Meaningful Mentoring Matters!
Meaningful Mentoring Matters!

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Welcome to Meaningful Mentoring Matters!

We sincerely welcome you to The Ophelia Project’s Meaningful Mentoring Matters! This program will develop techniques and skill-building ideas allowing potential mentors in your organization to be successful in creating healthy relationships and establishing a safe social climate.

What is The Ophelia Project?
The Ophelia Project serves youth and adults who are affected by relational and other non-physical forms of aggression by providing them with a unique combination of tools, strategies and solutions. To achieve long-term systemic change, we help build capabilities to measurably reduce aggression and promote a positive, productive environment for all.

The Ophelia Project believes that everyone deserves a safe, healthy setting for personal and professional growth. Whether it’s a child in a classroom or a worker in his or her office, everyone should expect a secure environment, free from emotional torment. We believe that each individual can contribute to creating these safe social climates, in the home, in the school, throughout their communities and within the workplace.

What is a safe social climate? It’s an environment where people are protected, respected, encouraged and held accountable for their actions. It also fosters inclusion, healthy relationships and civility. In a safe social climate, every individual has the opportunity to reach their full potential.

What is Meaningful Mentoring Matters?

Meaningful Mentoring Matters is a training program that develops mentoring capabilities through the areas of communication, group facilitation, storytelling, and role playing. The Ophelia Project acknowledges the importance of developing healthy relationships to create safe social climates. Mentorship is an important vehicle for promoting positive change.

Through Meaningful Mentoring Matters, mentors are carefully trained to understand pro-social behavior, to demonstrate effective communication skills, and to serve as role models for their mentees. Mentors enhance their leadership capacities while guiding their mentees through a developmental relationship. Mentorship creates a strong bond in which the mentor and mentee share a mutual respect and reliance for each other grounded in sound rapport.
Who Should Use This Training Program?

This training program has been created for anyone who wishes to create a new mentoring program or strengthen their existing mentoring program. Facilitators may include school personnel, social workers, counselors, corporate trainers, business managers, and church or community leaders.

The Ophelia Project’s *Meaningful Mentoring Matters!* program has the potential to be used in a variety of settings, including:

- New mentor programs
- Enhancement of existing mentor trainings
- Train-the-trainer settings
- Educational settings
- Afterschool clubs or activities
- Corporate or business environments
- New educator induction programs
The Four Domains of Effective Mentoring

Meaningful Mentoring Matters focuses on the Four Domains of Effective Mentoring:

- Communication
- Group Facilitation
- Storytelling
- Role Playing

Each domain is represented by a training module within this program.

**Domain One: Communication**
Effective communication is the key to any relationship. This domain examines the power of nonverbal communication, effective vs. ineffective communication techniques, as well as reflective listening skills.

**Domain Two: Group Facilitation**
Explore the knowledge and skills necessary to become an effective facilitator when leading small groups. This domain provides the opportunity to practice techniques and proficiencies useful in small group discussions.

**Domain Three: Storytelling**
Stories have the power to inspire, motivate, and reach the core of our emotions. In this domain, participants learn to identify the elements of a good story, the benefits of storytelling, and how to effectively process the key elements and morals of a story within a group setting.

**Domain Four: Role Play**
Role playing provides an opportunity to explore social interactions in a structured conversation simulation. Demonstrates the power of role playing, and its benefits for both the mentor and the mentee. Role playing can be an effective teaching tool when working one-to-one with a mentee as well as in a group setting.
Program Objectives

Through the use of the Meaningful Mentoring Matters! Manual and accompanying DVD, members of your organization will be able to:

- Develop skills in the four domains necessary for effective mentoring: communication, group facilitation, storytelling, and role playing.
- Build capacity for establishing meaningful, connected relationships between mentors and mentees.
- Enhance the social climate of the organization.

After completing training, mentors will be able to demonstrate the following competencies within each training module which represents a domain of mentoring:

Module One: Communication
- Distinguish between open and close ended questions.
- Identify conversation blockers.
- Demonstrate strategies for reflective listening.

Module Two: Group Facilitation
- Establish a protocol for group interactions and discussions.
- Develop strategies for dealing with unexpected disclosure.
- Manage equal time for sharing among group participants.

Module Three: Storytelling
- Identify elements of an effective personal story.
- Determine a purpose for using personal stories.

Module Four: Role Playing
- Create a role play to demonstrate a particular situation.
- Present role plays.
- Analyze and process role plays with mentees.
What is Mentoring?

A developmental relationship in which a more experienced person helps a less experienced person, referred to as a protégé, apprentice, mentoree, or (person) being mentored, develop in a specified capacity.\(^1\)

Mentoring is associated with:\(^2\)

- Better attendance
- Showing promise to prevent substance abuse
- Reducing some negative behaviors: i.e. fewer criminal offenses, less physical aggression
- Promoting positive social attitudes and relationships

Use the handouts in this section for mentor recruitment, training, or to further your own understanding of what exactly a mentoring relationship is.

---


What do Mentors do?

<table>
<thead>
<tr>
<th>Mentors listen.</th>
<th>They maintain eye contact, ask thoughtful questions, and give mentees their full attention.</th>
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<tbody>
<tr>
<td>Mentors guide.</td>
<td>They are there to help their mentees find direction, not to push them.</td>
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<tr>
<td>Mentors are practical.</td>
<td>They give insights about keeping on task and setting goals and priorities.</td>
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<tr>
<td>Mentors educate.</td>
<td>They educate mentees about their own lives and careers.</td>
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<tr>
<td>Mentors provide insight.</td>
<td>They use their personal experiences to help their mentees avoid mistakes and learn from good decisions.</td>
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<td>Mentors are accessible.</td>
<td>They are available as a resource and a sounding board.</td>
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<td>Mentors offer constructive criticism.</td>
<td>When necessary, they point out areas in need of improvement, remembering to always focus on the mentee’s behavior, not character.</td>
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<tr>
<td>Mentors are supportive.</td>
<td>Regardless of the situation, they continue to encourage their mentees to learn and improve.</td>
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<tr>
<td>Mentors are specific.</td>
<td>They give specific advice regarding what was done well, what needs improvement, what has been achieved,</td>
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<tr>
<td>Mentors care.</td>
<td>They care about their mentees’ progress in school and career planning, as well as their personal development.</td>
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<tr>
<td>Mentors succeed.</td>
<td>Not only are they successful themselves, but they foster success in others as well.</td>
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<td>Mentors are admirable.</td>
<td>They tend to be well respected people, in both organizations and communities.</td>
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<tr>
<td>Mentors are respectful.</td>
<td>They understand that mentees have the right to make their own decisions and convey a sense of equal dignity; they are not there to “rescue” their mentees.</td>
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<tr>
<td>Mentors are committed.</td>
<td>In order to make a genuine difference in the lives of their mentees, they dedicate an extended period of time (6 months - 1 year).</td>
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A Mentor is…

<table>
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<th>A Mentor is:</th>
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<td>A role model</td>
<td>A therapist</td>
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<td>An active listener</td>
<td>A parent</td>
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<td>A resource</td>
<td>A counselor</td>
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<td>A leader</td>
<td>An expert</td>
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<td>A communicator</td>
<td>An advisor</td>
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<td>A skill builder</td>
<td>Authoritarian</td>
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<td>A negotiator</td>
<td>Critical</td>
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<td>A facilitator</td>
<td>Disrespectful</td>
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<td>Non-judgmental</td>
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<td>Resourceful</td>
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Characteristics of an Effective Mentor

Who are the potential mentors in your organization?
They need to serve as the “spark” for the program. It is crucial that mentors be able to engage and motivate others, and carry themselves in a way that makes others want to be around them.

Responsibility:
- Performs well enough academically or on the job to be able to take on this new responsibility
- Is able to balance responsibilities with extra-curricular activities

Social:
- Empathetic and able to see different sides of an issue or situation
- Sensitive to the needs and feelings of others
- Caring and compassionate
- Able to communicate with others
- Confident enough to engage others
- Capable of or is willing to develop negotiation and conflict management skills

Commitment to the Program:
- Dependable, reliable and punctual
- Willing to be a team player
- Demonstrated ability to follow through on commitments

Leadership/Professionalism:
- Displays positive and respectful attitude and demeanor
- Takes responsibility for his/her actions
- Motivates others
- Takes initiative

Creativity:
- Possesses basic problem-solving skills or the potential to develop them
- Thinks “outside the box”
- Looks for alternatives and answers
- Celebrates diversity
- Asks questions
Phases of a Mentoring Relationship

Phase 1: In the Beginning
- Be… Reliable, Patient, Consistent
- Do not try to fix
- Listen without judgment
- Be open and honest about what you can and cannot do and have to do
- Do things together- share activities
- Be aware of your own biases, feelings, doubts about culture, life styles, etc

Phase 2: Building Trust
- Now you know each other better and you begin to experience more satisfaction
- Building trust- Expect them to test to see if you are trustworthy
- Be consistent, reliable and predictable
- Give advice sparingly-when appropriate-what mentee could benefit
- Insure confidentiality-reassure that “whatever we share…”
- Remember issue is not whether mentee like the mentor but about trying to protect themselves from disappointment
- Be prepared for setbacks
- From their perspective- not having a relationship is better than trusting and losing someone

Phase 3: Testing the Relationship
- Now that rapport and trust are built-typical for mentee to test boundaries (making inappropriate requests/displaying hostility, resentment)
- Testing boundaries-reinforce limits when necessary
- Test your “staying power”
- Affirm the uniqueness of the relationship
- May be “rocky”- expect ups and downs (do not assume something is wrong with the relationship)
- Continue to treat mentee as capable, respected
- Rely on staff for support
- Do not take affronts personally
- Reaffirm your commitment to stay in the relationship

Phase 4: Increasing Independence
- Closure- begin slowly- provide opportunities to say goodbye in a healthy, respectful, affirming way
- Continue to support mentee while encouraging independence
- Expect setbacks as natural part of this stage
- Identify natural emotions- mentors model behavior-express their feelings( grief, denial, resentment)
- Address appropriate situations/venues to stay in touch
Benefits of a Mentoring Program

Mentees benefit by…
- Experiencing greater self-esteem and motivation to succeed
- Receiving the support of and guidance of a caring adult
- Receiving the assistance with academic endeavors
- Receiving encouragement to stay in school and graduate
- Receiving encouragement to avoid use of drugs and alcohol-making healthy decisions
- Receiving encouragement and assistance in choosing a career path
- Improving interpersonal relationships (i.e. teachers, family, friends)
- Improving chance of continuing to higher education

Mentors benefit by…
- Recognizing that they can make a difference
- Increasing their involvement in the community
- Making a new friend
- Serving as a positive role model
- Gaining new experiences and knowledge about youth and the community
- Contributing to the quality of the future workforce

Schools benefit by…
- Improving school performance
- Improving student attendance
- Increasing student retention
- Improving student attitude toward school
- Improving student scholastic confidence
- Reducing some student negative behaviors (i.e. fewer criminal offenses, less physical aggression)

Business and Organizations benefit by…
- Fostering good community relations
- Contributing to the quality of future workforce
- Improving employee morale
- Enhancing employee skills
- Promoting collaborations
Before you Begin

Read the Training Manual in its entirety and watch the accompanying DVD to become fully familiar with the program.

Determine if you will provide supplemental materials digitally or print copies. If you are providing supplemental materials digitally, it is recommended to send them to participants 24 hours before a training session. This allows participants ample time to download the files and ensure that they are able to access them on their computer.

Recruit potential mentors for the program. Seek out individuals who meet embody the Characteristics of an Effective Mentor (see page 9). Mentors should be chosen not just for their seniority within the organization, but also for their empathy, dedication, and willingness to impart their collective wisdom to mentees.

Schedule all training sessions and provide this information to all participants.

- Will you cover an entire module, or just a single chapter?
- Allow time for DVD viewing, lesson implementation, and discussion.
Facilitating Training Sessions

The Importance of Effective Facilitation

- The commitment and impact of the group leader is at the heart of this program and is the key to its success. This is a unique position to provide interested, caring individuals with encouragement, opportunities for growth, and ongoing support through positive role modeling.

- Arrange your meeting space to accommodate participants comfortably. Provide refreshments if possible.

- Set up and test all audiovisual materials prior to each session.

- Distribute supplemental materials digitally 24 hours in advance or have paper copies printed and available for all participants as they enter the training session.

- Reread the material that you will be covering prior to the session.

- If necessary, make any adjustments to fully suit the needs of your audience. While the training sessions are designed to be comprehensive, tailoring the discussions, situations, and examples to your organization will allow participants to gain a better understanding of the material.
Elements of Each Chapter

Each module is broken into chapters to address the target skills in that area. Then, each chapter is broken into four separate sections for easy facilitation and skill development: learning, observing, practicing, and wrapping up.

Learning the Skill
At the beginning of this section, it is necessary to “Check In” with your participants and set the emotional climate for the session and establish comfort. A Check In can be an ice breaker activity, a simple question, or a segue into that topic for the session topic. Explain that a “Check In” is also used at the beginning of each session between a mentor and mentee. Model checking in for participants. Use appropriate boundaries and do not get too personal. For example: “Who had the opportunity to use open-ended questions since our last training? How did it go?” Explain to the mentors that by asking the mentees about their lives, they are beginning to establish caring, mutually respectful and welcoming relationships. Other “check in” exercises might include sharing stories about favorite sports, pets, future dreams, experiences at school, etc.

After the “Check In,” explain the specific skill in detail to the participants. Numerous examples are provided as well as handouts that can help the participant in building a rationale and knowledge base for learning the particular skill.

Observing the Skill
After a brief introduction, view the training DVD and briefly discuss what participants have observed.

Practicing the Skill
Practice, practice practice! Keep in mind that participants need support to practice the important skills they will be learning in training sessions. Provide ample time for opportunities to try out new techniques and strategies. The more opportunities that participants have to practice their skills, the more natural it will seem during mentoring sessions.

Wrapping up the Skill
This provides closure to the discussion by recapping what was learned and sharing strategies on how to use this skill when mentoring.

After the wrap up, it is important to “Check Out” with your participants and remind them that they should do the same with mentees at the end of a mentoring session. A “Check Out” can be as simple as, “How do you feel after this session?” or more in depth such as, “Will you use what we’ve talked about today? How?” Checking out should end on a positive note and inspire the participants (or mentees) to put what has been discussed into practice outside of the mentoring conversation or training session.
How to Use the Training Video

Each chapter of the *Meaningful Mentoring Matters!* manual is accompanied by interactive vignettes on the accompanying DVD. The vignettes are often two parts with the second vignette incorporating suggested improvements.

The value of watching the vignettes in the training video is to critique each role play with a critical eye. It is not to witness a “perfect” scenario, but rather to provide the opportunity for the participants to offer constructive feedback in order to improve their skills.

Understand that in order to generate the maximum benefits of this training, we encourage you to stop and start the DVD frequently.

When you see the icon that is directly to the right, pause the DVD and follow the instruction on the screen. This provides the opportunity for your group to practice and process each skill-building section.
Module One: Communication

“Communication works for those who work at it.”
John Powell

“Deep listening is miraculous for both listener and speaker. When someone receives us with open-hearted, non-judging, intensely interested listening, our spirits expand.”
Sue Patton Thoele

Effective communication enables mentors and mentees to connect with each other on a deeper, more meaningful level. Improving these skills is fundamental to developing and maintaining strong, healthy relationships. Building relationships is an integral part of the mentoring process. The strength and depth of the connection is greatly influenced by the effectiveness of the mentor’s ability to listen, share and talk. Communication enables the mentor and the mentee to gain mutual respect, trust and loyalty.

Effective communication skills will open many doors for both mentors and mentees. However, too often, non-verbal cues (e.g., tone, gestures, facial expression) and conversation blockers can derail a meaningful discussion.

It is important that the mentee knows that his mentor understands and values what he has to say. Healthy communication is a means to motivate, console and advise. It is the one sure way to convey that the mentor understands what her mentee is sharing and that she genuinely cares about what is being discussed.
As the group leader, it is essential to help the mentors sharpen their skills and become positive role models in effective communication.

The benefits of healthy communication are endless. Equipped with effective skills and self-development, the mentors will begin to develop a meaningful and successful relationship with a young person who looks up to them.
Chapter One: Open and Close Ended Questions

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Open and Close Ended Questions

Objectives
Through successful completion of this chapter, participants will:
1. Differentiate open and close ended questions
2. Demonstrate the use of open ended questions in a simulated conversation.

Assessments
Participants will demonstrate mastery of objectives by:
- Identifying the open and close ended questions when Observing the Skill in the DVD Vignette. (Objective 1)
- Using open ended questions during the Practicing the Skill exercise. (Objective 2)

Learning the Skill

Check In
Ask participants, “Why did you want to begin this training session? What do you hope to learn? What changes do you hope to see in yourself?”

Differentiate Types of Questions
Use the “Open and Close Ended Questions” handout to highlight the different types of questions. Explain to participants the difference between an open ended question and a close ended question:
- **Open Ended Questions** create free and open lines of communication. The “Check In” questions at the beginning of this session were open ended. They are a means toward developing rapport, trust, and credibility. Use these types of questions to seek unrestricted information. Open ended questions should be perceived as less threatening than close ended and there is no right or wrong answer. Remember, in an open ended question there is:
  - No leading
  - No prompting
  - No interrupting
Open-ended questions and conversation starters are designed to encourage more detailed, meaningful responses from the mentee because they are based on the mentee’s own knowledge and feelings. This type of questioning can be a wonderful tool to promote creative thinking, problem-solving skills and cognitive growth. Use open ended questions as often as possible in order to keep conversations open and flowing.

- **Close Ended Questions** stifle open engagement in conversation, therefore limiting information sharing. These types of questions can usually be answered by either “yes” or “no.” They can often be leading, presuming or probing. Use caution when asking “Why?” questions; they are often interpreted as judgmental and can close down a conversation.

- **Leading Questions** ask a specific question in such a way as to suggest a desired answer. This type of question subtly prompts an answer in a particular way and can often unfairly influence the information given.

**Discuss Uses of Open-Ended Questions**
Review and discuss the following steps, and practice the art of keeping the conversation going by asking valuable open-ended questions.

- **Keep it going.**
- **Be patient.** Once you have asked an open-ended question, relax and wait for the answer so that you can really engage the conversation. Do not dispute the answer; you are there to learn more about your mentee. Try this approach:
  - “That’s great. Tell me more.”
  - “You have really been trying. Have you thought about...?”
- **Try different approaches.**
- With experience, you will learn to ask different kinds of questions that will encourage your mentee to open up. **Start with general types of questions.** For example, open ended questions like, “What do you like to do after work?”, may evoke a longer, more complete answer – thus gaining more information than if you asked a specific, close ended question like, “Did you watch that show about...?”. If you continue to ask open ended questions but do not get the specific information you are seeking, it is appropriate to then ask more specific questions, such as, “Do you like basketball?” Use the yes/no response to create an open ended question. “What is it about basketball that you like?”

- **Use humor.**
- **Find opportunities to laugh at yourself and to laugh together.** Be careful that your humor does not seem sarcastic or patronizing, and assure the mentee that your intention is in good fun.

- **Share a personal story.** Tell a brief story or some facts about yourself and then follow up with “Did you ever experience anything like that?”

- **Ask “How?” or “Why?” questions.** Because the ultimate goal is to keep the conversation going while gathering additional information, it is acceptable to sometimes ask a closed-ended question follow by “How?” or “Why?” For
example, if you want to know about a mentee’s relationship with his parents, the conversation might go like this:

- Mentor: “Do you get along with your parents?”
- Mentee: “No”
- Mentor: “How come?”
- Mentee: “Because they are always criticizing me for the way I look.”
- Mentor: “Tell me more about that”….

- **Stay attentive.**
- It is more important to be authentic and intentional in a conversation than to worry about preparing the next question. You do not want to miss an opportunity to ask important follow-up questions because you missed the answers to the original questions.
- **Stay focused.**
- Be aware of the answers to your questions and to the tone and feelings in the words.

**Observing the Skill**

Explain that as the mentors work to build relationships with their mentees and strive to get to know them better, conversations are the foundation of strong relationships. Building strong relationships is a goal of meaningful mentoring. Encourage the mentors to use open-ended questions as a technique to gather information that will have a greater impact on both the quality and quantity of their mentor-mentee communication. Open-ended questions are not only friendlier; they help gather additional information more quickly and are less intimidating for the mentee.

Watch the DVD Chapter One: Open and Close Ended Questions. At the end of Chapter One, stop the DVD.

Ask participants: “What differences did you notice between the first and the second vignettes on the DVD?”

- Group responses may include:
  - Fell into trap of asking “yes” and “no” questions; no real information gathered
  - Mentee not engaged in conversation
  - Did not learn anything about the mentor
  - Open ended questions are more engaging and more involved

**Practicing the Skill**

Explain to the group that they will now have the opportunity to practice communicating and using open-ended questions in role plays and also get to know the other participants in this course. Pair off participants and have them ask each other open ended questions that allow them to get to know the other person. Circulate throughout the group to observe how participants are doing and also to ask your own open ended questions to clarify what you are
observing. Modeling proper questioning techniques at this time allows participants to “see how it’s done!”

**Wrapping up the Skill**

Ask participants to share what they have learned about their partner by introducing that person to the group. Briefly discuss how the use of open ended questions allowed for a connection to be made between participants.

**Check Out**

As participants, “How did today go? How will you use open ended questions between now and our next session?”
Chapter Two: Conversation Blockers

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Two baskets or bowls for each pair of participants
- Scissors
- Block and Unlock cards copied and cut out for each pair of participants
- Conversation Starters copied and cut out for each pair of participants

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Conversation Starters*

*Conversations Starters should be cut up as cards for the Practice session and also distributed as a full sheet for participant reference.

Objectives
Through successful completion of this chapter, participants will:
1. Identify common conversation blockers
2. Assess the power of body language/non-verbal communication
3. Use statements intended to block or unlock a conversation.

Assessments
Participants will demonstrate mastery of objectives by:
- Creating a chart when Learning the Skill through the Block and Unlock exercise. (Objective 1)
- Observing and discussing body language during the Check In and Check Out exercises. (Objective 2)
- Role playing mentor/mentee interactions in the Practicing the Skill exercise. (Objective 3)

Learning the Skill

Check In
Ask participants to look at the way they are seated. Ask, “Are you open to learning new things today? What does your body language say about your openness or acceptance of others? How can you show that in your body language?

Conversation Blockers
Define conversation blockers for the group:
• Verbal and non-verbal messages that will block or shut down a conversation.
• Things that form unnecessary barriers in a relationship.

**Block and Unlock**

On a large sheet of chart paper or poster board (or use a computer and projector), create two columns labels “Block” and “Unlock.” Explain to the group that in communicating with mentees, mentors will have the opportunity to either block a conversation, or unlock something they did not know before about their mentee. As a group, fill in the chart.

- In the **UNLOCK** column, create a list of words or phrases that will keep a conversation going.
- In the **BLOCK** column, create a list of words or phrases that will block a conversation.

Perform this exercise rather quickly to get the best brainstorm from the group. Keep the chart visible for future reference. See the example chart below:

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>UNLOCK</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must…</td>
<td>What do you like about…?</td>
</tr>
<tr>
<td>You should…</td>
<td>I have an idea…</td>
</tr>
<tr>
<td>Why would you…?</td>
<td>I like what you are…</td>
</tr>
<tr>
<td>It’s not so bad…</td>
<td>Can you give me an example…?</td>
</tr>
<tr>
<td>How do you expect to…?</td>
<td>Tell me more…</td>
</tr>
<tr>
<td>No…</td>
<td>How does that look…?</td>
</tr>
<tr>
<td>Did you…?</td>
<td>Yes, go on…</td>
</tr>
<tr>
<td>You need to…</td>
<td>I agree, that’s…</td>
</tr>
<tr>
<td>That was dumb…</td>
<td>Have you thought about…?</td>
</tr>
<tr>
<td>That was just wrong…</td>
<td>Interesting idea…</td>
</tr>
<tr>
<td>But…</td>
<td></td>
</tr>
<tr>
<td>You…</td>
<td></td>
</tr>
</tbody>
</table>

Remind the mentors to avoid using BLOCK words and phrases when communicating with the mentees. BLOCK words can imply manipulation, judgment, criticism, control or correction. Also, be mindful of your tone and implication when using the word “you.” It can be interpreted as implying power.

**Observing the Skill**

Remind participants that conversation blocks, like close ended questions are not helpful in creating a meaningful relationship with your mentees. We want to unlock the mentees thoughts, feelings, and perspectives.

Watch the DVD *Chapter Two: Conversation Blockers*. At the end of Chapter Two, stop the DVD.

Ask participants: “What can happen when communication is blocked?”

- Effects discussed should include:
- Judgment minimizes feelings
• Shame and Blame (e.g., “Stop complaining!”)
• Mentee is discouraged
• No development of problem-solving or critical thinking skills
• Summarize the important lessons learned from the DVD vignette:
  • You need to be affirming – even if you do not agree with your mentee.
  • Leave your mentee feeling uplifted.
• Keep them talking:
  • “Can you give me an example?”
• Use visionary questions like: “If you could have it any way you wanted, what might that look like?”
• Help the mentees get their needs met (e.g., in video “control of their environment”).

### Practicing the Skill

Create an opportunity for participants to practice their communication skills.

• Distribute a set of the Conversation Starters and Block and Unlock cards to each pair of participants. Place each set of cards in a separate container.
• Assign one partner to the role of “mentor” and the other the role of “mentee.”
• The “mentee” selects one Conversation Starter square, and the “mentor” selects one Block/Unlock square. The “mentee” begins by reading and completing the statement on their card, such as: “Sometimes I wish I could…i.e. just quit school/this job.”
• The “mentor” responds to the statement according to the direction on the card they chose – BLOCK or UNLOCK.
  - **BLOCK:** “Well that’s a silly idea! Do you know what your life will be like if you do that?”
  - **UNLOCK:** “I know, sometimes things can seem really hard. Can you tell me more about why you wish you could just quit?”
• Allow the conversations to unfold for as long as the pairs are comfortable. Following each conversation, ask the “mentee” to share his feelings and reactions based on the “mentor’s” responses. Likewise, have the “mentor” share her reactions to the “mentee’s” Blocking or Unlocking responses. Allow time for the pairs to reverse roles.

### Wrapping up the Skill

Discuss with the participants their reactions to the practice activity. How did they feel when their conversation was blocked? What about when it was unlocked? Which do you use more? Challenge participants to try to unlock conversations between now and the next session.

### Check Out

Ask participants to look at their body language now. Are they more open? Tell participants that just as our words can block or unlock a conversation, our body language does that same. We need to assume an open posture to help mentees feel more comfortable in unlocking a conversation.
Chapter Three: Reflective Listening

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Dear Abby or similar question-format articles from newspapers or magazines – have several

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Do’s and Don’ts of Reflective Listening

Objectives
Through successful completion of this chapter, participants will:
1. Define reflective listening.
2. Demonstrate reflective listening when presented with a problem.

Assessments
Participants will demonstrate mastery of objectives by:
- Discussing reflective listening and identifying examples of reflective listening during the Learning the Skill and Observing the Skill exercises. (Objective 1)
- Simulating a response to a “Dear Abby” style question based on the principles of reflective listening in the Practicing the Skill exercise. (Objective 2)

Learning the Skill

Check In
Tell participants the following quotation, or write it on a large sheet of paper ahead of time and post it in the front of the room: “A good conversationalist is not one who remembers what was said, but says what someone wants to remember.” John Mason Brown

Ask the group: “Based on what we have learned in the previous two skills, what do you feel about Brown’s statement?”

Reflective Listening
Define reflective listening: a communication strategy involving two key steps: seeking to understand a speaker's idea, then offering the idea back to the speaker, to confirm the idea has been understood correctly. Reflective listeners listen closely with their whole body to the content and intent of what someone is saying.
Decipher the “cues.” This means not only listen to, but observe what is really being said. Listen and watch with discerning ears and eyes to sounds, gestures, body language and words.

People can have difficulty saying what they mean. They can be resistant and cautious to share their truths. Be patient – give them time, space and your full attention. Keep your entire body focused, and keep your mind and heart open. Observe their tone, face, body, and unspoken words.

Use paraphrasing (restating what you heard) as a tool to reassure your mentee that you are interested in understanding what is being said. Use phrases such as:

- “It sounds like what you are saying is...”
- “What I hear you saying is...”
- “Let’s see if I understand what you are saying...”
- “Tell me more about...”
- “Do I have this right...?”

When the mentees are talking, it is important to let them know that they are being heard and that their mentor is genuinely interested. As discussed in the previous skills, it is important to keep the conversation going by giving the mentee full attention. The mentor should:

- Make eye contact
- Nod your head
- Offer verbal affirmations and other short phrases that will not cast shame, blame or judgment, such as:
  - “Really?”
  - “No kidding...”
  - “You mean...”
  - “I’m with you...”
  - “That’s interesting...”
  - “Tell me more about that...”
  - “I understand...”
  - “I know this is important to you...”
  - “Help me to understand this better...”
  - “Feel free to discuss anything with me.”

Because one of the goals of mentoring is to help the mentee learn to solve his own problems, the mentor must resist the initial instinct to try to “fix” the problem. Rather, guide the mentee as he explores various options to solving the problem.

When practicing reflective listening, the mentor should not be thinking “What can I do for my mentee?” but rather steer the conversation to obtain more information to the following questions:

- How does my mentee view himself and the situation he’s in?
- How can I help her work toward a realistic solution?
- How can I help him get his needs met?
• How can I keep the conversation going in order to gather more information from her?

When the mentor shares his opinions, judgments or advice on solutions, a message of dependency rather than independence is conveyed, thus limiting the mentee’s ability to develop critical thinking skills. The role of the mentor is to help the mentee grow from experiencing the consequences of her decisions. Mentors play a key role in offering guidance and encouragement as mentees work toward plausible decisions.

Listen for the Feelings
A reflective listener should also listen for the feelings, not just the content. Listen for the emotional tone that the mentee is expressing, such as: fear, anger, frustration, disappointment, embarrassment, or excitement. An effective reflective listener not only responds to feelings and non-verbal cues, but also listens for what the mentee is saying about himself rather than the situation, incident or others involved.

For example, if your mentee says, “I am worried that my parents might be getting divorced.” What is the mentee really saying about herself here? The reflective listener would focus on the “I’m worried” rather than on the divorce situation. A mentor response such as, “It can definitely be scary...” would be more effective than, “Maybe they will not get divorced...” When the mentor responds to the mentee’s emotional “confession” rather than the apparent situation, it allows the conversation to continue at a personal level. Thus enabling the mentee to work toward and develop a more realistic, pro-active approach to solving their problem.

Observing the Skill

When a mentee receives responses at an emotional level, he will feel as though he is being understood on a deeper level. He will be encouraged to share more. This level of sharing allows the mentor to ultimately discover the emotional roots of their mentee’s concerns. Since many people often have difficulty openly and succinctly expressing their emotions, it is imperative that the mentors stay tuned to the messages being conveyed through tone and feelings.

Watch the DVD Chapter Three: Reflective Listening. At the end of Chapter Three, stop the DVD.

Use the Do’s and Don’ts of Reflective Listening handout as a reference for discussion.

Conduct a group discussion by asking:
• “What improved from Scene 1 to Scene 2?”
• “What would you add to improve the reflective listening skills of the mentor?”
• “What additions would you make to the ‘Do’s and Don’ts’ list?”

Practicing the Skill
Pair participants. Provide each pair with several “Dear Abby” style questions for advice columnists from newspapers and magazines. Have one participant read the question and the other practice reflective listening techniques to identify feelings and rephrase the concern of the question.

- Example: Dear Abby, My mother refuses to acknowledge anything I do right, but always points out everything I do wrong. I feel like I can’t ever make her happy. What do I do?
- Mentor: It sounds like you feel helpless. Is that what you’re trying to tell me?
- Mentee: Yeah. I wish I knew what to do.
- Mentor: Is there anything you can think of that would make you feel better in this situation? What do you think you could try?

After each pair gets a chance to each be in the mentor and mentee roles, group with another pair and present your reflective listening skills. Share what you like about each other’s interactions, and point out specific examples of reflective listening and unlocking a conversation.

Wrapping up the Skill

Once groups have had sufficient time to critique each other’s reflective listening, bring the whole group back together. Lead a discussion using the following guiding questions:

- Is it hard to use reflective listening? Why?
- Reflective listening does not offer advice. Why do you think reflective listening works better than advising in many situations? (The answer here is that the mentee is empowered to seek the solution on his own and takes ownership of the problem!)
- Can you think of a situation in which reflective listening would not be beneficial to the mentee? Reflective listening helps the mentee identify his feelings, take control of them, and seek a solution. It may not be as easy as just giving a mentee the answers or a simply solution, but it is a powerful tool for fostering growth!

Check Out

Revisit the quote from Check In: “A good conversationalist is not one who remembers what was said, but says what someone wants to remember.” John Mason Brown

Ask participants: Given what you now know about reflective listening, has your opinion on this quote changed? How? Why?
Module Two: Effective Group Facilitation

“Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.”
Vince Lombardi

“The greater the loyalty of a group toward the group, the greater is the motivation among the members to achieve the goals of the group, and the greater the probability that the group will achieve its goals.”
Rensis Likert

Sometimes mentoring takes place in a group setting, not always one-on-one. It is important, then, that a mentor learns to effectively facilitate small group discussions.

Facilitation is the act of assisting or making easier the progress or improvement of something. Every effective facilitator brings a wealth of talents and skills to each group. It is important that the facilitator remain authentic, consistent and dependable. The group will look to the facilitator for guidance as they work to prevail over the challenges of group communication and building trust.

It is essential that a facilitator ensures that the group setting provides physical, emotional and social safety. As the group progresses and grows together, the physical, emotional and cultural safeties of the group become paramount. At times, members of the group’s relationships with one another may challenge the facilitator’s role.

As the participants learn to trust one another and communicate their wants and needs, the facilitator must provide the leadership necessary to move the group toward growth and efficacy, while remaining non-judgmental, non-shaming, positive and supportive. This is accomplished through constructive feedback, positive reinforcement and a safe environment to practice the techniques learned within each skill-building chapter.
Chapter Four: Creating a Small Group Contract

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Chart paper or poster board
- Sticky notes

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Group Norms Examples
- Sample Small Group Contract

Objectives
Through successful completion of this chapter, participants will:
1. Define social norms
2. Establish a list of normative beliefs for a small group setting
3. Create a contract to be used in a small group setting
4. Amend the group contract as necessary so that all members of the group are comfortable with signing.
5. Practice strategies for increasing accountability among members of the group

Assessments
Participants will demonstrate mastery of objectives by:
- Creating a list of acceptable social norms based upon the definition of a social norm given in The Need for Norms exercise. (Objectives 1, 2)
- Writing a small group contract in the Create a Group Contract exercise. (Objective 3)
- Discussing unacceptable aspects of the group contract and rewriting the contract so that is accepted by all group members in the I Cannot Sign exercise. (Objective 4)
- Role playing strategies to hold members of the group accountable for unacceptable actions in the When the Group Contract Is Broken exercise. (Objective 5)

Learning the Skill

Check In
Have each person list three words on a sticky note that describe how they feel as a participant in the Meaningful Mentoring Matters program. Collect the notes and stick them on an easily accessible wall or surface.

Rationale for a Group Contract
This chapter provides the necessary background information and steps to assist participants in adopting group norms and creating a group contract to meet everyone’s needs. Although this skill is designed to provide an opportunity for the participants to experience creating a group contract, it is also designed to move the group further toward improved communication and enhanced bonding.

**The Need for Norms**
Define Social Norms: The most widely shared beliefs or expectations in a social group about how people in general or members of the group ought to behave in various circumstances. (National Social Norms Institute, 2010)

How a group makes decisions, behaviors within the group, and how group members hold one another accountable directly impacts group success. With the potential power of these interactions, why leave success to chance? Creating a list of acceptable social norms for within the small group allows you to control (to an extent) behaviors and interactions that may otherwise impede group efforts.

**Create a List of Norms**
Have the mentors brainstorm a list of guidelines and norms that will help establish an effective group. Remember that in a true brainstorming session there are no bad ideas and the more ideas generated- the better. Do not comment on, critique or challenge the ideas. Simply ask one member of the group to record the suggestions where the whole group can see them. Guide the discussion by asking:

- What sort of norms do we need to establish in order to create physical, emotional and social safety within this group?
- What actions do you expect in a successful small group setting?
- What do we need from one another to create this type of environment?
- How do we not want to treat each another?
- How can we encourage good communication, respect and trust?

Once the list of norms is generated, ask the group if they can spot any duplicate ideas to erase from the list. The group may decide to keep all of the norms suggested, or through discussion, decide on the particular norms they believe they can support as a group. Keep in mind that all group behavior cannot, and should not, be legislated, but the most important interaction areas do need attention. Examples include effective conflict resolution, open communication and keeping commitments.

Examples of common group norms include: confidentiality, respect, good listening, honesty and shared decision-making.

**Why Make a Contract?**
Begin the discussion by asking: “Why is it important to establish a group contract?”

- When creating the group contract, each individual has the opportunity to state his/her needs.
• A solid group contract establishes boundaries and the “rules” of the group, and helps to establish order.
• The group contract creates a safe environment for individuals to share. One of the most important tenets of the group contract is that all group members are equally accountable for their actions.

Give the four C’s for establishing group norms:
• Commitment
• Communication
• Confidentiality
• Connection

Observing the Skill

Watch the DVD *Chapter Four: Small Group Contract*. At the end of Chapter Four, stop the DVD.
• Begin a group discussion by asking: “What worked in this scene?”
• Continue the discussion by asking: “What would you have done differently to improve this activity?”

Practicing the Skill

Create a Group Contract

Explain to participants that they will now have the opportunity to practice this skill by creating their own group contract following the steps to adopting group norms, as previously discussed. Have the group look at the list of norms and decide which ones are essential for the group. Include these norms in a contract, using the Small Group Contract handout as a guide.

“I Cannot Sign”
The possibility exists that a participant may not want to sign the group contract. Prior to the session, talk to a member of the group who you know will be comfortable in speaking up against the group. Have this person refuse to sign the group contract, and verbalize to the group that they refuse to put their name on it.

Use the following suggestions in order to gain unanimous consent and move on with the training. Ask others within the group if they can think of ways to help make this person more comfortable with the contract and move towards signing.
• Review the purpose and goals of the group.
• Ask the individual to state his/her basic understanding or assumptions of the agreement.
• Ask the individual to state which norm(s), in particular, is unsettling or feels uncomfortable.
• Ask for group clarification when necessary.
• Ask: “What other suggestions would you like to offer in order to make the contract more reasonable for you?”
• Check in with the group as to how they feel about the suggested change.
• Ask: “How can I/the group support you?”

When the Group Contract Is Broken
Address non-compliance within the group or with an individual as soon as it is identified. Adherence to the group norms is essential in order to continue relationship-building and continuity. Follow these suggestions when addressing the issue and holding the group and/or the individual accountable:

• Allow the participants to reveal their own sense of accountability and responsibility related to the norm(s). Soliciting individual responses eliminates the need to point out particular behaviors.
• Point out that everyone makes mistakes and in this group when we make a mistake we make it right. What needs to happen to make the “violation” right? Allow the group time to offer their suggestions.
• If the violation has occurred with one person, asks that person: “Do you think you can do that?” – referring to whatever the suggestion was from the group on how to make it right.
• Check in with the participant and the group at the next session to insure that the make it right suggestion was followed.
• If a particular norm becomes outdated or difficult for the group to follow, lead a candid and open discussion around the challenges of that particular behavior. What needs to be changed in order to make it more achievable?
• Practice with members of the group using statements to hold others accountable. Ask one group member to violate the group contract and then have another member of the group speak up and try a strategy for holding that person accountable and making it right.

Wrapping up the Skill
Remind participants that rules and regulations exist in almost every situation and environment. A mentoring group should not be exclusive from guiding principles. It is necessary for the productivity and cohesion of the group to establish normative beliefs and then abide by a contract which enforces those beliefs.

Check Out
Have everyone write another sticky note with three words to describe how they feel as part of the Meaningful Mentoring Matters program. Stick all of the responses on an opposite wall or surface from the notes at the beginning of the session. Ask participants to look around at the before and after notes. Are there any differences? Does making a group contract change how a person feels as part of a group?
Chapter Five: The Big Bomb

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Timer with alarm
- Small multi-colored candies (M&Ms, Skittles, Jelly beans, etc…)
- The Big Bomb Cards copied and cut out from Handouts Section

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- When A Mentee Has a Problem

Objectives
Through successful completion of this chapter, participants will:
1. Recognize the potential “bomb” in a group dynamic
2. Respond to an unsolicited or unexpected disclosure in a group conversation
3. Distinguish between effective and ineffective facilitation skills

Assessments
Participants will demonstrate mastery of objectives by:
- Identifying unsolicited or unexpected disclosure during the Observing the Skill exercise. (Objective 1)
- Employing a strategy to deal with an unsolicited or unexpected disclosure during the Practicing the Skill exercise. (Objective 2)
- Observing and discussing the facilitation skills shown in the DVD vignette during the Observing the Skill exercise. (Objective 3)

Learning the Skill

Check In
Provide M&Ms, Skittles, Jelly Beans or other small, multic和平ored candies for the group. Share the candies and ask each person to share with the group what color or flavor they feel best describes them.

Diffusing the Bomb
Even the most effective group facilitator experiences challenging behaviors within a group dynamic. These behaviors often lead to frustration, fear or exhaustion unless they are addressed. Occasionally a participant will introduce a topic that has the potential to distract the group from the objectives and theme of the training session. In this session, a “bomb” refers to an unsolicited or unexpected disclosure.
When a bomb is dropped within a group setting, the facilitator must be sensitive to the reaction of the group, body language and tone. The following offers a range of suggested responses that allow the facilitator to respond effectively without seeming unsympathetic.

- Leave it (the bomb) out there and let the participants decide if they want to address it as a group: “That took courage to share with the group, Ann. This must be a very difficult time for you. Has anyone in the group been in a similar situation and is willing to share how they handled their situation?”
- Acknowledge the disclosure, make an emotional statement reflecting encouragement and then promise a time to continue the discussion in a more private, appropriate and culturally safe setting. “Thank you for sharing. I can see that this is difficult but I also know that you are strong and have people around you who care and who will help you through this. Let’s finish what we are doing and then you and I can talk after the session”.
- Temporarily end the group discussion prematurely so that the facilitator can deal with the disclosure promptly and appropriately. “We’re going to wrap up our discussion and pick it up again next week. I would like the chance to talk further with Ann. Are there any final questions or comments before we finish today’s session?” You can begin an activity to engage the group while supporting the individual and then return to the group.

Whether a participant shares personal information or exhibits challenging disruptive behavior (i.e. attention seeking, advice giving, argumentative) it is vital that the facilitator be prepared to handle the incident in a sensitive and professional manner. It is important to respectfully hold individuals accountable in a positive and reinforcing manner. Always refer back to the norms that were agreed upon in the group contract as a way of bringing cohesiveness to the group.

The role of the facilitator is to minimize disruptions and acknowledge the concern of the individual while keeping the group on task and continue to support the learning experience. This skill will help participants in the mentoring group recognize common challenging behaviors, including why individuals may act a certain way and what to do when those behaviors occur. Above all it is imperative that the individual is not excluded, embarrassed or shamed for their behavior.

**Guest Speaker Recommendation**

Invite a local child welfare representative or officer to speak to your group regarding the mandatory reporting laws in your state. If you cannot arrange for someone to come speak to your group, research state child welfare laws regarding mandated reporting. The Ophelia Project’s recommendations for reporting are included with the When a Mentee Has a Problem handout.

**Observing the Skill**

Watch the DVD *Chapter Five: The Big Bomb*. At the end of Chapter Five, stop the DVD.
• Ask participants: “What was the ‘bomb’? (Answer: the mentee’s parent’s pending divorce.)

• Ask the group: “What did the facilitator do that worked?”
  Responses may include:
  o Led discussion with open-ended questions
  o Actively included all of the mentees
  o When the “bomb” was dropped the facilitator didn’t overreact
  o Thanked mentee for sharing
  o Acknowledged mentee’s courage to share
  o Facilitator maintained good eye contact with open, positive body language
  o Facilitator’s tone was empathetic and sincere
  o Facilitator suggested a private time to meet and continue the discussion

Practicing the Skill

Seat the group in a circle. On the floor in front of each person’s chair, lay a card with a “bomb” statement upside down. Start a conversation about favorite restaurants. Encourage participants to share details about their favorite dinners, desserts, or something else about the restaurant that makes it appealing. Use this as an opportunity to reinforce the use of open ended questions and model how to continue a conversation so that all members of the group can share.

Set the timer to an amount between one and three minutes. When the timer goes off, the person to the left of whoever is speaking needs to pick up their bomb card and interrupt with the statement written on the card. The person who was interrupted needs to then diffuse the bomb and get the conversation back on track. Continue the exercise until several bombs have been dropped and then diffused. If time allows, have participants who did not share their bomb during the practice exercise read their statement and have another member of the group practice diffusing it.

Wrapping up the Skill

Address the whole group and let everyone know that while it may seem odd to experience such a personal disclosure in a group setting, or even a one-on-one setting it does happen in mentoring relationships, especially one that has been well established. It is necessary for mentors to be prepared to address these issues.

Check Out
Ask participants to write down the names of three people whom they could address for help if a bomb is dropped that the participant would not know how to address. Once again pass around the multi-colored candies and ask each participant to write which color or flavor would apply to each of the people whom they would go to for help.
Chapter Six: The Over Talker and Other Challenging Roles

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Crayons, markers, or colored pencils
- Challenging Roles Cards copied and cut out from Handouts Section

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Challenging Roles

Objectives
Through successful completion of this chapter, participants will:
1. Identify challenging roles within a small group setting
2. Practice strategies for responding to disruptive behaviors
3. Distinguish between effective and ineffective facilitation skills

Assessments
Participants will demonstrate mastery of objectives by:
- Reading the Challenging Roles handout and role playing challenging roles during the Practicing the Skill exercise. (Objective 1)
- Identify “Do’s and Don’ts” for dealing with challenging behaviors during the Challenging Roles exercise. (Objective 2)
- Role playing responses to challenging behaviors in a small group setting during the Practicing the Skill exercise. (Objective 2)
- Creating a list of effective facilitation skills in the Practicing the Skill exercise. (Objective 3)

Learning the Skill

Check In
Ask participants to compare their view of mentorship as if it were a well-known magazine. For example:
- “Mentorship is like World News and Report. It covers a number of relevant topics and keeps you up to date on major events and issues.”
- “Mentorship is like Sports Illustrated. It gives you updates on everything but more in depth looks on the events that really matter.”
Encourage participants to decorate a magazine cover with headlines from their life that they would want to share with a mentor.
Challenging Roles
Distribute the Challenging Roles handout. As a group, examine the section for “The Over Talker.” Revisit the analogy of mentorship as a magazine. Ask the group, “What if every article in your magazine was written by the same person?” Discuss the importance of differing points of view and also the value of multiple contributors to a conversation. Explain that in a group setting, without intervention on the part of the facilitator, disruptive behaviors can often build frustration or resentment, break down trust, undermine the group contract, or trigger additional unsettling behaviors if the needs of the group are not met.

Having several pre-determined statements for diffusing challenging group behaviors help keep the group on track and also solidify your credibility as a small group facilitator and mentor. When addressing challenging behaviors, consider the following Do’s and Don’ts.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acknowledge the value of the person and their opinions.</td>
<td>• Ignore the person or put them off.</td>
</tr>
<tr>
<td>“What you have to say is really important…”</td>
<td>“I don’t think we should talk about that.”</td>
</tr>
<tr>
<td>“I enjoy having you as a part of this group.”</td>
<td>“Why would you suggest such a thing?”</td>
</tr>
<tr>
<td>• Attempt to elicit thoughts or feelings that may contribute to the behavior.</td>
<td>• Force someone to explain their feelings.</td>
</tr>
<tr>
<td>“What is going on that is causing you to be so angry/withdrawn/quiet today?”</td>
<td>“Tell everyone what is going on with you.”</td>
</tr>
<tr>
<td>“Is something going on that you may want to speak with me privately about later?”</td>
<td>“What is with you today?”</td>
</tr>
<tr>
<td>• Ask the mentee if they would prefer to share in private.</td>
<td>• Act belittling or sarcastic.</td>
</tr>
<tr>
<td>“I think this is something that we would better talk about privately. Can we get together after group today?”</td>
<td>“Doesn’t anyone else have anything to say?”</td>
</tr>
<tr>
<td>“Would the rest of the group mind if I talked to Beth privately for a few minutes?”</td>
<td>“We’ve heard enough from you.”</td>
</tr>
<tr>
<td>• Observe the Skill</td>
<td>• Treat all participants with respect.</td>
</tr>
</tbody>
</table>

Observing the Skill
Watch the DVD Chapter Six: The Over Talker. At the end of Chapter Six, stop the DVD.
• Ask the group: “What did the facilitator do that worked?” Responses may include:
  o Led discussion with open-ended questions
  o Actively included all of the mentees
  o Kept the group on topic
  o When the “over-talker” spoke, the facilitator did not overreact
Thanked mentee for sharing
- Facilitator maintained open and positive body language while maintaining good eye contact
- Facilitator’s tone was sincere
- Suggested an alternative behavior to redirect the mentee’s energy
- In order to allow the group process to continue, the facilitator invited the mentee to continue the discussion after the group meeting

Continue the group discussion by asking: “What would you do differently to improve this group facilitation and effectively deal with an over-talker or someone who interrupts?”

Practicing the Skill

Break participants into groups for 5-6 participants. Have two volunteers within the group select a Challenging Behaviors Card. One participant should act as the group facilitator and the rest will serve as mentees. The facilitator should start a conversation about favorite games. These can be board games, sports, video games – anything that the mentees bring up. Have participants act according to the roles on their cards, or if they do not have a card to be an active participant in the conversation. After about five minutes, change roles selecting a new facilitator and new participants to exhibit challenging behaviors. You may choose another topic to discuss for this second role play such as favorite weekend activities, or how you relieve stress.

As a group, make a list of effective skills that the facilitators modeled. Ask the groups to think of not only what the facilitators said, but also to reflect on the use of body language and how they related to the group as a whole.

Wrapping up the Skill

Bring the participants back together as a whole group. Share lists of effective facilitators skills. Discuss the following questions:
- “How did you feel when dealing with a challenging behavior?”
- “How did it feel to be in the role of the challenging behavior?”
- “Which behaviors were harder to deal with? Why do you think this is so?”

Remind participants that although some mentees may display challenging behaviors, whether in a group or a one-on-one setting, they still deserve your care and attention. Most importantly, they deserve to be heard.

Check Out

Revisit the magazine analogy one more time. Some challenging behaviors never want you to open the magazine and glue their pages shut, while some are more like the magazines that have subscription cards that fall out of the pages consistently and overwhelm them. Ask participants to reflect briefly on what type of magazine they want to be with their mentees.
Module Three: Storytelling

“To be a person is to have a story to tell.”
Isak Dinesen

“If you don’t know the trees you may be lost in the forest, but if you don’t know the stories you may be lost in life.”
Siberian Elder

Storytelling is the ancient art of connecting one individual to another or to a group of listeners by conveying pictures, thoughts and words into a collection that captivates the listener. A high-quality story encourages the audience to create the scenario in their own minds. It is a universal technique to gather an audience, enchanting their ears with details that provide a picture of life or a life lesson.

The role of a facilitator in the storytelling adventure involves sharing your own story, as well as modeling the power of a story as a means to connect and teach. Throughout the training remind the mentors to continue to remain appropriate boundaries and responsibilities when storytelling and to use discretion when sharing personal information.
Chapter Seven: Storytelling to Connect

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Characteristics of a Good Story
- Storytelling Checklist
- Storytelling to Connect Pointers

Objectives
Through successful completion of this chapter, participants will:
1. Identify characteristics of a good story
2. List ways that storytelling helps establish a connection between people
3. Tell a personal story with the intention of connecting with the listeners
4. Determine a connection with the teller of a personal story

Assessments
Participants will demonstrate mastery of objectives by:
- Discussing the characteristics of a good story in the What Makes a Good Story exercise. (Objective 1)
- Discussing and creating a list of ways that sharing a story benefits a relationship in the Sharing Personal Stories exercise. (Objective 2)
- Developing and sharing a story using criteria from the Storytelling Checklist during the Practicing the Skill exercise. (Objective 3)
- Stating a connection they created with a member of the group through listening to a personal story in the Wrapping Up the Skill exercise. (Objective 4)

Learning the Skill

Check In:
Ask each person to share the title of their favorite story. It can be a novel, poem, movie, television show, or even a song that for some reason appeals to that individual.

What Makes a Good Story?
Continue the discussion by asking: “What are the characteristics of a good story? What is it about these stories that draw you in?”
Responses may include:
- A clearly defined single topic
A well developed plot with a strong beginning, middle, end
- Descriptive words, interesting sounds, rhythm, tone inflection
- Sensory stimulation through images and sounds
- Characters
- Action
- Suspense
- Romance

Distribute the Characteristics of a Good Story handout and go over any points that may have been missed during the discussion.

Sharing Personal Stories

Turn the discussion to the exploring the benefits of sharing personal stories. “What are the benefits of sharing your own personal stories?”

Responses might include:
- Connects us as human beings to a shared experience
- Strengthens the relationship and bond between the storyteller and the listener
- Once bond is established, it becomes easier to relate to one another
- Used to teach, advise, clarify, exemplify
- Use to demonstrate the incongruity of the message between verbal and non-verbal communication (e.g., laughing while telling about an uncomfortable experience such as being bullied)
- A cathartic experience for the story teller
- To name a behavior and recognize a potential pattern of behavior
- Personal discovery of the possible correlation between the story’s context and a pattern of behavior
- Help the mentee recognize that adults/mentors are real people with real life experiences that are similar to their own.

While there are many benefits to sharing a personal story with a mentee, there could be some potential implications of self disclosure:
- Stories cross boundaries that reveal too much personal information
- Mentee misuses “privilege of information” and repeats what they have heard at inappropriate times
- Mentee uses information in manipulative manner to attempt to meet their own needs/desires
- Mentor feels comfortable at the time, but later changes their mind or regrets their decision to self disclose

While there may be some reasons why mentors may at first be uncomfortable sharing personal stories, the stories can be an important tool for connecting with a mentee and help her to see you someone with whom she can relate. The following list includes some examples of how storytelling can be used to connect with mentee:
- Affirm of similar experiences
- Build empathy (understand what it feels like to be in another’s “shoes”)
- Discover common experiences
- Strengthen relationship building
- Increase camaraderie and team spirit
- Strengthen one-one and group bond
- Facilitate group cohesiveness
- A form of expression
- A venue for self-disclosure
- An opportunity to share
- A catalyst to invite the mentee to share

**Observing the Skill**

Distribute the Storytelling to Connect Pointers handout and ask participants to observe the vignettes to notice which pointers are being followed by the mentors when they share a personal story.

Watch the DVD *Chapter Seven: Storytelling to Connect*. At the end of Chapter Seven, stop the DVD.

- Ask participants:
  - “What positive behaviors did you identify in the two scenarios?”
  - “How did the mentor improve her communication style from the first scenario to the next?”
  - “Which Storytelling to Connect Pointers were used by the mentor in the video?”

**Practicing the Skill**

Distribute the Storytelling Checklist. Ask participants to look at all of the handouts that they have received during this skill session and then think of a story that they could use to connect with a mentee. Provide paper and writing instruments for any participants who would want to write down notes for their story. Some participants may want to write out their whole story and this is fine as long as they do not read a story from paper when sharing it with a mentee. Allow approximately ten minutes for participants to prepare their story, paying close attention to the Storytelling to Connect Pointers and Storytelling Checklist.

Break participants into small groups and have them share their stories with each other. Seat mentees in a circle and then have the person to the left of the storyteller use their Storytelling Checklist to critique the storyteller. Encourage the use of constructive criticism and that every evaluation should begin and end with positive points.

**Wrapping up the Skill**

Bring all participants back together as a large group. Remind the group that storytelling to connect is an important way to establish rapport and begin building a relationship with a
mentee. Ask each participant to share one new connection they feel they have with someone who shared a story in their group. Encourage participants to move beyond comments such as, “We both like baseball” and establish deeper connections including, “We both seek out family and friends for approval when making major decisions. We acknowledge the importance of those who support us.”

Check Out
Ask participants to use a personal story to connect with someone between now and the next session.
Chapter Eight: Storytelling to Teach

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Storytelling to Teach Processing Questions
- Storytelling Checklist (with Chapter Seven handouts)

Objectives
Through successful completion of this chapter, participants will:
1. List ways the storytelling can be used to teach
2. Tell a story to teach a lesson or convey information
3. Demonstrate the use of questions to process a story

Assessments
Participants will demonstrate mastery of objectives by:
- Discussing the practical applications of storytelling as a teaching tool during the Observing the Skill exercise. (Objective 1)
- Developing and sharing a story using criteria from the Storytelling Checklist during the Practicing the Skill exercise. (Objective 2)
- Asking at least two questions which will help listening process information and determine the moral of a personal story with help from the Storytelling to Teach Processing Questions handout during the Practicing the Skill exercise. (Objective 3)

Learning the Skill

Check In
Ask participants if they used a story to connect since the last skill session. If anyone responds that they used a story to connect, ask that participant if they would like to share how they feel the connection was established and how the relationship has changed since the connection.

How Stories Teach
Explain to participants that storytelling can do more than create connections between the teller and the listener. Storytelling is the oldest form of education. Cultures have always told tales as a way of passing down beliefs, traditions and history to future generations. Stories are at the core of all that makes us human and are a “user friendly” way to store information in our brain. It is easy to forget a list of facts, but stories are remembered. Stories help us to organize information, and tie content together.
Ask participants to think of the phrase, “The moral of the story.” Many stories have a moral, or a lesson to be learned. For example, the moral of the fairy tale *Beauty and the Beast* is that true beauty is found within and does not rest in outward appearances. In a story with a moral, we look to the character’s experiences to learn an important lesson that we are then expected to employ in our personal lives so as not to repeat the mistakes of those within the story.

Some stories, such as Rudyard Kipling’s *Just So Stories* or creation tales from different cultures and religions are used to explain occurrences in a clever or appealing way. These stories may not be completely factual, but instead use the characteristics of a good story to describe how things have come to be. The literary term for this type of story is a *pourquoi tale*, from the French word for “why.”

When working with a mentee, stories can be used to convey information and encourage right action. Mentors can use a story with a moral to show how someone in a similar situation acted (right or wrong) and what the end result was. Regardless of the type of story used, or the information that the story is meant to convey, the most important element of using stories to teach lies not within how the story is told, but how it is processed. Take the time after the story is told to help your mentee draw out the important elements and create meaning from the story. Use open ended questions to help guide story processing. Distribute the Storytelling to Teach Processing Questions. Read each question, and then as a group try to brainstorm additional questions to add to the sheet that may help mentees derive meaning from the story.

**Observing the Skill**

The difference between telling and reading a story brings authenticity and helps the listener understand the story better because of the gestures, tone and facial expressions instead of reading words. Positive role modeling of storytelling motivates listeners to tell their own story. Finally, we use stories to teach because they stimulate the listener on a different cognitive level than simply lecturing or listing information.

Watch the DVD *Chapter Eight: Storytelling to Teach*. At the end of Chapter Eight, stop the DVD.

- Discuss additional applications of storytelling as a teaching tool. Responses may include:
  - Illustrate a life lesson
  - Improve cognitive and critical thinking skills
  - Help to tie content together and organize information
  - Learn to outline thoughts
  - Promote sequential thinking (beginning, middle and end)
  - Stimulate the imagination
  - Help create a positive attitude toward learning
  - Teach lesson regarding desirable behaviors and qualities
  - Improve listening and concentration skills
  - Increase awareness and appreciation of different cultures
The difference between telling and reading a story brings authenticity and helps the listener understand the story better because of the gestures, tone and facial expressions instead of reading words. Positive role modeling of storytelling motivates listeners to tell their own story.

**Practicing the Skill**

Note that this practice session is exactly the same as the previous session except instead of preparing and telling a story to connect, participants will prepare and tell a story to teach.

Distribute the Storytelling Checklist. Ask participants to look at all of the handouts that they have received during this skill session and then think of a story that they could use to connect with a mentee. Provide paper and writing instruments for any participants who would want to write down notes for their story. Some participants may want to write out their whole story and this is fine as long as they do not read a story from paper when sharing it with a mentee. Allow approximately ten minutes for participants to prepare their story, paying close attention to the Storytelling Checklist.

Break participants into small groups and have them share their stories with each other. Seat mentees in a circle and then have the person to the left of the storyteller use their Storytelling Checklist to critique the storyteller. Encourage the use of constructive criticism and that every evaluation should begin and end with positive points. After each story, the story teller should ask 2-3 questions to help process and develop the intention of the story.

**Wrapping up the Skill**

At the close of this skill, remind attendees to use events and personal memories as ideas for story starters. Jot those ideas down! Keeping an idea log with stories is a great way to always have a way to seize a teachable moment!

**Check Out**

Encourage participants to write down three ideas for stories to connect and three ideas for stories to teach between now and the next session. For the stories to teach, ask participants to come up with a follow up question to help the mentee determine the intention and purpose of the story.
Module Four: Role Playing

"We cannot solve our problems with the same level of thinking that created them."
Albert Einstein

“An ounce of practice is worth more than tons of preaching.”
Mohandas Gandhi

Role playing can be an effective method when used in a one-on-one situation with your mentee. Role playing is helpful when used to address a specific issue facing in your mentee in his/her personal life. By actually acting out the situation with your mentee, you are helping them to practice critical thinking skills, learn problem-solving skills, and consider the consequences of their actions. Mentees can also explore probable outcomes based upon their reactions and what they say. As a mentor, you are not an expert, but you can guide your mentee through the steps in problem-solving through a carefully crafted role play.

Role playing also allows a mentee to practice what he will say during a conversation. Instead of falling prey to heat-of-the-moment assertions and defensiveness, the mentee can carefully plan how he will react in a proposed situation. Role playing serves as a perfect culmination to the study of mentorship in that mentors and mentees must utilize all of their skills in communication, participating in discussions, and even storytelling when simulating an experience through role play.
Chapter Nine: Creating a Role Play

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Paper plates (full size or dessert size does not matter)
- Crayons, markers, or colored pencils
- Note cards or small sheets of paper with role play scenarios written on them

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Creating a Role Play

Objectives
Through successful completion of this chapter, participants will:
1. List benefits of role playing
2. Demonstrate the five steps for creating an effective role play
3. Process a role play through dialogue and questioning

Assessments
Participants will demonstrate mastery of objectives by:
- Discussing as a group and creating a list of the benefits of role playing in the Why Role Play? exercise. (Objective 1)
- Creating, presenting, and processing a role play based on the steps in the Creating a Role Play handout during the Practicing the Skill exercise. (Objectives 2, 3)

Learning the Skill

Check In
Provide participants with a paper plate and crayons, colored pencils, or markers. Have them decorate the plate with a facial expression to reflect how they are feeling today. On the back of the plate, have participants write a quick description of the emotion that is being displayed on the front.

Why Role Play?
Role playing can be a fun, action-based way to identify how a mentee feels and aid in the identification of appropriate solutions to address problems. Role playing can be a valuable tool in their toolbox of solutions. Role playing encourages the use of critical thinking skills, because it involves analyzing and problem-solving. Another great value that role playing provides is to teach important social lessons such as cooperation, competition and empathy.
building. Role playing can be an effective teaching tool in a group setting, or in a one-on-one setting with your mentee.

Ask participants: “*What are the benefits of role playing?*” Write answers on a whiteboard or on chart paper. Answers might include:

- Explore situations
- Gain insight
- Identify problems
- Demonstrate critical thinking
- Resolve conflicts
- Develop empathy
- Practice problem-solving
- Reinforce pro-social skills

Distribute the Creating a Role Play handout. Go over the Tips for Facilitators section of the group discussing and elaborating where necessary.

Walk through the remainder of the handout. Write the five steps on chart paper and hang it in the room.

*Note:* This session does not include a DVD chapter for viewing. Instead, participants will view each other’s small group role plays and analyze them as they would a DVD vignette.

**Practicing the Skill**

Break participants into small groups. Write each of the following scenarios on a small sheet of paper and give one to each group or allow groups to choose from the provided scenarios. (It is not necessary to create a group for each scenario; many options are provided to help participants explore the range of options for a role play.)

- The mentee’s mother constantly complains about the mentee’s performance in school or on the job and says she did not raise a lazy loser.
- The mentee received a poor grade or performance review on a project that he worked extremely hard on and wants to confront the teacher/employer.
- The mentee has been bullied by a classmate/coworker because she is short for her age and overweight.
- The mentee has been offered illegal drugs.
- The mentee wants to break up with a significant other.
- The mentee has been receiving unwanted sexual advances.
- The mentee wants to approach someone and create a new friendship.
- The mentee has an upcoming job interview.
- The mentee was not invited to a party that everyone else in the classroom/work environment has been invited to.
Have participants go through Steps One through Three in their small groups. Then, bring the groups back together as a large group and have each group then present (Step Four) and process (Step Five) their role play with the rest of the group. (The presenting and processing of the role plays covers the Observing the Skill portion of this session.)

Wrapping up the Skill

Like storytelling, the effectiveness of the role play relies strongly on how it is processed after the delivery of the story or role play. Pay particular attention to the questions used to process the role plays and the discussion that is facilitated after the role play has been completed.

Role playing is an excellent way to have mentees experiment with social interactions and explore outcomes. At first, role playing may feel silly or uncomfortable but the more you work at, the more natural this valuable teaching tool becomes.

Check Out
Have participants look at the paper plate faces they created during the Check In. Briefly discuss how a role lay could help a mentee explore each of the emotions shown on the faces. Could a role play help alleviate any negative or anxious emotions?
Chapter Ten: Skill Building Techniques

Materials
Have the following items on hand:
- Paper, pens, and pencils for participants to take notes
- White board / markers for writing important terms or ideas
- Cut out puzzle pieces (use template from materials section)
- Skill Builders Cards copied and cut out from Handouts section
- Role Play Cards copied and cut out from Handouts Section

Handouts
Print or electronically distribute the following handouts the Digital Supplement CD:
- Mentoring Skills and Techniques
- Things to Avoid in Mentoring Conversations

Objectives
Through successful completion of this chapter, participants will:
1. Demonstrate mentoring skills and techniques through role plays
2. Critically analyze role plays to identify positive techniques as well negative interactions

Assessments
Participants will demonstrate mastery of objectives by:
- Role playing assigned situations using positive or negative skills and techniques during the Practicing the Skill exercise. (Objective 1)
- Discussing and critiquing role plays that have been performed while identifying items from the Mentoring Skills and Techniques or Things to Avoid in Mentoring Conversations handouts during the Practicing the Skill exercise. (Objective 2)

Learning the Skill

Check In
Have participants explain how they are feeling today through opposites. If they are feeling happy, have them tell the group that they are sad. The participants however, should still try to have body language and tone of voice that matches with their true feeling. Briefly discuss what happens where there is a disconnect between body language and spoken words.

Putting It All Together
Distribute the Mentoring Skills and Techniques handout and the Things to Avoid in Mentoring Conversations handout. These two handouts summarize all of the skills discussed in Meaningful Mentoring Matters with the exception of Storytelling and Role Play which are strategies for employing the skills. Go through the handouts as a group and ask members of
the group to provide examples for skills as you discuss them. This is more a review session than it is learning a new skill.

**Observing the Skill**

Watch the DVD *Chapter Ten: Role Playing*. At the end of Chapter Ten, stop the DVD. Discuss with participants the skills that they saw in the vignette. Use the following questions to facilitate a conversation:

- How did the mentor engage the mentee in the role play?
- What skills did the mentor use during the role play?
- How did the mentee react to the role play?
- Do you have any suggestions for facilitating a role play with a mentee?

**Practicing the Skill**

Create two piles: one with the Skill Builders Cards and the other with the Role Play Cards. The Skill Builders Cards contain both positive and negative skills. If a mentor selects a negative skill to role play, the audience is given an opportunity to identify and process the mentor’s technique and suggest an alternative method to improve the situation.

Divide the group in half. One team will represent the mentors and the other team the mentees. Have each person select a partner from the opposite team. The mentee team member will choose a role play scene and the mentor team member will choose a skill or technique. Each pair should be given the opportunity to practice for 5-10 minutes.

Have each team present their role play. Reassure them that role playing is about process and that no one will be doing a perfect job. Encourage a fun, collegial atmosphere.

Discuss each role play. Ask the audience members:

- “How did it feel when your mentor said...?”
- “How did this technique encourage or discourage communication and trust between both partners?”
- “What body language did you note during this scene?”
- “Would there be a more realistic way to deal with this?”
- “What other skill might we incorporate to improve relations?”
- Identify and discuss a negative skill in the scene (if there were any). Ask the audience members:
  - “How did the mentee and mentor feel when the negative technique was utilized?”
  - “What did the negative technique do to change or lessen the relations between the partners?”
  - “How did the negative technique impact the whole role play?”
  - “Name the body language that was noted during this scene.”
  - “Can the audience suggest an alternative positive skill to attempt?”
Instruct the role players to use the suggested skill to re-perform the scene. Ask the audience: “How did this skill change what you saw and heard?” and "How was the body language affected by this change?"

### Wrapping up the Skill

Both the mentors and the mentees need practice hearing themselves say the words and understanding the feelings that they might experience in certain situations. By practicing those techniques we are helping them build their confidence and efficacy. Role playing also helps practice refusal skills and discover that there are multiple strategies and choices when they are faced with a difficult situation. Encourage mentors to utilize role playing frequently as a technique with their mentees throughout the program.

### Check Out

Have each member share one way in which they have grown personally through Meaningful Mentoring Matters.

This concludes the Meaningful Mentoring Matters training program. Through this program, hopefully all participants have learned important skills in communication, group facilitation, storytelling, and role playing. These skills can be used to build an effective mentoring relationship as well as enhance existing relationships. We at the Ophelia Project hope that all participants can go on to share these skills with others and show that Meaningful Mentoring Matters.
Open and Close Ended Questions

<table>
<thead>
<tr>
<th><strong>OPEN-ENDED</strong></th>
<th><strong>CLOSE-ENDED</strong></th>
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<tbody>
<tr>
<td>Open-ended questions are broad and require more than a few words in response. They develop trust, promote problem-solving skills, and facilitate cognitive growth.</td>
<td>Closed-ended questions can usually be answered with “yes/no.” They can often convey a sense of presumption or judgment, and can be probing and leading. Closed-ended questions are also used to clarify facts or verify information already shared.</td>
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<tr>
<td>“Tell me about your relationship with your parents.”</td>
<td>“Do you get along with your parents?”</td>
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<tr>
<td>“What do you like to do on the weekend?”</td>
<td>“Did you watch baseball this weekend?”</td>
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<tr>
<td>“What do you like to do after school/work?”</td>
<td>“Did you do anything after school/work?”</td>
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<tr>
<td>“How did you feel when…?”</td>
<td>“If you don’t…”</td>
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<tr>
<td>“What do you think about…?”</td>
<td>“Can I help you?”</td>
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<tr>
<td>“Tell me about…”</td>
<td>“How do you ever expect to…”</td>
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<tr>
<td>“What could you do about it?”</td>
<td>“Let’s talk about something more pleasant…”</td>
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<tr>
<td>“What would happen if…?”</td>
<td>“Oh, it’s not so bad…”</td>
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<td>“How could we fix it?”</td>
<td>“The problem with you is that…”</td>
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<tr>
<td>“Why do you think this happened?”</td>
<td>“Stop complaining!”</td>
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<tr>
<td>“Is there another way to think about this?”</td>
<td>“Why on earth did you…?”</td>
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<tr>
<td>“What do you think is the best thing about…?”</td>
<td>“Do you want to continue?”</td>
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<td>“What is your favorite…?”</td>
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<tr>
<td>“How can I help you?”</td>
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<tr>
<td>“Can you help me understand that a little better?”</td>
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<tr>
<td>“What does that mean?”</td>
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<tr>
<td>“I’m really interested in…”</td>
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<td>“Tell me how the problem started…”</td>
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<tr>
<td>“What else have you tried?”</td>
<td></td>
</tr>
<tr>
<td>“What are your thoughts?”</td>
<td></td>
</tr>
</tbody>
</table>
## Conversation Starters

<table>
<thead>
<tr>
<th>Sometimes I wish I could...</th>
<th>One person who values and accepts me is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best thing about being my age is...</td>
<td>The most daring thing I've ever done is...</td>
</tr>
<tr>
<td>The part of my day that goes the slowest is...</td>
<td>My favorite room in my house is...</td>
</tr>
<tr>
<td>The most common problem among people my age is...</td>
<td>A perfect day for me and my friend...</td>
</tr>
<tr>
<td>My favorite way to spend a Saturday is...</td>
<td>My family worries the most about me when...</td>
</tr>
<tr>
<td>If I won a million dollars I would...</td>
<td>If I were an (animal, color, ice cream cone flavor) I would be...</td>
</tr>
<tr>
<td>If I had three wishes, they would be...</td>
<td>Something that is happening in the world that I would like to change is...</td>
</tr>
<tr>
<td>Something I am most proud of is...</td>
<td>The kindest thing I ever did for someone is...</td>
</tr>
<tr>
<td>UNLOCK</td>
<td>BLOCK</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>UNLOCK</td>
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</tbody>
</table>
## Do’s and Don’ts of Reflective Listening

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DO NOT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use open-ended questions.</td>
<td>Minimize their situation.</td>
</tr>
<tr>
<td>Use positive non-verbal cues (body language).</td>
<td>Use blame or shame.</td>
</tr>
<tr>
<td>Stop any other activity and be fully engaged.</td>
<td>Try to multi-task while listening.</td>
</tr>
<tr>
<td>Emphasize that they are important.</td>
<td>Ask questions that elicit defensive responses.</td>
</tr>
<tr>
<td>Show empathy.</td>
<td>Give advice that will block the conversation.</td>
</tr>
<tr>
<td>Focus on the feeling tone (the unspoken) rather than the pending problem.</td>
<td>Compare your own personal experiences to their current situation.</td>
</tr>
<tr>
<td>Communicate sincerely that you care about them.</td>
<td>Monopolize the conversation.</td>
</tr>
<tr>
<td>Leave them with a sense that they have been heard.</td>
<td>Convey boredom or lack of interest.</td>
</tr>
<tr>
<td>Listen to what the mentee is saying about himself and the situation, rather than focusing on just the details of the situation itself.</td>
<td></td>
</tr>
</tbody>
</table>
Group Norm Examples

The following are suggested components to include in a group contract in order to create a safe physical, emotional and social environment. Remember: All members of the group must agree to the norms and all members must sign the contract.

1. **We are each accountable for our actions.**
   Each individual is responsible for holding him/herself accountable. In order to develop trust, personal accountability will be expected. It will be safe for members of the group to hold each other accountable as well. When something offensive is said or done, the individual “owns” the mistake and works to make it right. There is no blame or shame when members take responsibility for their own actions.

2. **When we make a mistake we make it right.**
   Everyone makes mistakes; it is part of who we are as human beings. A safe environment does not mean that the group members are always kind to one another, that everyone is included, and that conflicts are all resolved in a peaceful manner. What it does mean is that the members of the group accept responsibility for their actions and try to correct their mistakes. This action fosters trust and strengthens relationships. Mentors need to serve as positive role models and teach mentees to help one another to “make it right.” Once this norm has been established and practiced, the group setting will become a safer place to learn, take risks and grow.

3. **Stay focused.**
   We will focus our energies on the group’s tasks and overall goals.

4. **Respect**
   We treat everyone with respect and civility. We treat each other the way we would want to be treated. Mentors and mentees do not make insulting remarks, make fun of someone or call them names.

5. **We protect one another.**
   Members will defend one another from personal attacks. Members of the group also agree to help each other “make it right” when a mistake is made.

6. **Aggression is everyone’s problem.**
   There is no bullying, picking on one another, shame or blame within the group. When someone displays aggressive behaviors, all members of the group are directly affected.
7. Honesty
In order to build trust among group members, individuals will need to take risks by being honest. Mentors and mentees will encourage each other to be supportive, encouraging and non-judgmental when other group members share their thoughts, fears and opinions with the group.

8. Confidentiality
What is said in this group stays in the group. This is one of the most important norms and can be extremely damaging to the cohesiveness and bonding of the group when broken. Additionally, to ensure confidentiality when sharing, the use of names or labels when referencing an incident is not permitted.

9. Everyone has the right to be heard.
One person speaks at a time. Each group member will listen courteously and attentively. We will give one another our full attention and not interrupt when someone else is speaking. It is important that everyone has the opportunity to participate. (A talking stick is often a good idea when trying to enforce this norm.)

10. Non-Judgmental
Do not judge people before you get to know them. Accept and celebrate personal differences. Do not make or express an opinion regarding someone’s personal beliefs, ideas, concerns or opinions. Be inclusive. Understand that everyone has different opinions, feelings, problems and experiences, and remember to respect this even when you may have differing beliefs or opinions.

11. Offer encouragement, not advice.
Be authentic, not an all-knowing expert or authority. The purpose of the mentoring group is to express compassion, sympathy and support for each other, rather than trying to always solve problems.

12. Right to “pass.”
In order to promote a feeling of trust and safety, any member may use an agreed upon hand signal, facial gesture or word to indicate whether they choose to speak or not. No one should feel pressure to participate; however, it is the responsibility of the group facilitator to be encouraging, supportive and inclusive of all the participants without becoming intrusive.

13. Joint Decision-Making
Although the purpose of the group contract is to meet individual needs, in order to promote a safe environment, it is imperative that the group agrees to any changes or decisions. The group facilitator needs to make certain that everyone is doing the same thing, in the same way, at the same time.
Sample Small Group Contract

I agree to keep all information confidential that is discussed during the time we spend together. Everything that is heard and said will stay among the members of our group. I give my word that I will not disclose anything that is shared or acknowledged within the group. In return, I trust that my fellow group members will not discuss information that I share.

✓ I agree to hold myself accountable for my actions.
✓ I agree that when I make a mistake I will make it right.
✓ I agree to respect each and every member of the group.
✓ I agree to protect the each member of the group.
✓ I agree to be honest.
✓ I agree to be supportive and encouraging.
✓ I agree to be non-judgmental.
✓ I agree to listen to each individual with respect.
✓ I agree to not laugh, tease, name-call, or be judgmental of someone’s experiences.
✓ I agree to be inclusive.
✓ I agree to respect other people’s opinions and feelings.
✓ I agree to not interrupt others when they are speaking.
✓ I agree to participate in joint decision-making.
✓ I agree that I have the right to pass whenever I choose.
✓ I agree to attend each meeting. If I am unable to attend a meeting, I will contact the group leader beforehand.

________________________________________  ______________________________________
Signature and Date                              Signature and Date

________________________________________  ______________________________________
Signature and Date                              Signature and Date

________________________________________  ______________________________________
Signature and Date                              Signature and Date

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When a Mentee Has a Problem

Mentors are going to have their mentees present them with problems throughout the year. This is expected and encouraged so mentors need to be prepared with how to handle problems.

Guidelines for dealing with a mentee’s problem:
1. Listen, listen, listen! Sometimes, we just want our problems to be heard. Talking about things in an open, safe environment can be enough for someone to just get a problem “off of my chest.”
2. If the problem is typical for others within the group, or presents a “teachable moment” where the mentor and mentees can practice problem solving skills, proceed with working through the problem.
3. If the problem poses a serious problem (abuse, illegal activity, etc) use the following phrase, “Wow. That is a pretty serious problem. I would like to talk with you privately about this after our session today.”*
4. Use the problem as an open opportunity for solution seeking. Ask the mentee presenting the problem what actions they would like to take to solve the problem. Ask other mentees how they would handle the situation. You may want to try role playing possible solutions here if the group agrees on an action.
5. Before you offer advice, ask the mentee if they want to hear it! Try, “It sounds like you have a problem. Would you like me to offer some advice and tell you what I would do in your shoes?”
6. Sometimes, a problem may require additional intervention. Always ask the mentee for permission to seek alternate assistance. “You know, I think this problem may need the help of an adult. Would it be all right if I asked our program facilitator (or your classroom teacher, school administrator, etc) to help us solve this problem?”

*Dealing with Serious Problems:
Although your mentoring sessions are confidential, there are times when it is necessary to break confidentiality. This is not a breach of trust – it is an obligation of the mentor to see that the mentee is not harmed in a serious way. Adult intervention is a MANDATED SOLUTION when mentors hear about serious problems.

Let your mentees know that you are required by law to report the following situations:
- Someone mentions hurting themselves or intending to hurt themselves.
- Someone mentions hurting others or intending to hurt others.
- Someone mentions taking part in any illegal activity.
- Someone reports being abused or abusing others (emotionally, physically, sexually)
- Someone mentions weapons.
The Big Bomb Cards

That was my ex-boyfriend/girlfriend’s favorite restaurant. I miss eating there with him/her.

I ate at that restaurant the same night I tried to kill myself.

I lost my virginity in the restroom of that restaurant.

I was mugged in the parking lot of that restaurant.
My mom got food poisoning at the restaurant you are talking about and she died as a result.

My roommate just moved out and stuck me all of the rent. I won’t be able to eat at a restaurant like that.

My house burned down over the weekend. I wish I had somewhere to cook my own meals.

My best friend is being deployed to Iraq tomorrow. That was our favorite restaurant.
I used to work at that restaurant. My shift supervisor molested me in the break room.

I used to love the martinis in that restaurant’s bar. Now I’m a recovering alcoholic.

That kind of food reminds me of the dirty, lazy people who make it in their home country. I wish they stayed there.

Please stop talking about food. I haven’t eaten a real meal in weeks. I think I’m anorexic.
## Challenging Roles

<table>
<thead>
<tr>
<th>Challenging Role</th>
<th>Description</th>
<th>Suggested Statements or Actions</th>
</tr>
</thead>
</table>
| **The Over Talker** | • Naturally talkative  
• Has had many life experiences  
• May want to show-off  
• Knowledgeable on many subjects  
• Dominates the conversation  
• May be seeking attention  
• Tries to relate every experience to himself  
• Often goes into excessive details | • “Thank you, can we get back to what we were talking about?”  
• “Thanks for contributing; does anyone else have something to share?”  
• “That’s an interesting point; let’s ask the group how they feel about it.”  
• “I think we may need to limit all responses to 90 seconds to allow everyone an opportunity to share today.” |
| **The Interrupter** | • Does not allow others to finish their statements  
• Cuts off the contributions of others  
• Abruptly changes the subject | • Reference the group contract and emphasize that interrupting is disrespectful.  
• “What you have to say is important, but please wait until someone else is done before you begin.” |
| **The Silent One** | • Shy  
• May be insecure  
• May be bored  
• Introverted  
• May be indifferent to conversation | • Allow this person one pass in the conversation.  
• Ask specific, open ended questions.  
• Speak to this person privately about their comfort level in group conversations.  
• “I value your thoughts and opinions. Do you have anything to share?” |
| **The Inarticulate One** | • Lacks skill in putting thoughts or feelings into words  
• Understands concepts but cannot clearly convey them | • Use reflective listening!  
• “I think I understand you when you say…”  
• Check for agreement.  
• “What I hear you saying is…” |
<table>
<thead>
<tr>
<th>Challenging Role</th>
<th>Description</th>
<th>Suggested Statements or Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Know It All</strong></td>
<td>• Constantly gives advice whether solicited or not</td>
<td>• “Thank you for your opinion. Does anyone think differently?”</td>
</tr>
<tr>
<td></td>
<td>• May discredit or ignore others who suggest something different</td>
<td>• “Perhaps someone else could offer another perspective.”</td>
</tr>
<tr>
<td></td>
<td>• Often overestimates the degree to which she is helpful</td>
<td>• “Let’s try listening to others problems and assist them in working out a solution for themselves before giving advice.”</td>
</tr>
<tr>
<td><strong>The Angry One</strong></td>
<td>• Closed body language</td>
<td>• Reference the code of conduct and emphasize respect for others.</td>
</tr>
<tr>
<td></td>
<td>• May be hostile towards others in the group</td>
<td>• Avoid a power struggle but emphasize that is important to get along within the group.</td>
</tr>
<tr>
<td></td>
<td>• Argumentative</td>
<td>• “Would you care to share with the group a reason for your anger today?” Be careful with this question – it may backfire! Be sure you know the mentee well enough to encourage disclosure.</td>
</tr>
<tr>
<td></td>
<td>• Can be antagonistic</td>
<td>• “Let’s talk about how we deal with anger...”</td>
</tr>
<tr>
<td></td>
<td>• Ignores or puts off comments from others</td>
<td></td>
</tr>
<tr>
<td><strong>The Relationally Aggressive One</strong></td>
<td>• Roles eyes</td>
<td>• Define relational aggression and provide examples (without specifically pointing out the person exhibiting those behaviors)</td>
</tr>
<tr>
<td></td>
<td>• May intimidate others</td>
<td>• Reference the group contract and emphasize respect for others and the need for confidentiality and anonymity in group sessions.</td>
</tr>
<tr>
<td></td>
<td>• Excludes others from the group</td>
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<tr>
<td></td>
<td>• Repeats information from group sessions as gossip or rumors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ignores confidentiality and anonymity policies</td>
<td></td>
</tr>
<tr>
<td>Challenging Role</td>
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</tr>
<tr>
<td>------------------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Objector</td>
<td>• Combative</td>
<td>“Instead of refusing someone’s idea, could you please propose an alternative?”</td>
</tr>
<tr>
<td></td>
<td>• Cynical</td>
<td>“Could you explain why you disagree?”</td>
</tr>
<tr>
<td></td>
<td>• Oppositional</td>
<td>Try to acknowledge his suggestions, but encourage him to also acknowledge the suggestions of others.</td>
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<tr>
<td></td>
<td></td>
<td>Privately conference with him about the importance of cooperation and teamwork.</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>The Griper</td>
<td>• Complains</td>
<td>“Is there something that the group could do to make this situation better for you?”</td>
</tr>
<tr>
<td></td>
<td>• Whines</td>
<td>Encourage her to explain why she is dissatisfied with the group at this time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference the group contract and emphasize respect for all group members.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>The Side Tracker</td>
<td>• Leads the group off topic</td>
<td>“I think you have a great story to share, but it may not relate fully to what we are discussing in group today. Can you share it with me after our session?”</td>
</tr>
<tr>
<td></td>
<td>• Shares information</td>
<td>“I know what you have to share is important but I’d really like the group to stay focused on…”</td>
</tr>
<tr>
<td></td>
<td>unrelated to the group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conversation</td>
<td></td>
</tr>
</tbody>
</table>
### Challenging Roles Cards

<table>
<thead>
<tr>
<th>The Over Talker</th>
<th>The Interrupter</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Silent One</td>
<td>The Inarticulate One</td>
</tr>
<tr>
<td>The Know It All</td>
<td>The Angry One</td>
</tr>
<tr>
<td>The Relationally Aggressive One</td>
<td>The Objector</td>
</tr>
<tr>
<td>The Griper</td>
<td>The Side Tracker</td>
</tr>
</tbody>
</table>
Characteristics of a Good Story

A Storyteller’s skills include: emphasis, repetition, transition, pause and proportion.

MY STORY…

- Reflects a personal experience
- Clearly relays a message
- Is engaging and interesting
- Depicts a clearly defined single theme
- Incorporates a well developed plot
- Is simple and brief - trim down to the emotional heart of the story
- Stimulate the senses (i.e. can the audience feel, touch, smell, listen and see the vivid pictures)
- Describes the emotional state (frightened, happy, excited, anxious, etc)
- Includes age appropriate personal boundaries
- Describe the various characters and settings
- Provides some emotional impact
- Is an appropriate length
- Is age-appropriate for intended audience
- Exhibits one or more positive approaches
- Includes a strong beginning, middle and end
- Is told from the heart
## Storytelling Checklist

Storytelling can be a challenging skill to learn, and sharing stories may feel uncomfortable for some participants. You can be of great help in making a storyteller feel safe and supported, and in making a good story even better.

<table>
<thead>
<tr>
<th>Did the storyteller…?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate use of appropriate body language?</td>
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</tr>
<tr>
<td>Demonstrate facial expressions and vocal tone to match the emotions described in the story?</td>
<td></td>
</tr>
<tr>
<td>Were the verbal and non-verbal messages congruent?</td>
<td></td>
</tr>
<tr>
<td>Make eye contact with the audience?</td>
<td></td>
</tr>
<tr>
<td>Speak to the audience as a whole, while still maintaining a sense of intimacy?</td>
<td></td>
</tr>
<tr>
<td>Use speech (diction, articulation, slang, etc.) that was easy to understand?</td>
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<tr>
<td>Regulate volume when appropriate?</td>
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</tr>
<tr>
<td>Read the story to the audience?</td>
<td></td>
</tr>
<tr>
<td>Tell the story as an unrehearsed, spontaneous account?</td>
<td></td>
</tr>
<tr>
<td>Use humor?</td>
<td></td>
</tr>
<tr>
<td>Tell the story in a succinct manner (beginning, middle, end)?</td>
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<tr>
<td>Depict sincerity/honesty/authenticity?</td>
<td></td>
</tr>
<tr>
<td>Portray a genuine story while still setting boundaries around personal information that was shared?</td>
<td></td>
</tr>
<tr>
<td>Have a purpose? (To connect or to teach)</td>
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</tr>
<tr>
<td>Include the senses- could you hear, smell, feel the surroundings?</td>
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</tr>
<tr>
<td>Describe a time frame (e.g. when I was in middle school, in the summer of my junior year, when my son was born, etc)</td>
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<tr>
<td>Include the essential 6: who, what, where, when, why and how</td>
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</tr>
</tbody>
</table>
Storytelling to Connect Pointers

- Keep it sincere
- Be honest
- Know your boundaries
- Keep the story age-appropriate
- Use humor
- Make eye contact
- Use positive body language
- Stay focused
- Be intentional about the purpose of the story
- Be succinct
Storytelling to Teach Processing Questions

- Why do you think the characters in this story acted the way they did?
- Have you ever been in a similar situation as one of the characters?
- What would you do if you were (insert character’s name)?
- How could this story have ended for the better?
- At what point do you think the character could have made a better choice?
- Do you think you would have acted that way?
- What could you do to avoid this situation?
- What did you learn from this story?
- Could you share this story with any of your friends? How do you think they would react?
- What is the moral of this story?
- Could there have been other outcomes for this story? What would have changed how this story ended?
- Why do you think I chose this story to share with you today? (Be careful with this question – if your mentee is in a sarcastic, angry, or depressed mood it may prompt undesirable responses.)
  - List any other questions you or your group may want to add:
Creating a Role Play

“Research suggests that some children who bully at school lack empathy and are violent because this is how they are treated at home. They do not empathize because they have not learned to do so. If such children are placed in the victim role, they can learn to empathize with victims of bullying. Role play is an excellent way of making the experience of others real; if awareness about bullying is raised, a no-bullying culture is encouraged.”
Keith Sullivan, The Anti-Bullying Handbook

Tips for Facilitators:
- A well-directed role play can be a challenging and powerful learning experience for the mentees.
- Role plays provide opportunities for mentees to explore situations, gain insight, identify problems, resolve conflicts, and create solutions.
- Role plays allow mentees to experience and identify with characters and roles that simple discussions cannot.
- Role plays must be realistic to help mentees experience the maximum learning value of the role play.
- Role plays are best if based on current normative beliefs in the mentees’ environment.
- Role plays serve as another approach to confronting the issue of aggression without directly confronting the aggressor.

Step One: Prepare the Role Play
- Decide ahead of time the purpose or goals of the role play exercise.
- Form a suitable size group in order for all of the roles to be filled and be sure everyone is participating.
- In order to develop empathy, research shows that it is more effective if a mentee with a predominant role steps into the “shoes” of another role. (i.e. the aggressor assumes the role of the target in particular role plays)
- Role play must be age appropriate.
- Avoid having mentees role play aggression whenever possible. Instead, start the role play after the aggressive act has taken place or have a mentor play the role of the aggressor.

Step Two: Prepare the Role Players
- Explain process and purpose of role play and what they will be doing.
- Stress that the role play is a way to allow them to generate solutions to a problem or explore unfamiliar situations.
- Explain that the purpose it to be educational, experimental, fun, informative, intentional and practical.
- Explain that there are “no stars.”
- Use a few “practice runs” to warm up.
• Role playing is action-based and focused on getting in touch with feelings and solutions around peer aggression.
• As the mentees go into the role play and put their energy in developing and portraying realistic characters, they begin to experience what each is feeling and experiencing as they play it through.

**Step Three: Prepare the Audience**
• Remind the audience to be attentive to behaviors. They will be asked to provide feedback.
• If mentees are not quite sure of what is expected the mentor will provide guidance and demonstration.
• The mentor should emphasize that there is no right or wrong way to play the roles, just different interpretations. The mentor can always ask for ideas on how the role could have been played differently.
• Positively reinforce all mentees for participating.

**Step Four: Present the Role Play**
• Have mentees perform the role play for the audience.

**Step Five: Process the Role Play**
• Processing provides the mentees the opportunity to discuss how it felt and what they were thinking while in the various roles.
• When role playing aggressive acts: describe each role in aggression (target, aggressor, and bystander) and determine the roles of characters in the role play.
• Ask the following questions while mentees answer “in character”:
  o Aggressor: How did you feel? (Powerful, popular, threatened, ashamed, etc.)
  o Target: How did you feel? (Sad, scared, excluded, confused, frustrated, helpless, etc.)
  o Bystanders: What was going on with you? How were you feeling? (Embarrassed, Stuck, Scared, Silent, frustrated, guilty, disappointed in myself, alone, etc.)
• Discuss alternate options or outcomes and how these could be achieved.
• Seek realistic solutions.
• Turn questions to audience for suggestions.
• Mentees should try out a few of the suggestions followed by processing each idea. How did that feel? Is that a realistic solution? etc.
Mentoring Skills and Techniques

- **Listen attentively.**
  Pay attention to what your mentee is saying. Use open body language and interested facial expressions.

- **Watch and learn from nonverbals**
  Notice non-verbal cues that your mentee is giving. Is she twirling her hair or acting distracted? Is she looking down or away from you? Is her body language open or closed?

- **Use reflective listening**
  Be sure that you understand what you mentee is saying, and restate it to the mentee to confirm that you are interpreting the mentee correctly.

- **Respond with a feeling tone**
  Convey sincerity with the tone of your voice. Do not be patronizing or overact, but instead be genuine and in tune with your mentee’s feelings.

- **Use open ended questions**
  Carefully choose questions that stimulate conversation and cannot be answered with a simple yes or no.

- **Demonstrate empathy when listening**
  Confirm your mentee’s feelings. Let the mentee know that you would feel the same way if you were in a similar situation.

- **Listen from a position of not knowing the right answer or making no assumptions about the person and their story**
  A mentor is not a “Sage on the Stage” who knows everything and lectures to an audience. Instead, a mentor is a “Guide on the Side” who leads the mentee to their own conclusions and assists the mentee in problem solving and decision making.

- **Repeat back what you heard to monitor authenticity**
  Do not be a parrot simply echoing what your mentee says, but instead repeat the mentee’s statements to confirm that the mentee is accurately sharing information.

- **Be affirming even if you do not agree**
  Regardless of the choice a mentee makes, whether or not it is one that you would have chosen, support mentees when they make a well thought out decision.

- **Get them to talk- try to flush out true meaning**
  Focus on the feeling – not the situation!

- **Use visionary questions to help them see future**
  What do you think will happen? What outcomes could result? Encourage your mentee to look forward and see all possible outcomes!
Things to Avoid In Mentoring Conversations

- Sarcastic judging remarks
- Giving advice without listening
- Close ended questions
- Conversation blockers
- No eye contact
- Superior tone in voice
- Interrupting
- Monotone voice- seemingly uninterested
- Debating
- Past focused questions-“Why did you not tell me this earlier?”
- Shame or blame
<table>
<thead>
<tr>
<th>Skill Builders Cards</th>
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<tbody>
<tr>
<td>Sarcastic judging remarks</td>
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<tr>
<td>Conversation blockers</td>
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<tr>
<td>Interrupting</td>
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<tr>
<td>Past focused questions</td>
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<tr>
<td>Watch and learn from nonverbals</td>
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<tr>
<td>Use open ended questions</td>
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<tr>
<td>Repeat back what you hear to monitor authenticity</td>
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<tr>
<td>Use visionary questions to help them see the future</td>
</tr>
<tr>
<td>Role Play Scenario Cards</td>
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</tr>
<tr>
<td><strong>You have been offered drugs and know that it is wrong, but you really want to be friends with the person who offered.</strong></td>
</tr>
<tr>
<td><strong>You have a gun and are thinking of bringing to work/school to threaten someone.</strong></td>
</tr>
<tr>
<td><strong>You saw a classmate/coworker steal from someone’s locker/desk.</strong></td>
</tr>
<tr>
<td><strong>You have been having online conversations with someone for a month and want to meet them in person.</strong></td>
</tr>
<tr>
<td>No one lets you eat lunch with them.</td>
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<tr>
<td>You have noticed a coworker/classmate copy work from someone else and take credit for it.</td>
</tr>
<tr>
<td>You drink excessively when you feel upset. It has been happening more often lately.</td>
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</tbody>
</table>

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Appendices
### Glossary

<table>
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<tr>
<th>Aggression Language</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Aggression</strong></td>
<td>Behaviors that are intended to hurt or harm others (Berkowitz, 1993; Brehm &amp; Kassin, 1990; Gormly &amp; Brodzinsky, 1993; Myers, 1990; Vander Zanden, 1993; cited in Crick &amp; Grotzperter, 1995)</td>
</tr>
<tr>
<td><strong>Physical Aggression</strong></td>
<td>Harm and control through physical damage or by the threat of such damage (Crick, Casas, &amp; Ku, 1999)</td>
</tr>
<tr>
<td><strong>Verbal Aggression</strong></td>
<td>A communication intended to cause psychological pain to another person, or a communication perceived as having that intent; also referred to as verbal/symbolic aggression (Vissing, Strauss, Gelles, &amp; Harrop, 1991)</td>
</tr>
<tr>
<td><strong>Relational Aggression</strong></td>
<td>Harming others through purposeful manipulation and damage of their peer relationships. (Crick &amp; Grotzperter, 1995) Relationally aggressive behaviors include exclusion, malicious gossip and rumor spreading, teasing and name calling, alliance building, covert physical aggression and cyberbullying.</td>
</tr>
<tr>
<td><strong>Overt Aggression</strong></td>
<td>Harming others through physical aggression, verbal threats, instrumental intimidation. (Crick &amp; Grotzperter, 1995)</td>
</tr>
<tr>
<td><strong>Covert Aggression</strong></td>
<td>Behaviors in which the perpetrator manipulates others to attack or harm the target person, instead of doing so him/herself. (Björkqvist, Österman, &amp; Lagerspetz, 1994)</td>
</tr>
</tbody>
</table>
| **Reactive Aggression** | An angry, defensive response to frustration or provocation (Crick & Dodge, 1996)  
**Example:** A child is being teased repeatedly in school and then becomes a teaser himself for protection.                                                                                                                 |
| **Proactive Aggression** | Deliberate behavior that is controlled by external reinforcements (Crick & Dodge, 1996)  
**Example:** A girl is mad at another girl for being “more popular” so she spreads a sexual rumor about her to ruin her reputation.                                                                                   |
| **Passive Aggressive** | of or denoting a type of behavior or personality characterized by indirect resistance to the demands of others and an avoidance of direct confrontation, as in procrastinating, pouting, or misplacing important materials.                                                                 |
| **Indirect Aggression** | Behaviors harming a target by rejection or exclusion (Feshbach, 1969, cited in Card, Sawalani, Stucky, & Little, 2008)                                                                                                                                                                                                 |
| **Revenge**           | a response to an aggressive act in which a target assumes the role of aggressor and makes a former aggressor a target; role reversal in an aggressive act (The Ophelia Project)                                                                                                               |
### Bullying Language

<table>
<thead>
<tr>
<th><strong>Bullying</strong></th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Bullying</strong></td>
<td>A real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. (US Department of Justice, 2001)</td>
</tr>
</tbody>
</table>

According to Olweus (2008),
1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

<p>| <strong>Aggressor</strong> | The person who chooses to hurt or damage a relationship. A bully. |
| <strong>Target</strong>    | The person who is aggressed upon or bullied. The object of bullying. |
| <strong>Bystander</strong> | The person or persons who are not aggressors or targets but are caught somewhere in between. Also know as a “kid in the middle.” |</p>
<table>
<thead>
<tr>
<th>Influences on Behavior</th>
<th>Terms in changing normative behavior</th>
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<tr>
<td><strong>Social Norms</strong></td>
<td>The most widely shared beliefs or expectations in a social group about how people in general or members of the group ought to behave in various circumstances. (National Social Norms Institute, 2010)</td>
</tr>
<tr>
<td><strong>Normative Beliefs</strong></td>
<td>Self-regulating beliefs about the appropriateness of social behavior (Huesmann and Guerra, 1997)</td>
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</table>
| **Empathy**            | Defined in two ways: (1) the awareness of another person’s thoughts, feelings, and intentions and (2) the ability or tendency to be vicariously aroused by the affective state of another person (Hoffman, 1984, cited in Kaukiainen et al., 1999). Involves 3 components. All must be present for empathy to take place:  
  - Emotional Component: the ability to identify another’s feelings  
  - Cognitive Component: the ability to understand another person’s perspective  
  - Application Component: the ability to respond appropriately  
  **Example:** Your friend finds out that other girls are talking about her behind her back. You were a part of it. You see that she is hurt and upset. You imagine how you would feel if your friends were trashing you behind your back. You feel her pain, apologize for your role and intervene on her behalf. |
| **Hostile Attribution Bias (HAB)** | The tendency to perceive hostile intent on the part of others even when it is really lacking (Baron & Richardson, 1994, cited in PsychWiki, 2009)  
  **Examples:** A relationally aggressive girl may overhear two girls talking about having a party, and assume she has been deliberately excluded. An aggressive child is bumped in the hallway and perceives that bump as intention, while a non-aggressive child would view this as an accident. |
| **Emotional Intelligence** | The capacity for recognizing our own feelings, and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships (Goleman, 1995).  
  Having emotional intelligence means being able to recognize what you are feeling so that it does not interfere with thinking. It becomes another dimension to draw upon when making decisions or encountering situations. (Orbach, 1998) |
| **CASS™**              | CASS: Creating a Safe School™ is a multifaceted change process that brings together a community of caring adults (administrators, teachers, staff, parents) with students to work together to change the social culture in a school or school district. Its primary goal is to positively impact the social norms in a school community by recognizing and |
addressing the hurtful, covert behaviors of peer aggression and identifying, teaching and modeling a more positive set of normative behaviors for educators, students and parents.

<table>
<thead>
<tr>
<th>Mentorship</th>
<th>A developmental relationship in which a more experienced person helps a less experienced person, referred to as a protégé, apprentice, mentoree, or (person) being mentored, develop in a specified capacity. (Wikipedia, 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentorship is an important vehicle for promoting positive change. Mentors are carefully trained to understand pro-social behavior, to demonstrate effective communication skills and to serve as role models for peers and younger children. Mentorship experiences build leadership capabilities in students.</td>
</tr>
<tr>
<td>A Mentor is:</td>
<td><img src="https://example.com/mentorship_roles.png" alt="List of mentorship roles" /></td>
</tr>
<tr>
<td>Leadership</td>
<td>The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. (Wikipedia, 2010)</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>The process of concluding resentment, indignation or anger as a result of a perceived offense, difference or mistake, and/or ceasing to demand punishment or restitution. (Wikipedia, 2010)</td>
</tr>
<tr>
<td></td>
<td>“To forgive someone” is to let go of the hurt another person has caused you so you can move on without the hurt affecting your life.</td>
</tr>
<tr>
<td>Acceptable vs. Unacceptable Actions</td>
<td>Placed on either end of a continuum, the first action is positive and socially acceptable and the second is used solely to gain power and/or hurt and humiliate another.</td>
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<tr>
<td><strong>Joking or Kidding versus Taunting</strong></td>
<td>Joking or kidding with a friend is a way to tease each other in a kind way. It is done with no malicious intent and if it bothers the person who is being joked with, the joker will stop. Taunting is calling someone names with the intent to hurt another person and to feel more powerful than the person who is being taunted.</td>
</tr>
<tr>
<td><strong>Telling versus Tattling</strong></td>
<td>Telling is reporting to an adult when a person sees something cruel happening to oneself or others. The intention of the reporting is to keep another, or the teller, safe from harm. Tattling is telling an adult something someone else has done to get attention or get them in trouble. Tattling includes exaggerating a harmless incident or lying to an adult about what someone else did. (Barbara Coloroso describes the difference on pages 134-135 in her book <em>The Bully, The Bullied, and The Bystander</em>, 2003). The elementary school statement is: “Telling is keeping someone or you safe AND tattling is getting someone in trouble.”</td>
</tr>
<tr>
<td><strong>Flirting versus Sexual Harassment</strong></td>
<td>Flirting is giving attention to someone whom you find attractive. If that attention makes the person uncomfortable, the person flirting will apologize and not do it again. Flirting is within the scope of normal social adolescent behavior. Sexual harassment is using sexual language or actions to hold power over someone else. This is neither playful nor healthy social behavior. There are legal ramifications for behavior that is deemed sexual harassment.</td>
</tr>
<tr>
<td><strong>Sharing versus Gossiping</strong></td>
<td>Sharing is telling information about a friend to another friend to keep a mutual acquaintance updated. Gossiping is telling people secrets you promised not to tell others, telling people about someone else in order to get more attention from others, telling people a lie about someone to get back at them, or exaggerating the truth about what someone did to make them look bad to others. The intent of gossiping is malicious.</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>Definitions from the Center for Safe and Responsible Internet Use, NetLingo.com and Wikipedia.com</td>
</tr>
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<tr>
<td><strong>Blog</strong></td>
<td>A shared online journal where people can post diary entries about their personal experiences and hobbies</td>
</tr>
<tr>
<td><strong>Bulletin</strong></td>
<td>A message sent in real time to each “friend” on a user’s social networking page.</td>
</tr>
<tr>
<td><strong>Cyberbullying</strong></td>
<td>the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone</td>
</tr>
<tr>
<td><strong>Cyberstalking</strong></td>
<td>Harassment that includes threats of harm or is highly intimidating</td>
</tr>
<tr>
<td><strong>Denigration (Put-downs)</strong></td>
<td>Sending or posting harmful, untrue or cruel statements about a person to other people</td>
</tr>
<tr>
<td><strong>Exclusion</strong></td>
<td>Actions that specifically and intentionally exclude a person from an online group, such as exclusion from an IM “buddies” list</td>
</tr>
<tr>
<td><strong>Flaming</strong></td>
<td>Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group</td>
</tr>
<tr>
<td><strong>Harassment</strong></td>
<td>Repeatedly sending a person offensive messages</td>
</tr>
<tr>
<td><strong>IM</strong></td>
<td>Instant Messaging - An acronym or text message used in online chat, Email, blogs, or newsgroup postings.</td>
</tr>
<tr>
<td><strong>Internet Protocol (IP)</strong></td>
<td>The electronic fingerprint you leave behind everywhere you go in cyberspace.</td>
</tr>
<tr>
<td><strong>Masquerade</strong></td>
<td>Pretending to be someone else and sending or posting material that makes that person look bad or puts that person in potential danger</td>
</tr>
<tr>
<td><strong>Outing and Trickery</strong></td>
<td>Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images. Engagement in tricks to solicit embarrassing information that is then made public.</td>
</tr>
<tr>
<td><strong>Photoshopping</strong></td>
<td>The art and practice of digitally editing pictures with image editing software. Although professional graphic artists and designers might describe elements of their work as “photoshopping”, the practice is more commonly associated with creating visual jokes on Internet sites.</td>
</tr>
<tr>
<td><strong>Sexting</strong></td>
<td>The act of sending sexually explicit messages or photos electronically, primarily between cell phones.</td>
</tr>
<tr>
<td><strong>Social Networking</strong></td>
<td>A social networking service uses software to build online social networks for communities of people who share interests and activities or who are interested in exploring the interests and activities of others. (i.e. MySpace.com, Facebook.com)</td>
</tr>
<tr>
<td><strong>Text Messaging</strong></td>
<td>The communication of brief messages, generally via a cell phone or other PDA. It is also possible to text images and video clips from one mobile device to another, as well as to a personal computer or website.</td>
</tr>
<tr>
<td><strong>Wiki</strong></td>
<td>A ‘wiki’ is a type of Web site that allows users to easily add, remove, or edit content. The idea is that this kind of ‘open editing’ allows for easy interaction between users and/or groups and is effective in collaborative authoring.</td>
</tr>
</tbody>
</table>
Glossary References


Center for Safe and Responsible Internet Use. http://www.cyberbully.org/


NetLingo: The Internet Dictionary. www.netlingo.com


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Mentoring Session Ideas

Personal Identity
- If you had to describe yourself based on a stereotypical group (jock, brain, skater, goth, emo, soccer mom, frat boy, conservative, radical), what would be? Why did you choose this?
- Think of ten adjectives to describe yourself. Now narrow that list down to five that best define you.
- How do you think others view you? Try the adjective exercise above but describing yourself from the perspective of a relative, friend, coworker, teacher, or any other person who knows you well.
- What would the movie of your life be called? Who would play you?
- If Ben and Jerry were to create an ice cream flavor about you, what toppings, flavors, and syrups would be mixed together? Would it be complex or simple? Lots of flavors or just a few?

Goals
- What short term goals do you have for yourself? Where do you want your career to be? What about your personal life?
- Where do you see yourself in 5 years? 10? 20?
- What accomplishments do you hope to achieve professionally?
- Describe your ideal lifestyle. What would your income level be? What would your house or clothes look like? What type of activities would you partake in?
- The term “bucket list” is used to refer to a list of things you want to do before you kick the bucket (i.e. die). Write your bucket list and do not be afraid to dream big!
- Create an action plan for achieving a specific goal.

Expectations
- What expectations do you have for yourself?
- What do think others expect from you?
- Are your expectations realistic?
- What can you do to ensure that all expectations from yourself and others are met?

Responsibilities
- Name five things that you are responsible for. Prioritize them.
- What specific things do others rely on you to do?
- If you neglected your responsibilities what would happen?

Relationships
- What criteria are necessary for building friendships?
- Distinguish between healthy and unhealthy relationships. Make a chart to compare and contrast aspects of these relationships.
- What do you do when a relationship needs fixing?
- How do you determine when to end a friendship? When is it necessary?
**Organization**

- Keep a calendar with upcoming meetings, events, and commitments. Have a template calendar or example to help your mentee make a calendar if they are unfamiliar with doing so.
- Keep a task list or “to do” list.
- Choose activities wisely to allow for structured and unstructured leisure time.
- Create specific areas for items to avoid clutter and be aware of belongings.

**Healthy Life Choices**

- Role play situations in which risky choices are offered. Practice making safe choices.
- Ask mentees about situations where they feel peer pressure. Get feedback on situations that are difficult for your mentee and keep a list on hand so that you can help your mentee through role playing.
- Create a healthy lifestyle plan which includes moderation in diet, exercise, and enjoyment.

**Empathy**

- How do you identify emotions in yourself?
- How do you identify the emotions of others?
- To what extent can your actions affect others around you?
- Role play situations from others’ points of view.

**Financial Guidance**

- Create a budget based on current income.
- Create a proposed budget based on personal goals and an ideal lifestyle. Action plan to achieve budget for ideal lifestyle.
- Discuss a plan for creating an emergency fund and retirement fund.
- Manage the use of credit cards and financing purchases.
- For teens and young adults, evaluate options for higher education and explore student loans and borrowing for education.
- Discuss the difference between desires and needs. Consider this distinction before making purchases.
- Have your mentee keep track of every purchase he makes for one month. Record *everything*: coffee, gum, clothes, gas, rent, etc. At the end of the month, have the mentee divide their purchases and spending into different categories (housing, food, fun, etc…) Compare these spending categories to the mentee’s goals. Is the way he spends money now in line with his personal goals and values?
- Create a savings plan. Even as little as $5.00 a month adds up over time!
Interests
- What books, movies, music, games, sports, etc. interest you?
- Try to share something with a mentee that you are interested in that they may be unfamiliar with.
- Have a mentee share one of their interests with you.
- Enjoy an event together. (Check with mentoring program guidelines.)

Leadership
- In what ways are you qualified to be a leader?
- What qualities do you look for in a leader?
- What principles guide you in being a leader?
- What principles guide those whom you follow?

Cyber Safety
- How can you stay safe when social networking?
- Which information do you share online? Which information should you keep private?
- What information from others should be forwarded? What should not be forwarded?

Aggression
- How do you deal with your anger?
- What should you do if someone is aggressive towards you?
- How do you identify aggression?
- Share the language of peer aggression. Use Ophelia Project curricula to assist you.

Conflict Resolution
- Role play strategies for appropriate, assertive confrontation.
- What do you do when you have a problem with someone?
- How can you safely and effectively resolve conflict?
Guidelines for Discussions

Guidelines for Face-to-Face Discussions
As a participant in a face-to-face discussion, I will abide by the following guidelines:

1. I will speak only for myself using clear sentences. I will choose my words carefully to be sure that others can understand what I am trying to say.
2. I will avoid generalizations when presenting my opinion and acknowledge that my viewpoint is supported by myself. Others are free to agree or disagree with what I have to say but I will not make those decisions for them.
3. I will avoid slang and inappropriate language as I understand that these can lead to miscommunication and misunderstandings. This also violates guideline 1.
4. I will speak truthfully while at the same time respecting the viewpoints of others, even if those viewpoints run counter to mine.
5. If I agree with someone, I will explain my reasons for agreement or offer additional evidence to support this opinion.
6. If I disagree with someone, I will not insult, slander, or abuse that person. I am, however, entitled to respectfully explain my reasons for disagreement.
7. I will respect the privacy of others and use pseudonyms when sharing personal stories.
8. If I am ever in doubt as to whether or not to say something because it may violate these guidelines, I will not share that information.
Addressing Behaviors Along Continuums

Knowing the difference between positive and negative behaviors on a continuum can help identify personal behaviors and determine how others interpret behaviors. Being able to place your actions on a continuum allows you to determine whether or not you need to “make it right.”

Every continuum is structured similarly. The positive behavior is place on the left of the continuum and the negative behavior is placed on the right of the continuum. Directly in the center of each continuum is a gray area which contains “the line.” The gray area represents actions that are more difficult to distinguish. “The line” is the point where behaviors are divided as acceptable or unacceptable. Acceptable, positive behaviors are encouraged as part of the mentees normative beliefs. Unacceptable, negative behaviors are discouraged. When someone displays an action that is over the line and on the unacceptable side of the continuum, it is their responsibility to either “make it right” through an apology or other appropriate remediation or else accept the consequences as determined by a school/company policy or legal ramifications.

All of our behaviors lie on a continuum. Not only should mentees be able to identify where they believe their actions lie, but they must also learn to see how others may place their actions differently along a continuum.

Acceptable | Unacceptable
The Five Critical Steps for Addressing Peer Aggression

Overview
How often have you heard the expression “you have to look before you can see”? We often miss incidents of social aggression because we are not aware of what is occurring in our classrooms, school buildings, workplaces, homes, or communities. We have to look carefully and thoughtfully for negative social behaviors before we can truly see what is happening and begin to address it. The following steps are a way to start:

1. **Recognize the Behavior**
   a. Expand your thinking to include all forms of overt and covert aggression
   b. Challenge your own normative beliefs
   c. Consider your past experiences
   d. Become a careful observer

2. **Name the Behavior Using the Shared Language of Peer Aggression**
   a. Teach mentees the language of feelings and peer aggression
   b. Describe the behavior that you are observing and call it aggression

3. **Establish Positive Norms to Create a Safer Climate**
   a. Write down the norms and display them
   b. Hold your mentees accountable for demonstrating these norms
   c. Express your behavioral expectations to students clearly and frequently
   d. Model these norms in the way you structure and conduct your mentoring sessions

4. **Create a Pro-Social Environment**
   a. Teach pro-social skills to enhance empathy, emotional intelligence, relationship building, and conflict resolution
   b. Develop intervention strategies to deal with peer aggression when it occurs
   c. Support and encourage the bystanders to speak out in appropriate ways
   d. Take advantage of teachable moments to reinforce the norms and integrate them into your group sessions
   e. Reinforce the new behaviors in your day-to-day interactions with others
   f. Integrate the concepts into your on-going life. Teach students alternative positive strategies for dealing with conflict and friendship issues

5. **Going Beyond the Classroom: Creating a Safe School Environment**
   a. Creating school-wide policies and procedures to address Peer Aggression
   b. Making common school areas safer social environments
   c. Empowering the bystander to make a difference.