

ELEVATE



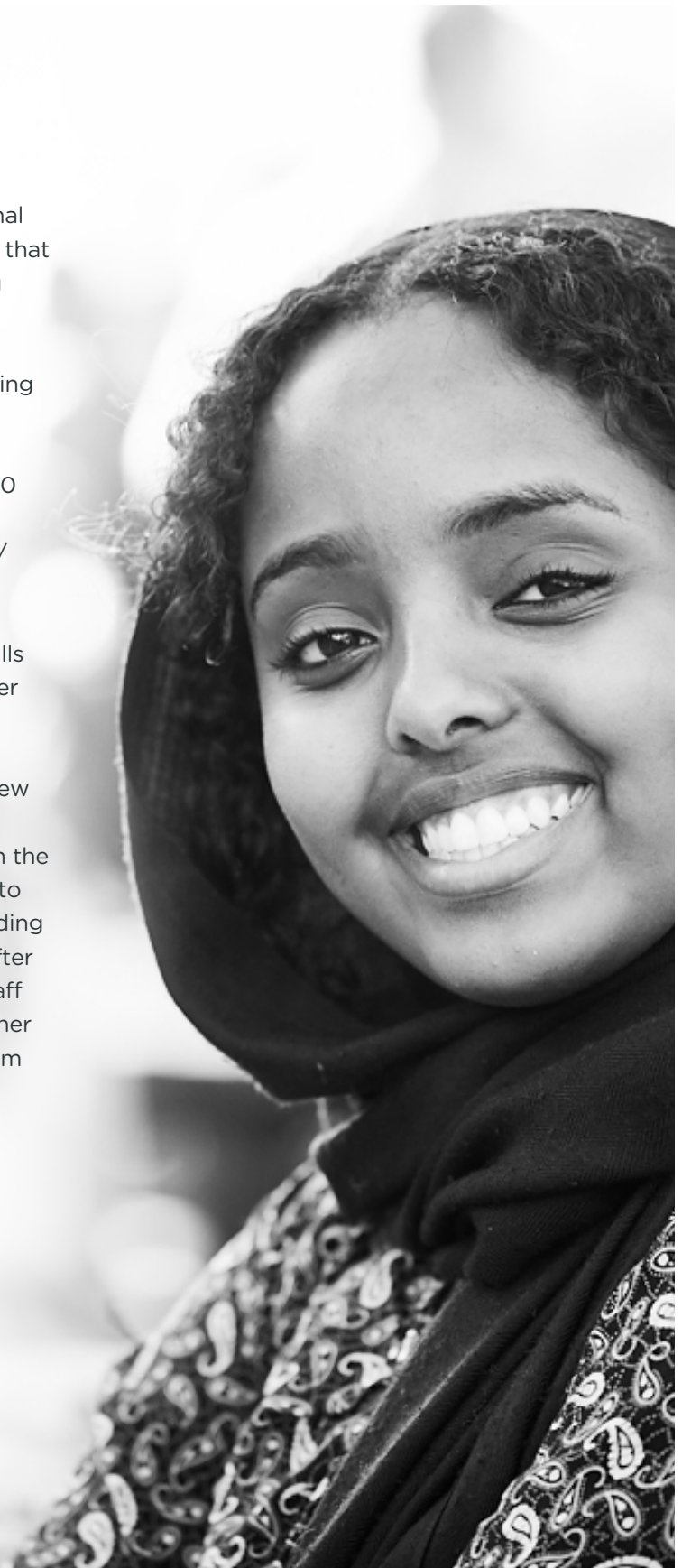
Elevate USA WORKBOOK

MENTORING URBAN YOUTH WORKBOOK

Preface

Welcome to **Mentoring Urban Youth**, the national training for **Elevate Teacher Mentors**. We know that you are already a gifted mentor (otherwise you wouldn't have been hired!) The purpose of this training is to become familiar with the "Elevate Way" of mentoring. The material in the upcoming lessons have been gathered from the "best practices" of preface Teacher/Mentors from affiliates all over the nation and over the past 40 years. Building long-term, life-changing relationships is core to everything that Teacher/Mentors do on a daily basis and we want to be excellent and professional in our approach to mentoring. Thank you for "sharpening" your skills and your **dedication** to becoming an even better mentor.

Mentoring Urban Youth is designed for every new affiliate staff member to complete during their initial training after their hire date, ideally within the first two months. The intent of these lessons is to give new Teacher Mentors a general understanding of why, what, when and where of mentoring. After **Mentoring Urban Youth** is completed, a new staff member will begin their training in the three other courses: Holistic Youth Development, Classroom Leadership Principles, and Internship in Urban Youth Development.



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Lesson 1: Start with the Why time

90 MINUTES

OVERVIEW:

Every new Elevate Teacher/Mentor has questions and concerns about the job that they are going to be doing (or have been doing). It is important to start with the “why” and move out from there. The intent of the Mentoring Urban Youth lessons is to give new Teacher Mentors a general understanding of why, what, when and where of mentoring.

OBJECTIVES:

- Trainees will review and understand the Elevate Core beliefs.
- Trainees will formulate their own personal “why” for working at Elevate.
- Trainees will examine Elevate beliefs and determine what belief they hold the closest to.
- Trainees will explore the Elevate Holism Model and analyze the 7 sections that make a whole healthy student.
- Trainees will propose and predict what will happen when Elevate Teacher Mentors build whole and healthy students.

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Authentic and Transparent
- Healthy and Whole

Lesson 2: Not a superhero, but close time

90 MINUTES

OVERVIEW:

The job of an Elevate Teacher Mentor is not an easy task. Building long-term, life-changing relationships is difficult to encapsulate. This lesson is designed to help alleviate stress and clarify expectations for the role of Teacher Mentor.

OBJECTIVES:

- Trainees will appraise the value of a mentor in their own life as well as others.
- Trainees will identify important concepts and themes that make a mentor successful.
- Trainees will decide what mentor characteristics are the most important to them.
- Trainees will begin to evaluate what are healthy expectations for mentors.

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Be Present, Envision Future
- Persistent and Consistent
- Investment and Intentionality
- Authentic and Transparent
- Healthy and Whole

Lesson 3: Know yourself time

90 MINUTES

OVERVIEW:

A key to being a mentor is believing in the intrinsic dignity of mentees. Knowing the stories of mentees and not just the “cover” is essential to understanding and building a long-term, life-changing relationship. In this lesson we will explore the impact of our own story and how our story influences our perceptions and approach to others (especially mentees). We will also look at how to learn and listen to a mentee’s story.

OBJECTIVES:

- Trainees will develop their own “life maps” and share with group.
- Trainees will compare “life maps” and distinguish how filters and values influence our view of others.
- Trainees will evaluate how different factors determine an individual’s values, and can affect how we relate to others.
- Trainees will analyze the importance of knowing your own personal story and students’ values in order to be an effective mentor.
- Trainees will examine methods of approaching mentee’s story and how to share their own.

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Investment and Intentionality
- Authentic and Transparent
- Healthy and Whole

Lesson 4: Communication is key time

90 MINUTES

OVERVIEW:

The best way to “open the door” to a transformational mentor/mentee relationship is effective communication. This lesson is focused on providing helpful tools and common best practices for new Teacher Mentors to employ while working with youth.

OBJECTIVES:

- Trainees will be able to identify common and uncommon communication practices.
- Trainees will discover the main practices of an “uncommon” Elevate Teacher/Mentor
- Trainees will build a foundation for effective Teacher/Mentor Communication

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Be Present, Envision Future
- Investment and Intentionality
- Authentic and Transparent

Lesson 5: The elevate relational approach time

90 MINUTES

OVERVIEW:

Elevate Teacher Mentors are exceptional at building and maintaining relationships with urban youth. This session is designed to give a brief overview of the levels/stages/phases of relationship within the Elevate Relational Approach.

OBJECTIVES:

- Trainees will be able to identify phases of relationships from the past, present, and apply this concept to relationships in the future.
- Trainees will distinguish between the different phases of relationships and why each one is important when relating to our mentees.
- Trainees will understand topics and questions that are associated with each phase of relationship.
- Trainees will assess the importance of having an intentional plan for mentees and begin to determine how to promote individuals from one phase to another.

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Be Present, Envision Future
- Persistent and Consistent
- Investment and Intentionality
- Authentic and Transparent
- Healthy and Whole

Lesson 6: Equipping for the journey time

90 MINUTES

OVERVIEW:

Elevate Teacher Mentors face an incredibly difficult job. It is important for Teacher Mentors to focus on the Whole Child Development while realizing that they are not responsible for all of the areas of a student's life. Staff serve as advocates and resource brokers to equip students with a plan for their future that has many community resources surrounding the students and helping them to be successful in each area. This lesson will focus on how to build a "resource plan" for each student. We know that the 7 areas of a person's "whole" being are interconnected. Their physical, emotional, social, spiritual, intellectual, financial, and vocational areas can affect all other areas positively or negatively.

OBJECTIVES:

- Trainees will be able to identify reasons why resourcing students is so important.
- Trainees will evaluate how healthy they are in each of the 7 areas of a whole life.
- Trainees will develop a plan how they can strengthen weak areas and develop SMART GOALS for each one.
- Trainees will formulate a resource plan to help accomplish their SMART goals.
- Trainees will compare and contrast their evaluation of their 7 areas of a whole life to students.
- Trainees will evaluate their own internal and external resources.

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Investment and Intentionality
- Healthy and Whole

Lesson 7: Boundaries for staff time

90 MINUTES

OVERVIEW:

The best way for Elevate USA Teacher Mentors to be healthy and whole is to know where you “end” and where others “begin”. This lesson helps Teacher Mentors focus on personal well-being through the development and implementation of healthy boundaries. Teacher Mentors will also build practical boundaries for the Students/Mentees that they work with.

OBJECTIVES:

- Trainees will be able to define and create healthy boundaries personally and professionally.
- Trainees will be able to determine the benefits of having healthy boundaries.
- Trainees will be able to plan for relational health personally and professionally.
- Trainees will develop and implement a whole person health plan.
- Trainees will identify resources that can help strengthen their personal Whole and Full plans.
- Trainees will believe that healthy personal boundaries are key to healthy relationships.

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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Authentic and Transparent
- Healthy and Whole

Lesson 8: Boundaries with students' time

90 MINUTES

OVERVIEW:

The best way for Elevate USA Teacher Mentors to be healthy and whole is to know where you “end” and where others “begin”. This lesson helps Teacher Mentors focus on personal well-being through the development and implementation of healthy boundaries. TM's will also build practical boundaries for the students/mentees that they work with.

OBJECTIVES:

- Trainees will be able to define and create healthy boundaries personally and professionally
- Trainees will build criteria to help promote healthy relationships with students.
- Trainees will implement whole person health plan
- Trainees will identify resources that can help students be successful.

WORKBOOK PAGES:

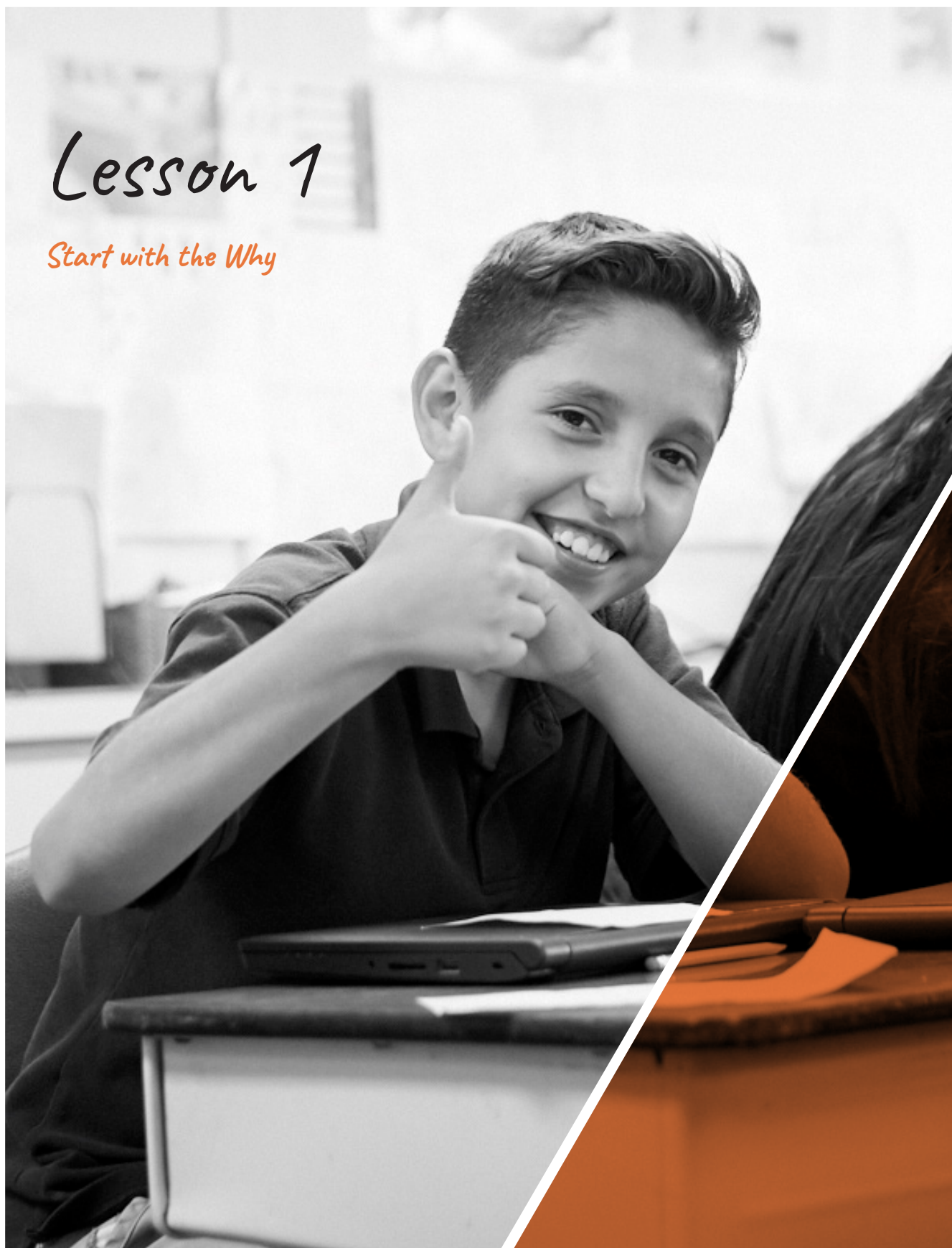
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ELEVATE MENTOR CHARACTERISTIC HIGHLIGHTED:

- Authentic and Transparent
- Healthy and Whole

Lesson 1

Start with the Why



Start with the Why overview

Every new Elevate Teacher Mentor has questions and concerns about the job that they are going to be doing (or have been doing). It is important to start with the “why” and move out from there. Your “why” is your purpose, call, cause that drives you to do what you do, and essentially even who you are. Your “why” helps build your fundamental beliefs and creates a grid in which you approach decisions, work, and even your life. Throughout this lesson you will examine your own “why” and spend time on one of Elevate’s core beliefs- **“We believe that A HOLISTIC approach is essential for a strong and healthy future for our youth.”**

OBJECTIVES FOR THIS LESSON

- Trainees will review and understand the Elevate Core beliefs.
- Trainees will formulate their own personal “why” for working at Elevate.
- Trainees will examine Elevate beliefs and determine what belief they hold the closest to.
- Trainees will explore the Elevate Holism Model and analyze the 7 sections that make a whole healthy student.
- Trainees will propose and predict what will happen when Elevate Teacher Mentors build whole and healthy students.

STRATEGIES & BEST PRACTICES

- Think/Pair/Share
- Reaching Consensus
- Group Discussion
- Competition
- Writing
- Experiential Activity
- Writing /Worksheet
- Gallery Walk

HIGHLIGHTED CHARACTERISTICS

- Be Present, Envision Future
- Persistent and Consistent
- Investment and Intentionality
- Authentic and Transparent

Droptemic

"The world is falling apart, world leaders, celebrities, and nations are all looking for an answer (outside of religion that could solve all the world's problems. You have been selected to share with the world for 3 minutes and tell them why Elevate is the answer that they all are looking for. All 8 Billion people will be watching your 3 minutes... please, for the future of mankind, make it good."

Directions: Please write below your response and be prepared to share with the group.

Write which 3 minute statement
won your vote in here:

why? Video: Simon Sinek ("Why")

Why is it important for every Teacher Mentor to know their why?

Directions: Please write below your response and be prepared to share with the group.

Personal why?

PERSONAL “WHY” STATEMENT

Your personal “**Why**” should be short enough to say in a single breath or two. **It is deeply personal and unique to you.**

If you are having a hard time with this exercise picture this: “It is the hardest day of your life, you wrecked your car on the way in, you found out that a close friend passed away, your significant other is mad at you because you are hardly able to pay the bills, your kids are doing poorly in school, and you stepped in dog pooh on the way into the school. As you try to compose yourself before you walk into your classroom... you keep repeating this reason, phrase, or statement that gets you refocused and maybe even a little excited about what you are about to do”.

Directions: Write your own personal “Why” statement. Be prepared to share with group.

Your **personal why** will drive what you believe even in the hardest circumstances. Your beliefs will then drive what you do. Your why builds your beliefs, your beliefs drive what you do. This also works for organizations: **At Elevate our “why” drives our beliefs.**

Directions: Take a couple minutes to review the list of Elevate Beliefs, then circle the 2 beliefs that you think are the most important. Be prepared to share with partner and group.

ELEVATE BELIEFS

- We believe that **EVERY CHILD** is of great worth and has the desire and potential for success.
- We believe that **LONG TERM, 24/7/365 RELATIONSHIPS** with a caring adults have positive proven outcomes in the lives of our urban youth.
- We believe that **A WHOLISTIC** approach is essential for a strong and healthy future for our youth.
- We believe that **FULLTIME, SALARIED MENTORS WHO COME FROM SIMILAR BACKGROUNDS** as the students have high capacity for positive influence.
- We believe that **SERVANT LEADERSHIP**, leading from a posture of selflessness and service, is the foundation for leadership.
- We believe in the intrinsic **DIGNITY** of every person and act accordingly.
- We believe that working in **COLLABORATION** yields the best long-term results, acknowledging that the complex work in our urban centers cannot be done single-handedly. Collaboration that breeds synergy ensures that we are all stronger, and more successful, when we come together under a common goal.

The holism wheel



Whole person holism

OVERVIEW OF THE 7 AREAS OF LIFE

People have a natural tendency to move items and things into clearly defined areas and categories that they can understand. We believe that every human being has all 7 of these main areas that make up a whole person. Each area can affect the health and well-being of the whole. Also all these areas overlap in different aspects and you will find as you dive deeper into one area that actions that are done in one area typically will impact for good or bad another area. There are many subcategories to a whole person, but for the Elevate model and the approach to long-term and life-changing relationships we will use these main areas.

Spiritual (moral)

Human beings naturally **want to know** more than the **What** of life, they desire to know the **Why** of life. We want to know the deeper meaning and **purpose** to life. People **desire** to find their place in the world and know where their piece of the puzzle fits. We also do not like just getting little pieces here, we want to put it all together for a **complete picture**. Over the history of time people have used philosophy and theology to help explain human reality and allow people to build their spiritual **understanding** of the world.

Everyone has a **spiritual** part to their lives (even if it is just a sliver, or you believe you don't have a spiritual area). This area does not necessarily mean that you attend or are part of any organized religion or institution. People often grapple with life's questions of right and wrong, **purpose and meaning** on their own. Health in this area is found when the individual is working through their core beliefs and assumptions while addressing ethical dilemmas and **moral** issues in real life.

Examples of things in this area are: attending church or religious services, youth groups or any kind of spiritual gathering. People trying to grow in this area will seek out other individuals with wisdom or experience and test beliefs in morals, ethics, life philosophy, life after death, existence of God and the meaning of life.

Intellectual

This area houses everything that relates to the human mind. Our learning process, cognitive abilities, and memory are all included in this area. **Humans** naturally **want** to acquire more **information**, develop more understanding and enrich our minds. Keeping this area healthy involves stimulation of thought, learning and focuses on **knowledge**. Gathering more information and **exploring** ways to apply the information to solve problems can be a sign of health in this area.

Examples of things in this area could be: finding new ways to learn such as: mind-mapping, improving memory, debating, speedreading, reading, and techniques to accelerate your learning. People trying to grow in this area will often challenge themselves with new perspectives and deeper understanding of topics that interest them. Through school and further study people can strengthen their intellectual area.

Physical

This is anything to do with **your body**, plain and simple. Things like movement, consumption, and the development of it all are included in this area. The health of the body is the major focus through **nutrition**, **physical activity**, exercise, recreation, and physical play. A healthy individual grows in this area by eating well, proper hygiene, grooming, pursuing activity, exercise and even working on fine motor skills. A healthy physical area will look like a **mind** that builds a plan to be healthy and a body to carry out the actions required. Health also looks like the individual manages their body and not vice versa. Other components of this area is all of the person's physical needs. This would include many of the first layers of Maslow's Hierarchy of Needs, Food, Shelter, Water, Safety.

Examples of things in this area are: diet and nutrition, living environment, presence of abuse or neglect, bodybuilding, stamina, working out, running, sickness, disease, and hygiene.

Social

Relationships and interactions with other people define a person's social area. Human beings from the beginning have been relational beings dependent on community. This area can include our interactions with friends, neighbors, colleagues, spouses, family, siblings, parents, and even strangers. Healthy individuals in the social area have healthy skills to manage conflict, understand the impact of their actions on others, listening well, and are interacting properly with different boundaries for the different levels of relationships that they have.

Examples of things in this area are: creating community, starting conversations, making friends, accepting roles in familial settings.

Emotional

People's emotions and how they feel are important pieces to a person's overall health and wholeness. Emotions are impacted by many external factors, and a healthy person in the emotional area considers these impacts. This area directly impacts our world-view and how we feel we fit in. Feelings are feelings; no one else can own them except the person experiencing those feelings. A healthy individual in this area is owning and expressing their feelings in appropriate ways and times. They also evaluate how their emotions and moods impact others and can limit their ability to handle stressful and difficult situations. This area is important for Teacher Mentors to monitor because this is where the results of abandonment, abuse, conflict, and anger manifest themselves. The emotional area of an individual is what many professionals would categorize as Mental Health.

Examples of this area could be: writing, counseling, journaling, sharing feelings with others, ability to deal with stress and fear in healthy outlets, coping with trauma, interacting safely with other's feelings and emotions.

Financial

This area is not focused on how a person makes money, rather what you do with it. A person that is healthy in this area is planning how they use the money that they are earning in their vocation. They will also be managing or preventing debt, and planning for the future. Many times this person will seek out the advice of professionals in this area and be creating ways to make their money work for them such as retirement and investments. Healthy and whole people in the financial area consider how they spend their money and practice saving and restraint from impulse and wants vs. needs.

Examples in this area could be: managing your credit score, bills and retirement. Other things that are included are tithing and donating to non-profits, charities, and organizations of interest.

Vocational

People need some form of **currency** to make it in the world. A person's ability to make this currency is the major theme of vocation. Whatever work that you are getting paid for is considered your job or career. Sometimes people are able to attach a sense of value to others, their community, or the world around them. Many times the **value** is found intrinsically because a person considers part of their **worth** from working hard and having a strong work ethic. Some people, their motivation to work is to bring value to those that are dependent on them such as family or community. A healthy individual in this area is often considering their future and how their personal value will be determined through work. **Career planning** and a **positive work ethic** are both indicators of a healthy person in the Vocational area.

Examples in this area are: building business skills, communication skills, increasing your productivity, deepening your professional experience and even volunteering.

Holism wheel

All of the beliefs of Elevate are important and directly impact what we do. The rest of our time for this lesson will be focused on one that Elevate believes is foundational and that directly relates to our Why, Purpose and Mission.

"We believe that A HOLISTIC approach is essential for a strong and healthy future for our youth."

Directions:

- ☒ **Review** the areas of a "whole life".
- ☒ **Pick** one area of a "whole" life that intrigues you. Dive deeper into this area.

1. Which of the seven areas of a "whole life" are you most intrigued by?

2. Why is this area deeply important in the healthy formation of an adolescent?

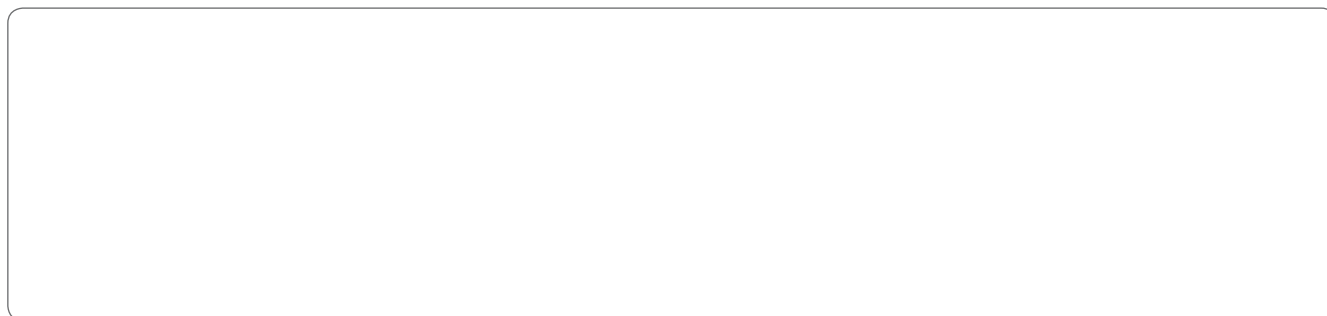
Multi-flowmap

CAUSE AND EFFECT (HEALTHY AND WHOLE STUDENTS)

Directions: Take 5 minutes and write out your answers to the following question. Please write your answers in the “outcome” box below.

1. **What would happen if our cities had healthy and whole students?** What would happen to our families, communities, country and world? What would your community, school or city look like? What kinds of things would students, families, communities be doing, thinking, being, saying? **Write as many things that come to your mind in the box below.**

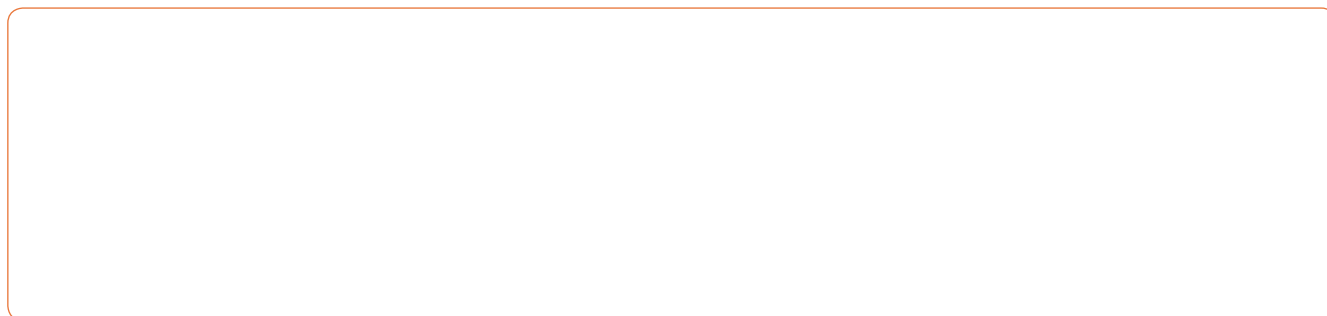
outcome box



Directions: Take 5 minutes and write out your answers to the following question. Please write your answers in the “action” box below. .

2. **What do mentors need to do to produce healthy and whole students and these amazing results?** What actions, attitudes, lessons, and relationships would we carry out for these students to be healthy and whole? What do we need to teach in each area to ensure that we are developing healthy and whole students? What do Teacher Mentors need to be doing, saying, being, and feeling? **Write as many things that come to your mind and list them in the box below.**

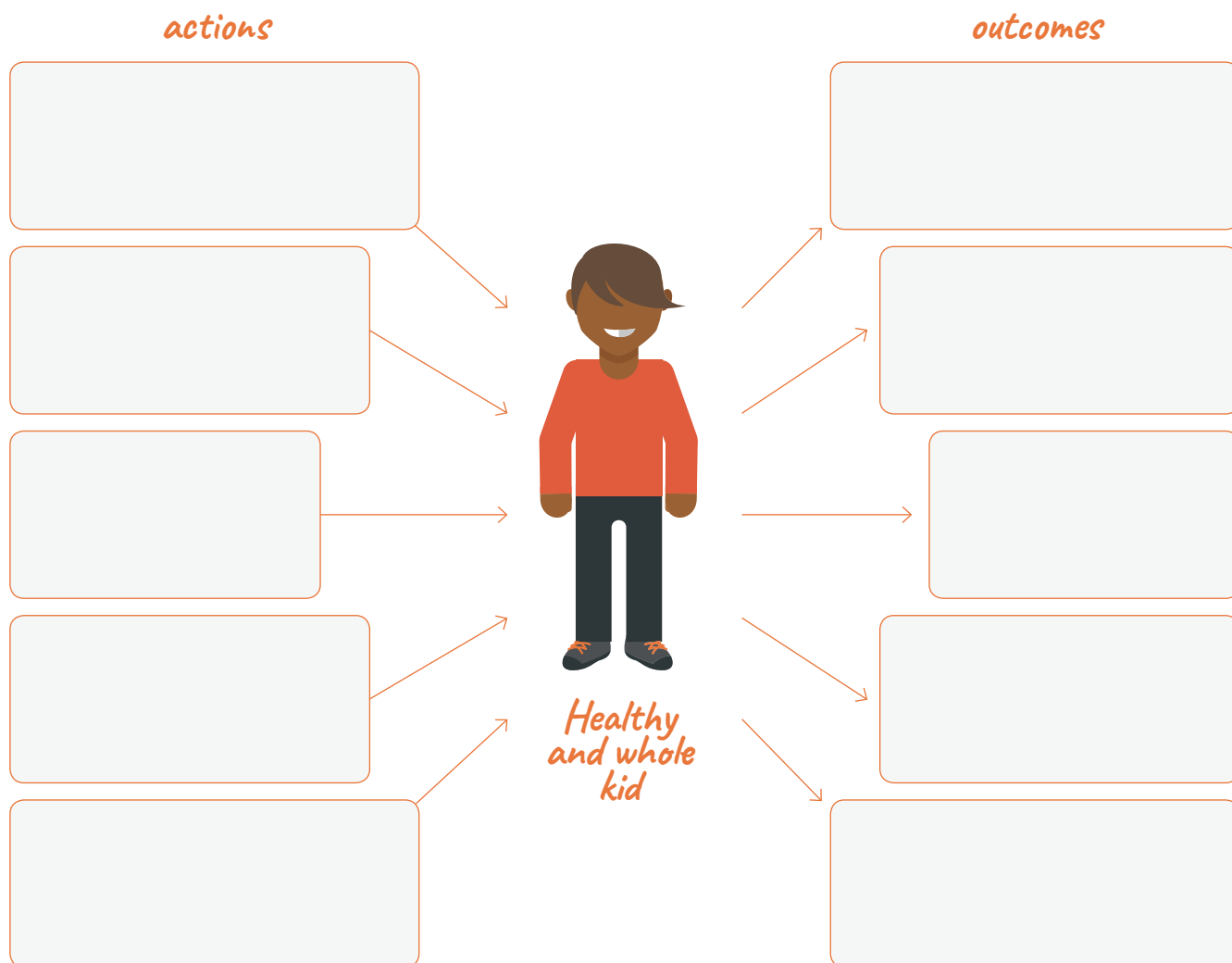
action box



Multi-flowmap

CAUSE AND EFFECT (HEALTHY AND WHOLE STUDENTS)

Directions: Write all of your answers below.



PERSONAL COMMITMENT

Directions: If you agree to the actions that produce these great outcomes, please sign below.

Signature: _____ Date: _____

Lesson 2

Not a Superhero but Close



Warm up

“LET ME GET THIS STRAIGHT”

Directions: Read through “Let me get this straight?” (5 minutes).

Let me get this straight...

- You want me to teach in a school where many of the students have been “taught” to believe that there is very little hope, very little future, and very little good that comes from this school?
- You want me to teach in a school that is under-resourced and often it is rumored will shut down next year?
- You want me to teach in a school where more students drop out than graduate?
- You want me to teach a student leadership, when culture tells our students that they will never lead?
- You want me to teach in a school where many teachers, administrators, and students do not even want to be there themselves?
- You want me to teach students how to be responsible when leaders, politicians, celebrities, and public figures everywhere take responsibility for nothing, including their own actions?
- You want me to teach students how to be caring, when no one is caring for them?
- You want me to teach students how to be respectful, when culture only gives respect to people for what they do and not who they are?
- You want me to teach students how to set goals, when the future for the world seems to be so uncertain and sometimes without hope?
- You want me to teach students how to communicate well, when their voice is the last voice that people choose to hear?
- You want me to teach students how to be career minded, when jobs and pay shrink and opportunity seems so far away?
- You want me to teach students how to have a positive work ethic, when corruption and selfishness seem to reign?
- You want me to teach students how to be courageous, when stepping out and risking means you might not have any “followers”?
- You want me to teach students how to have vision, when they have never been out of their own neighborhood?
- You want me to teach students how to have integrity, when standing up to tremendous pressure means that they or their family could get hurt?
- You want me to teach students to solve problems, when they are facing problems as serious as abuse, starvation, homelessness, drugs, gangs, and loneliness?
- You want me to be available to students 24/7, listen when they talk, hurt when they hurt, be strong when there are weak, cry along with them, laugh when needed...
- You want me to be a mentor, a trusted adviser, a counselor, a comedian, a police officer, a teacher, a priest, a parent, a chauffeur, a coach, a cheerleader, a best friend, an advocate, a fortune teller, a nurse, a college planner, a social worker, a map maker, a support for parents, a positive community member, a leader in the school, a cook, and a resource broker..

Did I get it all? Let me get this straight...

Directions:

- Please **write down** one thing that stands out to you from this writing and be prepared to share with group.

- Please **circle** all the roles and responsibilities that you see.
- The first part of this writing is very “teacher focused”. Please **add your own lines that are focused on “mentoring”**. Please be prepared to share with the group.

*Activity mentoring examples**Directions:*

- Pull out your computers, tablets, iPads or Phones and go to this website - <https://www.hsph.harvard.edu/wmy/celebrities/>
- Take a few minutes and **watch** or **read** three or more different stories of mentoring.
- **Write down** any characteristics, roles, reoccurring themes, or important responsibilities on the sticky notes (in front of them) that the mentor did, performed or used.
- Be prepared to **share** with group the three people or videos you watched. Please share important roles, characteristics, or themes that the mentor performed or did in the celebrity's life.



WHO MENTORED YOU?

Directions: Take a couple minutes and think about a mentor in your life. If you are having a difficult time thinking of a mentor please consider the following:

- It can be a family member or friend. Usually, it is someone outside of the family.
- This person might have modeled for you from a distance, and you watched them closely.
- It could be someone that gave you advice or counsel during a tough moment, situation, or experience in your life.

1. Who do you consider to have mentored you?

2. Please write how this person became your mentor in the box below (5 minutes) :

3. Please write in the box below what this person did to help, change, build, grow, transform, encourage, mentor and/or lead you (5 minutes):

Start with the Why overview

COHORT MENTORING STORIES

Directions:

- Each participant will share who their mentor was, how they became their mentor, and what this person did to help, change, build, grow, transform, encourage, mentor and/or lead you.
- Listen closely to everyone's mentoring stories. Please write in each box traits, characteristics, roles, and any general observations per mentoring story shared.

Story 1

Story 2

Story 3

Story 4

Directions for Group Work:

- After everyone has completed their stories, have everyone write those traits that they wrote from each other's stories.
- When complete, share this list with the whole group.

Directions for Individual Learning:

- Please place all the ideas and traits that you listed in question #3 (what this person did to help, change, build, grow, transform, encourage, mentor and/or lead you) in the "outline of a mentor".

Write

Directions for Group Work:

- Take a couple moments and **write** out any additional important characteristics, roles, responsibilities, qualities, or concepts that Mentors need to possess. Any that you feel are important that you want to make sure are represented.
- Write all the roles, responsibilities, traits, and skills that a **Teacher Mentor** might need to possess in order to do the work.

Directions for Individual Work:

- Follow the instructions for group work. Write all of your ideas and concepts in the “outline of a mentor” on worksheet page 12.

Organize

Directions for Group Work:

- As a group, begin to **organize** all the characteristics into “like” items or similar categories. You are grouping concepts and thoughts into like categories. We are going to do this quickly, so work together and communicate well. Ready? Go!
- Group should write category title above grouping.

Directions for Individual Work:

- Please begin to organize all the ideas and concepts in the “outline of a mentor” on worksheet page 12 into like categories by grouping similar concepts and thoughts.

Vote

“VOTING FOR THE MOST IMPORTANT CHARACTERISTIC OF A MENTOR”

Directions for Group Work:

- (Gallery Walk). Take a little time and place the mentoring qualities on the categories that you think are the most important for a Mentor to be, do, or characteristic that stands out. You are allowed to put more than one vote per topic or category. Don't not overthink this, and vote quickly.

Directions for Individual Work:

- Look at how you organized all of the ideas and concepts from the “outline of a mentor” on worksheet page 12. Please look for reoccurring themes and circle your top 5 categories.

What was the group or your individual top 5? Please list the top 5 below:

- 1.
- 2.
- 3.
- 4.
- 5.

Activity

ELEVATE MENTOR CHARACTERISTICS

Directions: Review the explanations of the Elevate Mentor Characteristics below and rewrite the explanation using your own words in the box below each explanation.

“BE PRESENT, ENVISION FUTURE”

Elevate Mentors pride themselves in focusing on students in the “present moment”. In a world that seems to be moving very fast, with distractions all around, Elevate Mentors make whoever they are with feel special and important by “seeing” them in the present moment. Elevate Mentors also are able to see and envision the future of a student by believing the “best” future of a healthy and whole student is possible. Elevate Mentors do not project their own belief of what success is, or what others believe is success. Instead, they are able to look ahead and envision each individual’s potential and create the future with the student.

“PERSISTENT AND CONSISTENT”

Elevate Mentors know that people take time to grow, and so do relationships. They are committed to the “long haul” with relationships and do not give up or quit on a student. Many times, mentors are the only ones who do not give up on a student (including the student). Elevate mentors do not dive in and out of a student’s life, they remain a consistent and unchanging part in a student’s life. “Once in Elevate, Always in Elevate” is the motto of this characteristic. Even as the depth and time associated with the student change, an Elevate Teacher Mentor remains at some level committed to the growth of the student. Long-term relationships are essential for success of students.

“INVESTMENT AND INTENTIONALITY”

Elevate Teacher Mentors are constantly investing in relationships. Each conversation, activity, class, and interaction is purposeful and done with intentionality. Elevate Teacher Mentors put thought into each relationship and consider each moment an important moment in the student's life. Seeking out teachable moments is essential for growth and makes every moment an investment. Investment of energy, care, love, and kindness are injected into each intentional moment. The life-change in a student's life occurs because of this characteristic.

“AUTHENTIC AND TRANSPARENT”

Elevate Teacher Mentors gain respect and credibility by being masters at sharing from their own story. They are able to connect lessons and classes to examples in their lives. Teacher Mentors know that the essential element to every relationship is “trust”, and it is important to be able to be real about themselves with their shortcomings, failures, successes and celebrations. It is important that Teacher Mentors know when and how to share very personal items with discernment. Through real life examples mentors are able to make lessons teachable moments meaningful and relatable to a student's life.

“HEALTHY AND WHOLE”

Elevate Teacher Mentors are focused on the whole being of a student. They do not just focus on one area of a student's life. Each Teacher Mentor pursues with the student health in each area of life, not perfection. Teacher Mentors use their own areas of strength to help students pursue wholeness. If a Teacher Mentor is not strong in an area they will help identify other resources that can help a student grow in that particular area of life. Resources could include, other mentors, organizations, family members, teachers, and community groups.

Organize

Directions: Please place the categories, ideas, topics, roles, responsibilities that you have written in the “outline of a Teacher Mentor” into one of the following overall Elevate Teacher Mentor Characteristics.

“Be Present, Envision Future”

“Persistent and Consistent”

“Investment and Intentionality”

“Authentic and Transparent”

“Healthy and Whole”

Categorize

TEACHER MENTOR CHARACTERISTICS CATEGORIZED

Directions: Answer the following questions.

- Was there anything that didn't fit into one of these Elevate Teacher Mentor Characteristics?

- Is there one that seems to just be blaringly important? If so, which one?

- Do we need to add or take away any of the Elevate Teacher Mentor Characteristics?

- What stands out to you? What is something that surprised you?

Wrap up

JOB DESCRIPTION

British Explorer Sir Ernest Shackleton (1844-1922) placed this ad in the newspaper in London in 1900. The ad was in preparation for the National Antarctic Expedition (which subsequently failed to reach the South Pole).

HELP WANTED

MEN WANTED FOR HAZARDOUS JOURNEY.
SMALL WAGES, BITTER COLD, LONG MONTHS OF COMPLETE DARKNESS,
CONSTANT DANGER, SAFE RETURN DOUBTFUL. HONOR AND
RECOGNITION IN CASE OF SUCCESS.

Directions: Write a couple of thoughts about how this historical job description relates to your role as an Elevate Teacher Mentor.

Lesson 3

Know Yourself



Warm Up

Directions:

- Take a couple of moments to write on the “book cover” what you think that people see and observe about you on the outside. Write some phrases or comments that people have told you or mentioned to you in the past. Think of what strangers, friends, family, teachers, peers have said about you. **Examples:** “you are bald, white, fat, ugly, pretty, hipster, good looking, you’re intimidating, offensive, hurtful, abrasive, harsh, kind, dumb, smart”
- When complete, save your “book cover.”



Discussion questions

- How is the cover of the book similar to how we approach students?
- How often is the cover of the book an accurate view of the story inside?
- How accurate is the cover that you created above to your story and true self inside? 100%-0%.

Activity

LIFE LIST

Directions: List as many important/significant events in your life.

- **Tip:** If you are having problems thinking of important/significant events in your life begin to list some of your most favorite/challenging/sad/happy/impactful moments that you remember.
- You have 10 minutes.
- You should have a list of 20 or more events.
- You may be sharing with the group later in the lesson. Please be as “transparent and authentic” as you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Activity

LIFE MAP

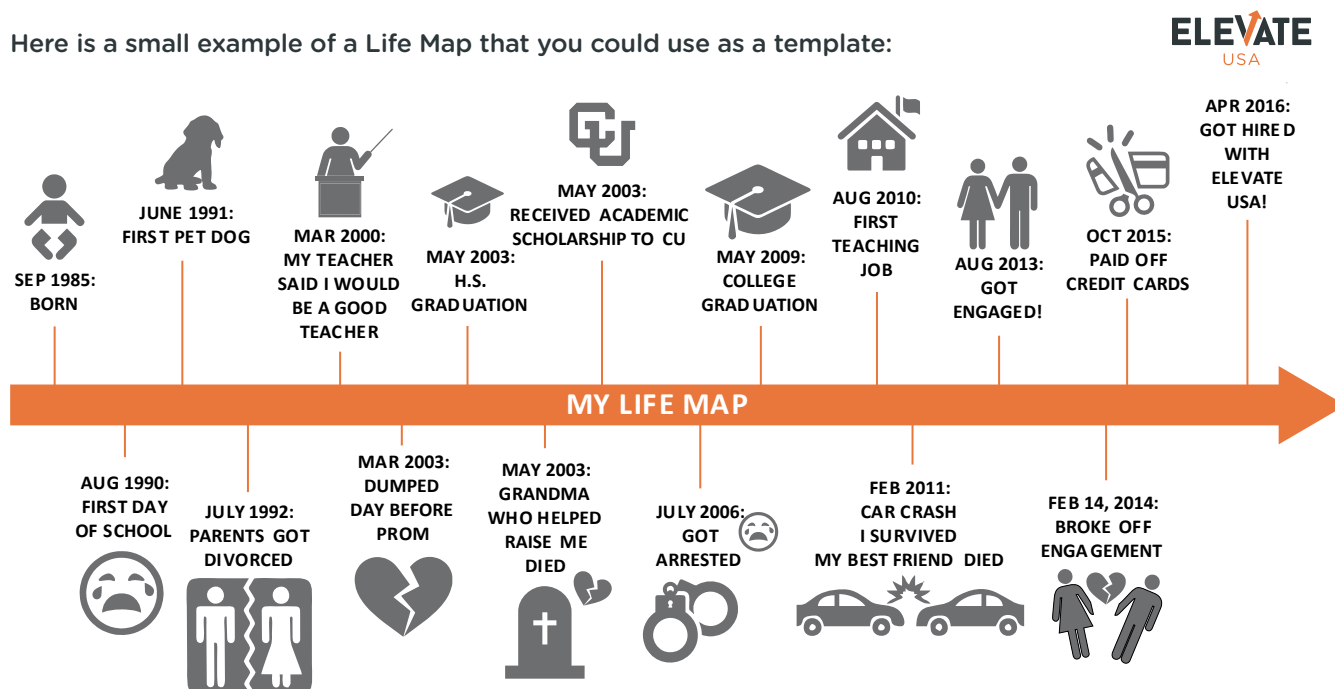
Directions:

1. Watch Video: "Ryan Higa. Draw my life" from YouTube.
Link: <https://www.youtube.com/watch?v=KPmoDYayoLE> 7:34 seconds
2. Answer the following:
 - a. What part or parts of Ryan Higa's video stood out to you?

Directions:

- a. Use the next blank page to draw your "Masterpiece (Life Map)".
- b. Use the list that you wrote on your **worksheet** entitled "Important/Significant Events in your life". Use a time line to depict the progression of events and draw little pictures that might represent that event. If you have too many events to fit or for the 15 minutes you have to draw, please limit yourself to just the big events. Be sure to include at least a couple "highs" and a couple "lows".
- c. Be prepared to share your Masterpiece with your class.

Here is a small example of a Life Map that you could use as a template:



Masterpiece (Life Map)

Activity

GALLERY WALK OF MASTERPIECES ROUND 1

Directions:

- Go on a “Gallery Walk” and check out everyone’s “masterpiece” in the shared Google folder.
- Record in the blank provided below what you noticed or observed from each one. Write as much as you can and be prepared to share what you know or learned about the other people in our group.
- You have 5 minutes to complete this exercise.
- Be prepared to share with group what you know or learned about the other people in your group.

Please list everything that you learned or observed from the “masterpieces”...

How to: Tell Your Story

The most powerful way to **communicate** your story is by **verbally** sharing. The timeline that you have created is good, but it doesn't convey emotion, thought, or feeling... just events. Please follow the below steps and create your story that you will share with the group when complete.

- Every story has a beginning, middle, and end.
- **Writing the Beginning:** Look at your Life Map/Timeline/Masterpiece and pick out a couple key moments or time periods that formed who you really are.
- **Writing the middle:** Look at your Life Map/Timeline/Masterpiece and look for a “turning point” or critical juncture in your life. This could be a very negative event, or positive event. The turning point is when you came to a “fork in the road” and made a difficult choice.
- **Writing the emotion:** Look for the several life events that occurred before this “turning point” that demonstrate why this choice or point in time was so critical or important to your future. Or events that demonstrate why this choice was so hard to make or pursue. Often these events prior are associated with pain, hurt, abuse, or tough experiences. Many times this is simply a list of obstacles that you faced in life.
- **Writing the end:** Look for a couple key events that occurred after the “turning point” that show the results of the critical point. This usually includes what the result of your “turning point” was and includes a lesson that you learned, failed, succeeded, or still are trying to figure out.
- Remember...
 - Avoid telling too many details that are not important to your story.
 - Make sure that important events you “paint a picture” in your listeners mind. Example: “He didn't just yell at me... I mean, he yelled at me... the neighbors could hear through our paper thin walls”.

Directions:

- Using the tips above, or your own writing style please tie it all together to make your Masterpiece.
- Be prepared to share your “Masterpiece” with the group.

Discussion questions

“GALLERY WALK OF MASTERPIECES”

Directions:

- Please answer the following questions for discussion.

1. How does the activity relate to your role as a Teacher Mentor?
2. Why is it important for you to know yourself and your own life before you begin to “view” someone else’s life?
3. Why is “story” fundamental to building relationships?
4. What did you learn from the person sharing their story verbally vs. the Book Cover and the “Life Map” that you observed before?

Activity

WHY STORY IS IMPORTANT

Directions:

- Please look through the following list and **circle** 3 reasons that you resonate with.
 - Please write in your own words why story is important when building relationships in the blank at the bottom.
1. Reinforces that everyone has a very important story/masterpiece.
 2. Inspires purposeful talking and attitude toward events in life. Not just a random occurrence of events.
 3. Meaning is found when sharing obstacles that have been faced in life.
 4. Healing begins when a person is able to express what is in his/her heart and feels heard.
 5. You support students better when you know what and where their “wounding” is and what might trigger a reaction.
 6. Personal story is one of the best ways to know and understand the internal and not just the external.
 7. Humans have used story to transmit important lessons, share cultural history, and teach new information since the beginning of history.
 8. Humans absorb lessons and experiences better, quicker, and deeper when communicated through story.
 9. When story is heard by a compassionate listener, the negative effects often diminish and there is acceptance of “self” and a student is able to move on from the experience.
 10. When story is shared from a leader to student that connects to an imperfect person... the wounded healer role occurs and trust is deepened.
 11. Story is the fastest way to implant a thought, idea, or emotion.
 12. Telling your story allows the heart and mind to connect in explaining different events in life and can lead to healing, growth, and positive advancement in understanding your life.
 13. By listening and accepting someone’s story you are communicating that you care.
 14. Sharing of stories is the easiest way to break down walls and boundaries that are set up by culture and experience.
 15. Discrimination, abuse, pain, and personal experience are all more easily communicated and received when communicated through story and not through statement.

What is another reason story is important to you?

Every Student, Every Story

At Elevate one of our principles of mentoring is that we know “every student, and every story” by the end of each semester. This can be an overwhelming task at first glance, but with some simple tricks and practice Elevate Teacher/Mentors can accomplish this in a variety of simple ways. One of the best practices that Elevate Teacher/Mentors employ is the art of good question asking to begin to build a base to learn a student’s story.

Directions:

- a) Number the following questions with the appropriate level of relationship that you might ask the student the question.
- b) Some might have more than one number beside the phrase.

Levels of Relationship

1. - Don't even know the student.
2. - Student is in your class but you have never talked with them.
3. - Student is in your class and you have spoken before.
4. - Student is in your class, you have talked many times, and hung out occasionally after school.
5. - Student is in your class, you talk all the time, and you hang out all the time.

- | | |
|--|-------|
| 1. Share one of the happiest moments of your life. | _____ |
| 2. Do you enjoy school? | _____ |
| 3. What is your idea of a happy family? | _____ |
| 4. Do you like the weather here? | _____ |
| 5. What do you like about yourself? | _____ |
| 6. What do you think the purpose of life is? | _____ |
| 7. How many brothers and sisters do you have? | _____ |
| 8. Who do you live with? | _____ |
| 9. Tell me about a gift that you have given that you are proud of? | _____ |
| 10. What is one quality you would want in a friend? | _____ |
| 11. Do you like basketball? | _____ |
| 12. What is the hardest subject in school? | _____ |
| 13. Who is someone in your family you really respect? | _____ |
| 14. Who are you most like in your family? | _____ |
| 15. What is one thing in the world that you would change if you could? | _____ |
| 16. Where do you go when you need to be alone? | _____ |
| 17. What do you like about your closest friend? | _____ |
| 18. What is one word you would use to describe yourself? | _____ |
| 19. What is success to you? | _____ |
| 20. Tell me about your ideal mate? | _____ |
| 21. Have you ever been in love? | _____ |
| 22. If you could have dinner with anyone alive or dead (alive for the dinner), who would you invite? | _____ |

Key Point

After school at informal events and van rides can be some of the environments to get to know students.

Be intentional with every moment, learn and find out as much as you can about a student. Approach student's story like an Explorer and not an Investigator. Below are guidelines to create a healthy environment to get to know students better during our in-school class time. Review the information and best practices involved in a "one on one" session. If time permits, follow the guidelines below and have a practice one on one session with someone in your training cohort. Please fill in the tracking sheet and be prepared to share with the rest of the group. These sheets are found in your curriculum MasterBook.

Best Practices One-on-One

- **Be visible.** Create a space in your classroom for a quiet conversation (2 chairs). If there is not enough room inside your classroom, ask school administration if you can set 2 chairs outside your door in the hallway.
- Initially, **stick to the questions** provided. The One-on-One profile is designed to be a tool to build profiles for each student and can be used as a tool inside and outside of class. Keep track of all the information you learn. *Keep notes of your conversation in the Salesforce tracker.*
- **Keep interactions to ten minutes** or less. Remember, there are 30 students in a class. At ten minutes each day and visiting with three students a day, it will take ten days (two full weeks) to visit with each student.
- One-on-One learning opportunities are held after Bell Work is complete and should end before Exit Strategies are underway.

Non-Negotiables

- ELEVATE one-on-one sessions ALWAYS and only occur during ELEVATE class time.
- Always be in a place where you are **visible** to other adults and students. Keep physical interaction to a minimum (handshake, fistbumps).
- Always stay in or near the classroom and be sure you are always in the sight of others.
- Always be sure there is another ELEVATE teacher to manage the ELEVATE classroom prior to meeting with a student one-on-one.
- Always keep a log of your interactions with students while one-on-one. (recommend using the Salesforce tracker)
- Keep track of the 4 W's and an A, by using the conversation tracking sheet.
 - Who met with the student?
 - When did you meet?
 - Where did you meet?
 - What did you talk about?
 - Action you need to take and when you took the action
- Speak with your administrator about your plan to conduct one-on-one learning opportunities. Be sure to discuss any rules and suggestions the school may have.

ELEVATE USA ONE-ON-ONE TRACKING SHEET

Student Name: _____ Period: _____ Date: _____

1. Who met with the student? _____

2. When did you meet? _____ Date: _____ Time: _____

3. Where did you meet? _____

4. What did you talk about? _____

5. Action you need to take and when you took the action. _____

ELEVATE USA ONE-ON-ONE TRACKING SHEET

Student Name: _____ Period: _____ Date: _____

1. Who met with the student? _____

2. When did you meet? _____ Date: _____ Time: _____

3. Where did you meet? _____

4. What did you talk about? _____

5. Action you need to take and when you took the action. _____

ELEVATE USA ONE-ON-ONE TRACKING SHEET

Student Name: _____ Period: _____ Date: _____

1. Who met with the student? _____

2. When did you meet? _____ Date: _____ Time: _____

3. Where did you meet? _____

4. What did you talk about? _____

5. Action you need to take and when you took the action. _____

ELEVATE USA ONE-ON-ONE TRACKING SHEET

Student Name: _____ Period: _____ Date: _____

1. Who met with the student? _____

2. When did you meet? _____ Date: _____ Time: _____

3. Where did you meet? _____

4. What did you talk about? _____

5. Action you need to take and when you took the action. _____

Lesson 4

Uncommon Communication



Warm up “Hearing Test”

Activity Common Communication - to use during class

- Directions:**
- You and your partner will act out “common listening style” from below (one style per person).
 - Each partner will choose one of the listening styles below while the other partner tells a story for one minute.
 - At the end of one minute, switch roles.
 - After each scenario you will need to write in the blanks below all the negative communication techniques you observed.

1 scenario - “lala listening”

This is zoning out speaker and going to LaLa Land. It can be demonstrated verbally or nonverbally.

Examples: lack of eye contact, yawning, no nodding or encouragement.

2 scenario - “letter listening”

This is where we are listening like we are reading a letter. We only are paying attention to the exact words **that are being said instead of the feeling, body language or tone behind the words.**

Example student says: “Mister, I hate my science teacher... I wish I could have someone else teach me”... *Common communication response:* “that’s too bad, you shouldn’t hate”. “Band camp experience was bad? You should hear mine! This one time at band camp....”

3 scenario - “lucky you i’m listening”

This is where listener only listens to ways that they can be better and does not try to understand where the other is coming from.

Examples: “I know exactly how you feel” or “You should try a better approach...”

Directions:

- Please write all the negative communication techniques you observed in the boxes below.
- Be prepared to share with group or instructor.

1 scenario

2 scenario

3 scenario

Discussion questions

Directions: Answer the following question and share with a neighbor:

1. "Who is it very frustrating for you to communicate with?" (don't name names, give them a code name)

2. Why is the communication frustrating for you with this person?

3. What is it that they do that is frustrating?

4. How does this make you feel when you communicate with them?

• Share with a neighbor.

Elevate Laws of Listening

1 LISTEN

2 LISTEN MORE

3 SPEAK TO LISTEN MORE

4 LISTEN

LAW 1: LISTEN

- a) **Listen with your** whole being to their whole being by using your **eyes**. This means watching a speaker's body. 7% of communication is verbal, 53% is body language, 40% is tone and feeling.
- b) **Listen with your** whole being using your **heart**. This means listening to speaker's tone, voice, and even the underlying theme or heart behind a statement. Example: "how was your day?" response from student: "it was fine" (with a frowny face or smile). This is a gift of many Teacher Mentors because they have an ability to read between the lines. Most youth communicate their deeper feelings in riddles, and our job is to decipher the riddle. Listen for feelings.
- c) Listen to "see" the speaker- Listen to understand the speaker more and not to disagree or agree with what the speaker is saying. (no judgment, or trying to change them, it is their feelings and students must own them). Peacemakers seek to see people. Be different than the current culture that "likes" or "dislikes" everything.

LAW 2: LISTEN MORE

- a) **Listen by being PRESENT**, without distractions. All that matters in the present moment is the speaker.
- b) **Listen by encouraging** them to speak. ("Lean-in" listening with body position and positive reinforcement through your responses.)
- c) **Listen by believing** that there is no one like you, and there is no one like the speaker.

LAW 3: SPEAK TO LISTEN MORE

- a) **Clarify** - ask a question to gain more understanding or clarity of what speaker is saying. Example: "tell me more about.." or "what do you mean when you say?"
- b) **"REMIX"** is rephrasing what the speaker is saying and checking to see if you have what they are saying correct. Reflect their words back to them. Example: "Let me see if I am tracking... you think...". Or "I might not be understanding very well, are you saying...". This type of listening is very important for Teacher Mentors because our desire to know the student becomes evident by making sure that we are understanding what the student is saying. We care.

LAW 4: LISTEN

- a) On occasion with Elevate students you just need to listen. This means that you need to be totally silent, don't interrupt. This is often when a student has been hurt, upset, sad, and just needs to express some of their deepest feelings out loud to a trusted adult. Use your "passive listening skills"- and simply just let students "vent" or get it out without showing agreement or anything.

Elevate Laws of Speaking

1 DON'T SPEAK

2 NEVER SAY OR DO

3 BE A GREAT ADVICE GIVER

LAW 1: DON'T SPEAK. IF YOU MUST SPEAK... BE A GREAT QUESTION ASKER!

a) If you must speak ask the speaker “door opening” questions that allow student to share more.

Examples: Tell me more. Give me an example.

How is that working for you?

Why do you think that happened?

How can this be improved?

If you ever had to do it over again, would you do it the same way?

What do you really want in this situation?

What is important about that outcome?

Is this outcome consistent with who you are?

Is this outcome possible to achieve?

Who do you know that has already achieved this outcome, how did they do it?

If you get what you want, what will this do for you?

Remember the art of question asking:

The best answers are found in the best questions. If you tell them what to do, then there is no ownership... allow students the opportunity and dignity to find answers for themselves through your amazing question asking so that they own the answer!

LAW 2: IF YOU MUST SPEAK, NEVER SAY OR DO:

- a) Never “preach” or “lecture”.
- b) Always be authentic and real in your answers.
- c) Always use “I” statements, never “you” statements.
- d) Never “should” on people.
- e) Always consider if your surroundings are the appropriate place for the discussion (example: asking tough questions in front of a lot of students and singling them out.
- f) Never criticize or name call.

LAW 3: IF YOU MUST SPEAK, BE A GREAT ADVICE GIVER**Don't give advice unless:**

- a) There is an emergency, immediate threatening crisis, or impending danger to a student's health and wellbeing.
- b) You're an expert in the area.
- c) Have a life experience that directly relates.
- d) The student asks for advice and has exhausted their own problem solving skills.
- e) You are compelled to share. Then ask the student for permission. Example: "Can I share with you how I dealt with this?" or "Can I share an observation"? Even if a student answers with "ok, I respect that, let me know when you are ready".

Discussion questions

Directions: On the worksheet answer the following questions:

1. Who is the best communicator in your life?**2. What makes them the best communicator for you?**

Lesson 5

Intentional Relationships



Story time

Directions:

- Please review and read the “*Chart of Elevate Relational Phases*”.
- Review for a few minutes and think of a past mentee or student that you have worked with that might fit in one of these phases.
- Please be prepared to share a brief story about how you met your mentee, major events in the relationship, and what phase that you think the relationship is currently in.

Name of past Student/Mentee: _____

Phase of Relationship that you believe it currently is and why: _____

Debate It - Group Work

Directions:

- You will need to **pick** (or it was chosen by the story that they shared) **a phase** that you believe is the most important of all the phases. Hint: you can determine the most important phase to you by taking it away, which phase of the relationship you cannot live without, must have, it just wouldn't be the same if it was not a phase of the mentee/mentor relationship.
- You will have 10 minutes to prepare your argument and use all the materials in the section (*Chart of Elevate Relational Phases, Explanation of Elevate Relational Phases*).
- Arguments will consist of:
 - 60 second opening argument with 3 main points
 - After everyone has shared: Each person/team is able to ask questions of another person or team, and that team can respond.
 - 60 second closing statement with one main point.

Phase that you think is most important: _____

Opening Argument 3 Main Points:

1. _____

2. _____

3. _____

Closing Statement with one main point: _____

CHART OF PHASES OF RELATIONSHIPS

IMPORTANT COMPONENTS UNIQUE TO EACH RELATIONAL PHASE

	Teacher/ Mentor Role(s)	Teacher/ Mentor Responsibility	Student Looks Like	Common Questions and Topics	Common Activities Where & When	Common Activities Where & When	Time
BEGINNING	Teacher Mentor, acquaintances	Be consistent, present, dependable, faithful and steady presence. Important to model the way. Never act shocked with a mentee at this stage. Find ways for student to know that you "see them". Pursue by observing what you can see.	Unengaged, uninterested, answers questions with one word, sometimes defensive and combative.	Surface and superficial sharing, exterior, open ended questions, get to know you topics with a high degree of safety. It is ok not to talk or dig too deep here.	Large Group Bonding. Can even be hallway. Low intentionality. Open and fun activities. Environments are typically not conducive for conversations.	Large Group Bonding. Can even be hallway. Low intentionality. Open and fun activities. Environments are typically not conducive for conversations.	Low Time, short periods of time. 50- 10,000
TESTING	Teacher Mentor, Informal Counselor, Friend, Confidant	Make no commitments or promises that you cannot keep. "Lean into" the relationship, initiate and be proactive by pursuing mentee. Do not take their actions personally. Stay consistent and persistent, while being authentic and transparent.	Many times a student will act disengaged by missing appointments, outbursts of frustration or anger, silence, shrugs, and limited verbal or nonverbal feedback from student. Challenges Mentor publicly and privately. Dipping their toes in the pool of relationship.	Questions and topics are usually urgent and immediate in this phase. Sometime just plain drama The underlying question: "are you going to leave?" "How much heat can you stand?" Will you reject me if you really know who I am? Sometimes the TM needs to continue to ask probing questions, maybe even pry if needed.	Storming can happen anywhere at anytime. Students are testing you and will use any environment to do it, including the classroom. The best activity that you can provide is a safe place for them to test you, without you being reactive. Public places.	Storming can happen anywhere at anytime. Students are testing you and will use any environment to do it, including the classroom. The best activity that you can provide is a safe place for them to test you, without you being reactive. Public places.	Low Time
BUILDING	Teacher Mentor, Friend, Informal Counselor, Confidant, Advisor, Advocate	You open up, you're clear and honest with expectations for health. You are consistent and persistent, and have are more free to share. Less advising.	Need fun structured and unstructured activities. Occasionally acting out when triggered by stress.	You are intentional about asking thought provoking questions that challenge a mentee's thinking or problem solving. Discussions center around future events. Goal setting and skill development are the key focus.	Small group activities where conversations can occur. Occasionally one-on-ones. Your daily classrooms.	Small group activities where conversations can occur. Occasionally one-on-ones. Your daily classrooms.	High Time
TRUSTING	Teacher Mentor, Friend, Informal Counselor, Confidant, Advisor, Advocate, Coach, Guide, Motivator, Family, Cheerleader.	Encourage mentee to pursue their goals and skills that they established in earlier phases. Challenge mentee to begin to model and mentor for others in their life.	They are on their own, and will take the initiative to approach you when there is a difficult topic. They are solving problems and mentoring others.	Topics are usually tougher and deeper when mentees ask for advice. Mentors are usually checking on growth and goal attainment. Mentors are also looking for areas to celebrate.	Students that are performing are usually involved in many other activities. The focus is on one on one check in's outside of school.	Students that are performing are usually involved in many other activities. The focus is on one on one check in's outside of school.	High Time
REDEFINING	Teacher Mentor, Friend	Be proactive with the change and setting new "agreements". Do not take the change personally and encourage student to do the same.	Student is moving on with the goals and still in relationship or transitioning out of the phases of relationship due to external influences. Often students go through "stages of mourning".	Topics center around the expectations for the future and envisioning what the relationship will look like. "Once in Elevate, always in Elevate"... is this true?	Typically at semester breaks, graduation, and summer moving on to college.	Typically at semester breaks, graduation, and summer moving on to college.	Low Time

EXPLANATION OF PHASES OF RELATIONSHIPS

The Elevate Phases of Relationships explained in this document are to be used as a guide and not as a rule. No one relationship will look like the other, just like people. While the phases look very linear on paper and theory, in practice they are dynamic and constantly moving. For individuals to move through each phase it can take a matter of years, and a matter of moments. Many of our students never go past building. It is the goal of every staff member through our amazing gift of daily contact with students in our classes to know every name, story, and student in our classrooms. We admit that every person is unique and every relationship is unique so that there is no secret equation or formula that makes every mentor and mentee relationship happen the same way. We simply approach every relationship like we do each individual student... that **each relationship has the potential for great success**. The Elevate Phases of Relationships is simply a tool for Teacher/Mentors to be intentional with each student in moving them into deeper levels of relationships.

BEGINNING

- **Overview:** Teacher Mentor and Student are becoming familiar with each other and beginning the relationship. Building trust and rapport by interacting in different social settings.
- **What is really going on?**
 - In this early stage Teacher Mentor and Student might only know each other in passing.
 - First impressions are being developed. Especially, as the student is observing you for any flaws or unsafe characteristics.
 - Teacher Mentors are being observed from a distance. It is important that they “model the way” in a healthy manner. Sometimes students only need a good picture from the distance to emulate.
 - Students are really asking themselves “Who are you and why do you care?”
 - Many times your role at this phase of relationship is as a director of a program or activity or a Teacher of a class.
 - “I do, you watch” is the theme of this phase. Students are watching you live and interact with others. Students are also determining if you are someone they would like to know more.
- **Tips:**
 - Activities/Programming should be open invite and typically large group activities that are safe and fun. Activities where everyone is trying something new or goofy can be good too. The risk and then overcoming the challenge can be very motivating for a student.
 - Activities/Programming can also be in a common place and familiar so that students feel safe because they know exactly what they are getting into.
 - If new students are with your deeper phase of relationship students, make sure to talk to your mentees so that they help make the times open and not intimidating.
 - Always be an observer of students. Look for anything exterior that you can compliment them on, or even make them laugh. You are being proactive by “seeing” a student.
- **Watch out:**
 - Be careful with simple comments that can have a student feel rejected.
 - It’s ok not to talk and just have fun. Do not pry or probe too deep in this phase. Students do not trust your intentions yet and can get “weirded out”.
 - Do not make any promises or commitments that you cannot keep.

TESTING

- **Overview:** Student is challenging and testing the mentor's ability to care and their commitment to the relationship.
- **What is really going on?**
 - Student is testing to see if they can trust you. They are letting their guard down so they can begin to truly be "seen". They want to know if you will still accept them after they share more of themselves with you. They are typically struggling to find their identity because there is little positive "reflecting" or "mirroring" by other adults. They are unknowingly on a quest to find their place and identity.
 - Usually testing presents itself by a student acting out and showing an exterior problem that really is the window to an interior wounding that is surfacing because they are beginning to trust you.
 - Remember that many times the student has not experienced stability in any area of their lives and this includes shelter, schools, food, family, friends, and relationships. You might be the very first stable thing that they experience and this can be uncomfortable at first for them.
 - Testing can be as simple as a comment and joke that the student makes. It can also be as big as a full blown fit in class or public. Storming is simply testing you: if you can handle their rage, hate, woundedness, story, or past. It can happen in a moment or last for years.
 - Teacher Mentors often say they feel like the student is trying to get them to "crack" by trying to get Teacher Mentors to react and show that they are not this "perfect person". Students will sometimes test how much "heat" you can handle without blowing up or breaking down.
 - "I do, I help you" is the theme of this phase. This means that you continue to be you and you enter into the student's life and help in one way or another.
- **Tips:**
 - Don't be afraid to challenge their thinking with more **questions**. Teacher mentors that try and fix, solve, or reform students to their idea of "success" will not be successful in the long-run with a student. Engage their problem solving skills by asking thought provoking questions that test their current path.
 - Sometimes students are driven by external drama and want you to engage there with them. Do not jump into drama, be consistent in caring for them... allow them to vent or "go off" with little reaction from you. If there is a threat to the health or well-being of the student then you must and need to act quickly.
 - "Lean into" the relationship. This means that you can be proactive and initiate. If you see something... say something and do it in a safe and healthy environment and spirit.
 - We are resource brokers. If the issues or topics are outside of anything that you can help with or you know of an organization that can help, be sure to connect the student. Don't then stop communication. Make sure that the student does not feel passed off.
- **Watch out:**
 - Sometimes a student will not reject you, but they will be incredibly open and begin to uncomfortably pursue you. These students have typically been through trauma and are very needy. They are accustomed to reaching out to adults, pursuing them, and then being rejected because the adult does not know how to respond. It is a cycle that can continue to reinforce their negative perceptions of themselves by feeling rejected when a healthy and whole adult tries to create healthy boundaries.
 - Do not act shocked by anything that they are sharing. Sometimes students go for shock value so that they can get you to reject them early on.
 - You **establish healthy boundaries in this phase**. It is important that you share with them your confidentiality statement and what is required of you as a mandatory reporter. It is recommended that you

are familiar with Elevate's Confidentiality, Mandatory Reporter, and Suicide Policy. You also can tell them that you do not like being called names, or admit that it did hurt when they treated you like that.

- Remember, as the adult, professional, HEALTHY AND WHOLE Teacher Mentor, you cannot take their actions or words personally. You must be consistent in your actions and attitudes toward students. Separate the behavior from the identity of the individual.
- There are some instances where you can feel free to advise and self-disclose. Feel free to share your own experience or story if it relates to what they are currently experiencing or if you are an expert in the field of the topic that they are facing.

BUILDING

- **Overview:** Mentor/Mentee begin to build expectations for the relationship and clarify the purpose of the relationship.
- **What is really going on?**
 - Student begins to trust you and considers you a part of their life.
 - It is obvious to you and your mentee that there is some kind of growth occurring in the relationship.
 - The mentee and mentor's defenses are down and they are able to have fun and be less focused on the present drama.
 - More future-focused conversations on goals and development of skills that will be used in the future.
 - Mentee begins to initiate more conversations and share more openly.
 - Topics of conversation are more personal and complex.
 - "You do, I help" is the theme of this phase. It is important that the student is taking on the responsibilities and ownership of their lives. Teacher Mentors help students continue to own themselves and their lives. Teacher Mentors might offer advice or continue to ask questions that encourage positive and healthy problem-solving.
- **Tips:**
 - Activities/Programming is more intentional and intimate (smaller group sizes).
 - Occasionally there are one on one activities.
 - Student is more involved in determining how time will be spent.
 - Teacher Mentor and Mentee begin to learn each other's interests.
 - These students are becoming part of the "crew" (your closest and smallest group of students, your "ride or dies").
 - Focus on your mentee's areas of strengths and encourage them to grow these areas.
 - There is little to no advising in this phase. You are trying to engage your mentee's problem-solving skills. You can facilitate this by asking great questions.
 - Continue to have this mentee interact with your smaller crew and let them also begin to model what you have already modeled with them.
- **Watch out:**
 - The exterior acting out can happen when student is stressed or faces a difficulty in life that triggers something deep.

TRUSTING

- **Overview:** Mentee is on their own and relationship responsibilities are equally shared. It looks a lot like a friendship that knows each other. Mentor continues to encourage and motivate student to pursue their goals and plans that they helped make together in “norming”.
- **What is really going on?**
 - “Life on Life” Mentoring.
 - Mentor and Mentee have removed defenses and both individuals trust enough that they can be seen and accepted.
 - Mentee has been instilled with confidence and dignity.
 - Mentor and Mentee can pursue and initiate at any point.
 - Oftentimes the mentee will pursue mentor when they approach a tough life problem that they haven’t experienced before and ask for advice. With more common difficulties, the mentee is answering on their own.
 - “You do, I watch” is the theme for this phase of the relationship. Mentee is on their own and now the Mentor watches and encourages from a distance.
 - Mentee is very comfortable in one-on-ones.
 - Mentee is involved or familiar with Mentor’s family.
 - Mentor is delegating difficult tasks when they need their mentee to help them.
 - Mentee is emulating many of the things that they observed their mentor modeling and now even modeling and mentoring others.
- **Tips:**
 - Even if the relationship has less points of contact, the mentor needs to look for ways to be part of this student’s life. In particular, celebrating important milestones in the mentee’s life and as they accomplish various goals.
 - Your core group, crew, or small group usually is made up of mentees in the norming and performing phases. It is important to continue to keep new students moving into these deeper phases of relationships.
- **Watch out:**
 - Mentors need to be asking themselves, how involved do I really need to be?
 - Be careful to not enforce your own belief, of what success is, in on the student. If so, you can accidentally push a student into your dream, and not theirs.
 - Remember that many mentees look up to you so much that they want to please you and make you so happy that they might even lie just so you are pleased with them. In earlier stages build their identity as individuals, do not have them associate their identity with you.
 - Be aware that you and the mentee might be as close as family, but they might begin to call you certain family names. This is an honor, but students already have a mom and dad. They should not call you by those roles. If you have a relationship that deep and the mentee wants to honor you by making a familial name, allow auntie or aunt, or uncle.

ELEVATE INTENTIONAL MENTORING QUADRANTS

As an Elevate Teacher Mentor you will have a growing number of students that you will work with. “Once in Elevate, always in Elevate” is a motto that we share with our students. The only way that this is possible is if the level of depth of relationship changes as situations in student’s lives change (example: graduation, not enrolled in class this year). It is important for us to be intentional with as many students as possible and continually be moving students into deeper relationships as other relationships are redefined and change. We realize that not every student will be in Quadrant 1, but it is good to constantly evaluate your relationships with students and continue to be intentional with them.



ELEVATE INTENTIONAL MENTORING PLAN

Your Name: _____ Your School(s): _____

Directions:

- Please use “Elevate Intentional Mentoring Quadrants” to help you determine what goes into each quadrant.
- Please list as many of your current students and place them in the mentoring quadrant that you believe that the student is currently in. You can also use where they are placed in the quadrant to provide more detail of your current relationship with them. If you do not have a class of students, yet, write in possible activities to lead in each quadrant.



Write

Directions: Please write your Intentional Mentor Plan by answering the following questions:

- 1 For your students in Quadrant 1, how will you continue being intentional with these students?**
Please write specific action that you will do...

- 2 For your students in Quadrant 2, are there any students that you need to get more time with?**
Please write specific action that you will do...

- 3 For your students in Quadrant 3, are there any students that you need to be more intentional with and get more time with?**
Please write specific action that you will do...

- 4 For your students in Quadrant 4, are there any students that you need to be more intentional with?**
Please write specific action that you will do...

Questions

Go back to the “Elevate Intentional Mentoring Plan”. Please answer questions 1-4 in the boxes provided. You might not have any specific students right now but please answer the questions as if you were a staff member with a full class roster. Imagine, what would you do?

Directions:

- Please answer the following questions.
- Be prepared to share with group.
- You have 15 minutes to complete.

- 1 What could be examples of other activities that take place in this quadrant?**

Scenario: You have a group of students who consistently hang out with you, and you know them pretty well. Many of them are seniors and will be graduating at the end of the year. You are worried that when these seniors move on you will not have many students that you have a deep relationship with. What do you do?

2 Why are emergencies included in this quadrant?

Scenario: You have a student that you haven't had an opportunity to get to know very well. On a journal writing you read that this student really needs to get a job and can't seem to find one. How could you help this student out, and possibly go "deeper" in relationship with them? What are some ideas for how you could respond?

3 What percentage of students on your class roster would you estimate are in quadrant 3 at any given time?

Scenario: There are a couple of students who are in your class that are not known well by your Teacher Mentor team. How could you and your team focus on these students? What could you do to move them into quadrant 1?

4 Why would it be a failure if all of your students were in quadrant 4? Do you believe that different staff are better with different quadrants of students? If so, please give example.

If you believe that different staff are better with different quadrants of students how can you and your team be proactive with this approach?

Variation for Group Work

Directions: Depending on Group Size or Time (30 minutes)

- Partner up.
- Choose a scenario from one of the above questions.
- "Non-Elevate Way" - Your group will act out a response to the Scenario in a "non-intentional" and "non-Elevate" (one that actually moves the relationship the opposite direction we desire).
- "The Elevate Way" - Your group will act out a response to the Scenario in an "intentional" and "Elevate" way (one that moves the relationship to a deeper level of relationship, preferably even to quadrant 1).
- You have 10 minutes to plan and practice. You and your partner will have 2 minutes for each role play.

Lesson 6

Equipping for the Journey



Warm Up

“OUTFITTING”

Directions:

- Read the following scenario.
- Answer questions 1-3 in the space below.



Scenario

You are taking a group of 10 high school students on a camping trip for 5 days into the wilderness. You will be 10-15 miles from civilization, cell phone reception, people, lights, electricity, radio, TV, plumbing, and grocery stores for all 5 days. You are really excited to be outdoors and for the students to experience the wilderness (ok - just pretend). You cannot wait for the students to experience the great outdoors with the mountains, lakes, streams, and your furry friends. You have the students get together prior to the trip to discuss what they should pack into their backpack.

QUESTION #1: What do you tell the students to pack into their backpack? (remember the parameters that you have listed in the scenario above) List as many things as possible, as long as it all would fit into a backpack the size of a garbage bag and be able to be carried on the backs of the students. What kind of things would you include that would help for the survival of the students?

QUESTION #2: What are the 3 most important items that your group will bring?

QUESTION #3: How many days will you guess your group will make it?

After group members have shared their answers to the above questions, please answer the following questions:

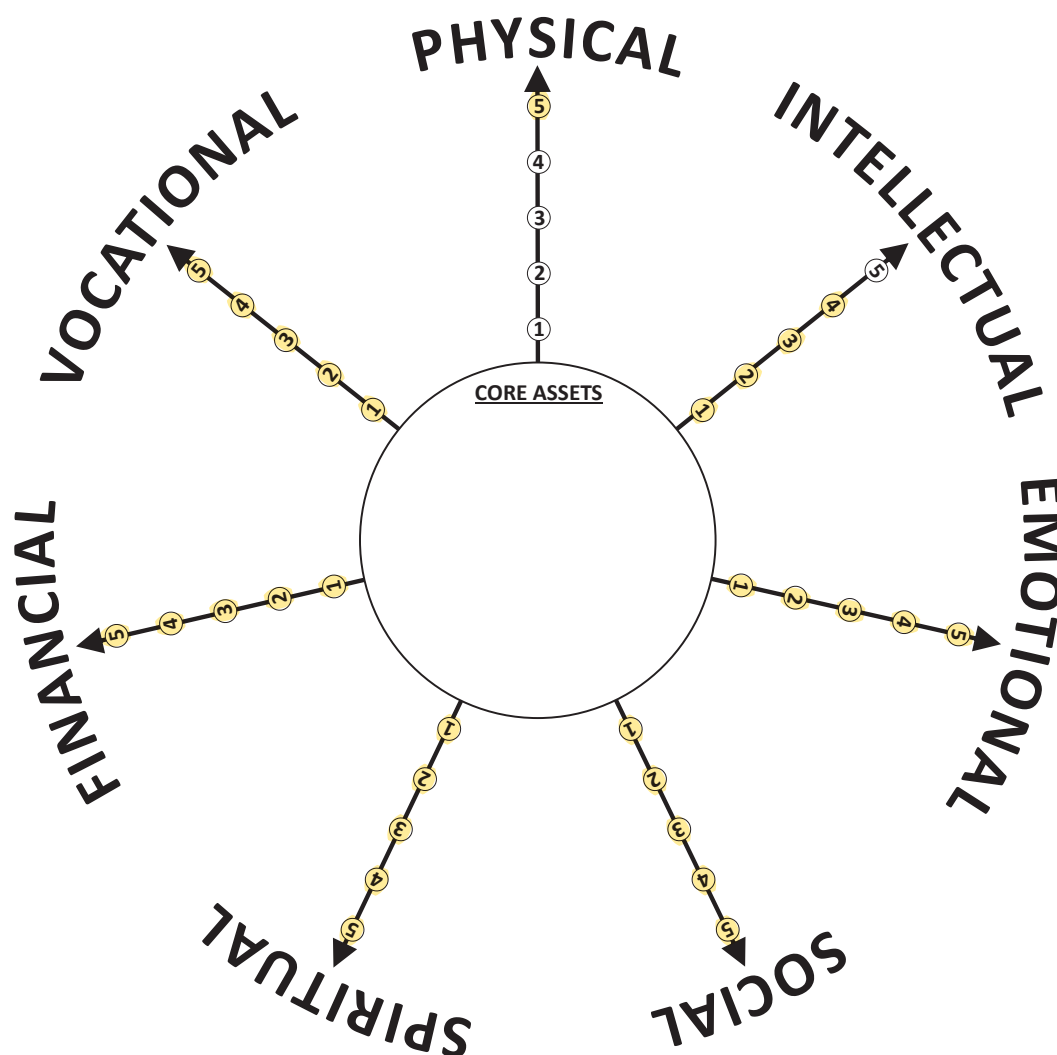
- Is there anything that you forgot that is important that you would like to add to your list now?
- How is this example similar to your role as a Teacher Mentor?
- How is this example not similar to your role as a Teacher Mentor?
- With the camping illustration in mind... what are some common pitfalls that Teacher Mentors experience when they are trying to help “outfit” or resource students?

Activity

HOW WHOLE ARE YOU?

Directions:

- Please rate your level of “wellness” in each one of the areas of a whole life. Circle the number that you feel best demonstrates your current level.
- The numbers equate to: 1 = I feel I am doing **horrible** in this area. 2 = I feel I am not doing **great** in this area. 3 = I feel I am doing **ok** in this area. 4 = I feel I am doing **very well** in this area. 5 = I feel I am doing **awesome** in this area.



- Draw a line between each of the numbers you circled.

Discussion Questions

Directions: Answer the following questions and be prepared to discuss with your group:

1. If this self-assessment really was a wheel how full or flat would your wheel be?

2. Would this wheel roll?

3. What do you think that a typical Elevate students Wellness Wheel would look like?

THE ELEVATE WAY OF EQUIPPING WHOLE AND HEALTHY STUDENTS

1. EVERY NAME
2. EVERY STORY
3. EQUIP EVERY AREA
4. ENLIST RESOURCES AND FOR ENTOURAGE
5. ENCOURAGE PLAN

EVERY NAME

At Elevate we believe that: EVERY CHILD is of great worth and has the desire and potential for success.

- One of the best ways for students to feel respected and “seen” is by Teacher Mentors learning and remembering the names of every student in their classrooms from middle school through high school. Starting on the very first day of class we incorporate lessons that encourage name retention. This might take some time and a lot of effort. Even if it takes all year, staff are pursuing the memorizing of all student’s names.
- **How?** Effective techniques of memorization may be: Photo and name matching, alliteration, repetition, standing at door of classroom every day and shaking hands and repeating names, grading papers and matching names with faces.

EVERY STORY

At Elevate we believe: In the intrinsic DIGNITY of every person and act accordingly.

- Every person has a unique and amazing story. It is the goal of Elevate Teacher Mentors to know every student's story by the end of the school year. Our desire to declare the intrinsic dignity of every student drives us to know each child's story and journey. It is important for the process of becoming healthy and whole to begin with taking interest and caring about the person no matter what their story is. We are not satisfied in relationships that are based on the external, we focus on the internal value of a child. This is also the area where we begin to look for the internal assets of a student.
- **How?** In our classes we have incorporated "one-on-ones" (see Elevate Master Book for guidelines). Staff need to make a plan at the beginning of each semester and strategize who is meeting with whom. The goal is for the staff as a team to know every story (Note: It is important to remember confidentiality laws and Mandatory reporting procedures). Outside of class during mentoring time it is important for staff to continue to learn more about the students and be intentional with their time with each child.

EQUIP EVERY AREA

At Elevate we believe that: A HOLISTIC approach is essential for a strong and healthy future for our youth.

- Every person is a whole person, and in order for health to occur in a person's life there must be an approach to have healthy individual areas that impact the overall well-being. We approach each person from an asset perspective. This means we do not approach students with the attitude that there is dysfunction and deficiencies, and we will "fix", "change", or "transform" a student. We learn about students and their strengths and needs in all areas of their lives. We do not "fix" people, **we promote their strengths.**
- **How?** In-school students have one on one's that are intentionally focused on the development of goals in each area of a whole child. All in-school curriculum is designed to continue equipping students with knowledge that empowers students to be responsible for their own development.
 - A. Students learn about the 7 areas of their lives through classes and conversations.
 - B. Students take the quick assessment at beginning of each semester: "HOW WHOLE ARE YOU?" These assessments will go into the student's file.
 - C. Teacher Mentors follow up on the assessments and develop a plan using SMART goals in and outside of the classroom.

ENLIST RESOURCES, AND ESTABLISH YOUR ENTOURAGE

At Elevate we believe that: Working in COLLABORATION yields the best long-term results, acknowledging that the complex work in our urban centers cannot be done single-handedly. Collaboration that breeds synergy ensures that we are all stronger, and more successful, when we come together under a common goal.

- Elevate Teacher Mentors are not responsible for the growth of each student. It is the student's responsibility to grow and seek a healthy and whole life. What we are able to do is help build a plan for a healthy and whole life. Teacher Mentors cannot help in every area of life for a student (even if they wanted to). Teacher Mentors have the most impact on a student wellness by enlisting resources around students and helping to identify positive people that will serve as their "entourage". We move beyond programs being the "fix" for a student and we believe that relationships form the support needed.
- **How?** Teacher Mentors begin to network in their community and connect with organizations, companies, schools, families and other community entities. As Teacher Mentors learn stories and identify the areas of a student that could use some "help", they consider what community resources they could use to help empower the student to accomplish their SMART Goals. Staff also help students identify and enlist people who will be part of their "entourage" (a group of people attending or surrounding an important person).

ENCOURAGE THE PLAN

At Elevate we believe that: LONG TERM, 24/7/365 RELATIONSHIPS with a caring adults have positive proven outcomes in the lives of our urban youth.

- Elevate Teacher Mentors believe that once a student is an Elevate student, they are always an Elevate student. We walk beside students at varying levels of engagement and phases of the relationship. Once a student creates a plan for whole and healthy living staff encourage students to pursue their plan and continue the implementation of the plan. Depending on the depth of relationship staff sometimes are able to help rebuild the Whole and Healthy Equipping Process. Once students have moved on outside of our in-school programming, staff often maintain close relationships. We encourage Teacher Mentors to continue checking in with students and encouraging them to take responsibility for their plan.
- **How?** Staff encourage the plan by checking in with students while enrolled in the in-school portion of the program every semester while they are in high school. When students are not enrolled in the in-school curriculum staff continue to check in with students through informal conversations and bonding time. From age 18-100 we will check in with students and see how their plan is working, and continue to encourage them.

Discussion Question

Directions: Answer the following question.

What piece of the “Elevate Way” of Equipping Whole and Healthy Students stands out to you and why?

Activity

OF MOST IMPORTANCE

Directions:

- Choose **one** of the Elevate Ways of Equipping Whole and Healthy Students that you believe to be the most important.
- Come up with **4 reasons** why you believe it is the most important to the development of a healthy and whole child.

most important

reason 1

reason 2

reason 3

reason 4

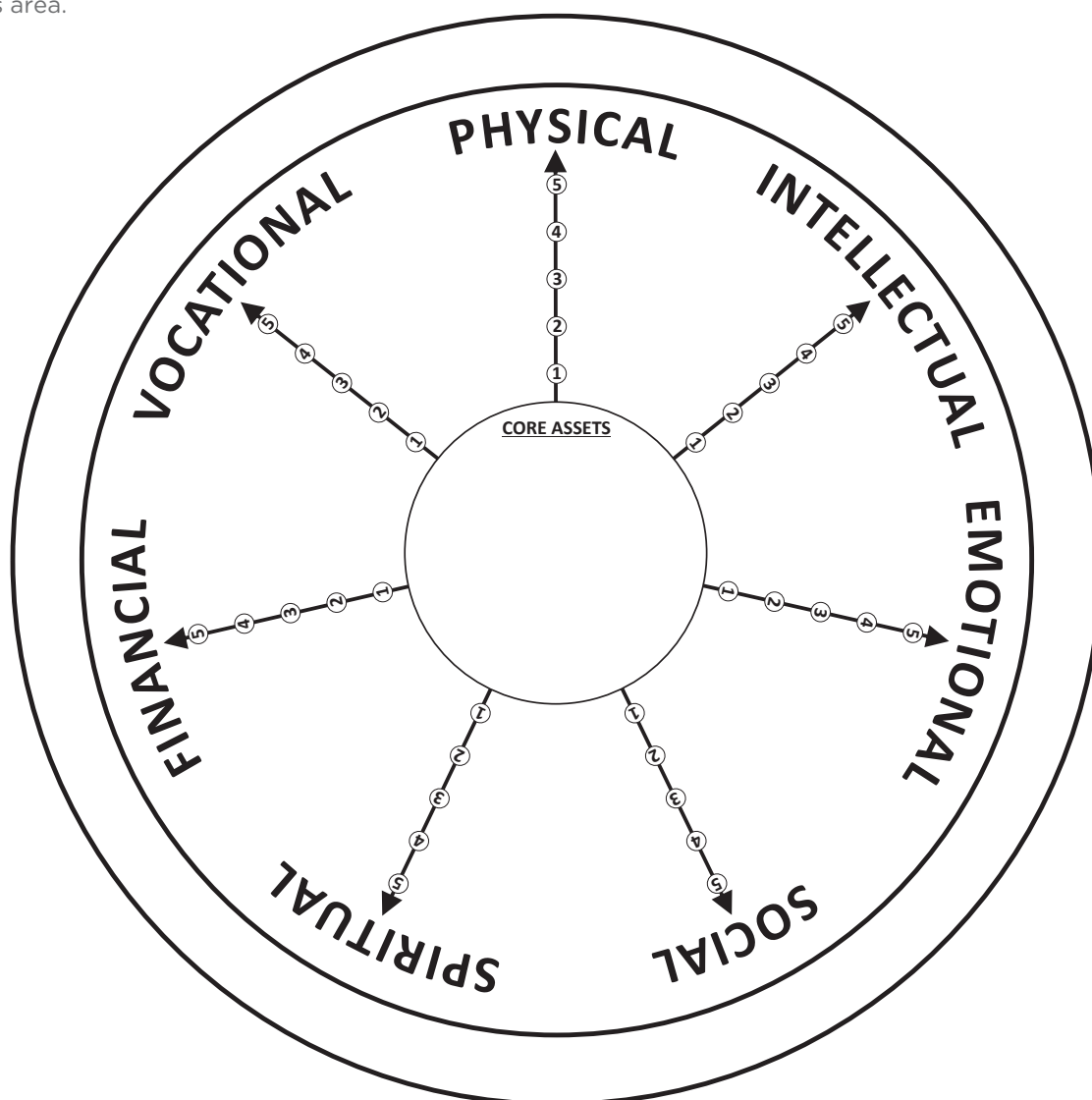
Elevate Student Check-In

Student Name: _____ Date: _____

STUDENT SELF-ASSESSMENT: "HOW WHOLE ARE YOU?"

Directions:

- Rate your level of "wellness" in each one of the areas of a whole life. Circle the number that you feel best demonstrates your current level.
- The numbers equate to: 1 = I feel I am doing **horrible** in this area. 2 = I feel I am not doing **great** in this area. 3 = I feel I am doing **ok** in this area. 4 = I feel I am doing **very well** in this area. 5 = I feel I am doing **awesome** in this area.



- Draw a line between each of the numbers you circled.

Elevate Student Check-In

Fill in the following so that we can get to know you better:

1. **What would you consider your best “core assets”?** (Explanation: Your core assets are character qualities and skills that you feel you do really well. These are things that you not only “do” but they are a key part to who you are. Typically they are positive comments that you have heard from a coach, teacher, mentor, friends, or family member that you trust. Look at the list and circle a couple that you believe are who you are at your core:

Integrity	Respect	Caring	Positive	Work Ethic	Career
Minded	Goal Setter	Leader	Vision	Courageous	Decision
Maker	Communicator	Responsible	Problem Solver		

Please write in any core assets that you feel you “are” that might not be in the list above:

2. Check out your Wholeness Wheel. For any of the areas that were low, please write a SMART goal for that area.
(Remember SMART: Specific, Measureable, Attainable, Realistic, Timely)

PHYSICAL:

EMOTIONAL:

SPIRITUAL:

SOCIAL:

INTELLECTUAL:

VOCATIONAL:

FINANCIAL:

3. Who is in your Entourage? What Resources are around you that you can enlist in your life?

Directions:

- Please list in each area your “entourage/resources” that you have.
- Explanation:
 - Entourage are the people who are invested in your life who are or would help you. **Examples are:** Specific family members, teachers, coaches, friends, mentors, and other leaders in your life.
 - Resources are organizations, people, companies, community organizations.

PHYSICAL:

EMOTIONAL:

SPIRITUAL:

SOCIAL:

INTELLECTUAL:

VOCATIONAL:

FINANCIAL:

Activity

COMMUNITY RESOURCES

Directions: Please fill in as many community resources that you know of. Please add any that you think of in the blanks at the end.

PROGRAMS AND SERVICES	PROVIDERS IN THE COMMUNITY	CONTACT INFO FOR PROVIDER
Parenting Education		
Child Protective Services		
Dept. Of Children And Families		
Sherrif's Department		
Adult Education		
Adult Employment Services		
YMCA / YWCA		
Local Recreation Center		
Afterschool Programs		
Local Library		
Childcare Services		
Neighborhood Organizations / Community		
Organizers		
Big Brothers/Big Sisters		
Boys And Girls Club		
Boy Scouts / Girl Scouts		
Emergency Housing / Shelter		
Mental Health / Counseling Center		

PROGRAMS AND SERVICES	PROVIDERS IN THE COMMUNITY	CONTACT INFO FOR PROVIDER
Early Childhood Programs		
Family / Individual Counseling Svs		
Social Work Agencies		
Church / Religious Organization		
Family / Child Advocacy Services		
Suicide Prevention		
Rape Crisis Center / Victims Adv		
Emergency Clothing		
Financial Literacy Program		
Legal Services		
Fine And Performing Arts		
Healthcare Services		
Life Planning Support		
Recreational Programs		
Social Services		
Student Supplemental Education Services (SES)		
Substance Abuse Programs		
Youth Development Programs		
Sports Programs		
Other		
Other		
Other		

Activity

Directions: Pick 3 of the program or services that are on the list.. Write in the boxes below when you would enlist this program as a resource for a student, and in what area of life the organization might be a resource for.

1. Program or Service: _____

List what area of a Whole and Healthy Student this Program or Resource is best suited to help with:

When would you enlist this program or service as a resource for your student? Provide some specific scenarios.

2. Program or Service: _____

List what area of a Whole and Healthy Student this Program or Resource is best suited to help with:

When would you enlist this program or service as a resource for your student. Provide some specific scenarios.

3. Program or Service: _____

List what area of a Whole and Healthy Student this Program or Resource is best suited to help with:

When would you enlist this program or service as a resource for your student. Provide some specific scenarios.

Lesson 7

Boundaries for Staff



Warm up “boundaries”

Directions: Please answer the following questions.

Question #1: There are boundaries everywhere in our lives. Please list as many boundaries (real or preceived) as you can think of. Don't overthink this, there are no right answers. If you're having trouble look at your physical space around you.

Examples: The boundary of gravity. The boundary of the wall.

Question #2: What are some common themes regarding boundaries?

Question #3: Please take a moment and write out what you consider the definition of a “boundary”?

Webster's Definition of Boundary: “Something (such as a river, fence, or imaginary line) which shows where one area begins and another ends.” “a point or limit that indicates where two things become different”.

Elevate Definition of Boundary: “A boundary is a line that defines where one person's responsibility ends and another person's responsibility begins.”

Question #4: Have you ever experienced someone with no personal space boundaries?

Question #5: Have you ever visited a different culture or country where personal space boundaries were different from yours?

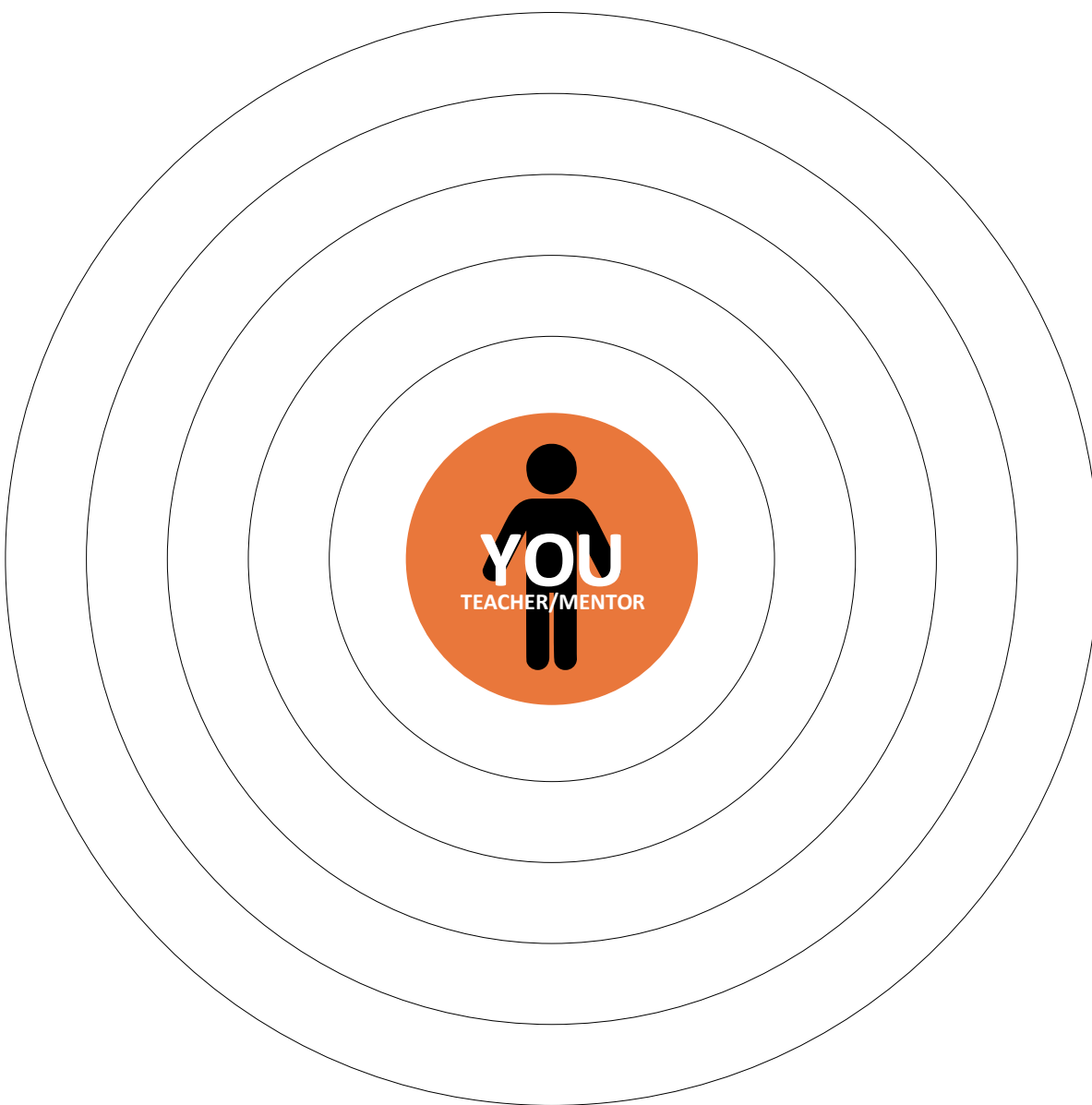
Question #6: Is there a difference in your personal space between strangers, friends, and family? What kinds of actions are appropriate per group?

Activity

RELATIONAL RINGS

Directions: Place the different groups of people in the appropriate in the circle of closeness around you.

- Your closest friend
- Your immediate family
- Someone you know from church
- A teacher
- A mentee
- All of your students
- Random Person
- Creeper



Questions

Directions: Please answer the following questions:

Was there any group that was difficult to place?

Did you want to add or take away a ring? Why?

Group Question: How similar or different were all of the other members of your group's rings?

4. What are some examples of boundaries that you might establish in the following relationships? How would you communicate these boundaries in a healthy way to the other person?
 - a. An old boyfriend/girlfriend on Facebook?
 - b. A nosy family member?
 - c. A husband or wife who communicates harshly?
 - d. An Elevate student who wants to know everything about you?
 - e. Your own child that throws a fit in the grocery store?
 - f. A boss that demands you respond to emails at all hours during the weekends?

Tips

TIPS TO COMMUNICATE HEALTHY BOUNDARIES TO YOUR RELATIONSHIPS

1. **Communicate without blaming.** You can do this by using “I” statements and not “you” statements.
2. **Communicate without being attached to the results.** This prevents manipulation and misunderstanding. Communicate your boundary and be “ok” if the listener doesn’t like or agree with your boundary.
3. **Communicate with Honesty.** Share what you really feel, and use wisdom in how you share it.

Do you have any other tips that might help someone communicate boundaries in a healthy manner?

1 scenario

One of the values of Elevate Teacher/Mentors is that they are available 24/7/365 for students.

What would a healthy boundary be in regards to this statement? How would you communicate this boundary in a healthy way to students? Do you need to communicate it, or do you just need to know it?

2 scenario

One statement that has been communicated to students is that “Once in Elevate, Always in Elevate”.

What is a healthy boundary that you can form in regard to this statement? How would you communicate this boundary in a healthy way to students? Do you need to communicate it, or do you just need to know it?

Benefits

BENEFITS TO BOUNDARIES

- Healthy Boundaries prevent you from doing things that others need to do for themselves.
- Healthy Boundaries prevent you from rescuing someone from the consequences of destructive behavior that they need to experience in order to grow.
- Healthy Boundaries help distinguish our property so we know what our responsibility to take care of is.
- Healthy Boundaries keep the good things in and the bad things out.

Question: Are there any other benefits to having healthy boundaries in relationships?

Activity

BOUNDARIES

Directions:

- Take 2 minutes and place the proper title with the proper illustration.

Healthy Boundary

Unhealthy Boundary

No Boundary

- Please **circle** the one that you think is the best representation of your relationships with others.
- Please **star** the circle that is the healthiest representation of how relationships with students should be.



_____ Boundary



_____ Boundary



_____ Boundary

- Please give an example either from your experience or from your imagination of what could happen to a Teacher Mentor/Mentee Relationship if it was “No boundary” or “unhealthy boundary”. Please choose one or the other and write your example below.

Directions:

- Please look at the three diagrams below. Please take 2 minutes to match the appropriate title with each picture.

Overbearing and Controlling

No Relationship

Healthy Boundary







Questions

Directions: Please answer the following questions:

What part of the diagrams on the previous page do you “own”?

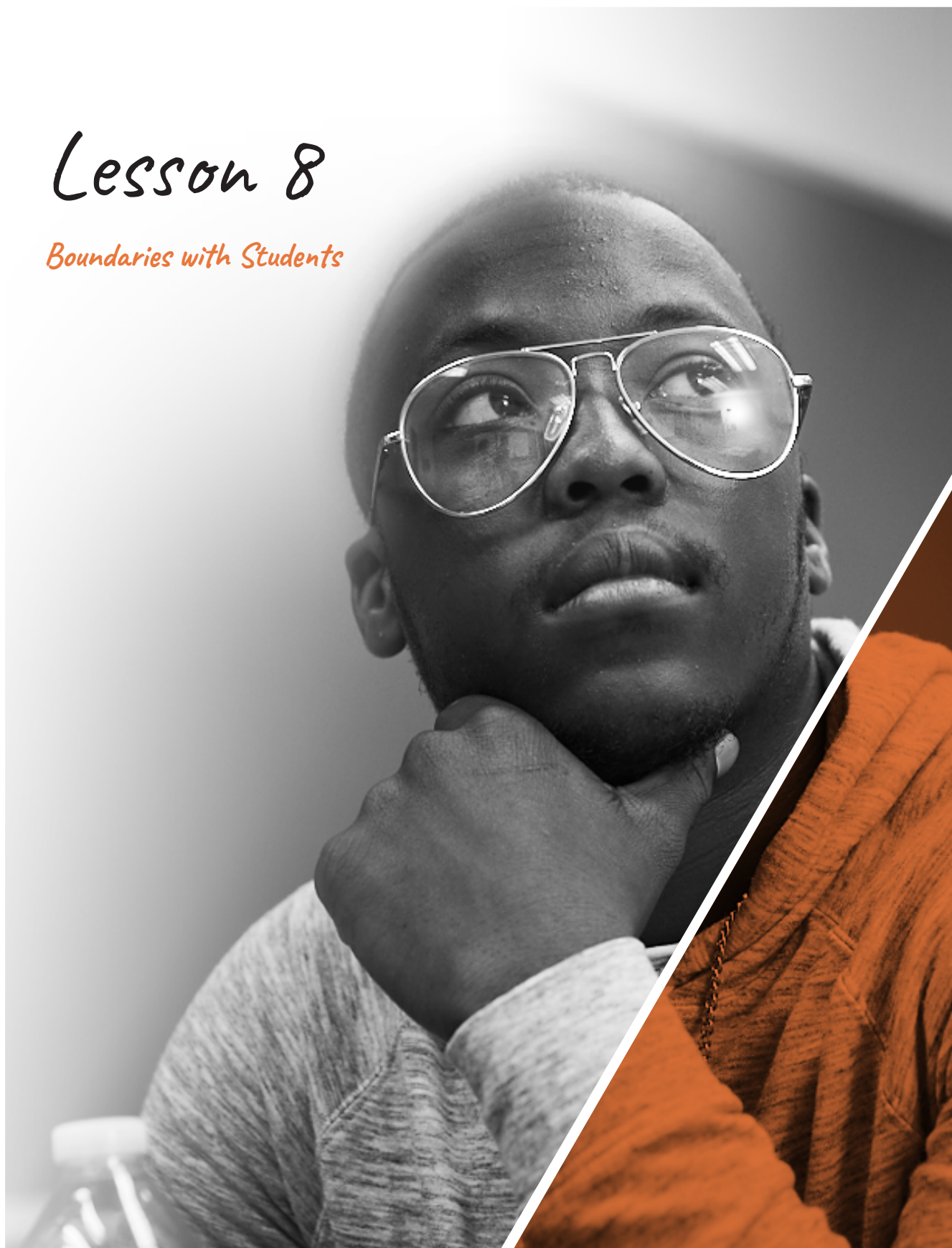
Can anyone else “own” your circle?

The most important question that an Elevate Teacher/Mentor must be able to answer.

Why is it so important for Elevate Teacher Mentors to model healthy boundaries to and with Elevate students? Please write as many reasons as you can.

Lesson 8

Boundaries with Students



Warm Up

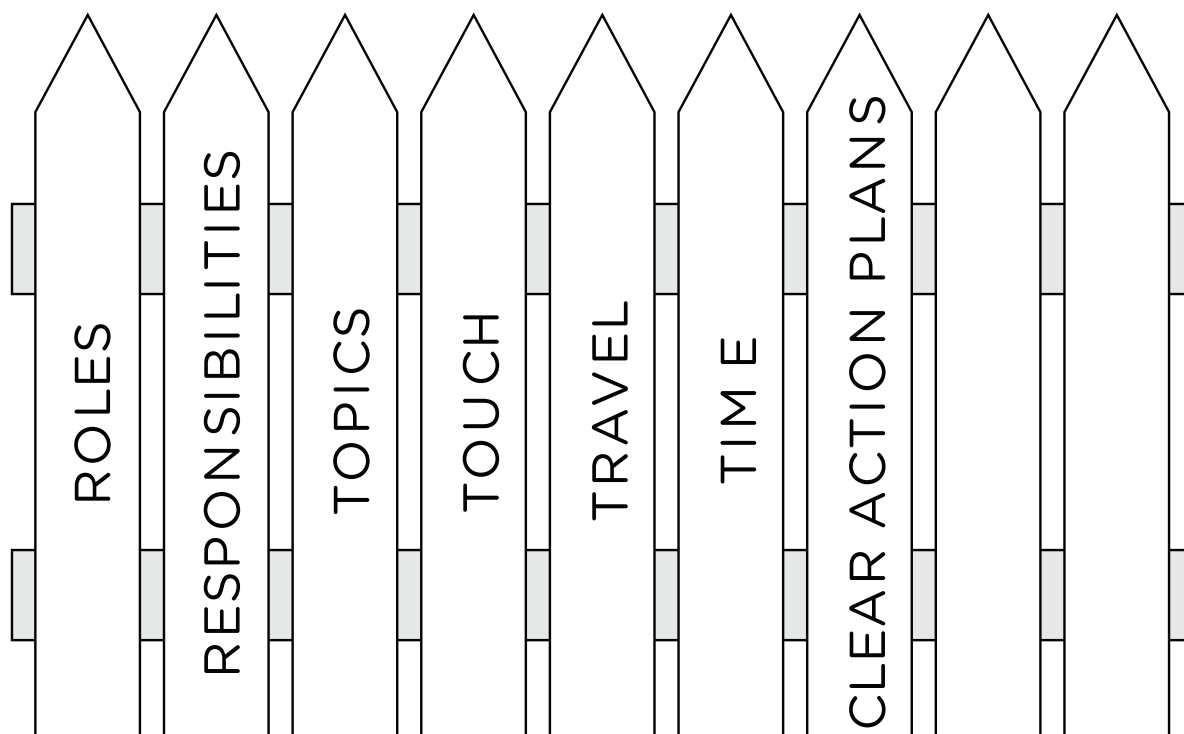
“BOUNDARY GATE”

Directions:

- Please read the following points, answer the question and be ready to discuss with a partner.
 - An Elevate Teacher Mentor boundary is not a wall.
 - An Elevate Teacher Mentor boundary is not a barricade with barbed wire around it.
 - A healthy boundary for an Elevate Teacher Mentor is a fence with a gate. Keeps all the good stuff in, and all the bad stuff out.

What happens to people that have great boundaries and no defined gate?

ELEVATE TEACHER/ MENTOR GATE



Roles

ROLES OF A TEACHER/ MENTOR

In lesson #2 “Roles and Characteristics” of a Mentor you listed characteristics, roles and character qualities of a mentor. You can refer back to this lesson if it is helpful to answer the following question:

- Please list as many Roles as possible that a Mentor could “be” or “take on” in a mentee/mentor relationship (unhealthy or healthy).

Wearing Many Hats

Directions:

- Please write as many types of hats that people wear for their work.
- Please list the hat and the type of job associated with it.

TYPE OF HAT	TYPE OF JOB ASSOCIATED WITH IT

Questions

1. If you wore an Airline Pilot’s hat, would you be qualified to fly a plane?

☐ YES ☐ NO

2. Why or Why not?

3. What are some roles that an Elevate Teacher Mentor might have some traits to, but should never officially “Be” for a mentee? *Example: You might be an athlete, but that does not make you a professional coach.*

Sweet Spot

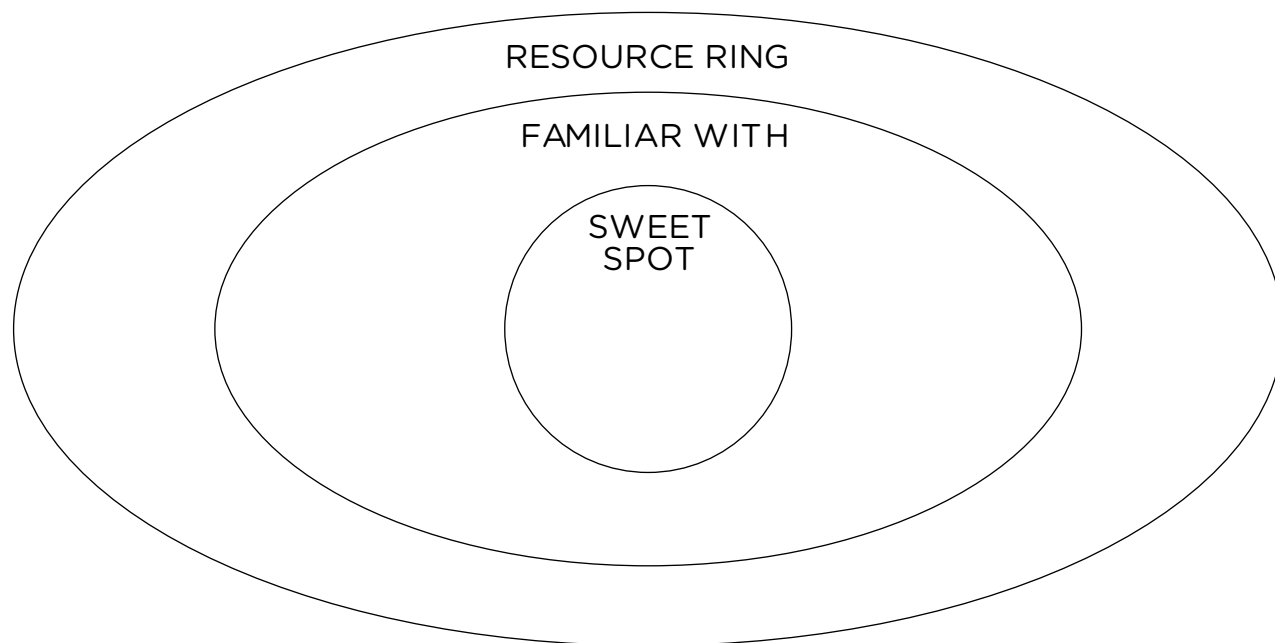
Elevate Teacher Mentors are exceptional people. Many times TeacherMentors come from a professional background or have extensive experience, or education, in a certain role or profession.

Directions:

- Please fill in the circle below with some of the roles that are listed here. Place the roles that you are especially suited for in your “sweet spot”, and place the other roles in proximity to your skill level in the circle surrounding it.

Roles: Teacher, Mentor, Pastor, Counselor, Social Worker, Principal, Full Time Public School Teacher, Youth Pastor, Doctor, Nurse, Psychologist, Parent, etc....

- Please place any other roles you can think of in the proper ring.



A key to being a healthy and whole Elevate Teacher Mentor is having Healthy Boundaries. One of the ways you build a “gate” for your healthy boundaries is by knowing what your role is. Know your limitations. What hat/role does every Elevate Teacher Mentor wear? An Elevate Teacher Mentor is an Elevate Teacher Mentor, do not be anything more or less.

Questions

1. What happens when an Elevate Teacher Mentor takes on a Role that they should not? Give an example.
2. What happens when an Elevate Teacher Mentor takes on less of a Role than what they should? Give an example.

Scenario

A student comes to you with a problem that is way outside of your sweet spot and you are not very familiar with the problem. The problem is in your “resource ring” and you know that you need to find an outside resource. How would you communicate to the student how you can help?

RESPONSIBILITIES OF A TEACHER MENTOR

A key to being a Healthy and Whole Elevate Teacher/Mentor is to have healthy boundaries. One of the ways we build a “healthy” gate is by having clear responsibilities. Clear responsibilities help mentees and mentors take responsibility for what they can and should.

Directions:

- List as many concepts or ideas in the box explaining what kind of activities and actions a Teacher Mentor might perform in this area of responsibility.

Teaching Life Skills

Leading By Example

Equipping for Self-Sufficiency**Responding to Life Challenges****Inspiring a Direction for Life****Question**

- What would it look like if you had too little or too much responsibility for students in this area? Please pick one area of responsibility of an Elevate Teacher Mentor and share an example of what might happen.

Topics

A key to being a Healthy and Whole Elevate Teacher Mentor is to have healthy boundaries. One of the ways we build a healthy "gate" is by having limits and boundaries to what we are willing to discuss with students. Having boundaries with topics that are "off limit" can help prevent problems and misunderstandings. It is important for Elevate staff to be "real and authentic", yet there are some conversations with some students that should not take place. This quick sheet is not meant to be an all-inclusive list, nor is it a hard and fast law. Elevate demands that staff use proper professional judgment in conversations. If you have questions, please contact your supervisor.

Directions:

- In the boxes below please write down 4 inappropriate conversation topics or categories of conversation that you would **not** have with the person listed inside the box.

Your Pastor:

Your Grandma:

Police Officer:

Homeless Man:

- What do you think some inappropriate conversations with a mentee might be? List in the box.

Opposite Sex Student:

A student in the "beginning" phase of relationship:

A student that you have known forever and is the same sex:

- What are some options for answers or comments that you can make to a student who asks a question or continues a conversation into an inappropriate area of conversation? Please list 5 responses below.

Touch

A key to being a Healthy and Whole Elevate Teacher Mentor is to have healthy boundaries. One of the ways we build a healthy "gate" is by having limits and boundaries in how we interact and touch students. There is a strong desire and need of many Elevate mentees for positive physical contact with caring adults. Elevate has some simple guidelines that can help protect staff and students from any confusion or misinterpretation by receiver or outside observers. Affirmation and positive reinforcement are both conveyed through simple gestures that can help a student's self-esteem and positive self-image. It is a staff member's responsibility to use wisdom on what and when contact is warranted.

Elevate Staff may use the following methods for Positive Physical Contact:

- Fist bumps
- One armed side hugs
- Handshakes
- Two armed hugs in rare instances and always in clear view of others
- High fives
- Soft pat or touch on the shoulder of a student as the method of positive physical contact

Elevate Staff DO NOT touch students:

- When alone or in an area where there are not multiple people in the near vicinity who are able to see your interaction clearly.
- When dropping off students in vans. If you want to say goodbye get out of the van and hug or shake hand in front of the house.
- Use special discretion when positively affirming students of the opposite gender. Limit your touch to simple and short interactions that cannot be misinterpreted from a casual outside observer.

Questions

1. How could a full on "bear" hug be hurtful to another observing student?
2. Are there any other methods of positive touch that you have used previously that are missing from the list above?
3. Explain why you believe positive physical contact is so important to proper development of a student?
4. Explain why touch can be such a difficult thing to accept or understand from an Elevate student perspective? How could students have been negatively affected by touch?

Travel

A key to being a Healthy and Whole Elevate Teacher/Mentor is to have healthy boundaries. One of the ways we build a healthy "gate" is by having limits and boundaries regarding Travel. "Living Life" and doing after school activities with students can involve a lot of travel. Sometimes travel includes camps, retreats, and college visits. It is important to follow these guidelines for travel to protect staff and students.

For all out of town or overnight stays:

- It is mandatory to have parent/guardian **written permission**.
- It is mandatory to have the organizing staff member provide the following information to the parent/guardian:
 - Destination
 - Agenda for time
 - Emergency Contact Information
- It is mandatory that the staff member obtain from parent/guardian:
 - Liability waiver
 - Medical information document.
 - Emergency Contact Information
- It is typical that the age group is above 8th grade. It is acceptable in rare instances for travel to be with junior high students 6th grade and above.
- **It is mandatory to have two or more students.**
- **It is mandatory to have "two deep" leadership.** This means that there needs to be 2 adult staff present. If the event is mixed gender it is mandatory that there is at least one male and one female adult staff present.

For all in-town travel:

- It is mandatory to have liability release forms signed by student before entering into company vehicle or personal vehicle (this includes travel to and from Little Elevate classes.)
- It is not allowed to have a student ride alone with a Teacher Mentor in a personal vehicle.
- Staff should never be alone with an opposite gender student in a vehicle. In a **rare emergency** where this might happen, have student call a same sex staff member or a family member till dropped off.

Questions

1. Why do Elevate staff and students say that some of their best times have been getting dropped off and picked up?
2. Why is it important that Elevate staff honor boundaries when it comes to travel and vehicles?

Time

A key to being a Healthy and Whole Elevate Teacher Mentor is to have healthy boundaries. One of the ways we build a healthy "gate" is by having limits and boundaries on our time and how we use our time. Elevate staff are available to students 24/7/365. This could be very difficult to maintain a healthy and whole personal and family life. Please review the guidelines regarding time, these guidelines when properly enacted can protect staff and student.

General Guidelines on Time:

- Ratio of time between different roles of an Elevate Teacher Mentor:
- Teacher- In-school 50% of time (this includes lesson preparation, professional development, and material gathering for lessons, and admin).
- Mentor- After-school 50% of time (this includes mentoring, bonding, collaborations with community organizations).
- Typical Elevate Teacher Mentor average work week is 40-45 hours.
- Typical breakout of specifics for job duties typically is:
 - 15 hrs a week (3 hrs. a day) teaching Elevate lessons
 - 7.5 hrs. a week (1.5 hours a day of lesson preparation with Teacher Mentor team)
 - 15 hrs. a week in after school mentoring (3 hrs. a day). This may include small group activities, bonding, community collaborations, and other mentoring opportunities. This may be afternoon or evening.
 - 3 hrs. a week doing administrative work. This may include timesheets, reimbursements, expenses, and reports.
 - 3 hrs. a week on training, professional learning, and staff meeting.
- **Average weekly total= 43.5 hours a week**

Question

1. Knowing these weekly averages, how can you leverage the normal flexibility of the afterschool mentoring to on a weekly schedule spend time with students and make your family a priority?
- Typical Averages of time spent per week with the different Quadrants of Elevate Student Relationships:
 - Quadrant One - "High time, High Intentionality"- Average number of students per caseload- 15
 - Quadrant Two - "High Intentionality, Low Time"- Average number of students per quadrant- 50
 - Quadrant Three - "Low Intentionality, Low Time"- Average number of students per quadrant- 50
 - Quadrant Four - "Low Intentionality, High Time"- Average number of students per quadrant- 50

Question

2. Using the Quadrant diagram in lesson number #5 please explain how these numbers could average these numbers per quadrant?

Specific policies

A key to being a Healthy and Whole Elevate Teacher/Mentor is to have healthy boundaries. One of the ways we build a healthy "gate" is by having limits and boundaries in special instances. These specific policies help provide staff with clear guidelines and procedures for instances that need guidance.

OVERVIEW OF CHILD ABUSE/NEGLECT AND MANDATORY REPORTING

Elevate Affiliate Suggested Policy

1. Connect with the school versus the 1-800 number if during school hours. Speak with the social worker who will file with CPS. By law, Elevate Staff member still needs to ensure that report is filed.
2. If after hours call local police. Call 911 IMMEDIATELY if it is an emergency or you are witnessing a child in a life-threatening situation.
3. Loop in the School Admin Team (principal, assistant principal, etc...) This is an internal process for the school, but it is important that Elevate Teacher Mentors ensure that this is or has occurred.
4. Connect with the student's Guidance Counselor. This is an internal process for the school, but it is important that the Elevate Teacher Mentors ensure that this is or has occurred.
5. It is of note to point out that Elevate Teacher Mentors are also bound by the rules of confidentiality. Please review Confidentiality Policy.
6. These policies should be reviewed annually by the Executive Director with all staff, employees, and volunteers that come in contact with students. Elevate USA can provide simple review lesson to use as a template.
7. Please note that this suggested process is at the request of an affiliate Principal and is not necessarily the suggested process of other schools that Elevate USA partners with. When in doubt follow the procedures below.

Elevate USA Affiliate:

It is the responsibility of every Elevate USA affiliate to know, be familiar with, follow, and stay up to date with your state's laws and school district guidelines/policies regarding child abuse and neglect. State laws and district policies change frequently and additional documents may be given to you by your school district. It is important that you understand that this document is provided for your information and does not replace or supersede your state and local laws and policies.

Elevate USA Affiliate Staff and Teacher/Mentors:

It is the responsibility of every Elevate USA affiliate staff member and Teacher Mentor to understand that you are a "mandated reporter". As a "mandated reporter" it is your duty to make a report if you believe a child is a victim of abuse or neglect. It is the responsibility of every Elevate USA affiliate staff member and Teacher Mentor to abide by your district and state's forms, laws, and reporting procedures.

TYPICAL ACTIONS + PROCESS FOR REPORTING (DIFFERENT DISTRICT BY DISTRICT):

1. If an employee, agent, staff member, Teacher Mentor, or citizen suspects:

- Physical abuse with or without injuries
- Sexual abuse
- Neglect
- Emotional abuse
- Sexual exploitation
- Threat of harm

2. You are required by law to without delay/immediately report any instance of abuse or neglect.

The Elevate employee or the employee jointly with the principal/administrator or principal/administrator's designee, reports to the Child Abuse and Neglect Hotline (depending on your state's policy). Best practice would have the employee and principal/administrator reporting together, completing a child abuse reporting form as the report is made. Employees who choose to make the report independently must notify the principal/administrator and/or their designee immediately, to ensure the school office is ready to receive case workers and/or law enforcement officials. In the rare case of the principal/administrator or principal/administrator designee making a report for an employee, he/she will notify the employee that the report was made and document that information in writing. The employee should check back if he/she does not hear from the principal/administrator or designee in a timely manner. The employee has the obligation to confirm that the report was made. In all cases, a reporting form must be completed and filed with the principal/administrator's office immediately. When reporting it is important to be able to use factual statements and not feelings. It is also important to have your factual statement written out in an accurate and specific format. **Many states have a mandatory form that you will need to fill out immediately.** Hearsay and speculation are not admissible in court, you will need to share firsthand, be objective, and you will need to explain what you have observed.

If you become aware of abuse or neglect outside of school hours it is important to contact a school principal, administrator, or social worker from your building. Most states have a hotline that you are required to call without delay. We suggest that someone from your team has all updated contacts for your school on file so that you are able to contact them outside of school hours. Make every effort and document each action trying to contact the school. If you must report to a hotline outside of school hours and were not able to contact a school administrator it is important to let school principal know immediately the following school day.

3. Other items to follow:

- a. Comment on suspicious injuries. Ask non-leading questions about suspicious injuries.
- b. Do not attempt to photograph student injuries (your local authorities have a process for this).
- c. Do not attempt to contact guardian or parent (your local authorities have a process for this).
- d. Your calls to the hotline or contacting school representative should be confidential and not in the presence of students, parents, or other staff members.
- e. After a student discloses, avoid asking any more questions than the basic information. A representative from the state will have other questions to follow up with. With concerns regarding sexual abuse, do not question the student, report concerns immediately.
- f. Refrain from reacting verbally, physically, or emotionally with the student. Remain calm. Overreacting can

frighten a student.

- g. Avoid making promises you can't keep. For example, don't tell the child that he/she will never have to talk about it again.
- h. You must report all suspected child abuse even if told in confidence by the child.
- i. If student is in imminent danger then you need to contact the Police Department
- j. As an Elevate Teacher Mentor it can be helpful to emphasize that the student did the right thing by telling.

DEFINITIONS RELATED TO ABUSE AND NEGLECT

1. Physical Abuse:

- Any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given for the injury.
- Possible physical indicators: Bruises, welts, burns, lacerations and fractures. Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bones, subdural hematoma - a form of traumatic brain injury, soft tissue swelling, or death.

2. Sexual Abuse and Sexual Exploitation:

- Child sexual abuse occurs when a person (adult or child) uses or attempts to use a child for their own sexual gratification. This includes incest, rape, sodomy, sexual penetration, fondling, voyeurism, sexual harassment, exposure to pornography and exposure to sexual activity.
- Sexual exploitation is using children in a sexually explicit way for personal gain. Examples include: to make money, to obtain food stamps or drugs, or to gain status. It also includes using children in prostitution and using children to create pornography.
- Sexual Abuse Includes the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children.

3. Mental Injury and Abandonment:

- Mental injury/psychological maltreatment is the result of cruel or unconscionable acts and/or statements made, threatened to be made or permitted to be made by the caregiver(s) which have a direct effect on the child or the caregiver's failure to provide nurturance, protection or appropriate guidance. The caregiver's behavior, intentional or unintentional, must be related to the observable and substantial impairment of the child's psychological, cognitive, emotional and/or social well-being, development and functioning. This may include habitual ridicule, scapegoating and threats to health or safety.
- **Abandonment** is parental behavior showing intent to permanently give up all rights and claims to a child.

4. Neglect:

- Any case in which a child's parents or legal guardians fail to take the same actions that a prudent parent would take to provide adequate food, clothing, shelter (homelessness alone is not neglect), medical care or supervision, thereby endangering the physical well-being of the child.
- Negligent treatment or maltreatment of a child which causes actual harm or substantial risk of harm to a child's health, welfare, and safety.
- Examples include:

- Failure to provide adequate supervision
- Failure to provide life necessities (food, clothing, shelter, etc.)
- Failure to provide necessary medical care.
- **Educational Neglect:** Failure of the parent/guardian to provide an appropriate education and to promote school attendance as required by your state's law. Educational neglect must be differentiated from truancy by considering if a child is continually absent from school through intent or neglect of the parent/guardian, or if a child is absent through his or her own intent. Truancy is not always an indication of educational neglect. Typically, department of human services assesses the student's ability to engage in his/her education when determining if parents/guardians are responsible for educational neglect.
- **Truancy:** Children who are chronically absent may be in violation of the your state's School Attendance Law that requires every child who is between the age of six and seventeen and enrolled in a public school to regularly and consistently attend school. Note: It is important to consult with your school's attendance officer regarding when it's appropriate to report suspected educational neglect and/or truancy.

5. Threat of Harm:

- Subjecting a child to a substantial risk of harm to the child's health or welfare.
- Examples include:
 - Exposure to domestic violence
 - A child living with a person convicted of child abuse or neglect
 - A child living with a person who is involved with child pornography
 - Caregiver behavior which is out of control and threatening to a child's safety (e.g., drug or alcohol abuse, mental illness)
 - Endangerment: An injurious environment which affects the student's social/emotional and/or academic development, i.e., severe domestic violence, active substance abuse in the home, or exposure to criminal activity in the home.
 - Drug Endangered Children: Persons who are under 18 years of age
 - Who suffer physical, emotional, or mental harm, or neglect from direct or indirect exposure to illegal drugs or alcohol
 - Who live in a house where illegal drugs are used, sold and/or manufactured
 - Who ingest or inhale illegal drugs or are exposed to illegal drugs in the home
 - Who are exposed to the toxic chemicals of a home drug lab
 - Infants exposed to illegal drugs in utero
 - Infants/children who suffer physical abuse and neglect because of the caretaker's substance abuse

Additional Definitions Related to Abuse and Neglect:

- **Mandated Reporter:** Any person specified in statute who has reasonable cause to know or suspect a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, shall immediately report to the county department of human services or local law enforcement.
 - **Report:** To make a charge about something or against someone to one in authority
 - **Refer:** To direct someone to aid or information
 - **Outcry:** A statement indicating an allegation of abuse and/or neglect.

IDENTIFYING CHILD ABUSE AND NEGLECT

Effects you might notice in the school setting:

- Learning disorders
- Behavior problems such as aggression or withdrawal
- Below grade-level performance
- Delays in the ability to speak and to understand spoken language
- Psychosomatic illnesses
- Poor coordination, deficiencies in motor skills
- Low self-esteem
- Clinging behavior
- Severe emotional disturbance

IDENTIFYING CHILD ABUSE AND NEGLECT

Identification is a key factor in the prevention and intervention of abuse and neglect. Educators have the opportunity and can often identify a particular type of maltreatment by becoming aware of and recognizing certain physical and behavioral indicators.

On the following pages, physical and behavioral indicators of the four types of child abuse are listed. Please note that not any single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.

The lists of physical and behavioral indicators on the next four pages are adapted from:

- American Association for Protecting Children, Guidelines for Schools, American Humane Association, Denver, Colorado
- U.S. Department of Health and Human Services. The Educator's Role in Prevention and Treatment of Child Abuse and Neglect - U.S. Government Printing Office, Washington, D.C.

PHYSICAL AND BEHAVIORAL INDICATORS OF PHYSICAL ABUSE*

PHYSICAL INDICATORS

Unexplained bruises and welts:

- On face, lips, mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustered, forming regular patterns
- Reflecting shape of article used to inflict (electric cord, belt buckle)
- On several different surface areas
- Regularly appear after absence, weekend, or vacation

Unexplained burns:

- Cigar, cigarette burns, especially on soles, palms, back or buttocks
- Immersion burns (sock-like, glovelike)
- Doughnut-shaped on buttocks or genitalia
- Patterned like electric burner, iron, etc.
- Rope burns on arms, legs, neck or torso

Unexplained fractures:

- To skull, nose, facial structure
- In various states of healing
- Multiple or spiral fractures

Unexplained lacerations or abrasions:

- To mouth, lips, gums, eyes
- To external genitalia
- Human bite marks
- Bald spots

BEHAVIORAL INDICATORS OF CHILD

- Wary of adult contacts, apprehensive when other children cry
- Aggressiveness or withdrawal
- Overly compliant
- Afraid to go home
- Reports injury by parents
- Exhibits anxiety about normal activities, i.e., napping, toileting
- Complains of soreness and moves awkwardly
- Destructive to self and others
- Early to school or stays late as if afraid to go home
- Accident-prone
- Wears clothing that covers body when not appropriate
- Chronic runaway (especially adolescents)
- Cannot tolerate physical contact or touch
- Seems frightened of parents
- Shows little or no distress at being separated from parents
- Explanation of injuries changes

BEHAVIORAL INDICATORS OF CAREGIVERS

- Seems unconcerned about child
- Sees child as bad, evil, a monster, etc.
- Alcohol/drug misuse
- Attempts to conceal child's injury or to protect identity of person responsible
- History of abuse as a child
- Discipline not consistent with child's age, condition or behavior
- Explanation of child's injury not consistent with type of injury
- Offers no explanation for child's injury
- Excessive attention to toilet training
- History of domestic violence

* Please note that not any single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.

PHYSICAL AND BEHAVIORAL INDICATORS OF NEGLECT*

PHYSICAL INDICATORS

- Consistent hunger
- Inappropriate dress--clothing dirty or wrong for the weather
- Poor hygiene
- Often tired, no energy
- Consistent lack of supervision, especially in dangerous activities or long periods of time
- Unattended physical problems or medical needs
- Abandonment
- Lice

BEHAVIORAL INDICATORS OF CHILD

- Begging, stealing food
- Constant fatigue, listlessness or falling asleep
- States there is no caretaker at home
- Frequent school absence or tardiness
- Destructive, pugnacious
- School dropout (adolescents)
- Early emancipation from family (adolescents)
- Alcohol/Drug misuse
- Sexual misconduct

BEHAVIORAL INDICATORS OF CAREGIVERS

- Alcohol/drug misuse
- Disorganized, upset home life
- Isolated from friends, relatives, neighbors; lacks social skills
- Long-term chronic illnesses
- History of neglect as a child
- Lacks motivation, lethargic
- Fails to provide medical care
- Keeps child home from school without good cause

* Please note that not any single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.

PHYSICAL AND BEHAVIORAL INDICATORS OF EMOTIONAL ABUSE*

PHYSICAL INDICATORS

- Speech disorders
- Lags in physical development
- Failure to thrive (especially in infants)
- Asthma, severe allergies, or ulcers
- Substance Abuse

BEHAVIORAL INDICATORS OF CHILD

- Habit disorders (sucking, biting, rocking, etc.)
- Conduct disorders (antisocial, destructive, etc.)
- Neurotic traits (sleep disorders, inhibition of play)
- Compliant, passive
- Aggressive, demanding
- Torture or maiming of animals
- Inappropriately adult
- Inappropriately infantile

BEHAVIORAL INDICATORS OF CAREGIVERS

- Treat children in the family unequally
- Blames or belittles child
- Cold and rejecting
- Withholds love
- Lacks nurturing skills
- Ignores children's problems

* Please note that not any single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.

PHYSICAL AND BEHAVIORAL INDICATORS OF SEXUAL ABUSE*

PHYSICAL INDICATORS

- Difficulty in walking or sitting
- Torn, stained or bloody underclothing
- Pain or itching in genital area
- Bruises or bleeding in external genitalia, vaginal or anal areas
- Sexually-transmitted infections
- Frequent urinary or yeast infection
- Frequent unexplained sore throat
- Red or swollen genital area
- Pregnancy

BEHAVIORAL INDICATORS OF CHILD

- Inability to concentrate
- Frequent absences from school, many times justified by parent/ caretaker
- Abrupt change in child's behavior/ moodiness
- Depression – excessive crying
- Reluctance to undress for physical education/nurse
- Newly acquired bodily complaints (stomach aches, vaginal pain)
- Afraid to be alone with adults
- Severe drop in school performance
- Seductive, promiscuous behavior toward peers or adults
- Persistent and inappropriate sexual behavior
- Repeated attempts to run away from home
- Sexually explicit proposals/ threats, including written notes
- Repeated or chronic peeping/ exposing/obscenities
- Pornographic interests/frottage
- Oral, vaginal, and anal penetration of dolls, children, animals
- Forced touching of genitals
- Simulating intercourse with peers with clothing off

BEHAVIORAL INDICATORS OF CAREGIVERS

- Jealous or overly protective of child
- Isolation/alienation of child and family members within the community
- Frequent absences from home by one of the caretakers/parents of the child
- Blurring of generational boundaries
- Rigid, restrictive home environment
- Alcohol/drug misuse
- Parental/child role reversal
- Seductive behavior toward child
- Sexualized punishment for misbehavior

* Please note that not any single indicator proves that abuse is taking place, but the repeated presence of an indicator or a combination of indicators should alert educators to the possibility of abuse.

RESPONDING TO DISCLOSURE

How to Respond to a Child's Disclosure of Abuse

Children disclose abuse in a variety of ways. They may disclose through very direct and specific communication but that is not usually the case. More often the child will disclose through indirect means such as: "Our neighbor wears funny underwear," or "My brother bothers me at night," or by asking that you promise not to tell if a secret is disclosed.

It is important to listen, encourage and assure the child. Ask questions if the child's comments seem to be covering up an underlying problem. Let the child know you cannot promise not to tell if the secret is something that is hurting him/her.

Occasionally a child will disclose during a class session. It is important for the educator to acknowledge the disclosure but not discuss it in front of the other students. After the class session, the educator should talk with the child in a quiet, private place.

Below are some suggestions for responding to disclosure.

DO:

- Remain calm, keep an open mind, and don't make judgments.
- Support the child with active listening.
- Find a quiet, private place to talk to the child.
- Reassure the child that he/she has done the right thing by telling someone.
- Listen to the child without interruption; let him/her talk openly about the situation and record concrete information.
- Tell the child that there is help available.
- Reassure the child that you will do your best to protect and support him/her.
- Let the child know you must report the abuse to someone who has helped other children like him/her and their families.
- Report the incident to the proper authorities.
- Let the child know what will happen when the report is made (if you have appropriate information).
- Seek out your own support person(s) to help you work through your feelings about the disclosure (if needed).
- Be aware of personal issues and how they affect your perception.

DON'T:

- Promise confidentiality.
- Express panic or shock.
- Convey anger or impatience if the child is not ready to discuss the abuse.
- Make negative comments about the perpetrator.
- Disclose the information indiscriminately. Tell only those adults who need the information to protect and support the child.
- School personnel have a legal and moral obligation to make a report if child abuse or neglect is suspected.
- School personnel should NOT investigate the situation. Investigation is the job of child protective services or law enforcement.
- The verbal report must **immediately** be made to your local child protection agency as specified by school policies and legal statutes.

REMEMBER:

- The report should be made immediately upon suspicion of abuse (review indicators lists).
- An **IMMEDIATE** oral report and **PROMPT** written follow-up are mandatory.
- The report is NOT an accusation against a parent or child, but merely a report of a suspicion. The report should be handled in a sensitive, nonjudgmental manner.
- If a person fails to report, the child (or other children) is left potentially at risk for future abuse.
- The person who reports “in good faith” is “immune from liability, both civil and criminal.”
- **The person who fails to report is liable.**
- If you report suspected abuse to someone in your school and expect them to report to social services, it is important to follow-up to make certain the report was made. You, as the person who “knows or suspects” the abuse, are liable.

OVERVIEW OF CONFIDENTIALITY

Elevate USA affiliate:

It is the responsibility of every Elevate USA affiliate to know, be familiar with, follow, and stay up to date with your state’s laws and school district guidelines/policies regarding child abuse and neglect. State laws and district policies change frequently and additional documents may be given to you by your school district. It is important that you understand that this document is provided for your information and does not replace or supersede your state and local laws and policies.

Elevate USA affiliate staff and Teacher/Mentors:

As a Teacher Mentor you are required to keep confidential the conversations that you and your mentees have. Trust is essential to building healthy relationships with mentees. This includes a mentee’s family. There are exceptions to the rules of confidentiality.

- **Exception #1** - If you suspect child abuse, neglect or endangerment. Please refer to section below and the Elevate USA Overview of Mandatory Reporting.

Elevate USA affiliate staff and Teacher/Mentors:

It is the responsibility of every Elevate USA affiliate staff member and Teacher Mentor to understand that you are a “mandated reporter”. As a “mandated reporter” it is your duty to make a report if you believe a child is a victim of abuse or neglect. It is the responsibility of every Elevate USA affiliate staff member and Teacher Mentor to abide by your district and state’s forms, laws, and reporting procedures.

- **Exception #2** - In certain situations mentors can talk with Program Leadership or Personnel about specific problems or situations. You are able to discuss the general dynamics with other staff and leadership. You might do this in the case that you do not know what to do and you need advice, you want to check if you handled a situation appropriately.
- **Exception #3** - Elevate USA maintains “Group Confidentiality”. This means that in trainings, support groups, or team planning mentors can talk about their relationships with their mentees. Whatever is shared in these groups stays with the groups and is not passed along. There should be no volunteers or others that are not full/time paid employees in these groups. When in doubt, use a fictitious name and do not share details.

SOCIAL MEDIA CONDUCT

Because of the unique work that Elevate Teacher Mentors are engaged in, social networking can be a great way to continue “long-term and life-changing” relationships. Social media has now become a common place in student’s lives and many times it is the only method of communication that students will use. As far as Elevate is concerned, your work relationship and your personal relationship with students are often one and the same. It is important that staff understand that they can be held accountable for information or messages posted on social networking sites. Elevate does not restrict the mode of communication with students but Elevate employees will be held accountable for their conduct online.

Consider your personal code of contact in personal relationships and public relationships the same as you would with social media. Elevate employees need to still follow the policies with Confidentiality and Mandatory Reporting when using social media. Care must be taken to avoid violating privacy policies and/or disclosing proprietary company information, etc., when using the social media. If you have any doubts or questions about something you plan to post related to your clients or your work, please check with your Elevate supervisor, management or Human Resources. Consequences for social networking policy violations may include adverse action.

These guidelines suggest best practices of the publication of and commentary on social media by employees of Elevate USA. For the purposes of these guidelines, social media means any facility for online publication and commentary, including without limitation blogs, wiki’s, social networking sites such as Facebook, LinkedIn, Twitter, Flickr, Vimeo, Snapchapp, Instagram, TikTok, and YouTube. These guidelines are in addition to, and complement any existing or future policies from their local school district regarding the use of technology, computers, e-mail and the internet. Elevate USA employees are free to publish or comment via social media in accordance with these guidelines. Elevate USA faculty/staff are subject to local school district policy to the extent they identify themselves as a Elevate USA employee (other than as an incidental mention of place of employment in a personal blog on topics unrelated to Elevate USA).

Publication and commentary on social media carries similar obligations to any other kind of publication or commentary. All uses of social media must follow the same ethical standards that the local school district employees must otherwise follow.

Setting up Social Media

Assistance in setting up social media accounts and their settings can be obtained from Elevate USA’s Technology Facilitator.

Don’t Tell Secrets

It’s perfectly acceptable to talk about your work and have a dialog with the community, but it’s not okay to publish confidential information. Confidential information includes things such as student information, grades, or any other confidential information that would identify individuals. We must protect and respect the privacy of our students, staff, parents, and school community.

Protect Your Own Privacy

Privacy settings on social media platforms should be set to “private” - not allow anyone to see profile information. Other privacy settings that might allow others to post information or see information that is personal should be set to limit access. Be mindful of posting information that you would not want the public to see.

Be Honest

Do not blog anonymously, using pseudonyms or false screen names. We believe in transparency and honesty. Use your real name, be clear who you are, and identify that you work for Elevate USA and in your local school district. Nothing gains you notice in social media more than honesty - or dishonesty. Do not say anything that is dishonest, untrue, or misleading. If you have a vested interest in something you are discussing, point it out. But also be smart about protecting yourself and your privacy. What you publish will be around for a long time, so consider the content carefully and also be cautious about disclosing personal details.

Respect Copyright Laws!

Scenarios

Congratulations on going through Elevate Teacher Mentor Training (Mentoring 101). These real life scenarios that Elevate Teacher Mentors have faced will serve as a final test.

Directions:

- Please read through each of the following scenarios. You and your group will have 5 minutes to review the scenario and come up with a plan on what you should do. Please be sure to write specific steps and actions.
- If you are doing this alone, please write your answers in detailed steps what you would do in each situation.
- We will review what each group wrote and discuss best practices for each scenario.

1. When you ask your 14 year-old mentee how school is going, s/he tells you that it is boring, a waste of time, the teachers are all “whack” and s/he is trying to figure out how to successfully cut school without getting caught. **What do you do?**

2. For the past couple weeks, Sabrina has come to class with several bruises on her arms. You observed that Sabrina is moody, somewhat withdrawn. With other classmates she can be abrasive and very reactive. On one occasion Sabrina comes to school with a black eye. You suspect child abuse, but when he questions Sabrina she says, “ I fell down on the way to school and got that black eye”. **What do you do?**

3. Your 16 year-old mentee has made several references to going to big parties that are held during the day. S/he explains that the coolest kids hang out there. When you ask about what they do there, s/he confides that they drink, and sometimes do drugs and dance. S/he seems to have a hard time looking at you while describing these parties and you wonder just how comfortable this “cool” setting is for your mentee. **How do you continue the conversation?**

4. You and a student that you have known for a long time are hanging out at Starbucks. During the conversation the student says to you, “ I have a very big secret that I have been hiding from you... do you want to know it?”. **What do you do?**

5. You have built a new relationship with a 17 year-old student during the last two months of class. Things seem to be going well between you both. But then s/he didn't show up to the last couple classes and skipped hanging out after school one day after they had committed to the time. **What do you do?**

6. A student comes to class on Monday morning with her arm in a bright pink cast and starts showing it off to her classmates. Many students crowd around her and ask what happened. You overhear her telling the students that she and her mom were jumping on the trampoline and her mom landed on the student's arm accidentally. She talks about how much fun everyone had been having on the trampoline Saturday and how much she was enjoying doing flips with her mom. The student explains that she landed wrong during a tandem flip and fell on the floor of the trampoline right as her mom was coming down. **What do you do?**

7. You are doing a board work with a writing assignment at the beginning of class. A student begins to cry during the assignment. You kneel down and ask if the student wants to talk. She says, "the police came out to her house last night and arrested her dad after he and mom had a fight in the student's room". She went on to say that her dad had been drinking and mom had been hiding from him in the student's room. She went on to say that dad broke down the door to her bedroom, came in and started slapping and punching mom in the face. The student reports that she called 911 on mom's cell phone during the struggle. **What do you do?**

8. You just went to a basketball game with 15 kids and 4 staff. At the end of the game you and the staff are breaking up rides home. You end up with 5 students, 2 of them are of the opposite sex from you. **What do you do?**

9. You are grading your junior high student journals. One of the journals, you notice that pictures are drawn in it that shows private body parts of adult men and women in detail. Some of the drawings seem to depict specific sexual behaviors. As you continue to read the journal, the student explains that he drew the images based on a movie he was made to watch with a bunch of his older brother's friends. The student also describes the movie in enough detail to give the picture that it was pornographic material rather than a mainstream movie. You call the student over and ask him about the passage in the journal. He says that the movie was very confusing and that he had a bad feeling inside about being forced to watch the movie. **What do you do?**

10. You have been the lead teacher of a class that has gotten very close during the course of the year. One of the students (opposite sex) has really been connecting with you. Laughing at your jokes, listening intently, and even teasing you. Seems like flirting, but you are not sure. **What do you do?**

11. You have been getting to know a student more and more the past year. The student is a senior in high school and will be soon graduating. While you are hanging with the student, they mention that they are afraid to get to know you more because they are going to college and they "know that you will leave them too". **What do you do?**

12. On a Monday, one of your female students asks to go to the bathroom frequently during class.

This is unusual because the student does not generally ask to use the bathroom outside of normal breaks. When she returns from the bathroom, you notice that she sits back in her seat gently and with a look of physical discomfort on her face. Beyond the look of discomfort when sitting, she seems to have a blank expression and a faraway gaze. This is noteworthy because the student is typically animated and engaged. The next time she asks to go to the bathroom, you step out into the hall with her and ask if everything is ok. She looks at you blankly for what seems like an eternity and then says, in a matter of fact way, that she spent the weekend with her maternal grandparents and that her grandfather got drunk, forced her to have sex, and hurt her physically. She reports painful urination and unusual bleeding. **What do you do?**

13. Between classes in the hall, you notice a student who you know well walk past you with a downtrodden look and bruising on his cheek reflecting the shape of fingers and the palm of the hand. You call the student over to check on him. Even though the student is typically happy to see you, he approaches with cautiousness and tries to turn the bruised side of his face away. You engage him in conversation and ultimately ask what happened to his cheek. The student says his father slapped him on the face over the weekend for back talking. The student reports that his father has never done anything like this before and seemed sorry after the bruise started to appear. **What do you do?**

14. You notice that a student in one of your classes has been wearing the same two outfits to school for over a month since the temperature changed to be cooler. The outfits are appropriate for the weather and the student's clothing is always clean. You casually mention to the student that they seem to have some favorite outfits for the cooler weather. The student volunteers that they only have two long sleeve shirts, two pair of long pants, and one jacket that fit right now because the family is having a difficult time financially since his father was laid off. **What do you do?**

15. You have been super busy with students and school lately. Seems like everyone needs you, and there are so many students who are hurting that you can't help. The past couple weeks you haven't been home much because of work. There has even been some weekend events that have been great, but have really kept you from your own family. You are at your team planning meeting for the week and there are 3 evening events. **What do you do?**