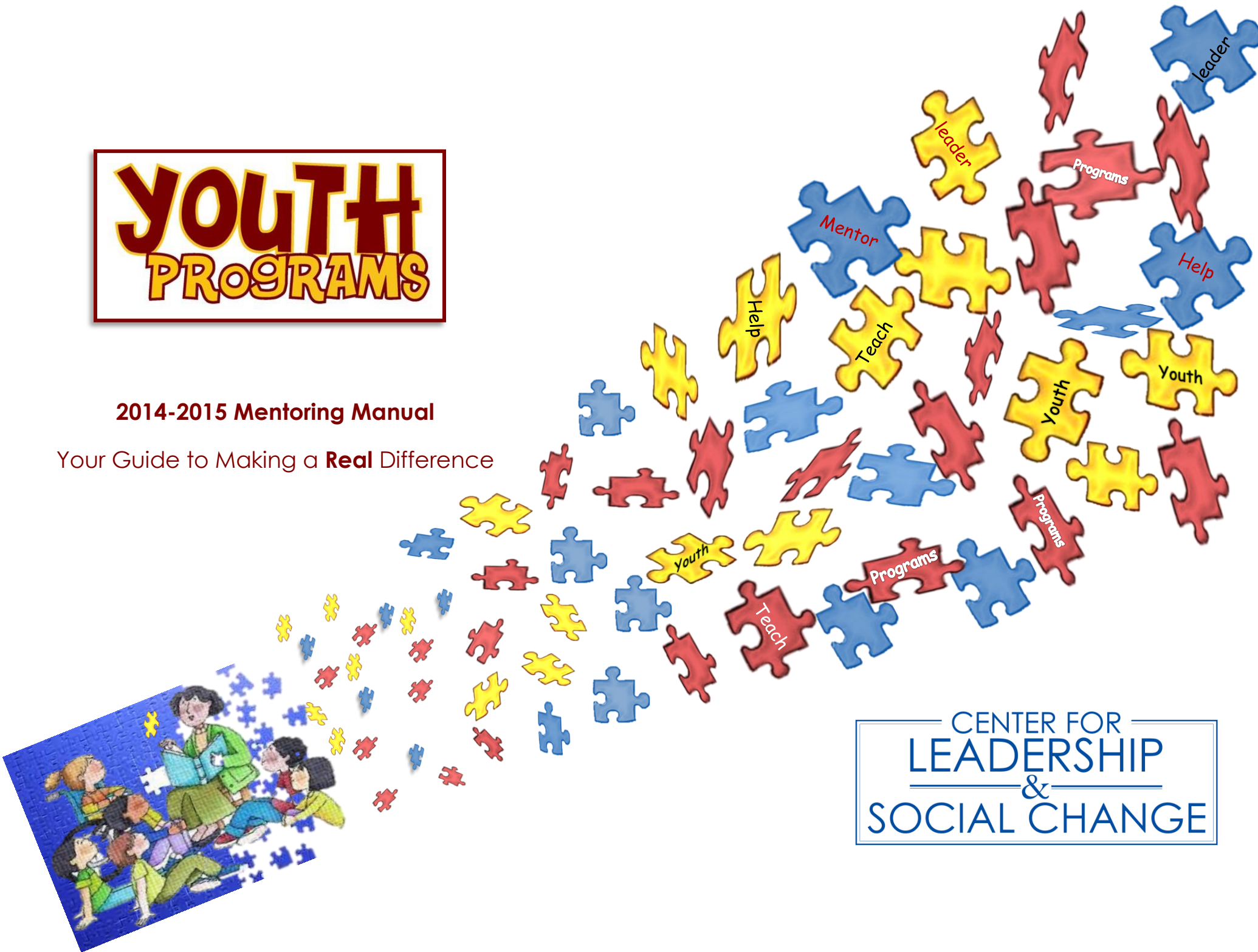


YOUTH PROGRAMS

2014-2015 Mentoring Manual

Your Guide to Making a **Real** Difference



CENTER FOR
LEADERSHIP
&
SOCIAL CHANGE



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Manual updated by:

Andrea Llewellyn & Kia Rhynes

Special acknowledgement to our sponsors:

Leon County Schools Title I and Special Services
Leon County Schools Mentor and Volunteer Services
FSU Center for Leadership & Social Change





Welcome, Welcome, Welcome!

We are so excited to have you join us in the amazing work of changing lives! You will have an important position in helping to shape the future for your mentee, as well as helping to develop his/her self-concept in a very positive way. Inspiring someone else to be successful, academically and socially, and to give hope to and inspire the dreams of others is a powerful task and you have made the first step in fulfilling it. Our program is the place where you can inspire, empower and encourage someone else by simply being you. The rewards that you will gain as a part of this program will be immeasurable and life-changing.

The mentee that you will be placed with is in need of a positive role model, guidance, and someone to be in his/her corner. Your time and expertise will be invaluable to your mentee. Academic assistance, goal setting, time management, listening and “cheerleading” are all important aspects of the time you will spend together. You are very much wanted and needed. As the school year continues, keep in mind the importance of your work. You are helping to a make a REAL difference!

Please keep this manual in a prominent place to refer to as needed. Do not hesitate to contact me if I can be of assistance in any way, such as answering questions, offering suggestions, or getting information for you. My role is to help you make the most of your experience-for you and your mentee.

Yours in Service,

Joi N. Phillips
Program Coordinator
jnphillips@admn.fsu.edu
850.644.9567



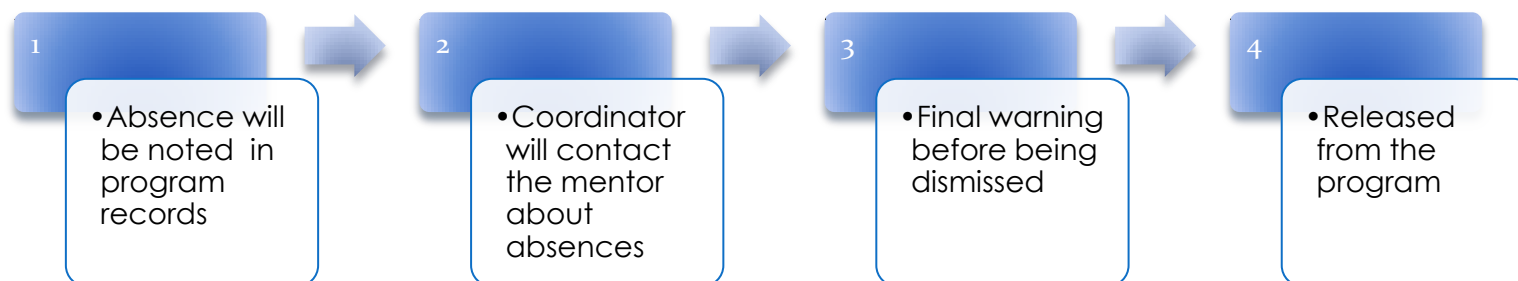


Policies & Procedures





Attendance Policy: Mentors are allotted **3** absences each semester. **After the 4th absence YOU WILL BE RELEASED FROM THE PROGRAM.**



Each mentor is required to serve for **AT LEAST 60 MINUTES PER WEEK** to participate in the program. The 60 minutes must be completed in ONE visit, the time cannot be split up over the course of a week.

If a mentor decides to drop the program before the end of the semester the appropriate professor will be notified and mentor evaluations will be affected accordingly.

Tardiness:

A tardy is defined as showing up 10 minutes after the expected start time of the mentoring session. If a mentor is tardy, he/she will be sent home and will not receive credit for the date of that tardy. This day will count toward the mentor's absences. If a mentor arrives late he/she will be given service credit according to the time he/she arrived (i.e. if a mentor arrives 10 minutes late credit will be given for 50 minutes).

IT IS **MANDATORY** THAT YOU ATTEND AT LEAST **ONE (1) TEA TALK SESSION**. FAILURE TO DO SO WILL RESULT IN AN ABSENCE!

If any mentor is dropped from the program **TWO** TIMES he/she WILL NOT be allowed to participate in mentoring through Youth Programs in the future.

What is Tea Talk?

Tea Talk is a monthly check-in session designed to help you become the best mentor you can be! It is a time for feedback, reflection, and connection with other mentors. We discuss everything from how to handle difficult situations with your mentee(s) to how to keep them on task and even how to end your relationship in a healthy way.





Van Procedure:

- A Center van will leave from the lobby inside of the Center office 15 minutes prior to the start of the scheduled mentoring time (e.g. if mentoring is scheduled to begin at 9:00am the Center van will leave at 8:45am).
- Time spent riding in the van **DOES NOT** count toward service hours.
- All mentors should be on time when returning to the van pick-up site at the school.
- Transportation is **ONLY** provided to and from The Dunlap Success Center.



ServScript Hours:

FORGING HOURS WILL RESULT IN IMMEDIATE DISMISSAL FROM THE PROGRAM

- Mentor Coordinators/Assistant Mentor Coordinators **OR** classroom teachers will sign ServScripts for all mentors.
- All mentors are required to keep a hard copy of his/her ServScript form, signed by the appropriate person, for auditing purposes.
- All mentors are responsible for entering their own service hours into the online ServScript system on your **my.fsu.edu** account. ***NO ServScript will be signed after the last day of mentoring.***
- All service hours are due by **11:59pm** on the **LAST DAY OF FINALS** of each semester.



All FSU mentors can access the online ServScript through the Secure Apps function on myFSU. For information on how to enter your hours into the system visit: www.thecenter.fsu.edu or visit someone at the Center for Leadership and Social Change.

If you are a **FAMU** or **TCC** mentor contact your school for their policy on documentation of service hours.





Professional Behavior:

Always Wear your Badge. Signing in and wearing the LCS issued ID badge allows school personnel to identify mentors and get credit for the volunteer hours that are contributed to their school. *If a mentor does not have his/her ID badge when at the school, he/she will be sent home.* If a mentor is sent home for not having the proper identification it will be considered an absence.

No Cell Phones Allowed! Your mentee(s) is not allowed cell phone use on campus and neither are you! We recommend you keep your cell phone in your vehicle during your mentoring time. If there is an emergency and you need to keep your cell phone on during your session please let your mentor coordinator or teacher know immediately.

Never Be Alone with your Mentee(s)! No mentor under any circumstances should be in a room or other space by him/herself with a child. Mentoring should always occur in an area with other adults so that the mentor and mentee can be easily seen together (e.g. media center, cafeteria, etc.).

Never Take Students Off Campus! No mentor under any circumstances should take their mentee(s) off campus. ALL activities need to take place on school grounds.

Respect is expected at all times. Negative attitudes/behavior will not be tolerated and can result in dismissal from the program.

Watch your Language. Remember to be mindful of the conversations you might have with the other mentors while at the site and especially in the presence of the children.

No Food or Drinks! DO NOT bring in food and/or drinks to your site! Be sure that you eat breakfast, lunch, or have a snack before arriving to your site.

Appropriate Dress is Required! (See the following Dress Code section for more details on appropriate attire.)





Gifts:

Mentors should **NOT** bring outside gifts to their mentee(s). Oftentimes bringing outside gifts provides the child a false expectation that he/she should always receive gifts from his/her mentor. Youth Programs provides incentives for the children via reward pencils, stickers, stamps; as well as, age appropriate books and games. If a mentor is in need of such items contact the appropriate mentor coordinator or the program coordinator directly.



Communication:

Be sure to check **AND** read emails frequently. Email is the quickest and most efficient form of communication Mentor Coordinators will use to inform mentors of important announcements.

- Please use the email provided at training during correspondence.
- Proper email etiquette is expected.



Directions: Draw a line to the correct match in order to complete the sentence. Use the key on the right to reveal a message at the bottom of the page. Number 3 is already completed for you.

- | | |
|------------------------------|---|
| 1. Gifts | A. You are required to have a ___ before you can start mentoring. |
| 2. The Dunlap Success Center | B. ___ are an article of clothing that is not permitted. |
| 3. myFSU | C. You are allowed ___ absences before removal from the program. |
| 4. Leggings | D. ___ is the best way to communicate with your mentor coordinator. |
| 5. Consistency | E. ServScript hours are logged in on your ___ account. |
| 6. ServScript hours | F. After ___ minutes, you are officially late. |
| 7. Green Mentor Badge | G. ___ are due at 11:59pm on the last day of class. |
| 8. Three | H. ___ is important as a mentor, and indicates your commitment. |
| 9. The Center Lobby | I. If you are riding the center van, you must wait in ___. |
| 10. Ten | J. Attending the ___ is mandatory for completion of the program. |
| 11. Email | K. Youth Programs in located in ___. |
| 12. Dropped | L. You are not permitted to bring outside ___. |
| 13. Tea Talk | M. If a mentor is ___ two times they can no longer participate in YP. |

- A= O
- B= R
- C= U
- D= I
- E= A
- F= T
- G= Y
- H= E
- I= R
- J= E
- K= H
- L= S
- M= M

_____ **H** _____

1 2 3 4 5 6 7 8 9 10 11 12 13





We expect all mentors who serve in Leon County Schools to adhere to the district's dress code. Since you will be role models for your mentees, you should dress in a mature and professional manner.





Headgear:

Hoods, hats, and sunglasses are not permitted in the classroom, though they may be worn in the outdoor portions of the school.



Pants:

Must be worn at the waistline, no sagging! There should be no holes in clothing (e.g. distressed jeans). Leggings are NOT pants!



Shoes:

Closed-toe shoes, or sandals with a strap at the back, must be worn at all times. Shoes that are not adequately secured and/or do not protect the foot from injury are not permitted.



Dresses, skirts, shorts:

All are to be of appropriate length (with arms extended at your side, clothing must be longer than fingertips). No basketball or athletic wear. NO sun dresses.

Shirts:

With no cleavage visible, shirts must cover the chest, back and midsection including when hand is raised. Shirts must not show excessive armpit area. Also, no white tees and/or undershirts, burnouts, see through, or crop tops.



Clothing, identifying markings, or paraphernalia, including those associated with gangs, clubs, or groups practicing discrimination against any person on the basis of age, race, ethnicity, ability, religion, sex, or sexual orientation are inappropriate. Inappropriate tattoos that may be visible should be covered.

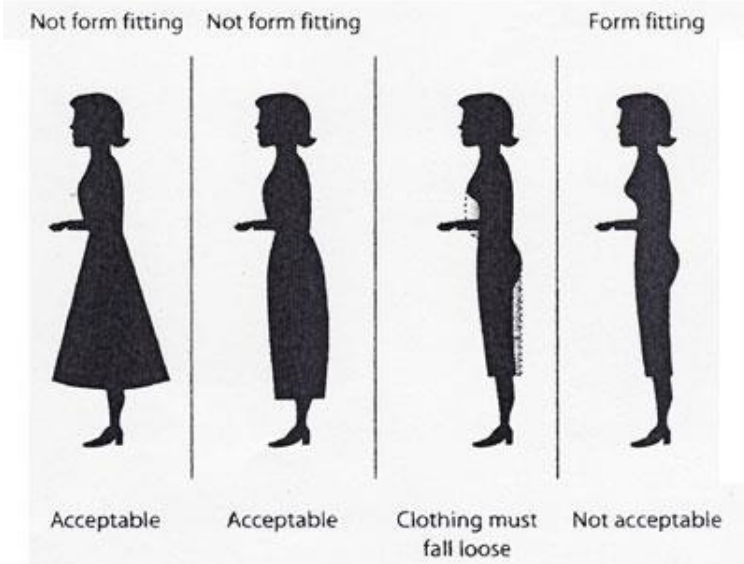




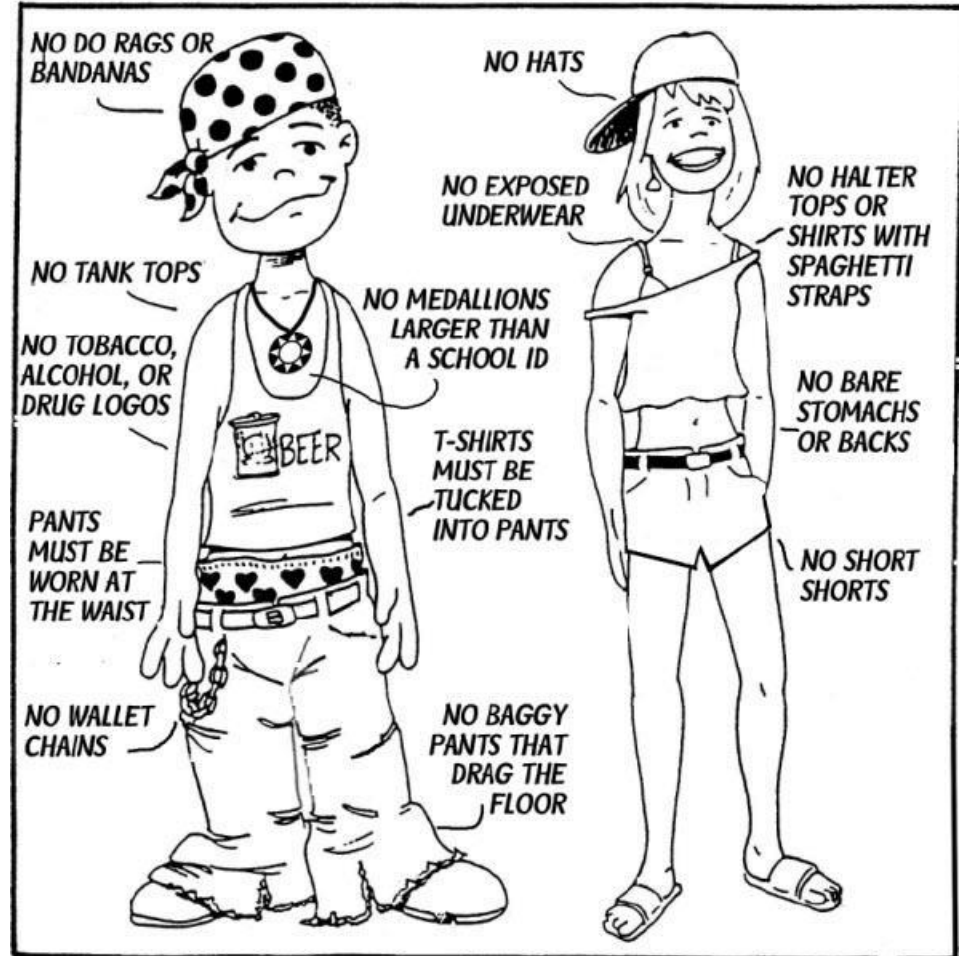
ITEMS NOT PERMITTED:

Spaghetti straps, cut-off shorts, bedroom clothing, tights, leggings, sexually suggestive attire, attire that depicts drugs, tobacco, or alcoholic beverages, bicycle racing attire, flip-flops, see-through garments, halter-tops, backless dresses, tube tops and bare midriff outfits, excessive jewelry, tattoos, and compression clothing.

What is Form Fitting?



THE DRESS CODE





What IS appropriate to wear:

- FSU, FAMU and/or TCC gear
- Solid colored t-shirts
- Sneakers
- Sandals
- Khaki pants
- Bermuda shorts
- Jeans
- Polo shirts

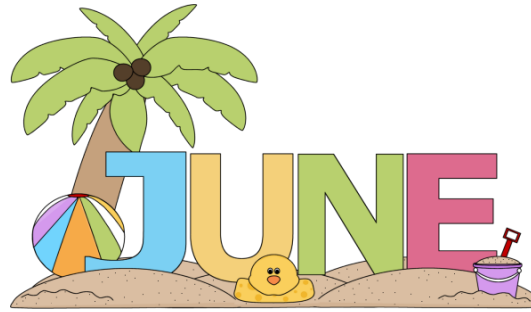




Summer 2015 Calendar



May 18th: Mentoring can begin
May 25th: Memorial Day Holiday (No Mentoring)



June 4th: Tea Talk (in class)
June 8th-12th: Week off for students (No Mentoring)
June 15th: Summer Camps begin
June 19th: Last day of Summer B mentoring



July 24th: Last day of Summer Camp





BACKGROUND CHECK INFO

To ensure student safety, all volunteers who ask to be placed in an official mentor program **must be** _____. The fingerprint check will be paid for by _____ Schools, and is valid for _____ years. The criterion for approval of perspective mentors is the same as it is for all perspective LCS employees.

- If you have ever been through a background check with LCS you **DO NOT** have to be fingerprinted again (i.e. if you have been fingerprinted through a class or as a substitute teacher you do not need to be fingerprinted).
- If you were fingerprinted through the police department you **WILL** need to be fingerprinted.
- If you were fingerprinted in another county in Florida or another state you **WILL** need to be fingerprinted.
- **If you have never been fingerprinted the necessary forms/information will be provided to you at _____.**

Process for Mentors

- ✓ Complete a new _____ Application (turn in to a Mentor Coordinator)
- ✓ Complete and turn in the Request for Background Check Information Form, the Fingerprint Key in Information Sheet (green card) and the FDLE Waiver to the LCS Personnel Department (Located on Pensacola St. before Appleyard Drive)

Word Bank

Three	Five
Seriousness	Everything
Volunteer	One
Leon County	Fingerprinted
Training	Violent

You will **absolutely not be cleared** by the school district for any of the following infractions:

- Any _____ acts
- Any acts involving harming a child or children
- Any acts of sexual violence

Please be mindful that _____ on your record will show up during the background check. That **does not** mean that you will not be allowed to mentor, but depending on the seriousness of the infraction you may have to submit additional information to the Criminal Background Check Committee to explain the circumstances of each charge.



IF YOU HAVE ACQUIRED ANYTHING ON YOUR RECORD WITHIN THE LAST _____ YEARS (WITH THE EXCEPTION OF PARKING OR TRAFFIC TICKETS), YOU WILL WAIT APPROXIMATELY _____ MONTH BEFORE YOU MAY BE CLEARED TO MENTOR (YOUR CLEARANCE WILL DEPEND ON THE TYPE OF OFFENSE COMMITTED). IF YOU HAVE ANY QUESTIONS REGARDING THIS ISSUE PLEASE CONTACT THE LCS SECURITY OFFICE AT (850) 487-7293.



Stop

Child Abuse

**Here are some
signs to watch
for**





A message from FLORIDA STATE UNIVERSITY

Florida State University is committed to protecting the well-being of all members of the campus community. Therefore, the University would like to alert you to recent developments in Florida law that impact all of us. On October 1, 2012, Florida's new Protection of Vulnerable Persons Act went into effect. Florida now has the toughest laws in the nation regarding mandatory child abuse reporting obligations.

Under the law, every individual in the state is required to immediately report known or suspected child abuse and child sexual abuse to the Florida Department of Children and Family Services' Abuse Hotline, with the definition of "child" including any person under the age of eighteen. This includes reporting suspected abuse committed by adults who are not the child's legal guardian and by juvenile sexual offenders.

Failure to report a known instance of child abuse of any kind is a third-degree felony, punishable by up to five years in prison and up to a \$5,000 fine. In addition, the failure of a University Administrator to report suspected abuse potentially exposes the University to a \$1 million fine. In implementing the new law, the Board of Governors has defined "administrator" as president, provost, vice presidents, associate vice presidents, associate/vice provosts, deans, chief of police, equal opportunity programs director, athletic director, internal auditing director, Title IX coordinator, and compliance officer. Specific training for these University personnel will be forthcoming.

To report possible child abuse using the Abuse Hotline please go to: reportabuse.dcf.state.fl.us, call toll-free 1-800-962-2873 (TDD 1-800-453-5145), or report by fax to 1-800-914-0004.

Reports may be made (24 hours a day, 365 days a year) by phone using a toll-free telephone number, by fax, or by web-based report. For more information and tips on successful reporting please go to: www.myflfamilies.com/service-programs/abuse-hotline/howtoreport. Anyone reporting in good faith is immune from any civil or criminal liability.

The University strongly urges you to familiarize yourself with these reporting requirements and to immediately report any suspected child abuse. If you have questions regarding the above, please contact the Office of Equal Opportunity and Compliance at (850) 645-6519 or EOC@admin.fsu.edu.

Eric Barron, Former President





YOU ARE A MANDATED REPORTER

Mandated reporters are individuals who are obligated by law to report suspected cases of child abuse and neglect. In general, any person who has contact with children in a professional capacity is a mandated reporter. Mandated reporter laws are designed to catch child abuse in its early stages, so that children do not suffer long term damage.

**Information taken from <http://www.wisegeek.com/what-is-a-mandated-reporter.htm>*

What is the standard for reporting child abuse?

"Reasonable suspicion" is the standard for reporting child abuse and neglect. This means that, based on your training and experience, you have reason to suspect that a child is being abused or neglected. Ask yourself, "Do I have serious concern for the child's safety and well-being?"

Use the following information as a guideline for recognizing indicators of abuse and neglect:

Physical Abuse: Any act which results in non-accidental injury.

Neglect: Neglectful treatment or maltreatment of a child by parents or caregiver under circumstances indicating harm or threatening harm to the child's health or welfare.

Sexual Abuse: Any activity between an adult, or older child, and a child which results in sexual arousal or satisfaction of the adult or older child.

Emotional Abuse: Emotional maltreatment consists of emotional abuse and deprivation or neglect.

**Information taken from http://www.sjgov.org/hsa/Childrens_Services/mandated_reporter.htm*

Steps for reporting suspected cases of abuse:

1. Contact your Mentor Coordinator immediately.
2. Notify your mentee's teacher and school personnel immediately.
3. Complete an incident report within 48 hours with the Youth Programs Coordinator at the Center for Leadership and Social Change.
4. The Youth Programs Coordinator will then take the necessary steps to investigate the situation and report the incident to the local authorities.



A few indicators for recognizing abuse and neglect have been generated in four separate word searches. There are at least five indicators per word search, see if you can find them all. This is not an exhaustive list; if you have specific questions please call the child abuse hotline at **1-800-96-ABUSE**.

H O S N O I S A R B A L
 E W E I S T X W M H T B
 A L A C E R A T I O N S
 D V E Z R S H D E Q I G
 I G D C U C T K Z B E C
 N C V A T K S C S C S X
 J S Z W C Q E R N K P V
 U E W I A Z S R R D Z Q
 R T P K R S I M U O P C
 I I E N F S U Q B B U W
 E B M K O D R U C E K U
 S C H H K W B N P I T T

Physical Abuse

Y R A T I N A S N U Y J
 H K E N R W Z K M L Q B
 E N Z N B P O S A W X T
 G H O M S L E E P Y W P
 E Y L M N F P H X P Q P
 S W X W P R O D A N C U
 D E H S I R U O N L A M
 X Q Y Q O A Y M B D H M
 Z R P S A L Y J I I D S
 C T I C Y R D R W I U V
 Y J J I M O T N P B O I

Neglect

C W M J T Y T B C F N R F S
 S Q N Q K T R X H F S N U Q
 F T R A U M A G Q S J M D H
 D T S U A T Z R A Y F T J Y
 X D Z S D I S C L O S U R E
 W E Y I N J U R Y G M Y H Q
 Q K U S Z W L S C E E L D P
 H E J T J P O S L M Y N V F
 A X A H D C T R Z A F P C N
 W D W X P R E G N A N C Y Z
 P I L Q J Y E T R K H L G Y
 R E D R O S I D G N I T A E
 D V U D E N H B P T V U J A
 X O E O T Q B W X D K V V N

Sexual Abuse

Y Z N G N I M A L B C D B
 S C K O H C O E A H K H G
 Z T N C I A A G G K P G S
 R R A E P T X I V L N C N
 G W T E T E A J H I P I S
 T N Y F R S K V L T N H M
 H S I B H H I T I H V K W
 S A N M I K T S P R T D J
 Z R R Q A I Y H N P P R S
 O C G O L E L B D O U E W
 I A R E I V R X K E C Z D
 V S B V A C D C F Y G N Z
 X M D Z Q L G E S P E J I

Emotional Abuse

WORD BANK

SCREAMING	THREATS
BLAMING	BELITTLING
INJURY	EATING DISORDER
MALNOURISHED	HUNGRY
HEAD INJURIES	FRACTURES
SARCASM	TRAUMA
DISCLOSURE	DIRTY
BURNS	INCONSISTENCY
STD	UNSANITARY
LACERATIONS	BRUISES
DEPRIVATION	PREGNANCY
SLEEPY	BITES
ABRASIONS	



The Ideal Mentor

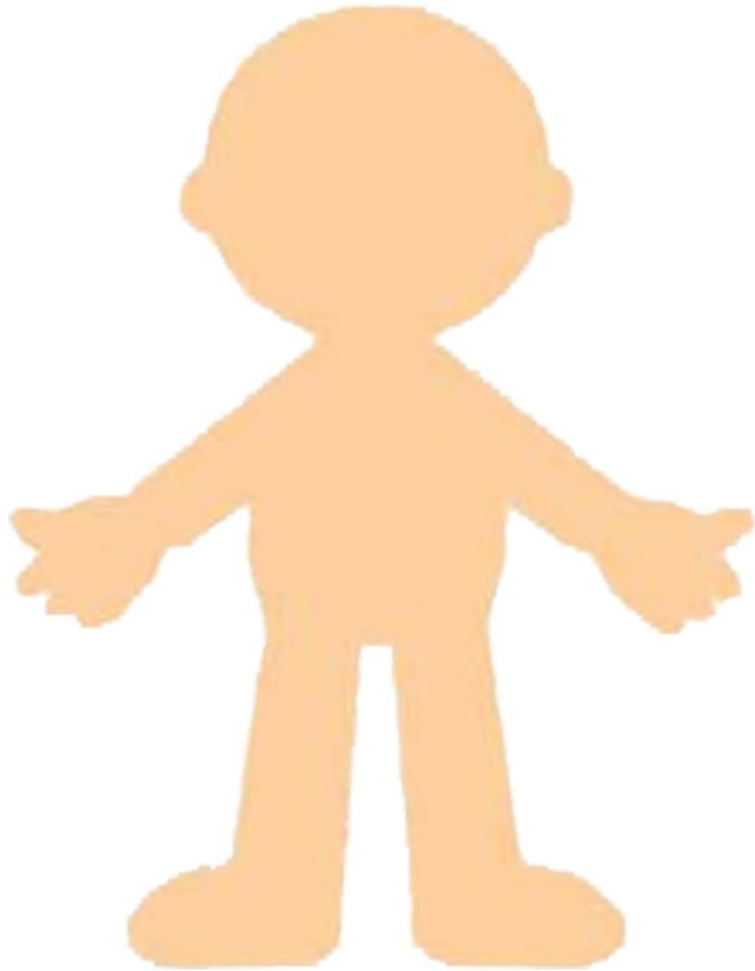
What impact do you plan on making in the world through mentoring?



_____.



★ Use the image below to create your ideal mentor. What does he/she look like? What characteristics/qualities does he/she have?



Discussion Questions

- How would an ideal mentor motivate and encourage his or her mentee?
- What qualities and characteristics do you feel would make you an ideal mentor?
- What skills and qualities do you hope to gain at the end of this mentoring semester?



What is a Mentor?

We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement, and problem solving.

Mentoring is a developmental partnership through which one person shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else.

“Mentoring is the third most powerful relationship for influencing human behavior (after the family and couple relationships).” Source: Richard E Caruso, PHD

*“Mentoring works best when it focuses on the entire person versus focusing on skill development alone.”
Source: Harvard Business Review*



As a mentor, your primary role is to provide guidance and support to your mentee based on his or her unique developmental needs. At different points in the relationship, you will take on some or all of the following roles:

Coach/Advisor: Give advice and guidance, share ideas, and provide feedback.

Resource Person: Expand the mentee's network of contacts.

Champion: Serve as an advocate for your mentee whenever the opportunity presents itself.

Devil's Advocate: When appropriate, play devil's advocate to help mentee think through important decisions and strategies.

Source of Encouragement/Support: Provide support on personal issues if appropriate.



Being a good listener is a vital component of being a great mentor. How do you fair on the good listener checklist?

Good Listener Checklist



= I use this tip.



= I need extra practice using this tip.

_____ Look at the person who is speaking.

_____ Listen with your eyes as well as your ears.

_____ Listen for “key” words.

_____ Think about what is being said. What does it mean to you?

_____ Ask questions when you don’t understand.

_____ Take notes or make drawings.



As a mentor you will need to:

Participate in a Mentoring and Evaluation Process: You should create benchmarks for evaluating the success of your mentoring relationship. Check in with each other and don’t assume that if things are working for you, everything is fine with your mentee.

Create an open and supportive climate for discussion: Respect the mentee’s individuality. Your mentee may or may not have a style similar to yours. Be patient if your mentee seems unfocused. Help him or her focus by presenting and discussing options.

Demonstrate good listening/follow-up skills: Ask open-ended questions to get your mentee to open up as much as possible. After you have listened fully to a response, ask good follow-up questions to demonstrate genuine interest.

Provide constructive feedback and advice: Give a balance of both praise and constructive feedback on how to improve. Always focus on behaviors that can be changed (not personality traits) and behaviors that are appropriate within the classroom. Let your mentee set up the initial goals and then give feedback and suggestions.

Maintain Confidentiality: If you want to build a trusting relationship with your mentee, it is crucial that you maintain confidentiality. If the mentee gives you permission to share information, this is not an issue. You must remember that anything you are told in confidence cannot be shared, unless your mentee is at risk of harm or being abused in any way. You **MUST** report this information to your coordinator and teacher.

Engage in No-Fault End of Relationship: It is rare that people want to end a relationship. Try to resolve concerns and conflicts early, so problems that can derail your progress don’t have a chance to fester. If you do have to end the relationship, be professional and discuss the termination with the mentee. It may be slightly uncomfortable, but it is important to honor and respect your mentee.



Ways to Praise

UNSCRAMBLE THE WAYS TO PRAISE BELOW, THEN USE THE LETTERS TO SOLVE THE KEY

chmu ttrbee

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odog kighitnn

_ □ _ _ _ _ □ _

busrpe

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gcnoaruitlsaton

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The key is...

○



□



Steps to Solving Discipline Problems

Problem: Discipline

Solutions: Apply discipline in steps, warning your mentee(s) of the next action you will take if the behavior persists. Follow through on warnings.

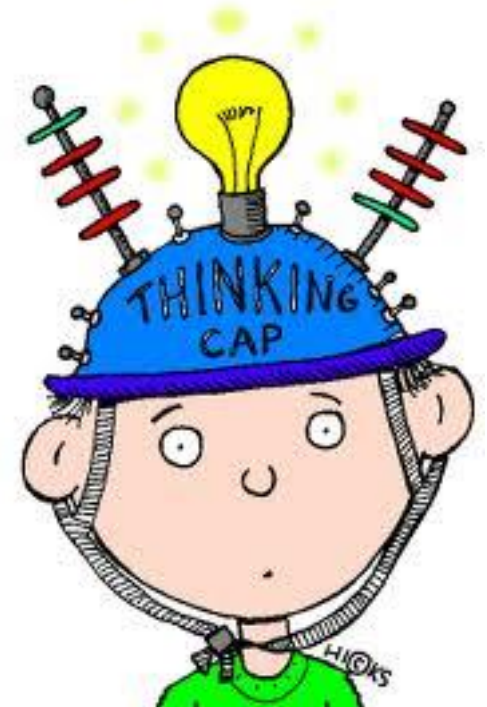
Examples:

1st instance of problem: Tell mentee to get back to work and remind him/her of what he/she should be working on.

2nd instance of problem: Speak to mentee privately or outside of the classroom door. Warn him/her that you will report his/her behavior to the teacher if the problem continues.

3rd instance of problem: Tell the mentee that you are reporting his/her behavior to the teacher and will return him/her to class.

4th instance of problem: Return him/her to class.



MORE HELPFUL TIPS

1. Concentrate on the major problem and ignore minor distractions.
2. Immediately contact your mentor coordinator and/or teacher for extreme problems such as hostile behavior, stealing, leaving area without permission, etc.
3. Avoid referring your mentee(s) to the office for minor infractions.
4. If the problem is persistent talking, separate the mentees by moving them to a different desk.
5. Create “super kid” tags or give stickers to recognize good behavior. (You can receive these from your mentor coordinator or the program coordinator.)



1. If you have an alternative to the assignment, clear your plan with the mentor coordinator or teacher before you put it into effect.
2. Don't be afraid to ask a student why he/she doesn't want to work or are misbehaving.
3. You have the right to ask for assistance from teachers and the mentor coordinators. Don't believe that you should be able to handle a child or children by yourself.
4. Focus on the issues. You have the right to keep order with your mentee(s). Don't buy into guilt.
5. Maintain your expectations that your mentee(s) can and will behave, regardless of race, color, creed, emotional problems, learning disabilities, social or economic background.
6. Be fair and firm.
7. Establish rapport with your mentee(s) and build relationships. They form the foundation of discipline.
8. Maintain your sense of humor...no matter what.
9. Be sure you are clear with your mentees about how often you will mentor and be reliable and consistent.
10. Respect your mentee's experience and views even if you don't agree.
11. Follow up when you make a commitment to get information, take action, etc.
12. Don't ever leave your mentee hanging. If you don't respond, the mentee will feel rejected and disappointed. You never want to leave someone who has asked for mentoring assistance feeling uncertain about the relationship.
13. Be appreciative of whatever you get from your mentee. Learn his or her strengths and seek or offer advice in these areas.
14. Work hard to make the relationship a two-way street. This means you should always be on the lookout for information/resources that might be of interest to your mentee.
15. Be flexible and enjoy the experience!





Facts of Life

Complete as many puzzles as possible to find techniques that will help you build a strong relationship.

PLEASE

CREDI BILITY 

NEAFRIENDED

PROMISE

 NV

C YOURSELF
YOURSELF
YOURSELF
YOURSELF

MORAL 

talk

ABCDEFGHIJKLM
NOPQRSTUVWXYZ

TRY STAND
2

CI II

OVER OVER

Bonus Puzzles!



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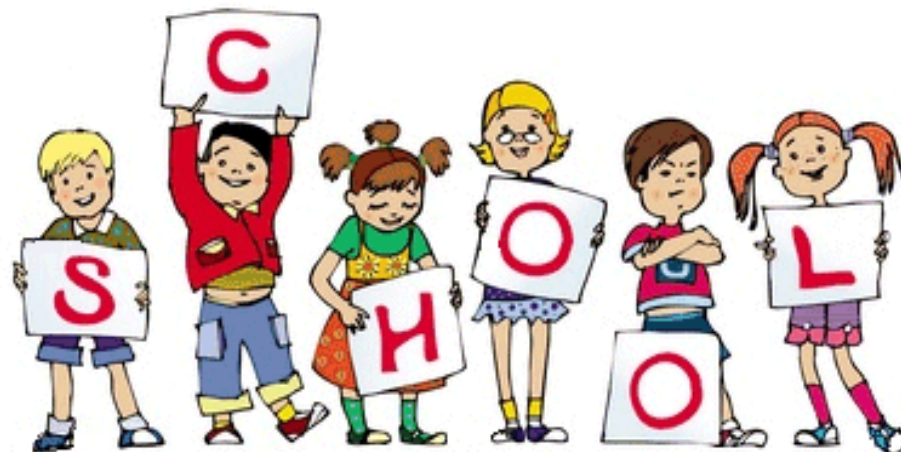




Site Descriptions

Walker Ford After-School Program is a fun and exciting high-energy environment! A wide range of neighborhood kids come to the center to complete homework, or improve learning skills. The kids also have free time to play games, and complete arts and craft activities. This site is a great way to help students of all ages, and every day is magnificent at Walker Ford! **Van Times: TBA; Type of Mentoring: Small Group; Focus: Social Enrichment; Mentoring Days/Times: 3:30pm-5:30pm, M-F (May ONLY) & 9:00am-4:00pm, M-F (June & July ONLY); FSU Mentor Coordinators: Kia Rhynes; drhynes@fsu.edu; (850) 645-9305 & Andrea Llewellyn; aslu@my.fsu.edu; (850) 645-9305**

Leon County Public Library, B.L. Perry Branch is a fun place to support their Family Literacy program! K-12 students need one-on-one assistance with school work and the adults need assistance improving their reading skills and preparing for the GED. There is also an opportunity to lead a 4-5 week summer book club for middle and/or high school students! This site is a great way to show students the joy of reading! **Van Times: Transportation is not provided; Type of Mentoring: One-on-one; Focus: Literacy; Mentoring Days/Times: 4:00pm-8:00pm, T-F (library closes at 6:00pm on Wednesdays); Program Coordinator: Alden J. Field; familyliteracy@leoncountyfl.gov or fieldj@leoncountyfl.gov; (850) 606-2960; FSU Contact: Kia Rhynes; drhynes@fsu.edu; (850) 645-9305**





NOTES

My Mentoring Site(s): _____

My Mentoring Day(s): _____

My mentoring Time(s): _____