay with the child, depending on the situation). Remember, they are the expert on their child! You can ask them for strengths about their child, ways that they respond well to direction, etc. Just like your mentee may not think of a way to solve everything they’re going through, you will not have all of the answers either, and it can help to be on the same page as the parent (your goal to support their child, while not “teaming” with the parent. You may also want to verbally process how you want to respond to your mentee with the parent or reflect on your own to assess your own bias in a situation to see if you can hear from another perspective. If you do not want help or feedback from others, what is the hesitation for that, and it is a critical piece if you are following through with this process to become a mentor. We are also aware that this training is the tip of the ice berg in learning how to support the youth that you will be matched with, and how valuable and empowering it is for you to learn ways to support and empower your mentee. We do not expect for you to be an expert at one or all of these, but to learn when you need to, and gaining perspective in this way can help to strengthen your work as a mentor, and hopefully lessen some frustration at times to better understand where your mentee may be coming from. Also, it is important to seek professional help when needed for your mentee.



We are going to do an activity about goals.

Let's first talk about what a goal should be. A goal should be Specific, measurable, achievable, relevant, and timely, or SMART.

Specific: Each of your goals should focus on a very specific aspect of your life. Which of these goals is more specific? Goal: Do better in school or **Goal: get on the high honor roll?** **It is the second one.**

Measurable: Each of your goals should be something that you can check off your list as complete because you could measure it. How is success measured? Which of these goals is measurable? Goal: Run faster **Goal: Raise my math and English grades to Bs. It would be raising grades to Bs since there was no way to know what "faster" meant.**

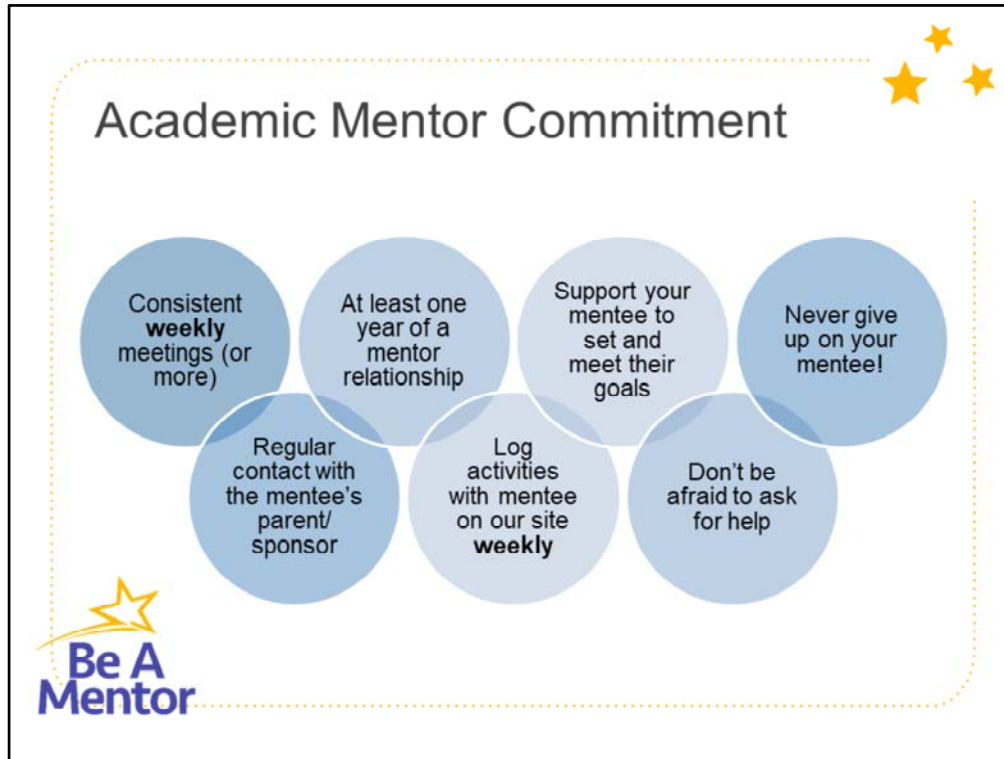
Achievable: Your goal should be within your limits. For example: if your mentee wants to be better about reading all assigned books/chapters, don't make your goal something that is physically beyond your limits. It also lays out how the goal will be accomplished; what steps need to be taken. Which of these goals is more achievable? **Read each textbook chapter the night it is assigned by the teacher** or Read the whole textbook in the first week of school. The first one, since we know that it is not realistic to read a whole textbook in a week, and would not be very beneficial for the student in the long run.

Relevant: Your goal should be relevant to your life now. Is it worth it to you to accomplish

this goal, and is the timing right? This may seem like a no brainer to adults but it is more difficult to understand as a young person on how to make relevant goals.

Timely: What is a realistic amount of time needed to accomplish your goal?

Now we would like you to take a few minutes to write out 1 short term (less than 1 year) goal, and 1 long term (1-3 years) goal for yourself. Take about 5 minutes to do that. Make sure that your goal follows SMART. While you may not be working with your youth for this length of time, it is good for the youth to keep their long-term goal in mind of why they are in school now, and what will motivate them to continue.



By becoming a mentor you are committing to quite a few things. Commitment is the most important part of this volunteer position because if you are not committed you will make a more negative impact than if you have never met your mentee.

You are committing to WEEKLY online meetings

Regular check ins with your mentee's parents/guardian

You must commit to staying out of your comfort zone. Just because *you* like something a certain way doesn't mean it's best for your mentee.

You are going to meet for at least one year (review support can happen over the summer, and also to continue to build on the relationship)

WEEKLY logging activities on our site. You will get directions on how to log those when you are matched.

Let your mentee lead with goals, activities, and support ways for the youth to explore what that looks like

You are committing to reaching out to the parent when you have questions and keeping them in the loop if something comes up. Be A Mentor is available for some questions/support as well.

Be patient. Be understanding. Listen closely to your mentee!

And you are committing to never giving up on your mentee.



References

<https://www.byui.edu/academic-support-centers/tutoring-center/tutor-training-material>

<https://mandatedreporter.ca.com/images/Pub132.pdf>

[Welcome to Reading 101! | Reading Rockets](#)

SQ4R Strategy: [SQ4R – A Study and Reading Strategy | Dear Teacher](#)

Child Welfare Information Gateway. (2019). Definitions of child abuse and neglect. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau

<https://students.dartmouth.edu/academic-skills/learning-resources/listening-participation>

<https://nationalmentoringresourcecenter.org/>



Thank you for coming!

Please fill out the evaluation sheet before you exit the training.

You can download the training slides from your volunteer dashboard or login anytime to review them.

For questions about the program or support needed with your mentee, contact mentorsupport@beamentor.org



(888) BE-A-MENTOR

Share the program with someone you know who might be interested in mentoring: www.beamentor.org/acmen

For Companies: <https://beamentor.org/wp/academic-mentoring-corporate-volunteer-program/>

You can also share this training with anyone that you know who may be interested. We also have a corporate program for companies to sign up as a partner to promote academic mentoring to their employees. You can reach out to me or share the link for companies on this slide with your employer. They can sign up for a meeting and presentation about the program with Be A Mentor staff.

Thank you for attending the Academic Mentor training! We look forward to working with you in the program!