



Youth Mentoring Workbook



Peace Corps

LET *
GIRLS
LEARN

Let Girls Learn
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Acknowledgments

The Let Girls Learn *Youth Mentoring Workbook* (Peace Corps Publication No. M0127) is a compilation of activities that Peace Corps Volunteers and other youth workers can use and adapt to foster and maintain a mentoring relationship with youth in their community. The activities have been selected according to their suitability in informal situations and their educational value, especially in the countries where the Peace Corps is serving.

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- "Who is Holding the Rope for You: Building Effective Mentoring Relationships Mentoring Workbook" by P. Caddick.
- *An Asset Builder's Guide to Youth Leadership* by Search Institute.
- "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity" by Dawn Oparah.
- "52 Activities for Exploring Values Differences" by Donna Stringer and Patricia Cassidy.
- *Role Model to the Rescue* by 4-H's CampWORKS.
- "Masterful Mentoring" by Triple Creek Associates.



Contents

- About These Tools. 1
- 1. About This Workbook. 3
 - How to Use This Workbook 3
 - Adaptation and Translation. 4
 - Monitoring, Evaluation, and Reporting. 4
 - Child Protection Guidelines 5
- 2. Why Youth Mentoring?. 6
- 3. What is Mentoring?. 8
 - Mentoring Vital Signs. 8
 - Types of Mentoring Relationships 9
 - What is a High-Quality Mentoring Relationship? 9
- 4. Youth Mentoring and the Peace Corps. 11
 - Volunteers as Mentors 12
 - Societal Norms 12
 - Cultural Considerations 13
- 5. Key Mentoring Skills 16
 - Listening Actively 16
 - Building Trust. 17
 - Goal Setting 17
 - Encouraging and Inspiring 17
 - General Mentoring Tips 18
 - Key Mentee Skills 19
 - Is Mentoring the Right Role? 20

6. Mentoring Activities Phase 1: Fostering Relationships	21
Fostering the Relationship	21
Mentor-Initiated Activities.	21
Interests and Hobbies	22
Shopping Trip	23
Family Tree.	24
Around the World in a Meal	26
Community Map	27
Vision Board.	29
Fill an “Idea Jar”	30
How You Spend Your Time	31
Exercise Together	33
Listening Skills.	34
Play a Game.	35
Social Spider Mapping.	36
Claiming Your Name.	39
Build Something Together	41
Through the Camera’s Lens	43
Birthdays.	44
Watch a Film	45
Volunteer	46
7. Mentoring Activities Phase 2: Setting Goals and Broadening Horizons.	48
Setting Goals and Broadening Horizons	48
Mentor-Initiated Activities.	48
Map Exploration	50
Friends	51
Homework Time	52
Teaching Moment	53
Life Journal	54
For the Love of Music	55
Cultural Proverbs and Quotes	56
Past Mentors	57
Brainstorm Career Possibilities	58
Meaningful Object	60
Read Together	61

Bucket List	62
My Personal Values.	63
Job Shadowing	65
Exploring Societal Roles.	66
Challenging My Stereotypes.	68
Back in Time.	70
Someone You Admire	71
What If...?	72
Cultural Attraction	73
Dreams and Aspirations	74
Next Steps	75
Newsworthy	76
Personal Assessment of Leadership Characteristics	77
Personal Vision Statement	79
8. Mentoring Activities Phase 3: Planning for the Future	81
Planning for the Future	81
Mentor-Initiated Activities.	81
Spending Journal	83
Financial Goal	84
Famous Quotes	85
Your Inspiration and Career Path	87
Network Mapping	88
Expand the Network	90
Career Prep	91
Contrasting Cultural Values	92
Social Challenge	94
Role Modeling	96
What Makes Me a Leader?	98
Entering Your Discomfort Zone.	100
Professional Development Goal Setting.	102
Invite Feedback.	104
Focus on Strengths	105
Life Journal Revisited.	106
Just Like the Old Times	107
Planning Communication	108

9. Mentoring Best Practices.	109
Focusing on Relationships and Social Skills Development	109
Mentoring for at Least a Year.	109
Bridging Cultural Differences	109
Establishing Formal Mentoring Programs	110
10. Checklist: Mentoring Youth	112
11. References	114
Appendix.	116



About These Tools

This workbook is one of a number of tools produced by *Let Girls Learn* that is intended to provide Volunteers, staff at the Peace Corps' posts, and counterparts with guidance needed for them to feel comfortable, competent, and motivated to promote and implement activities that:

- Increase girls' leadership and overall perceived sense of agency
- Improve opportunities for girls to attain quality education
- Increase community engagement, including with men and boys, in support of positive societal norms that facilitate girls' education and full participation in economic and community life

The programming highlighted in these tools takes tried-and-true Peace Corps activities and builds on them through the addition of evidence-based standards as well as tools and materials to support training and implementation. Peace Corps post staff can select from a targeted set of anchor activities that reflect the priorities identified in their programming frameworks, meet a certain level of quality standards, and are easily implementable by Volunteers. These anchor activities have the following elements:

- **Evidence-based:** built on the evidence base in community development, as well as the Peace Corps' experiences and best practices in six sectors (Agriculture, Community Economic Development, Education, Environment, Health, and Youth in Development).
- **Sustainable:** interventions are lasting and sustained over a period of time considering long-term, community-level ownership and sustainability, rather than one-time activities or events.
- **Feasible:** interventions that most generalist Volunteers can implement with community partners, based on community resources and the contexts where Volunteers live and work.
- **Scalable:** replicable by Volunteers and counterparts in different contexts and interventions that most Volunteers can be trained to implement using global standards for quality practice.

- **Appropriate:**
 - *Relevant and integrated:* relevant to the country context and specific societal norms related to the roles of women, men, girls, and boys, and integrated into the existing projects targeting the same individuals, organizations, and communities.
 - *Age and sex:* reflect understanding of and relevance for specific developmental stages, age, and sex.
- **Quality implementation:** Volunteers and community counterparts implement the activity with integrity following the quality standards and checklists.



1

About This Workbook

How to Use This Workbook

This Mentoring Workbook is designed to be used by Peace Corps Volunteers to foster and maintain a mentoring relationship with youth in their community. Volunteers have been informally mentoring local youth for decades; this resource is intended to help Volunteers structure and guide those relationships toward evidence-based outcomes.

The Peace Corps defines youth as between the ages of 15–24, and this can be used as a general guideline for mentoring youth as well. Activities in this workbook may be appropriate for different age ranges, some for younger youth, and some for adolescents or older.

Chapters 2–5 are written for the Volunteer mentor, and lay the foundation for mentoring, including outlining both the skills needed and how to foster a mentoring relationship.

Chapters 6–8 are intended to be completed by both the youth mentee and the Volunteer mentor. Each corresponds with one of three phases of the mentoring relationship. Some of the instructions are intended for mentors, some for mentees, and some for both.

- **Phase 1: Fostering Relationships** is designed to help Volunteers foster relationships with youth during the initial months at site, when Volunteers are developing language skills and are in the beginning steps of integrating into the community. The activities in this first section are designed to be fun and allow the mentor and mentee to get to know each other personally and cross-culturally, even with limited shared language. A defining discussion of the mentor/mentee relationship is not required at this stage of the relationship.
- In **Phase 2: Setting Goals and Broadening Horizons**, activities move into more substantive conversations around goal setting as language skills improve. Not all Volunteer relationships with youth will develop to this stage; however, if a youth continues to engage with the Volunteer, these activities can help guide the relationship more purposefully toward developing skills and setting goals for the future. At this stage, it would be helpful

to either have a conversation with the mentee's parents or share the letter to parents (see Appendix).

- In **Phase 3: Planning for the Future**, activities guide the Volunteer through the process of helping the mentee plan for their future, seeking out further opportunities, and concluding the mentor relationship prior to the close of the Volunteer's service.

In Chapters 6–8, each activity has a brief introduction and then is outlined by the following three steps:

1. **On your own...** This should be done by the mentee individually. They should write thoughts and responses in the workbook. In many of the activities, it is also recommended that the mentor do this on their own. The “on your own...” section could be done when the mentor and mentee meet, but some preparation is needed for a few of the activities.
2. **Together...** After starting the activity individually, the mentor and mentee complete this section together, which could be an activity in the community or brainstorming ideas.
3. **Reflect and discuss...** After sharing or doing the activity, it is important that the mentee reflect on what they did. This encourages critical thinking, problem solving, decision making, and other life skills. If shared language is a challenge, the mentee could start with writing their responses in the workbook so that simple concepts can be discussed.

Even though the mentoring activities are arranged in a progressive order and organized into three phases of relationship building, they do not necessarily have to be conducted in this order, nor do all activities have to be completed. Activities should be adapted to the local culture and context. Mentors and mentees are also encouraged to modify or develop their own activities, both to reflect their local environment and as their relationship evolves.

Chapters 9–11 contain additional information and resources for establishing a mentoring program, with further resources to support quality mentoring relationships.

Adaptation and Translation

Since the workbook is designed to be used by a Peace Corps Volunteer mentor and youth mentee, the mentoring activities in Chapters 6–8 should be translated into the local language. This will allow the mentor and mentee to communicate more easily using the activities and reflection questions as a guide. Ideally, the mentoring activities will be bound in a notebook to ensure that the mentee has a place to write their ideas as well as a way to refer back to earlier activities. If mentoring activity workbooks are printed for youth, it is recommended that the Volunteer uses this to aid in communicating with their mentee. Posts should facilitate the translation of this workbook into local languages and ensuring those translated versions are available to Volunteers.

This workbook can also be adapted for use in a mentoring program where local older youth or adults mentor youth. If the workbook will be used by local mentors, it is recommended that the whole book be translated. In this case, some of the introductory sections can be adapted, especially Chapter 4. Also, some of the mentoring activities may need to be adapted, especially ones that focus on cross-cultural sharing.

Monitoring, Evaluation, and Reporting

The importance of monitoring, evaluating, and reporting Peace Corps activities cannot be overstated. Monitoring and evaluation are critical for building a strong, global evidence base

around positive youth development and girls' education and empowerment, and for assessing the interventions being implemented to enhance these.

At the global level, tracking progress using the Peace Corps' Standard Indicators (SI) and Cross-Sector Programming Priorities (CSPPs) forms the basis for our understanding of our program reach and its effectiveness across diverse contexts. This is also important at the program level as the purpose of monitoring and evaluation is to track implementation and outputs systematically and determine when changes may be needed. Monitoring and evaluation forms the basis for modification of activities and assessing their quality.

Volunteers should report all of their activities to their posts and headquarters using the Peace Corps Volunteer Report Form (VRF) and refer to relevant Standard Indicators and CSPPs that align with the specific activity design and intent.

Child Protection Guidelines

As a foundation of all agency programs, the Peace Corps takes a serious and proactive approach to ensure all of its activities are safe for children and youth. This approach is outlined in the Peace Corps Child Protection Policy (MS 648), which holds Peace Corps staff and Volunteers to a high standard of responsibility for ensuring the safety and protection of the youth with whom they interact. The guidelines and code of conduct contained in MS 648 apply to children under the age of 18.

This publication provides guidance and suggestions to help Volunteers manage youth in a positive and safe manner. There are underlying principles and clear guidelines of which Volunteers must be aware and that must govern the activities described in this publication. Please see the full policy in Appendix A of this publication or, for employees, on the Peace Corps intranet.

A photograph of three children wearing pig masks. The child on the left is holding two purple paper flowers. The child in the middle is holding a pink paper flower. The child on the right is holding a pink paper flower. They are all smiling and looking at the camera.

2. Why Youth Mentoring?

“You cannot teach a man anything; you can only help him to find it within himself.” – Galileo

Mentoring relationships provide valuable support to young people. Mentors can help guide youth through the sometimes awkward developmental stages of the transition into adulthood. Mentors offer academic and career guidance, and also serve as role models for leadership, interpersonal, and problem-solving skills (U.S. Department of Labor n.d).

Every young person has the potential for successful healthy development, and all youth possess the capacity for positive behaviors. Current research in youth development suggests that the adults in a teen’s life may be the most important developmental asset for their positive growth. Furthermore, there is strong evidence to suggest that mentoring may be a key resource in the lives of youth.

Effective mentoring is sustained over time, is high quality, and emphasizes skill-building between a young person and an adult (Lerner *et al.* 2014). The Search Institute, a leading research organization focusing on youth development, has found that high-quality relationships are characterized as caring, supportive, meaningful, reciprocal, and result in young people’s sense of agency, belonging, and competence (Search Institute 2016). “Search Institute and others have shown that the number and intensity of high-quality relationships in young people’s lives is linked to a broad range of positive outcomes, including increased student engagement, improved academic motivation, better grades, higher aspirations for the future, civic engagement, more frequent participation in college-preparatory classes and activities, and a variety of other individual outcomes” (Garringer and Jucovy 2007).

Mentoring brings value to the mentees because mentees have an opportunity to gain wisdom from someone who has traveled the path before them. As a mentor, you get the chance to invest yourself in someone who seeks what you have to offer (Triple Creek Associates 2002).

Benefits of Mentoring

Research has shown several positive outcomes for mentees as a result of effective mentoring, including:

- **Education:** Youth are more likely to complete high school and pursue higher education.
- **Career:** Effective mentoring has been proven to help youth find, prepare for, and succeed in work. Mentoring can expand one's personal network, which can in turn help youth find and secure employment. Furthermore, youth can gain insights into the pros and cons of various career options and paths through mentoring relationships including constructive feedback on professional and personal development areas.
- **Psychological well-being:** Youth can develop improved self-esteem and life satisfaction as a result of ongoing and supportive mentoring relationships. Mentoring also helps increase self-awareness and self-discipline.
- **Healthy behaviors:** Youth are less inclined to engage in risk-taking behaviors such as alcohol and drug use, and are more likely to use birth control and increase their physical exercise.

Mentors also benefit from mentoring relationships. As a mentor, you will have the opportunity to share your wisdom and experiences, transform your own thinking, develop a new relationship, and deepen your mentoring skills.

Consider this well-known quotation from Martin Luther King Jr.: "An individual has not started living fully until they can rise above the narrow confines of individualistic concerns to the broader concerns of humanity. Every person must decide at some point whether they will walk in light of creative altruism or in the darkness of destructive selfishness. This is the judgment: Life's most persistent and urgent question is, 'What are you doing for others?'" (King 1957).

3

What is Mentoring?

Mentoring is a relationship where a mentor, through support, counsel, friendship, reinforcement, and constructive example, helps another person (usually a young person) reach their work and life goals.

Although many people may equate mentoring with friendship, mentoring has its roots in the professional world. Mentoring principles and practices have perpetuated the continuity of art, craft, and commerce dating back to ancient times where masters taught, coached, and guided the skills development of apprentices.

Youth mentoring is a process in which someone with more experience helps a young person develop their goals and skills through a series of one-on-one conversations and learning activities. In a youth mentoring relationship, the mentor facilitates the development of a young person by sharing their expertise, values, skills, perspectives, attitudes, and knowledge of resources. This allows the mentee to build their own skills and knowledge and to develop their goals for the future.

“Development” in a mentoring relationship means identifying and encouraging growth. In mentoring relationships, the mentee’s personal and professional development goals should stay at the center of activities and conversations. Two-way development is encouraged through the sharing of resources and time with each other. Youth mentoring also gives the mentor a chance to enhance skills and knowledge areas by continuously reassessing and building upon those areas.

The mentoring relationship is based on mutuality. Over time, it can become a close and meaningful relationship, in which the mentor shares their personal knowledge and experiences, and promotes self-discovery in the youth mentee. If both are able to express respect and respond freely and honestly about strengths, weaknesses, goals, and concerns, the learning will be greatly enhanced.

Mentoring Vital Signs

Three vital signs of a successful mentoring relationship are respect, responsiveness, and accountability. When these three vital signs are present, the relation-

ship will be rewarding for both. If one or more of the three vital signs is missing or dissolves, the mentoring relationship will suffer and lose its effectiveness (Get Mentoring 2011).

1) Respect

This is the starting and sustaining aspect of the relationship. Mutual respect forms the foundation of the successful mentoring relationship, and learning is greatly enhanced when the mentor and mentee feel a sense of personal respect for one another.

2) Responsiveness

Responsiveness is a willing attitude put into action. The mentor must be willing to respond to their mentee's learning needs, and the mentee should be willing to learn from the mentor. If it is present, responsiveness will be revealed by the priority placed upon the mentoring relationship. While sharing can take place over a short or a long period of time, equal participation in the mentoring relationship is a must. Effective sharing involves freely giving thoughts, opinions, concepts, ideas, experiences, hunches, and techniques, and learning from one another.

3) Accountability

This refers to mutually held expectations and agreed upon mentoring activities, including activities to monitor and evaluate the mentee's progress toward stated developmental goals. What skills does the mentee want to develop? There should be a sense of meaning and purpose in the mentoring process.

Types of Mentoring Relationships

There are many kinds of mentoring relationships, ranging from informal to formal (Center for Leadership and Practice: A Center of Public Health Institute 2003). An informal mentoring relationship usually occurs spontaneously, such as when someone with more experience provides helpful advice without being asked. Informal mentoring may occur within the context of other relationships such as between colleagues or peers.

A formal mentoring relationship is often facilitated by a third party such as a mentoring program or an employer, and emphasizes established goals for the relationship with a formal agreement. Often these programs have a specific goal such as helping participants develop their life skills or professional development. For more information on establishing a formal mentoring program, see Chapter 9.

What is a High-Quality Mentoring Relationship?

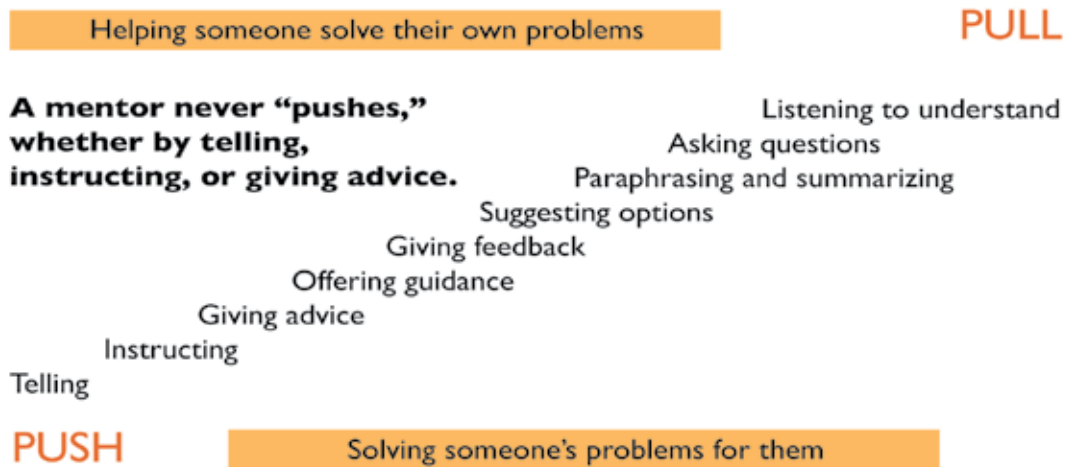
By and large, youth appreciate mentors who are supportive, caring, and willing to assist them with activities that support academic, career, social, or personal goals. One common theme is that the longer the relationship continues, the more positive the outcome. Another is that youth are more likely to benefit from mentoring if their mentor maintains frequent contact with them and also knows their families. Generally, at-risk youth, including youth with disabilities, stand to gain the most from mentoring.

A potential mentor should consider these questions:

- What experiences and learning can I bring to the mentoring relationship?
- What are my own expectations for the relationship?
- Are there any obstacles that could impede the relationship's development?

Figure 1 illustrates the role of mentor as someone who helps their mentee solve their own problems by listening, asking questions, suggesting options, and giving feedback. A mentor is *not* someone who tries to solve their mentee's problems for them.

Figure 1: Mentors “pull,” they don’t “push”



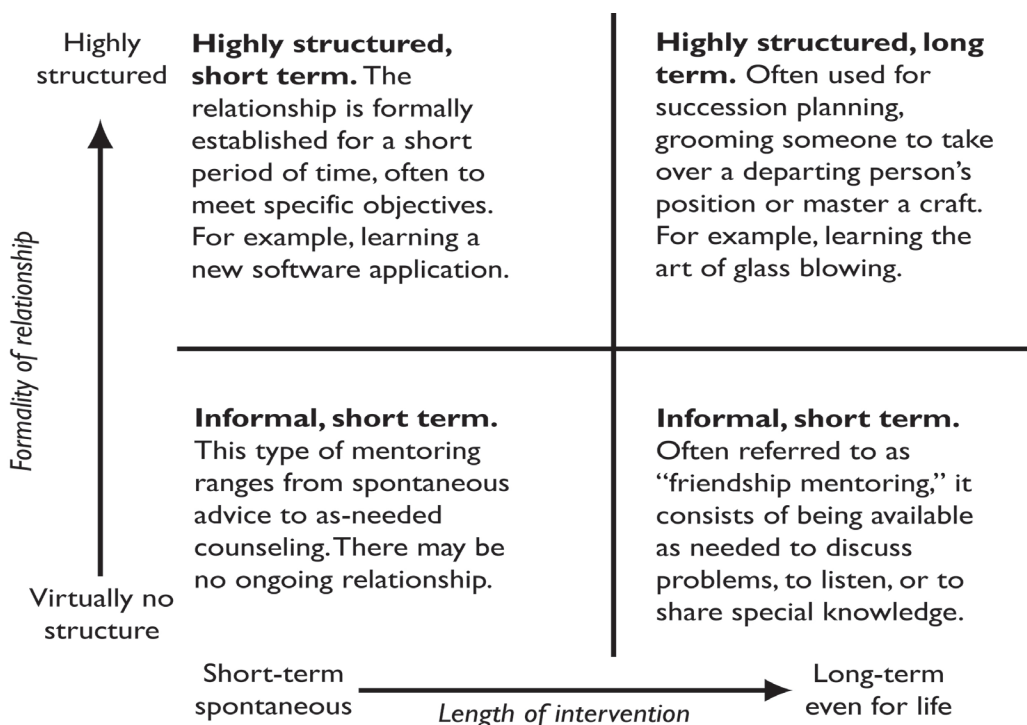
Source: Adapted from Get Mentoring. “An Introduction to Enterprise Mentoring: A Pocketbook for Mentees.” 2011. <http://getmentoring.org/wp-content/uploads/downloads/2012/06/A6-Mentee-pocketbook1.pdf>

4. Youth Mentoring and the Peace Corps

One of the key roles of the Volunteer in development is as a mentor. While this role can apply very broadly in the community and with a wide range of counterparts or other community members, this workbook focuses on the Volunteer's role specifically with youth mentoring:

- **Volunteer as Mentor:** For decades, Peace Corps Volunteers have been fostering relationships with youth in their communities. These relationships have developed naturally with students and host family members over the course of service, and are largely informal with little structure (see Figure 2).

Figure 2: Types of Mentoring Relationships



Source: Shea, Gordon F. *Mentoring: How to Develop Successful Mentor Behaviors*. 2002. Third Edition. Logical Operations. p. 9. Reprinted with permission.

- **Community Members as Mentors:** Volunteers may also be instrumental in establishing or supporting youth mentoring programs where local youth are linked with host country nationals who are either older youth or adults. In mentoring programs, the relationships tend to be more formal and structured. See Chapter 9 for tips on setting up this type of mentoring.

Volunteers as Mentors

This resource focuses primarily on the mentoring relationship between a Volunteer and local youth. While the mentoring relationships of youth with Volunteers can be established formally, most of these relationships develop organically spending time with a host family member, or a student hanging out after class and asking for help with homework. This toolkit provides some structure and a sequence of potential one-on-one activities with youth, starting with an informal relationship and moving toward more structured or goal-oriented activities and discussions as language skills and community integration progresses. Even informal relationships can be intentional, and this resource provides some activities for developing the relationship. The activities can also help sustain relationships with youth over a longer period of time by introducing a variety of different activities. Longer, more deliberate relationships with youth will lead to more of the evidence-based benefits of mentoring, including greater education, career, and psychological well-being, and healthy behaviors of youth in Volunteers' communities.

All the activities outlined in this workbook can be adapted for use in a mentoring program where youth are instead linked to community members as mentors.

While this workbook is designed to provide some structured and sequenced activities to develop mentoring relationships with youth, it is also intended to support the Peace Corps' quality standards in order to achieve the positive outcomes of effective mentoring, including:

- Mentors worked with their mentees to identify specific goals for the mentee's future.
- Mentors assisted mentees in addressing any barriers—including ones related to traditional societal roles for women, men, girls, and boys—to help youth achieve their goals.
- Mentoring occurred during concentrated blocks of time over several months.

Societal Norms

Societal norms and expectations related to the roles of women, men, girls, and boys play an important role in shaping relationships. The way boys and girls are socialized from early childhood influences, among other things, help-seeking behavior, expectations about the role and importance of friendships, valuing intimacy and connection versus autonomy, and interactions with the opposite sex, including the role of authority figures and potential mentors who are of the opposite sex. Peace Corps Volunteers who are formal or informal mentors in their communities may want to consider how the above factors can affect relationships with their mentees. The mentoring relationship also provides an opportunity to assist mentees with negotiating barriers and challenges to achieving their full potential. The initial evidence in this area suggests that:

- Girls and young women may value building connections versus independence in relationships, relying on a mentor for support, while boys and young men may prioritize wanting to appear self-contained.
- Mentoring relationships may develop differently for girls and boys. It may take longer to build a relationship with girls and young women, but, in general, that relationship will

last longer. Girls and young women tend to express greater satisfaction with longer-term relationships that focus on emotional support. This kind of support can be particularly important for girls in times of stress.

- For girls and young women, a mentor can provide an invaluable sounding board for identifying how they might deal with societal and cultural challenges including, for example, discriminatory school and employment practices and norms that impede their full participation in school and in the community.
- Mentoring relationships can also play a vital role in boys' and young men's lives, especially during critical transitional times. While boys and young men may focus more on action versus support and learning opportunities (i.e., practicing technical skills), the mentoring relationship also offers a safe space for them to work through any challenges they may be facing. Mentors also serve as role models for young men negotiating the role of masculinities in their lives.

It is important to consider societal expectations of women, men, girls, and boys when thinking about matching mentors and mentees. In general, matching mentors with mentees of the same sex may provide significant benefits and safeguards. Matching mentors and mentees of the same sex is especially important in any situation where there may otherwise be a perception of a sexual relationship. In many contexts, it may be culturally inappropriate for girls and young women to have a male mentor. Matching with the same sex may also be particularly helpful for girls and young women who may not have had female role models in their lives. For both young men and women, having a mentor of the same sex can facilitate discussion around sensitive topics.

Cultural Considerations

Mentoring offers Peace Corps Volunteers and mentees a chance to explore cross-cultural differences, expand perspectives on the world, and increase exposure to different cultures. Nonetheless, sensitivity is called for in adapting suggested activities to ensure that they are culturally appropriate. When considering cultural norms in a mentoring relationship, it can be helpful to think of different dimensions of culture, such as concepts of time, self, locus of control, and power distance. For each cultural dimension, potential mentors should explore where their host community falls on the cultural continuum and where their own cultural norms fall, and then consider ways to structure the mentoring relationship to close that gap and connect with their mentee.

Common cultural dimensions that can result in cultural misunderstandings are listed below, along with ways to consider bridging the cultural divides. For more information on cultural dimensions, see the Peace Corps' *Culture Matters*.

Concept of Time

Is the concept of time fixed or flexible? People with a fixed time perspective value deadlines and schedules; they view interruptions negatively, as something to be avoided, and expect undivided attention. To be late is bad. At the other end of the continuum, people with a flexible concept of time see interruptions as a part of life and schedules and deadlines as a loose guide. Late is simply late.

Potential ways to bridge gaps: If you and your mentee fall on different ends of this continuum, try to cross to their side of the continuum by not setting fixed times for meeting, but instead stop by to see them at home or after school. Invite them to stop by your home or place of work. Then, stop what you are doing when they show up and spend time together.

Concept of Self

Is “self” defined individually or collectively (based on membership to a group/s)? People with an individualist perspective value self-reliance, personal freedom, and independence. Identity is a function of one’s personal characteristics and individual achievements. At the other end of the continuum, people with a collectivist perspective value interdependence, and association with the group ensures well-being of the individual. Identity is the function of group membership.

Potential ways to bridge gaps: Especially in the beginning of the relationship, the mentor shouldn’t press too hard for the mentee’s opinions as this might be new for them. Instead the mentor might ask what their family might think or how their friends might approach something. The mentor could also offer a number of different ideas or options and ask them to select one, instead of expecting the mentee to generate their own ideas.

Locus of Control

Is the individual in control of their life outcome, or is their future determined by fate? A person with an internal locus of control (self-determination) believes they can control or change their destiny. They typically think, “If I make the effort, I can do or be whatever I want. There are few things I can’t change and must just accept.” In contrast, a person with an external locus of control believes that people don’t have control over their destiny. They might say, “There are limits to what I can do or be. There are many things I have to live with and accept.”

Potential ways to bridge gaps: Although a mentor may want to encourage their mentee to think big and believe that anything is possible, it might be more prudent to explore what they believe they can influence. Start small and expand horizons slowly.

Power Distance

Is power based on equality or hierarchy? People with an equal view of power often see power as achieved. Differences in power and status tend to be minimized. Everyone can voice their opinion regardless of status, and taking initiative is rewarded. People with a hierarchical view of power often see power as ascribed. Inequalities in power are a natural way of life and formality is a way of showing respect. It is not OK for people in lower positions of power to express their opinion, especially if it differs from that of authority, and taking initiative is discouraged.

Potential ways to bridge gaps: A mentee may treat the mentor in a hierarchical way, deferring to the mentor’s ideas and not offering suggestions or ideas of their own. This may run counter to the egalitarian relationship the mentor is trying to foster. The mentor should work on this slowly by asking for their ideas before suggesting any, encouraging the mentee to write or draw their ideas before discussing them, or offering several options and asking them to choose one. The mentor should encourage and praise the mentee when they take initiative even in very small ways.

The evidence on cross-cultural or cross-racial mentoring relationships highlights value in the following:

- Find similarities or shared interests between mentors and mentees—this can be a better base for the relationship than simply cultural or ethnic similarities.
- Create safe opportunities to explore differences in order to expand exposure to those who are not the same.

- Find ways for a mentee to explore their racial or ethnic heritage within the mentoring relationship (Sanchez *et al.* 2014).

The Peace Corps is committed to providing a safe and positive environment in all aspects of work, especially when working with children and young people. Therefore, it is important that Volunteers who are mentoring youth review and follow the Peace Corps Child Protection Code of Conduct. Volunteers are also encouraged to review the code of conduct with their counterparts and their mentee's parents. See Code of Conduct in the Appendix.

There are additional Peace Corps resources that could be helpful in the context of youth mentoring. (To access these links, first sign into your PCLive account.)

- [Role of the Volunteer in Development, Volunteer as Mentor, toolkit #6](#)
- [Life Skills and Leadership Manual](#)
- [Working with Youth: Approaches for Volunteers](#)
- [Culture Matters](#)



5 ■ Key Mentoring Skills

Mentoring may come naturally to some who possess qualities such as engendering trust, showing support, and active listening. Mentoring requires a combination of having the right personal qualities and attitude, as well as some essential skills. While qualities tend to be innate and are part of personality, skills are something that can be learned over time and can be developed through training or experience. Skills, including mentoring skills, improve through practice (Center for Leadership and Practice: A Center of Public Health Institute 2003).

Research on mentoring indicates that these skills can be developed, and that particular skills tend to result in the most successful mentoring relationships. Linda Phillips-Jones, Ph.D., mentoring expert and author of numerous guides and tools for mentors and mentees, studied hundreds of mentoring relationships and developed a set of critical mentoring skills. The key mentoring skills presented here—listening actively, building trust, goal setting, and encouraging and inspiring—are adapted from her research, with simple actions mentors can take to demonstrate these skills.

It is important to emphasize that these same skills are transferable to other aspects of everyone's lives, both personal and professional.

Listening Actively

Actively listening is the most basic skill used throughout a mentoring relationship. It not only helps establish rapport, it also fosters a positive, safe environment for open communication. Active listening gives mentors a chance to learn about their mentee's interests. Mentors can listen actively by:

- Showing through non-verbal responses that they have heard
- Waiting until the mentee has finished before speaking
- Summarizing what has been said before moving on
- Holding off on giving advice until after the mentee has fully explained their issue or concern
- Being responsive to all their communications, whether sent by phone, email, or in-person

Building Trust

Trust is built over time. Mentors can increase trust by:

- Keeping conversations confidential
- Respecting each other's schedules and boundaries
- Being honest
- Keeping criticisms of each other within the relationship
- Showing active respect, interest, and support
- Following through on commitments
- Admitting mistakes
- Respecting cultural and social differences

Goal Setting

As a role model, a mentor should have their own career and personal goals that they are willing to share, when appropriate. A mentor can help their mentee identify and achieve their career and personal goals by:

- Keeping a balanced dialogue between dreams and the current reality
- Asking thought-provoking questions
- Helping them gain broader perspectives of their reality and opportunities
- Focusing on practical examples of goal achievement or nonachievement
- Making sure there are tangible outcomes and assignments from the meetings
- Helping them find resources: people, books, articles, tools, and web-based information
- Sharing life experience and explaining choices

Encouraging and Inspiring

Giving encouragement is the mentoring skill most valued by mentees, according to research. Mentors can encourage and inspire mentees by:

- Saying positive things when they feel them
- Speaking well of each other in front of others
- Focusing on how the mentor and mentee can help each other be more effective as a result of the relationship
- Offering words of support, understanding, and praise when the mentee expresses frustration
- Share experiences, mistakes, and successes that the mentor has encountered in achieving their goals
- Talk about people and events that have inspired and motivated the mentor
- Introduce the mentee to other people who can be useful contacts or inspiring role models

During the mentoring experience, the mentors should reflect on the mentoring practice, take note of the key mentoring skills they are using, and observe progress made in the relation-

ship. The mentor should also ask for feedback from the mentee to assess whether they are employing these skills.

Trust Building

Trust building is essential at the beginning of any relationship, and especially so in a youth mentoring relationship in which a young person is looking to a mentor to advise them and show support. Examples of both trust-building behaviors and trust-diminishing behaviors are below; these can help a mentor be mindful of their actions when working with a mentee.

Trust-Building and Trust-Diminishing Behaviors

Trust-Building Behaviors	Trust-Diminishing Behaviors
Acts an equal	Acts superior
Encourages and listens	Discourages people, puts them down
Openly shares thoughts, opinions, ideas	Indirect, vague, or devious in conversation
Consistent	Erratic or unpredictable
Accentuates the positive	Emphasize deficiencies and negatives
Empathetic	Indifferent, cold
Caring and friendly	Unconcerned and uninvolved
Accepts, tolerates	Criticizes, judges
Open to new ideas and information	Close-minded, opinionated
Empowers and builds people up	Cut others down, insults, ridicules

Source: Adapted from Caddick, P. "Who is Holding the Rope for You: Building Effective Mentoring Relationships Mentoring Workbook." 2009. www.pcaddick.com/Mentoring%20workbook/Full%20mentoring%20workbook%20for%20PDF%20link.pdf

General Mentoring Tips

As a mentor develops their mentoring relationship, they should consider some of the following general tips and advice.

- Make a special effort to be available to the mentee at least twice a month.
- Interact and share their mistakes and struggles, as well as their successes.
- Share specific expectations for the relationship up-front with the mentee.
- Invest time in learning about the aspiration, attributes, and preferences of the mentee; the better the mentor knows their mentee, the more detailed guidance they can provide.
- Be clear about purpose and boundaries.
- Periodically validate with the mentee the value of the information and counsel provided.
- Provide honest, caring, regular, and diplomatic feedback.
- Listen deeply and ask powerful questions.
- Maintain and respect privacy, honesty, and integrity.
- Accept that the relationship is temporary, but be alert for the possibility that it may extend for a longer time frame.
- Believe in their ability to mentor.

The mentor could make a list of things that they would have wanted to know if they were in the mentee's position. The list should include information about the mentor and the Peace Corps or any other organization with which the mentor works.

Key Mentee Skills

Mentoring relationships do not simply work because the mentor demonstrates the key skills listed above. The mentee must also exhibit behaviors that show that they are invested in the relationship. This includes taking initiative, showing reliability and persistence, demonstrating a willingness to learn, and strong interpersonal or people skills. Each of these can be demonstrated by some of the behaviors listed below. A mentor may want to share this list with their mentee after rapport is established. This can also serve as a tool for the mentor to reflect on any changes observed in the mentee's skills over the course of the relationship.

Willingness to learn demonstrated by:

- Being interested in learning
- Trying new things
- Taking on additional tasks or responsibilities
- Being as interested in interpersonal (people) skills as technical skills
- Exploring and learning more about new ideas or concepts of interest
- Asking for feedback and applying the feedback in their life

Interpersonal skills expressed by:

- Understanding how others respond to another's personality, including both positive and negative ways that affect others
- Describing the impact of different ways of behaving at a first meeting
- Understanding body language—recognizing that words and body language may say different things
- Recognizing individuals' interests and personality differences, and how that influences their perspectives
- Trying to understand how people's issues can affect any problem

Taking initiative displayed by:

- Taking the lead when there is an opportunity to do so
- Looking for new ways of doing things and being adventurous in pursuing them

Showing responsibility and persistence demonstrated by:

- Showing that the mentee can be relied upon to finish tasks
- Finishing things on time
- Communicating in advance if a goal or deadline cannot be met
- Not giving up when things go wrong, but learning in order to make it better next time
- Being goal-oriented
- Seeking challenges
- Accepting personal responsibility

Is Mentoring the Right Role?

If a potential mentor has concerns about whether they are ready to take on the role of mentor, this basic mentor motivation inventory can help them self-assess whether this is the right role for them. For each item below, the potential mentor should put a check in the “yes” column if the reason listed reflects why mentoring is appealing. If it is not, the potential mentor should put a check in the “no” column. Concrete examples can illustrate each answer.

Mentor Motivation Inventory

My Motivation to Mentor	Yes	No	Examples
I like it when others seek me out for advice or guidance.			
Helping others learn is personally rewarding.			
I enjoy sharing my specific knowledge.			
Collaborative learning is fun.			
I am energized by working with people who are different than me.			
I seek out opportunities to further my own growth.			

I want to be a mentor because...

My experience will contribute to this relationship by...

Source: Adapted from Caddick, P. “Who is Holding the Rope for You: Building Effective Mentoring Relationships Mentoring Workbook.” 2009. www.pcaddick.com/Mentoring%20workbook/Full%20mentoring%20workbook%20for%20PDF%20link.pdf

6

■ Mentoring Activities Phase 1: Fostering Relationships

Fostering the Relationship

In the beginning of a mentoring relationship, invest time in learning about the aspirations, assets, and challenges faced by youth. Stay attuned to your differences. While taking a learning approach, seek to understand instead of judging. During the first few months, your primary goal should be to develop a consistent and trusting relationship (Garringer and Jucovy 2007).

You should initiate these activities as ways to strengthen the relationship with the mentee as well as to build self-confidence.

When first establishing a mentoring relationship, make sure you have regular get-togethers (Garringer and Jucovy 2007). Here are activity suggestions that can help kick-start your relationship.

Mentor-Initiated Activities

1. **Give praise:** Write specific, personalized compliments on something tangible to keep. Make sure the praise is something specific about what they did or a personality characteristic you appreciate or enjoy about them. If possible, use social media or text messages to send your mentee specific notes of praise.
2. **Family visit:** Go to the mentee's house to meet their family. Ask family members about the mentee's interests. If culturally appropriate, ask about their family tree, based on what you learned from your mentee. Tell the family a little about yourself.
3. **Call or visit unexpectedly:** Call just to say hi, and tell them that you are thinking of them. Stop by and visit unexpectedly—this could be a visit at home, during after school activities, or any other place where you know they will be.

Interests and Hobbies

Exchanging hobbies and sharing interests is a great way to get to know what motivates and inspires each other.

On your own...

Write ten activities that you like to do in your free time (e.g., cooking, dancing, playing football, etc.).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Together...

Compare your lists of interests and hobbies.

- What do you have in common?

- What different interests and hobbies do you have?

Pick a few activities that you could do together. Make sure to pick at least one new activity that each of you have never tried before.

After doing several activities together, reflect and discuss...

1. What did you learn by doing at least one activity together?

2. Was it something new for you? What was it like to do something new?

3. What interests/skills does your partner have and how will these shape what you do together?

Shopping Trip

Doing routine tasks, like shopping, together can be a great way to get to know one another and also allows the mentee to help their mentor learn their way around.

On your own...

Think about where you like to go shopping in your community and what you like to shop for.

Think of things you need (this might be especially relevant for the Peace Corps Volunteer who may still be getting to know the community).

Together...

Discuss what the Volunteer wants to know or what he/she needs to get, and think about where you could go to get those items.

Draw a map of where you will go shopping, and what you hope to get where.

After going shopping, reflect and discuss...

1. What was it like to be the guide in your community? Did taking on this additional task or responsibility change your perspective and/or behavior?
2. What did you enjoy doing the most, and why?
3. What was it like to be the guide or the person being guided? Did you learn anything about yourself in the process?

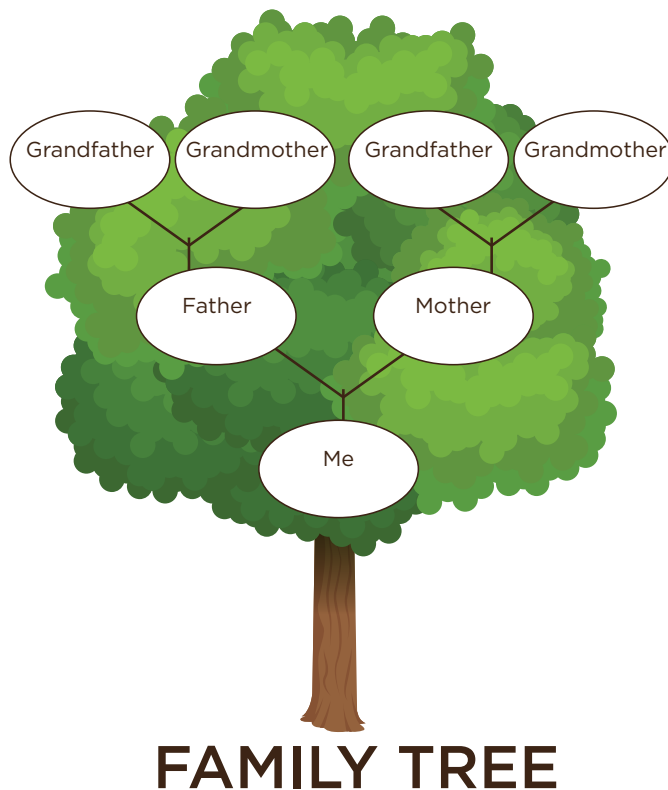
Family Tree

Learning about each other's families is a way to start understanding one another's values, relationships, and experiences.

On your own...

Draw a picture of your family. The picture could be a family tree or could be stick figures.

Figure 3: Family Tree



Source: Peace Corps

Together...

Share your family picture or family tree with each other. Also share pictures and details about your family members.

Ask questions about different family members including names, ages, where they live, what they do, what they like, personal characteristics, etc.

After sharing your family trees, reflect and discuss...

The following additional questions may help you get to know each other better (you may ask these later as your shared language skills and relationship progress):

1. Who do you spend the most time with? What do you do together?

2. Who are you closest to? What do you do together?
3. Who are you the most similar to in your family?
4. Who do you admire in your family, and why?
5. How do you contribute to your family? What chores do you have at home? How do other family members contribute; what chores do others have?
6. In what ways are you similar or different from your family?
7. What does your family value? What is important to your parents?

Around the World in a Meal

“Breaking bread” together is a great way to learn about one another’s cultures and exchange traditions.

On your own...

Plan a meal from your own culture and background that you would like to share with the other person. Make sure that you have the recipe and know how to cook the meal. You may even want to practice it on your own.

Make a list of all the ingredients you will need and then go shopping to get everything. You can also decide to shop together.

Together...

Cook the meal together, maybe at the Volunteer’s house first.

Next time, the mentee could invite the Volunteer to their house to cook. The mentee can also involve their family in teaching the Volunteer how to cook a local dish.

After you have cooked and eaten together, reflect and discuss...

1. What did you like/not like about the new food?
2. Did you learn anything new?
3. Talk about your favorite foods together; what else could you cook together?
4. Share childhood memories involving food.
5. What roles do men and women have in your culture related to food, including shopping, preparation, serving, eating etc.?

Community Map

Get to know your community better by each creating a community map. Note whether or not you capture the same things on your maps.

On your own...

Draw a map of your community. Make sure to include your house as well as places where you go. Be as creative as you'd like with your map.

Figure 4: Community Map



Source: Peace Corps Service Learning Workbook

Together...

Once your map is finished, share your maps with each other.

Ask the following questions:

- Where do you spend most of your time?
- What places do you like? Why?
- What places do you not like? Why?

- Where do girls/boys spend time in your community? What do they do there?
- Do you like spending time there too? Why? Why not? (This may be an interesting question for both the same and opposite sex.)

Additional community map activities to do together:

- Take each other to your favorite place in the community.
- Go to a place in your community that neither of you has been to before.
- Walk around the community and share what you know about different places with each other.
- Walk around the community with your map(s) and add things that you hadn't noticed before.
- Keep your map(s) to pull out later. Discuss what you have learned from each other or how your perspectives of your community may have changed over time.

After sharing your maps, reflect and discuss...

1. Did you learn anything new about your community? If so, what?
2. Did you learn anything new about each other? If so, what?

Vision Board

Vision boards can be a great way to share your aspirations and goals for the future.

On your own...

Using magazines, your own drawings, or pictures from the Internet, create a collage or vision board that gathers together things you like to do, who you want to be, what you're interested in, what your dreams are, etc.

This could be done either electronically or on paper. The making of the vision board could be done separately or together, but each of you should create your own.

Together...

Share your vision boards with each other.

Ask some of the following questions to get to know and understand each other better:

- How long have you been interested in ____?
- What got you interested in it?
- Are your friends (or siblings) interested in similar things?
- What are your hopes for the future?
- What can you do today to start making those dreams a reality?

After sharing your vision boards, reflect and discuss...

1. What was it like to share your dreams and hopes with each other?
2. Was there anything you were hesitant to share?
3. Did the other person do anything to make you more comfortable to share? If so, what?
4. How did you show that you were interested in hearing about the other person's vision board?
5. Did hearing more about the other person's interests and dreams change how you see that person, and how you may connect with each other?

Fill an “Idea Jar”

An “Idea Jar” can be a source of ideas for activities to do together. Make sure that you both are contributing to the jar. You can use ideas from the jar whenever you don’t have another activity planned.

On your own...

Make a list or do a mind map of all the things you would like to do together.

Together...

Share your lists or mind maps, and create one together of things that might be fun to do together.

Write each activity on a separate piece of paper; fold the paper and put them all in a jar, basket, or bag.

After filling your “idea jar,” reflect and discuss...

1. What have you most enjoyed doing together so far? What did you like about that activity?
2. From the new ideas you put into your “idea jar,” what are you most looking forward to doing?

On occasion, when you don’t have any activity planned, you can simply draw a piece of paper from the jar and do that activity together. Over time, you can add more activities to the jar; these could be activities you have enjoyed doing together or new activities that you would like to try.

How You Spend Your Time

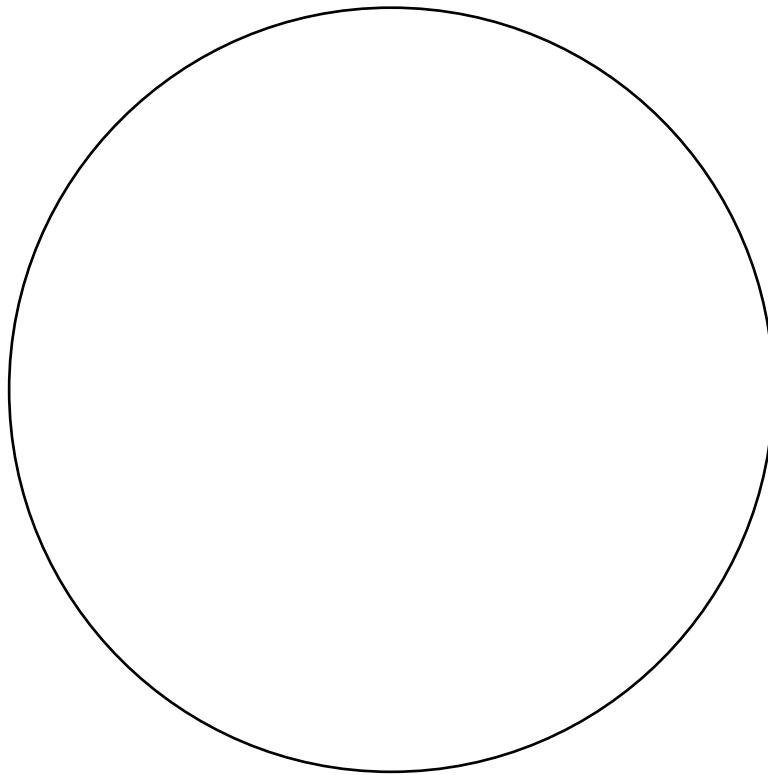
Reflecting on how you spend your days can give you ideas on what you might like to change or do differently in your life.

On your own...

Think about all aspects of your life such as school, family, relationships, health, community, spirituality/purpose, daily living, work, recreation/play, household responsibilities, taking care of children or others in the family, homework, fun with friends, camps or clubs, sports, walking/getting to school, etc.

Select at least five aspects of your life and not more than 10, either making up your own categories or selecting from the list above, that take most of your time during the day.

Prioritize each category and create a pie chart. The category that you spend the most amount of time with will have the largest piece of the pie, followed by the rest. Create the sections and color in the circle below with the pieces of your pie, based on your priorities. (For an example, see Figure 5.)



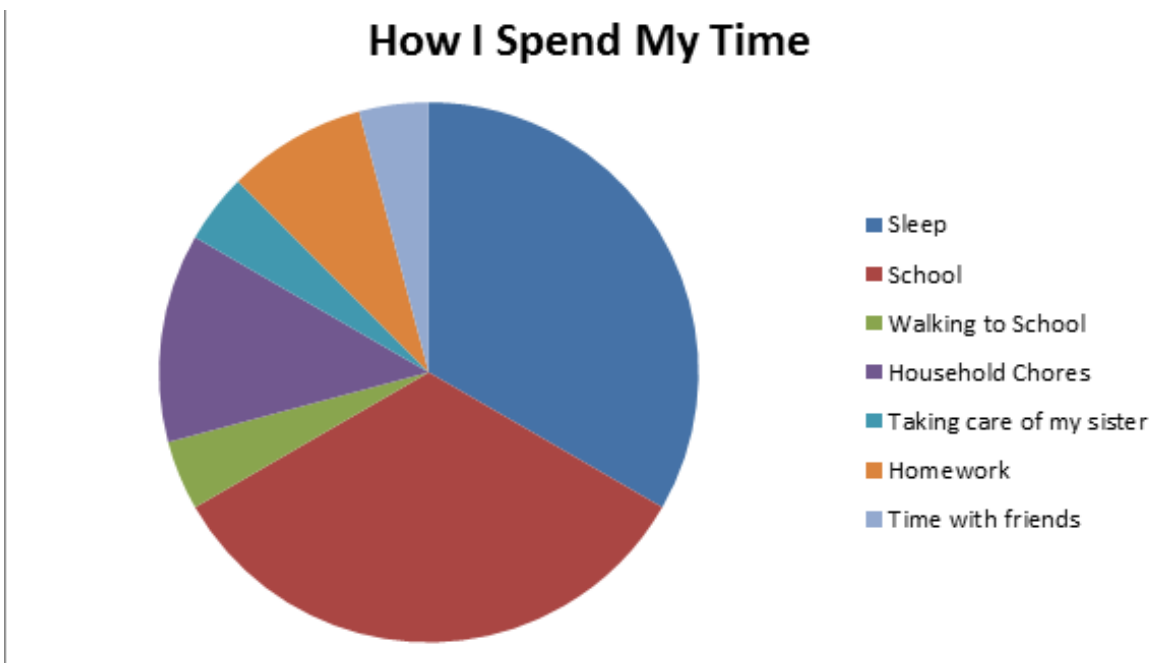
Together...

Share your pie charts with each other. What are the similarities/differences?

After sharing your pie charts, reflect and discuss...

1. Does how you spend your time match your priorities or values? Why or why not?
2. Would you like to change anything about how you spend your time? If so, what would you like to do differently?
3. How do others in your family spend their time? Father, mother, brothers, sisters? Is it different from the way you spend your time?

Figure 5: How I Spend My Time Sample Pie Chart



Exercise Together

Exercising with another person can help you stay motivated and healthy.

On your own...

Make a list of the kinds of exercise you like to do. You can also make another list of kinds of exercise that you want to try.

Together...

Share your list with each other. Discuss what exercises you could do together.

Together, do at least one type of exercise from each of your lists. You can put extra ideas into your “idea jar” to do at another time.

After exercising together, reflect and discuss...

1. What was it like to exercise together?
2. What was different from exercising alone or exercising with different people?
3. Did you learn anything new about yourself or the other person? If so, what?

Listening Skills

One of the most sincere forms of respect is listening to what another person has to say. In fact, learning to listen may be the most invaluable skill in any relationship.

On your own...

Think back to the last one-on-one conversation you had with a friend or family member. Use this checklist to help you think about how effective you were as a listener.

Yes	No	
		1. I paid attention to what _____ said without thinking about my reply.
		2. I shared with _____ a similar situation from my own life.
		3. I watched _____'s face and body language, as well as heard the words.
		4. Other things kept distracting me.
		5. I tried to understand the feelings _____ was having.
		6. I offered advice about what I thought should happen.
		7. Occasionally I stopped to ask questions or summarize what I was hearing.

If you checked yes for the odd numbered statements and no for the even numbered statements, you are probably the kind of listener people will seek out when they need someone to talk to. As you listen, remember that people don't always want advice, opinions, or solutions as much as they want to tell a caring, trustworthy person about something that they are going through, thinking about, or struggling with.

Together...

Share your listening skills assessment with each other.

After discussing your listening skills, reflect and discuss...

1. What did you learn from this activity?
2. Ask for feedback on how you have listened to each other; be sure to include specific details about what the other person does well and what they could do to improve.
3. Is there anything that you will do differently the next time you talk to a friend or family member about something that they are going through?

Source: Adapted from Search Institute. 1999. *An Asset Builder's Guide to Youth Leadership*. p. 13

Play a Game

Playing games adds laughter and lightness to a relationship. It's also a great way to spend quality time together while sharing traditions from one another's cultures.

On your own...

Think about what games you like to play. The games could include card games, board games, or even outdoor games. Think especially of games that are culturally tied to Americans—for instance, Uno, Yahtzee, or dodge ball—any card game, dominoes, or charades.

Decide on at least one game you could teach the other person.

Together...

Teach each other at least one game. You can either play with just the two of you, or expand it to include others (maybe friends or other family members). Make sure you play the game long enough to understand it and have fun playing.

You can always teach each other and play more than one game or add more games to your “idea jar” to play later.

After playing the game, reflect and discuss...

1. As the teacher, what was it like to teach the game? What did you have to do to make sure the other people understood the rules of the game?
2. What personal qualities and interpersonal skills did you use in teaching the game?
3. As the student, what was it like to learn the game? What did you have to do to make sure that you understood the rules of the game? Was there anything the teacher did that helped you understand the game?
4. What personal qualities and interpersonal skills did you use to understand and play the game?

Social Spider Mapping

A spider map is a useful tool for visualizing connections, especially for relationships between people.

Figure 6: Social Spider Map

A spider map is a useful tool for visualizing connections, especially for relationships between people.

How to start... Each team member should create a social spider map that includes names, relationships, and titles/positions of the people in your community.

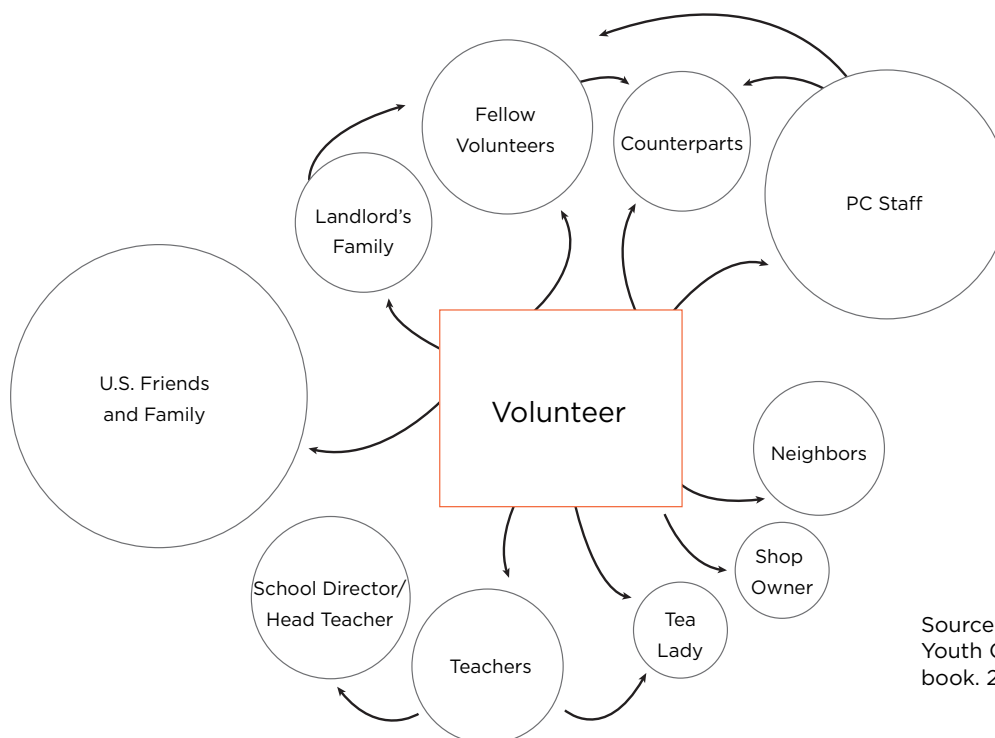
*Add the resources or skills of the important people in your map.

Next... Compare the two maps and draw boxes around the people you have in common.

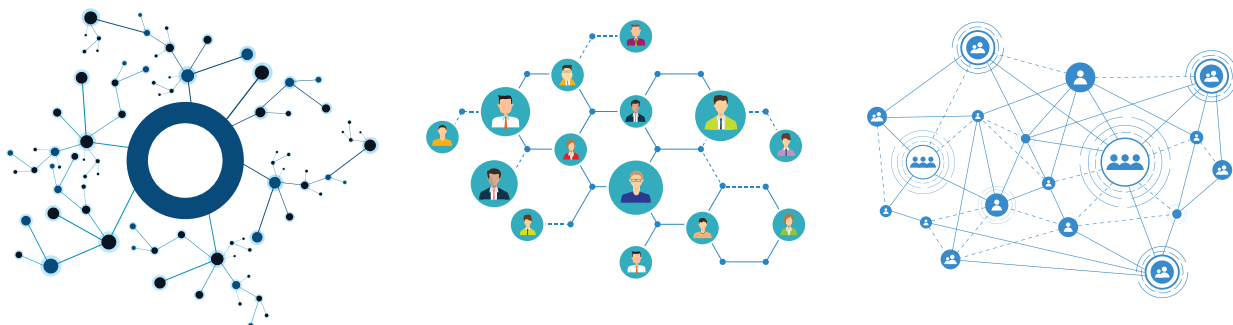
*Discuss the skills and resources available in each network.

Use the Map... Counterpart introduces the Volunteer to three people in their social spider network and the Volunteer introduces counterpart to their host family.

*Introduce important resources if they are not common connections.



Source: Peace Corps/Jordan's Youth Counterpart Workbook, 2014, p. 24



On your own...

Draw your own spider map. You can use the above examples, but you are also encouraged to be creative in who you include and how you draw it.

Make sure you include the following:

- Names of people, including personal as well as professional relationships or people from school
- Their title or relationship to you
- Resources and skills of people on your map

Together...

Share your social spider maps with each other.

- Are there people on both of your maps? Draw boxes around the people who you have in common.
- Look at the resources and skills you have included. (Who on your map would you go to for what kind of support, advice, or resources?) Did you miss anything, especially for the people you have in common?
- In looking at the other person's social spider map, did you forget about some people?

After sharing your spider maps, reflect and discuss...

1. Did you learn anything about your own social network? If so, what?
2. Did you learn anything about the other person by learning about their social spider map?
3. Based on what you learned, are there people you want to meet in the other person's social network? Why do you want to meet them?
4. If possible, introduce the other person to at least two other people in your social network.

Claiming Your Name

Exploring the origin of your name is an important part of your own identity. Respecting others starts with learning their names and pronouncing them correctly.

On your own...

	Mentor	Mentee
What is your name?		
What is the origin of your name?		
Why did your parents give you your name?		
If your name has a specific meaning, what is it?		
Do you have a nickname or shortened name? Where did this name come from?		
Do people mispronounce your name? If so, what do you say when they do?		
What do you like about your name?		
What do you wish you were called? Why?		
If you could give a meaning to your name what would it be? Why?		

Together...

Share the answers to the questions above with each other.

After sharing about your names, reflect and discuss...

1. What was it like to share the answers to the questions?
2. Were any of the answers to these questions difficult to share? Why?
3. If it was difficult to share your answers, did the other person do or say anything to make you more comfortable or to make it easier to share?
4. Tell each other what you enjoyed learning about the other person by learning more about their name.
5. Did you learn anything new about yourself by “claiming your name”?

Source: Adapted from Oparah, Dawn. 2006. “Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity.” Search Institute. Minneapolis MN. p. 66, activity 15

Build Something Together (Paper Mache Maracas Example)

Tactile, creative activities can be fun and a great way to open up other possible skills and interest areas.

On your own...

Think about what you might like to build together. This can be anything from a craft to a small vehicle or structure, like a bird house.

Together...

Discuss your ideas. Make a combined list of all your ideas.

Review the list and make a decision of what you want to make together. For this first project, it might be easiest to choose something simple with easily available materials. Future project ideas can be written on paper and added to your “idea jar.”

One simple idea is to make and decorate paper mache maracas. See the directions below. If not all of the materials for this activity are available at site, what other crafts could be possible?

What you will need:

- Newspaper
- Lightbulbs (preferably old and not working)
- Toilet paper roll (can use rolled up thick paper)
- Tape
- Flour
- Paint
- Paint brush



Source: Peace Corps

1. Place the socket end of the lightbulb in the toilet paper roll and tape them together. Stuff the core of the toilet paper roll with newspaper. Make sure it's tightly packed, as this will be the handle of your maraca.
2. Tear newspaper into strips.
3. Mix 1 part flour and 2 parts water together to create the paper mache paste. Mix well, until it's fully combined, trying to get rid of all the lumps. It should be the consistency of pancake batter—thin like Elmer's glue, not thick like a paste.
4. Dip the newspaper strips into the paste and then spread them over the light bulb and toilet paper roll. Try to lay the newspaper strips in different directions and in four or five layers to make the maracas stronger.
5. Leave your maracas to dry completely.
6. Once dry, hit the maraca as softly as possible in order to break the glass. The broken glass becomes the rattle of the maraca. Check the paper mache to make sure that it didn't break. If it did, you can mend any broken places with more paper mache.
7. Paint and decorate the outside.

After completing your maracas (or other project), reflect and discuss...

1. What role did you take in the different steps of the project?
2. How did the two of you work together? In what ways did you communicate? Did you plan things ahead of time, or did you just naturally figure things out?
3. At any point in the project, did you take initiative? Describe what you did and how it felt to take the initiative.
4. If you were to make something together again, what would you do differently?

Through the Camera's Lens

We can view the world differently through photography, whether using a camera or a mobile phone. Explore your community through photos and share your impressions.

On your own...

Select some photos you have taken that you really like. Or, if you don't take photos, find at least two or three images that you really like.

For the images selected, think about what you like about the pictures; try to be as specific as possible.

Together...

Share your pictures with each other. Explain why you selected those pictures and what you like about them.

Take a walk together and take photos of different things you notice along the way. If you want, you can work on editing the pictures, adding filters, etc.

After taking photos together, reflect and discuss...

1. When walking around to take photos, did you see things differently than you do without a camera?
2. Did you capture some of the same things you liked about the photos you had selected and shared with each other?

Birthdays

Birthdays or other special days are both cause for celebration and a chance to reflect on our accomplishments, goals, and aspirations for the future.

On your own...

Remember a time when someone did something that made you feel special on your birthday or another meaningful day. What did they do and what made it special for you?

Together...

Share your birthday memories. You can also draw a picture or write a poem about that memory.

Discuss your family birthday traditions.

- What happens in your family for family members' birthdays? What do you normally do?
- Are the common practices different for boys and girls?
- Do the traditions change with age?

After sharing birthday memories and family traditions, reflect and discuss...

1. How would you like to celebrate your 18th/21st birthday (pick a milestone birthday in the near future)?

Make sure you make note of your mentee's birthday so you can do something special when that day comes. Do something for your mentee based on their birthday memories and the way they like to be celebrated, rather than what you might like. Some ideas include making a card, giving a coupon for lunch or coffee together, posting a picture on social media, or framing a picture of the two of you.

Watch a Film

Whether simply entertaining or actually educational, film can open up new possibilities and windows to the world. Discover whether you have similar taste in movies.

On your own...

Make a list of some of your favorite films, and think about what you like about each of them. If movies are not widely accessible in your community, perhaps think about radio programs, books, magazines, or other mass media.

Together...

Discuss your lists of favorite films and describe why you like them.

- Are they all the same genre, or do you like a variety of different films?
- Do you have similar or different tastes in movies?

Select at least one film that you can watch together.

Films that you both want to see but haven't selected for this time can be written on pieces of paper and added to your "idea jar."

After watching the film, reflect and discuss...

1. What was your favorite part of the film and why?
2. Who was your favorite character? What did you like about that character?
3. Do you have any of the same traits as that character? How do you demonstrate those characteristics in your life?

Volunteer

The civil rights activist Dr. Martin Luther King once said, “Everybody can be great. Because anybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and your verb agree to serve.... You don’t have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace, a soul generated by love.”

Do a service activity in your community together. Some examples of community service activities include cleaning up the neighborhood, tutoring younger children, or delivering a home-cooked meal to someone who is sick, etc.

On your own...

Brainstorm a list of at least eight service activities you could do in your community.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Together...

Compare your list of service activities.

Are there any ongoing service projects in your community? List them below.

Who could you ask to find out more about community service activities? Brainstorm a list of people and organizations. Then spend some time walking around town and asking these people about these activities.

Pick one service activity to do together or an ongoing service project that you can join. If you like any of the other service activities ideas you generated, you can write them on slips of paper and add them to your “idea jar.”

After doing the service activity, reflect and discuss...

1. What did you enjoy about the activity?
2. Was there anything you didn't like?
3. Did you learn anything by doing this? If so, what?
4. Did you learn anything about each other by doing this together?
5. What other service activities could you try together? (Add these to your "idea jar.")

7 ■

Mentoring Activities Phase 2: Setting Goals and Broadening Horizons

Setting Goals and Broadening Horizons

Phase two of mentoring is focused on exploring possibilities and setting goals for the future.

Key tips to keep in mind during this stage of the mentoring relationship (Garringer and Jucovy 2007):

- Mentees should express choice in deciding on activities. This helps demonstrate decision making and negotiation skills.
- Throughout the relationship, emphasize friendship over performance.
- Keep in mind that there will be times when you may each feel under-appreciated by the other. Try to combat this with frequent feedback and appreciation of each other's efforts.
- Have realistic expectations and patience. Progress takes time. Manage your expectations to avoid frustration.

Mentor-Initiated Activities

1. **Praise for Parents:** Reach out to your mentee's parents and tell them something you admire about their son or daughter. Ask them if there is anything important you should know about their children. Don't break any confidences you have with your mentee, but let their parents know you're there to help, and why.
2. **Constructive Feedback:** Observe how your mentee relates to you. Pay attention to your "gut reaction" to them. Your feelings and impressions are useful data about your mentee.

The second phase of your mentoring relationship should occur when you feel more confident in your language skills and have increased understanding of the local culture and community. This is a point in the relationship when you can dig a little deeper, discuss and help establish your mentee's future goals, and provide opportunities to broaden the horizons of your mentee.

Think about comments you could make to them and how you could help them with their people skills.

3. **Checking In:** Check with your mentee from time to time on the quality of your mentoring relationship. Ask if you're interacting often enough, their views of the help you're providing, and how things could be improved.
4. **Words of Encouragement:** Write encouraging notes or texts, or post encouraging words on social media for the mentee.
5. **Powerful Questions:** End a meeting by saying or asking the mentee to write, "the next time we get together, I'd like you to tell me..."
 - a. ...One of your favorite memories.
 - b. ...The best thing that happened to me last week (explain why).
 - c. ...My weirdest dream.
 - d. ...One thing that I would like to change about myself.
 - e. ...Something people need to know about me.
 - f. ...The most important influence in my life.

Map Exploration

Using a map of the country you are in and then a map of the world, explore both the country and the customs and cultures of other parts of the world.

Both Volunteer and mentee can do this activity related to the host country, or the Volunteer could do this for their home in the United States to make the sharing a little more cross-cultural.

On your own...

Using a map of your country, highlight places where you have been. Make a list of things you like about where you live, both your community and your country.

Together...

Compare your lists and discuss what you like about your community and country.

Discuss places you would like to visit in your country. Why do you want to go there?

Do the same or similar activity with a world map. Discuss where you want to go and why. Discuss what you know about different parts of the world.

If there is a country or area of the world that you are both interested in, make it a project to find out more about that part of the world. Explore their food, customs, music, holidays etc.

After exploring your country and the world map, reflect and discuss...

1. What does it feel like to think about going to different places?
2. What might be fun about going to different places? What might be difficult or scary?
3. When have you interacted with people who are different from you? What was that like?

Friends

There is an Assyrian proverb that says, “Tell me who your friends are, and I’ll tell you who you are.” Whether you agree or not, take some time to discuss the role of friendships in your life.

On your own...

Think about each of your friends.

- What do you enjoy doing together?
- What are your friends good at?
- Is there anything you have learned from your friends?
- What personal characteristics do you like about each of your friends?

Together...

Tell your mentor about your friends—show pictures of them, describe what you like to do together, and what your friends are good at.

Invite a friend to a meeting. Do something together with one or two friends. (You can pick an activity you have already done and enjoyed together, or select an activity from your “idea jar.”)

After you have done something with friends, reflect and discuss...

1. What was it like to have someone else join the two of you?
2. Did it change the way you interacted?
3. Would you want to invite friends to join your activities in the future? If so, what types of activities would you like to do together and with whom?

Homework Time

Anyone who has ever been great at something has had to practice. What subjects do you practice or need to practice more?

There are many ways to structure this activity, and you can repeat this in different ways over the course of the mentoring relationship.

On your own...

Bring your homework to a meeting. Have a list of the homework you have to do, including any longer-term assignments you have.

Together...

Review the list of homework assignments and discuss what you want to work on by yourself and what assignments you want to review and discuss together.

You can work separately and then check in occasionally to see if the mentee needs help with anything.

After homework time, reflect and discuss...

1. What are your favorite subjects?
2. What subjects do you not like?
3. What do you like and not like about school?
4. If you have homework time together again, how would you want to structure your time? What would you do differently?
5. When do you usually do your homework? Do you have enough time to complete your assignments? Do you feel like you need additional help with your homework?

Teaching Moment

This activity turns the table, encouraging the mentee to teach their mentor something new.

On your own...

Think about what you know how to do that your mentor may not know. Make a list of those things. Pick one that you want to teach him/her to do.

You can either share your list with your mentor to make sure that they don't know how to do it, or you can just surprise them.

Gather together any materials or props you may need for this teaching. Think about how you will teach it; you may want to write out the steps you will take.

Together...

Teach your mentor what you have prepared.

After teaching/learning one thing, reflect and discuss...

1. What was it like to be the teacher? How did you feel being the person who was doing the teaching?
2. What was it like to be the learner? How did you feel being the person who didn't know something?
3. Was anything difficult? How did that feel?

Life Journal

Create a pictorial life journal including events, people, and memories of your life so far, and continue the journal into the future.

Working on the life journal can be done over a series of meetings. It can also be set aside for a few months and picked up later. Throughout the course of your mentoring relationship, it might be nice to add a page for a memory the two of you have together.

On your own...

Think about your life so far. Make a list or draw a mind map of events, people, and memories of your life. As you begin to think about people and events in your life, these memories will trigger other thoughts. Try to capture these thoughts and memories so that you can organize them and choose what you want to include in your life journal.

Think about what you want your life to be like in the future. What do you want your future to look like?

Together...

Gather together materials you might need for your life journals. These materials could include a blank notebook (or paper and a binder or folder), magazines, markers, colored pencils, colored paper, paint, glue, tape, etc.

Work on creating pictures, collages, and other creative displays of people, events, and memories from your life. Make sure to include at least one picture or collage related to your future; what do you want your future to look like?

After completing a picture or collage for your life journal, reflect and discuss...

1. Share the picture with each other. Tell the story behind the picture and why it's important to you.
2. Share plans for other pictures or collages for your life journal. Discuss how you might depict that memory or event.
3. Discuss your future. Share your hopes and dreams for what you want your life to be like.
4. What steps can you take to achieve your hopes and dreams? To whom might you want to reach out to make this happen?

For the Love of Music

Share your favorite music and a song with each other.

On your own...

Think about your favorite music. Is there a song you could teach your mentor/mentee? If so, make sure you have all the words to the song.

Together...

Share your favorite music. Teach each other your favorite song, especially if it's in a different language.

After you have learned and sung your songs, reflect and discuss...

1. Describe why you are drawn to the music that you like.

2. What was it like to learn a new song?

3. What was it like to teach your song?

4. What other kinds of music would you like to learn more about?

If you play an instrument, incorporate this into your activity. You can always add percussion to your song; if you made maracas earlier, use them to play along with your songs. You can also make or find other percussion instruments to play.

If either of you like to dance, you can choreograph a dance to go along with your song.

Cultural Proverbs and Quotes

Share your favorite quotes or cultural proverbs.

On your own...

Look up or research quotes in your own language. You can research quotes online or ask your family members for proverbs or quotes in your language.

Select one or two of your favorite quotes or proverbs.

Together...

Share your quotes with each other and translate them into the other's language. Explain why you like these quotes.

Select one or two quotes to write or type nicely and decorate. Display them at home or work.

After sharing your proverbs and quotes, reflect and discuss...

1. How can this proverb or quote motivate or inspire you?

Past Mentors

Chances are, you've had mentors in the past and may not have realized it at the time. This activity invites you to look back on your life to identify people who have mentored you in the past, and think about what characteristics each person possessed that influenced you.

On your own...

Think back on various stages of your life and remember those individuals who had a unique and important impact on your life. One question you can ask yourself to help you focus is: "If I hadn't met _____, how would I have learned _____?"

Some "types" of people to think about are teachers, coaches, counselors, friends, relatives, supervisors, and co-workers.

Complete the table below to get a better idea of how your personal development has been enhanced by mentors, whether or not the relationship was officially recognized as mentoring.

Mentor	How the Mentor Helped Me	Mentor's Characteristics that Helped Me Grow

Together...

Share your table of past mentors with each other.

After sharing about your past mentors, reflect and discuss...

1. How has this mentoring relationship helped you so far?
2. What characteristics that your mentor or mentee possesses have helped you grow?
3. In what other ways do you want this relationship to help you in the future?

Source: Adapted from Caddick, P. 2009. "Who is Holding the Rope for You: Building Effective Mentoring Relationships Mentoring Workbook." www.pcaddick.com/Mentoring%20workbook/Full%20mentoring%20workbook%20for%20PDF%20link.pdf

Brainstorm Career Possibilities

Two minds are better than one. Put yours together and see what career possibilities you can come up with.

On your own...

Create two lists:

- What you like to do
- What you're good at (Make sure to not limit yourself. Think of all the skills and talents that you have.)

Together...

Share your lists of what you like to do and what you're good at.

Discuss what it was like to create these lists.

- Was it difficult to think of things you're good at, or did it come easily?
- Did you miss anything from these lists?

Ask your mentor to add things they can think of.

Based on these lists, brainstorm some careers that might include these things that you like to do and are good at.

From this list, are there any careers that seem especially interesting?

What education and/or experiences are required for that career? You may need to do some research by talking to community members or looking things up to answer this question.

After brainstorming and creating these lists, reflect and discuss...

1. Have you thought about these types of things before? If so, was this similar or different to how you've thought about careers in the past?
2. If not, what was it like to think about the future in this way?

It's normal to change your mind, but it's good to start early in thinking about what you want to do with your life and how you might achieve your goals.

Meaningful Object

This activity is an opportunity to share a story about something meaningful in your life.

On your own...

Think about what objects are meaningful or important to you. Select one object to bring to your next meeting with your mentor/mentee.

If your object is too big or difficult to bring, you can take or draw a picture of it and bring the picture instead.

Together...

Share the story of why this object is meaningful to you.

After sharing about your meaningful objects, reflect and discuss...

1. What was it like to share something personal with your mentor/mentee?
2. Has this sharing changed over the time that you have gotten to know each other? If so, how has it changed?

Read Together

Reading is a great way to explore other places and perspectives.

On your own...

What do you enjoy reading? Magazines? Articles? Books? Poetry?

You can select a book or something longer to read together and discuss over a period of weeks. Or you could select different topics and read a variety of things related to that topic.

Select one thing you would like to read with your mentor/mentee. It could be in English or the local language.

Together...

Read what you have brought to share.

After reading together, reflect and discuss...

1. The meaning of what you read. Make sure you both understand it.
2. Why did you select this to read together? What do you like about it?
3. What else would you like to read together? You could add these things to your “idea jar.”

Bucket List

Explore interests and dreams by making a list of different things you want to do in your life. Use those dreams to make steps toward planning and reaching a goal.

On your own...

Make a list of 10 things you want to do at some point in your life.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Together...

Share your lists with each other. Talk about why you want to do these things and when you hope to do them.

After sharing your bucket lists, reflect and discuss...

1. Select one item on each of your lists that you think you could do in the next few months, or at least take steps toward doing in the next few months.
2. Write down one thing you will each do in the next two weeks to get you closer to achieving this goal. Check in with each other in a couple of weeks.

My Personal Values

Exploring personal values is a great way to reflect on your own life as well as a way to get to know others. It can also be a way to discuss different cultures and perspectives.

On your own...

Review the list of values below. Circle the five values that are most important to you. You may add values if the list is missing some that are important to you.

Accountability	Achievement	Adventure
Beauty	Challenge	Change
Charity	Comfort	Community
Competence	Competition	Cooperation
Creativity	Culture	Democracy
Ecology (the environment)	Economic stability	Education
Efficiency	Ethical behavior	Fame
Family	Femininity	Freedom
Freedom from fear	Friendship	Harmony
Health	Helping society	Hobbies
Home	Honesty	Honor
Humor	Independence	Influence
Inner harmony	Integrity	Intellectual status
Job security	Joy	Knowledge
Leadership	Learning	Love and affection
Loyalty	Masculinity	Meaningfulness
Money	Nature	Openness
Order	Peace	Personal growth
Personal relationships	Pleasure	Power
Privacy	Professional growth	Public service
Purity	Quality of relations	Quality of what I do
Recognition	Religion	Responsibility
Security	Self-esteem	Self-respect
Serenity	Skills	Spirituality
Stability	Status	Stylish
Teamwork	Time freedom	Tradition
Truth	Variety	Wealth
Wisdom		

Now, rank them from most important to least important, and discuss why these are important to you.

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

Together...

Share your top five values with each other. Do you have any similar values?

After identifying your personal values, reflect and discuss...

1. How do you demonstrate these values in your life? What behaviors demonstrate those values in your life?
2. If you have identified the same values, are the behaviors you associate with those values the same?
3. Do you think values change over your lifetime? Explain.

Job Shadowing

Job shadowing gives young people a chance to learn more about the world of work.

If the mentee is really interested in a specific career, arrange for him/her to job shadow someone who is in that profession, or arrange for the mentee to interview that person either in person or over the phone/Skype.

On your own...

Based on what you know about your mentor's job, what are you interested in?

Make a list of questions you could ask your mentor about their job and why they are a Peace Corps Volunteer.

Together...

Ask your mentor the questions you have prepared for them about their job and why they chose to become a Volunteer.

Invite your mentee to join you at work or to attend some work-related activities. Introduce them to different work colleagues. Encourage your mentee to ask questions about various colleagues' jobs.

After job shadowing, reflect and discuss...

1. Was your mentor's job different from what you expected? What was different?
2. What do you think you would like, or not like, about doing that work?

Exploring Societal Roles (female vs. male)

Have you ever put yourself in the shoes of someone of the opposite sex? Have you ever considered how your sex influences what you do and say? Is it possible that your sex may present obstacles or opportunities for your personal and professional development? Explore some of these questions in the following activity.

On your own...

Imagine that tomorrow you will switch sexes. Females will become males and males will become females. Imagine how your life will be different as the opposite sex.

- When you wake tomorrow, will you do anything differently?
- How will your family treat you? Will it be the same as usual or different?
- When you go to school, how will your peers treat you?
- Will your teachers treat you differently?
- Will your activities outside of school be any different?
- Will anyone make any negative comments to you about your sex?
- Will you still have the same friends?
- What will your goals for the future be as your new sex?
- Will you feel more or less safe than before as your new sex?
- How will you treat your family, friends, and strangers?

Together...

Share your imaginary world where the sexes are switched.

After sharing your opposite sex worlds, reflect and discuss...

1. How easy or difficult was it to imagine yourself as a member of the opposite sex?
2. What do you imagine would be easy about being a member of the opposite sex?
Why?
3. What do you imagine would be difficult about being a member of the opposite sex?
Why?
4. Did you have any new insights or appreciation for the opposite sex?
5. Did you feel more privileged or less privileged as your new sex?
6. What are some of the advantages the other sex has that you don't?
7. What are some disadvantages the other sex has that you don't?
8. After considering the experiences of the opposite sex, will you change any part of your own behavior? How?

Source: Adapted from Oparah, Dawn. 2006. "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity." Search Institute. Minneapolis MN. p. 42, activity 14

Challenging My Stereotypes

A stereotype is a widely held but fixed and oversimplified idea of a particular type of person or thing. Stereotypes can influence how we relate to others and our attitudes about them, and can serve as barriers to genuine relationships. Part of serving as a role model for others is recognizing and valuing individuals for who they are and moving beyond stereotypes. The first step in doing this is recognizing and minimizing stereotypes by taking personal responsibility for your own behavior.

On your own...

Challenge some of the stereotypes you may hold by considering the following questions. These are questions for you to think about. You do not need to share your answers with your mentor.

- I have a stereotype about ...
(Describe the group of people you have a stereotype about. Examples might be women, politicians, Americans.)
- A description of this group based on the stereotype is....
- The information or evidence I have that supports this stereotype is...
- The information or evidence I have that does not support this stereotype is...
- How does this stereotype affect what I think, how I feel, how I behave, and how I interact with members of this group?
- How do I benefit from keeping this stereotype?
- How do I lose by keeping this stereotype?
- What can I do to challenge this stereotype?
- How should I deal with peers, family members, and friends who help perpetuate this stereotype?

After thinking about stereotypes, reflect and discuss...

The above questions are for you to consider on your own. Share your thoughts on the following with your mentor.

1. Was it difficult to think about your own stereotypes? Why or why not?

2. What may happen if personal stereotypes go unchallenged?

3. Are stereotypes ever a good thing? If so, what are some examples?

Source: Adapted from Oparah, Dawn. 2006. "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity." Search Institute. Minneapolis MN. p. 63, activity 24

Back in Time

In planning for the future, it's valuable to learn from the past and the experiences of our elders.

On your own...

Interview one or more elders in your family, community, or faith group about their youth. Start with some of the following questions, and then add your own questions about lifestyles, politics, wartime, norms and expectations, customs, and/or interests.

You could make this a larger project by interviewing different elders who are the same age, but different sexes or who grew up in different parts of the country or world. You could also interview elders of different ages who have perspectives from different time periods.

- Where were you living during your teens?
- What were some of the social do's and don'ts during this time?
- What was your favorite activity when you were my age? Why?
- What major historical events do you remember from your youth?
- What was your favorite type of music/musician during this time?
- What was a memorable experience you had as a young person?
- What was a proud moment you had as a young person?
- What advice would you give to a young person today?

Together...

Share who you talked to, what questions you asked, and what you learned by conducting your interview. What was most interesting to you?

After sharing your interview findings, reflect and discuss...

1. What are some of the differences and similarities between the time period you discussed with the elder and today?
2. What benefits are there to interviewing someone from a different generation?
3. Sometimes young people and elders can have a hard time talking to one another. What are some things you could do in your community to give elders and young people more opportunities to talk?

Source: Adapted from Oparah, Dawn. 2006. "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity." Search Institute. Minneapolis MN. p. 98. Activity 45

Someone You Admire

In this activity, consider who your heroes and role models are and why.

On your own...

Think about someone you admire. Write down what you admire about that person; include personal characteristics or attributes you admire and why.

Together...

Tell each other about the people you admire. Tell a story about the person and then share their admirable characteristics and attributes.

After discussing admirable people, reflect and discuss..

1. Discuss ways you may want to emulate that person.

What If...?

Life is filled with surprises. Imagine some of the possible scenarios that could occur in your life.

On your own...

Brainstorm a list of 10 “what if...” questions. For example, “you saw someone steal something at a store,” “your friend offered you drugs,” “you had one super power, what would it be,” etc. Write down anything you can think of; there are no bad ideas at this point.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Together...

Compare your lists. Are they all different or did you think of some of the same questions?

Answer five of your favorite “what if” questions. You can put other “what if...” questions into your “idea jar” to discuss in the future.

After answering the “what if...” questions, reflect and discuss...

1. What was it like to think of these hypothetical situations?
2. In thinking about different hypothetical situations, what do you think you might do if faced with that situation in real life? What factors might influence your reaction?

Cultural Attraction

Discover local attractions together that may reveal aspects of culture you hadn't considered before.

On your own...

Identify a list of local places you would like to visit. These could include a museum, gallery, historical site, cultural event, or other place of interest.

Together...

Review your lists of places. Which places are feasible for the two of you to visit?

Decide where you will go and when. Add other cultural attractions to your "idea jar" to visit later.

Before or during your visit, come up with awards for the different performances or pieces, such as funniest, most impossible to understand, most beautiful, most informative, most challenging etc.

After your visit, reflect and discuss...

1. What was interesting, surprising, or confusing to you?

Dreams and Aspirations

Setting goals for the future begins with a dream and is achieved through a plan.

On your own...

Think about your dreams and aspirations for your future. You can draw them, make lists, or draw mind maps about your future. It can be helpful to separate the dreams into categories, such as personal or work-related.

Together...

Share your dreams and aspirations with your mentor.

After sharing your dreams and aspirations, reflect and discuss...

1. What could you do to keep your dreams and aspirations in mind as you go about your regular day-to-day activities?

Next Steps

People are reportedly 50 percent more likely to achieve their dreams if they write them down and develop a plan to achieving them.

Planning next steps can be done by all ages, but for younger mentees, the length of time should not extend as far as for older mentees.

On your own...

Think about one of your dreams or aspirations (from the previous activity).

Together...

Discuss this dream or aspiration.

Map it on a timeline.

- When would you like to have fulfilled that dream? Put that on your timeline.
- Take that dream and break it down. What do you need to get there?
- Discuss each of the steps that would need to happen to reach that dream.
- On the timeline, bring the tasks or things you would do in the next season, semester, month, or week.

Example: Goal – Learn a new language within 24 months

My 24-Month Plan to Learn _____ Language						
Months 1-3	Months 3-6	Months 6-9	Months 9-12	Months 12-18	Months 18-21	Month 24
Get language books, practice 30 minutes 5 x week			Get language books, practice 30 minutes 3 x week			
	Listen to language recordings for 20 minutes 3 x week					
		Watch one foreign language film/week				
			Find a tutor to practice speaking with once a week			
					Practice with tutor 2 x week	
					Prepare for language exam	
						Pass exam!
						New Goal: Plan trip!

After putting steps into a timeline, reflect and discuss...

1. What was it like to take a dream and break it down into specific tasks on a timeline?
2. What can you do today or next week toward making this dream come true?

Newsworthy

Discussing current events allows you to share your perspective and consider alternative points of view. It can also be a way to discover what you share in common.

You can select a topic in advance and each select at least one article about that topic (one in English and one in the local language).

On your own...

Select a news article on a current event.

Together...

Share your news articles.

Ask questions about the articles and discuss related events. If you have Internet access, or can access newspapers in your community, search for other articles about the same topic.

After sharing your different news articles, reflect and discuss...

1. What was described in the article?
2. Why did this happen?
3. What, if anything, surprised you? Did you learn something new?
4. How could this same news event be covered from a different perspective?
5. How might a different news source present this same event?
6. Does the language in which the article is written change the way the event is presented?

If certain current events are interesting to the mentee, bring in a variety of different articles on these events over a period of time. Read them together and discuss the issue from different perspectives.

Personal Assessment of Leadership Characteristics

We all have the potential to be leaders when we develop our personal assets. This worksheet lists 16 asset-based characteristics of effective leaders.

On your own...

For each statement, rate yourself on a scale of 1 to 5; 1 means you don't see yourself having this competency, value, or commitment; 5 means you feel that you have fully developed this competency, value, or commitment.

Support	1 2 3 4 5	I have a strong network of people to depend on. I believe that I cannot do everything on my own and that others can offer valuable support. I know who to turn to for information, ideas, or help.
Empowerment	1 2 3 4 5	Other people are aware of my contributions and competencies. I feel valued and valuable. I have the opportunity to share with others what I have to offer.
Boundaries and Expectations	1 2 3 4 5	I understand the extent of my personal leadership power. The limits of my leadership are clear to me. I fully understand and accept the responsibility that is expected of me.
	1 2 3 4 5	I know what behavior is appropriate and inappropriate. The expectations about my behavior are clear. I view myself as a role model and act accordingly.
Constructive Use of Time	1 2 3 4 5	I balance activities and home life. I have a mix of activities, commitments, and time at home. I allow myself down time to simply be with family or friends or relax alone.
Commitment to Learning	1 2 3 4 5	I am creative and appreciate the creativity of others. I think outside of conventions and traditional ways of doing things. I am creative with solutions, activities, and planning. I continually work on my creativity.
	1 2 3 4 5	I look for and seize personal growth opportunities. I recognize the need to continually learn and grow. I seek or make time for opportunities or situations that encourage personal or spiritual growth. I am open to learning new perspectives and ways to lead.
Positive Values	1 2 3 4 5	I take positive risks. I am willing to take risks and stand up for what is right. I am willing to stand up for my beliefs and values.
	1 2 3 4 5	I model positive values. I recognize that I have a responsibility to motivate others to work for a common good and address social problems. I consistently model positive values and expect others to do the same.

Social Competencies	1 2 3 4 5	I listen well to others. I listen in a way that affirms others and values their importance. I can be quiet and just listen without feeling like I need to be adding to the conversation. I let others know that I am listening, and encourage them to continue sharing.
	1 2 3 4 5	I communicate effectively. I am comfortable speaking one-on-one as well as in front of a group. I can develop an effective speech. I write clearly. I can communicate in other ways besides using words.
	1 2 3 4 5	I plan well. I plan and schedule well. I choose well when deciding to get involved and I am able to follow through on my commitments.
	1 2 3 4 5	I am good at making decisions. I have a process for making decisions. I have a clear set of values on which to make decisions. I make healthy choices even when it's difficult.
	1 2 3 4 5	I value and seek difference in the people around me. I see differences as an advantage. I seek out a variety of ideas, ethnicities, abilities, and cultures to bring balance and richness to teams.
Positive Identity	1 2 3 4 5	I have a vision for my life and am mission driven. I know what I stand for and believe in. I spend time reflecting on my beliefs and values and how they guide my life. I have a vision and/or a dream for my life.
	1 2 3 4 5	I am goal oriented. I have a plan for my life, and I am taking steps to make my goals a reality. I feel like I am in charge of my life and know where I am going.

Together...

Discuss these leadership characteristics and share different examples of how each of those characteristics could be demonstrated. Give examples of behaviors or things you could see that would show that characteristic. These could be examples of how you have demonstrated those characteristics or how they could be demonstrated.

After sharing your personal leadership assessment, reflect and discuss...

1. Look at your areas of greatest strength. What can you do to make the most of your strengths?
2. In which areas do you have the greatest potential to grow?
3. How can you strengthen these areas for growth?

Source: Adapted from Search Institute. 1999. *An Asset Builder's Guide to Youth Leadership*. p. 16

Personal Vision Statement

A personal vision statement expresses your vision for where you want to be in the future. It reflects your values, goals, and purpose and how you want to operate. It also defines what success and excellence look like to you.

On your own...

When composing your vision statement, find a quiet place where you feel at ease and where you will not be interrupted, then answer the guiding questions. If it's helpful, visualize yourself in five years.

Think of as many things as you can.

Personal Vision Statement Worksheet

The things that motivate me and bring me satisfaction are...

My greatest strengths/abilities/traits/things I do best are...

At least two things I can start doing/do more often that use my strengths, etc. are...

Together...

Review your answers to the prompts above. Ask your mentor for their feedback; are there things you're missing?

Using the answers to the prompts above, write a personal vision statement in the box below.

Personal Vision Statement (in 50 words or less):

After drafting your personal vision statement, reflect and discuss...

1. How can you use this personal vision statement?
2. In what ways can it help guide and inform your day-to-day life?
3. Reflect on what makes a good vision statement (see box). Does yours possess these characteristics? If not, how might you enhance it?

What makes a good vision statement?

- *Concise and inspirational*
- *Easy to memorize and repeat*
- *Clear, engaging, and realistic, and describes a bright future*
- *States your intentions, summarizes your values, and demonstrates your commitment to living up to these values*



8

Mentoring Activities Phase 3: Planning for the Future

Planning for the Future

Plan your last few meetings in advance and discuss how the meetings will feel to prepare for closure. If possible, your last meeting should celebrate your relationship, recount good times together, talk about each other's positive qualities, and review what you have learned from each other. You will also want to say goodbye.

Mentor-Initiated Activities

1. **Shared inspiration:** Share a verse, quote, or saying that's meaningful to you. Write it down on a card for them to keep.
2. **Inspiring images and words:** Collect articles, pictures, quotes, and videos to randomly send to the mentee or bring one to a meeting. This works best if the item is related to something you have already discussed or something the mentee likes, etc.
3. **Growing up:** Tell your "growing-up" story, including successes and failures. Tell your mentees about your post-junior high and post-high school decisions, what you learned, what you wish would've been different, or what you'd do again.

Eventually the time will come when you need to wind down your mentoring relationship as you prepare to close your service. This is an important time to emphasize the valuable skills that your mentee has developed and plans that they have made for their future. Encourage your mentee by commending their accomplishments and development, and communicating your belief in their capacity to grow and reach their goals. At this point in your Peace Corps service, your language ability will be at its peak and you can have more sophisticated discussions on topics of both celebration and concern for your mentee. Use this to your advantage by encouraging and inspiring your mentee to work toward achieving their goals.

4. **Give more praise:** Write specific, personalized compliments on something tangible to keep.
5. **Topics for discussion:** Mail your mentee a cartoon, article, or news clipping related to something or someone they've mentioned.
6. **Give praise publicly:** Praise them in front of others, but don't overdo it.
7. **Inspirational thoughts:** Create a book or collection of things to give to your mentee. You could include favorite quotes, pictures, articles, songs etc.
8. **Career exploration:** If your mentee has expressed interest in a particular career, try to set up an opportunity for them to meet someone already in that type of work.
9. **Share a photo:** Print and frame a picture of you and your mentee together.
10. **Send a letter:** Write a letter to your mentee about all your hopes and dreams for the mentee, based on their strengths, skills, and attributes.
11. **Recommendations:** Write letters of recommendation for the mentee to potential employers or schools/universities.

Spending Journal

By writing down what you are spending money on, you will begin to look at your spending habits and use this to make a financial goal.

Both mentor and mentee can keep a spending journal for a week. Since the mentor will be spending money on household types of things, this can also give the mentee a different perspective on spending.

On your own...

For one week, write down everything you spend money on. Include the date, what you purchased, and how much it cost.

Together...

Share the lists of what you spent money on. Spend some time putting your expenses into different categories. Categories can include transportation, food, school supplies, entertainment, clothes, toiletries, etc.

After categorizing your spending, reflect and discuss...

1. Are you surprised by how you are spending your money?
2. Do you think you changed your spending habits simply because you knew that you would have to write down everything you spent? If so, what do you think changed?
3. Is there anything you would like to change about how you spend your money? If so, what?

Financial Goal

Now that you have tracked your spending, set a small financial goal and then work toward achieving it over a few weeks or months.

On your own...

List your ideas of possible financial goals.

Some examples: save money for a trip to a nearby town, save money to purchase a book or something else you want, save money for a gift for someone special, save for a party with your friends, invest in a small business venture, or start a fund for education or getting a bicycle, motorbike, or vehicle, etc.

Make sure you check in at least weekly on progress toward the financial goal. Discuss aspects of your mentee's behavior that contribute to the success of each step or things they could do differently to experience more success. If circumstances change, revise the step-by-step plan to make the financial goal more feasible.

Together...

Review your list. Ask your mentor for their feedback on your ideas.

Decide on one financial goal and discuss how you will reach that goal. Break down the goal by month, week, or day. Make sure it is very clear what you will need to do, step-by-step.

If you have more than one financial goal, you can either decide to discuss both or put one into your “idea jar” to discuss later.

After selecting a goal and writing down the steps to reach that goal, reflect and discuss...

1. What does it feel like to set a financial goal? Have you ever done that before?
2. Do you anticipate any obstacles in meeting that financial goal? What could you do now to reduce those obstacles?

Famous Quotes

Explore some of your beliefs on culture, leadership, and peace based on these famous quotes.

On your own...

Of the following quotes, select two that you agree with, and think about why you agree with them. Also choose two that you disagree with, and think about why.

"Not until we are lost do we begin to understand ourselves." Henry David Thoreau

"We don't see things as they are; we see them as we are." Anais Nin

"No gem can be polished without friction, nor human perfected without trial." Confucius

"Unity and victory are synonymous." Samora Machel

"How can one not speak about war, poverty, and inequality when people who suffer from these afflictions don't have a voice to speak?" Isabel Allende

"Human diversity makes tolerance more than a virtue; it makes it a requirement for survival." Rene Dubois

"Until we can understand the assumptions in which we are drenched, we cannot know ourselves." Adrienne Rich

"If we are to live together in peace, we must come to know each other better." Lyndon B. Johnson

"If you want to make peace, you don't talk to your friends. You talk to your enemies." Moshe Dayan

"He who hates, hates himself." Zulu proverb

"The real miracle is not to walk either on water or in thin air, but to walk on earth." Thich Nhat Hanh

"If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner." Nelson Mandela

"When you find peace within yourself, you become the kind of person who can live at peace with others." Peace Pilgrim

"Until he extends the circle of compassion to all living things, man will not himself find peace." Albert Schweitzer

"For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it." Eleanor Roosevelt.

"You cannot travel on the path until you have become the path itself." Buddha

"It is better to light one small candle than to curse the darkness" Confucius

"We didn't inherit the land from our fathers. We are borrowing it from our children." Amish Belief

"I suppose leadership at one time meant muscles, but today it means getting along with people." Indira Ghandi

"To lead the people, walk behind them." Lao Tzu

Together...

Share with each other the quotes that you agree with and why.

Share the quotes that you disagree with and discuss why.

After sharing your quotes, reflect and discuss...

1. Is there something from your favorite quotes that you can apply in your daily life? How would you do that?
2. What qualities about a person do these quotes reveal?
3. Which, if any, quotes did you find difficult to understand?
4. Which, if any, quotes would you like to share with your friends and family?

For the quotes you agree (or disagree) with, you could do some research online or at the library together to find out more about the life and history of the person whose quote it is. Discuss how knowing more about their life changes your opinion or feelings about that quote.

You could also see if you can find other quotes about citizenship, leadership, and peace from your country and language.

Source: Adapted from Oparah, Dawn. 2006. "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity." Search Institute. Minneapolis MN. p. 107, activity 47

Your Inspiration and Career Path

Learning more about your mentor's inspiration and career path can help you think more realistically as you plan your future.

On your own...

Prepare some questions to interview your mentor about their career choice, what education or training they had to acquire, and how they got their current job. Try to come up with at least seven questions. You can structure your questions based on what you already know about them.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Together...

Interview your mentor using all the questions you have prepared. Don't forget to listen to their answers and ask follow-up questions based on what they say. Use this as an opportunity to practice your interpersonal skills.

After the interview, reflect and discuss...

1. What was it like to be the interviewer/interviewee?
2. Think back to your listening skills. Did you practice good listening skills during the interview? If so, give an example.
3. What interpersonal skills did you use as the interviewer?
4. What do you want to remember from this interview?

Network Mapping

The word “network” originated from fishing nets. Imagine fishing nets, with their web of knots and strands, as an analogy for the complex set of relationships we develop throughout our lives. Our network is typically how we get our information, where we seek out support, and often who influences our decision making. Networking enables us to get things done by working through both informal and formal relationships.

The three types of networks:

- Information networks: people you know who can get information for you
- Influence networks: people you know who can get things done
- Support networks: people you know who can offer support (CGIAR n.d.)

On your own...

Consider your networks of family, friends, peers, neighbors, and acquaintances.

Draw a map of your network below in whatever way you want. Note which people you can rely on for information, influence, and support.

Together...

Share your networks with each other.

- Do you have some of the same people in common?
- Were the people you had in common categorized the same, e.g., did you both rely on them for information or for different things?

After sharing your network maps, reflect and discuss...

1. How extensive is your network?
2. How would you use your network? Would you be able to gain access to new information or gain support for a new idea by relying on these people?
3. Is there anyone in the other person's network whom you would like to meet? Why?

Expand the Network

Based on people identified in the network map (previous activity), introduce your mentee to at least two new people.

On your own...

Once you have identified the two people you will meet from your mentor's network, prepare some questions for them. You can ask the same questions of both of them, or based on what you know about them from your mentor, you may choose to ask each different questions.

Write down at least five open-ended questions below.

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

Together...

Meet each person and conduct the interview. Remember to practice your listening skills and to ask follow-up questions based on the answers you heard.

After the interviews, reflect and discuss...

1. What interpersonal skills did you use during the interview?
2. Have your interviewing and interpersonal skills improved since you became a mentee? If so, in what ways?
3. How could you add this person/these people to your network?

Career Prep

Based on one of the career goals you have identified, prepare to fill out a job or college application. Mentors may want to reflect on what influenced their academic or career choices.

Do some research on potential job, university, or scholarship opportunities. Explore potential options for your future and discuss the advantages and disadvantages of different options.

On your own...

Practice filling out the applications or writing essays for at least one application.

Together...

Discuss the different options and review the applications.

Discuss different ways to present yourself on paper. Write out lists of different skills and experiences to highlight for the different applications.

After completing at least one application, reflect and discuss...

1. What does it feel like to complete an application?
2. What are your hopes and fears associated with submitting this application?
3. How can you use the work you put into this application for future opportunities?

Contrasting Cultural Values

One benefit of a cross-cultural mentoring relationship is the opportunity to discuss similarities and differences between cultures. Typically, our values underpin many of these characteristics of culture (Stringer and Cassidy 2003).

On your own...

Read each of the Cultural Contrast Statements below and select which of the two statements best describes your culture.

1. a. Age is to be respected
 b. Young people understand the future.
2. a. It is important to discuss conflicts directly, the sooner the better.
 b. It is best to deal with conflicts in a way that does not cause discomfort or embarrassment.
3. a. There is so much to be learned from the past. Following tradition gives us stability and a sense of direction.
 b. The world is moving at a faster and faster pace. Only those who can be flexible will be the leaders of tomorrow.
4. a. The true sign of an adult is the ability to stand up for oneself and be truly independent.
 b. It is important for family members to stick together and support each other.
5. a. The true meaning of being human lies in one's ability to develop spirituality. Without this, material wealth can be meaningless.
 b. Money is a symbol of success. If one is intelligent and willing to work hard, he or she will be able to satisfy most material desires.
6. a. We are all created equal. To treat someone as less than equal is violating that person's basic human rights.
 b. For society to have structure and order, it is important for each person to understand his or her "place."
7. a. It's important to speak up. How else will anyone know one's capabilities?
 b. Someone who boasts invites criticism, thus disrupting social harmony.
8. a. When there's a question about something, it's best to ask rather than "beating around the bush."
 b. It's rude, insensitive, and just plain wrong to ask questions.
9. a. Calling someone "my friend" is presumptive and shows no respect for that person as an individual. How can such informality be trusted?
 b. It's important to get comfortable with each other before doing business. When the setting is too formal, the feeling is one of coldness and insincerity.
10. a. Show me the numbers. Get to the bottom line. Let's get right to the point so that we are all clear.
 b. Tell me the story. How did you come to this point? What are your feelings about the matter? What are other considerations?

Together...

Share your selections for each of your cultures. Do you agree with each other's selections for their cultural values?

Discuss which historical reasons may be at the root of these contrasting or similar cultural values.

After comparing your cultural values, reflect and discuss...

1. In areas where your cultural values are different, how has that influenced your relationship?
2. Are there ways that it's been challenging?
3. Are there ways that the difference has enhanced the relationship?
4. Have you learned anything from each other through your different cultural values?

Source: Adapted from Stringer, Donna and Patricia Cassidy. 2003. "52 Activities for Exploring Values Differences." Intercultural Press. *My Values*, p. 41

Social Challenge

Challenge yourself to go beyond your usual boundaries and expand your social network by speaking with at least five people that you would not otherwise communicate with.

On your own...

The goal of this activity is to choose people at your school, in your community, or in your place of worship that you don't normally have contact with, but whom you are interested in getting to know better. Talk to these people by sharing something about yourself, and asking them something about themselves. At the end of the conversation, thank them for their time, and then write down their name and at least one thing you learned about them.

New Connections

Name	Something You Learned About the Person

Together...

Share what you learned about other people with your mentor, and describe what the experience was like.

After sharing your findings, reflect and discuss...

1. How did you choose people to talk to for this activity?

2. How did people respond during the conversations?

3. Did anything about this activity surprise you?

4. How did you react to this challenge?

5. What did you learn about yourself during this activity?

Source: Adapted from Oparah, Dawn. 2006. "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity." Search Institute. Minneapolis MN. p. 107, activity 50.

Role Modeling

Often we admire the qualities in others that we would like for ourselves. Role models are valuable because they model behaviors and actions that we can learn from and develop in ourselves.

On your own...

- Make a list of heroes and role models, such as celebrities and famous athletes.
- Make a second list of heroes and role models that you know personally, such as family, friends, and/or community leaders.
- Create a list of the qualities that you admire about these people, both the celebrities and the people you know.
- Do you see any differences between this last list? If so, what are they?
- Write about one role model or hero in particular, and describe the specific qualities or traits that you admire in that person.

Together...

Share with your mentor your list of role models and the qualities that you admire in these people.

After sharing about your role models, reflect and discuss...

1. Do you think you are a role model for anyone? If so, for whom?

2. What does it mean to be a role model for others?

3. What behavior can you model for others?

Source: Adapted from 4-H's CampWORKS Toolkit OSU Extension 2011. *Role Model to the Rescue*. <http://youthsuccess.osu.edu/wp-content/uploads/2013/05/Work-Based-Learning-Professionalism-4.pdf>

What Makes Me a Leader?

People of all ages have important and unique leadership qualities to contribute to their families and communities.

On your own...

The words below are examples of characteristics that may make people good leaders. Circle all the words that you think describe you (as many as you want).

Imaginative	Moral	Entrepreneurial
Energizing	Honest	Serious
Proud	Intelligent	Loyal
Feisty	Calming	Responsible
Outgoing	Young at heart	Friendly
Entertaining	Humble	Experienced
Shy	Critical	Free-spirited
Direct	Considerate	Decisive
Naive	Persistent	Outrageous
Funky	Caring	Active
Creative	Musical	Independent
Curious	Determined	Responsive
Hardworking	Dependable	Patient
Goal-oriented		

Together...

Share your leadership characteristics with each other. Also, share examples of ways you have demonstrated that leadership quality in your life. Can you help each other with those examples?

After sharing, reflect and discuss...

1. Were you surprised by any of the words on this list of leadership qualities? Which ones?
2. Are there other words that should be added to the list? What are they?
3. Do youth and adults generally have different leadership qualities, or are the differences personal rather than based on age?
4. Do all the characteristics you circled seem like leadership qualities? Why or why not?

5. Are there qualities that you think your mentor has that they didn't circle?
6. Are there qualities that you think your mentee has that they didn't circle?
7. Do you think you have what it takes to be a leader? Why or why not?
8. What can you do to strengthen your leadership qualities?

Source: Adapted from Search Institute. 1999. "An Asset Builder's Guide to Youth Leadership." p. 41.

Entering Your Discomfort Zone

Sometimes we learn the most about ourselves when we step outside our “comfort zone,” the familiarity of everyday life. Daily habits and staying in our same social group can feel very easy and safe. However, many of the world’s influencers and leaders became great because they were willing to explore the unknown and go beyond their typical boundaries.

On your own...

Over the course of the next week, spend time deliberately putting yourself in situations and settings that go beyond your normal comfort zone. Select at least five actions from the list below to try during the next week.

- Eat something different, a food item you have not tried in at least a year.
- Take a different route to school or work than you normally take.
- Give at least three people compliments on any day, when you normally would not.
- Smile at three strangers, and say “Good morning” or “Good afternoon” or “Hi” to the people you pass by, for one entire day and wherever you are.
- Speak up in a class when you normally would not.
- Go to an event that you typically would not go to.
- Try to play a sport that you have never played before.
- Thank three friends or family members for their ongoing support.
- Ask for help or assistance from a tutor, teacher, or your mentor.
- Ask one of your teachers about how you can do better in class.
- Apologize to someone you have done wrong to (and admit you were wrong), either in person or by letter.
- Write a “personal log entry” in which you forgive someone for a wrong they have done to you. Let go of bitterness. (You can choose to share your forgiveness to the other person or not)
- Write and deliver handwritten thank-you notes, once a day and for three straight days.
- Get to sleep one hour earlier for three nights straight, and at the same time each night. Note how you feel.
- Visit a place where elders gather, and speak with someone you don’t know about their life experiences.
- Visit a different neighborhood or community.
- Attend a different faith worship service from your own.
- Speak with someone you admire, asking them how they got to be who they are.
- Visit a community organization and learn more about what they do.
- Speak with a community leader about something that you care about.

Together...

Share the five actions from the list above that you did this last week. Tell the stories of those experiences. Ask questions, and practice your listening skills to make sure you understand what the other person did.

After sharing your discomfort zone experiences, reflect and discuss...

1. How easy or difficult was it for you to step outside your comfort zone with these actions?

2. What did you learn from doing this?

3. How can stepping outside your comfort zone help you in the future?

Source: Adapted from Oparah, Dawn. 2006. "Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity." Search Institute. Minneapolis MN. p. 95, activity 42.

Professional Development Goal Setting

This activity focuses on career aspirations and professional goals for the future.

On your own...

In the space below, write down responses below to goals you have for your future.

1. What skills do you want to develop?
2. What character traits do you want to develop?
3. What would you really like to happen in your life?
4. What do you hope to achieve within the next three to five years?
5. How can you measure achievement of these goals?
6. What will you be able to do as a result of achieving these goals?
7. What resources—people or otherwise—do you have access to that could help you meet these goals?

8. If you were to break these goals down into skills and knowledge, what are the most important things you want to learn?

9. After writing all your goals, give each a priority by ordering them from the most to the least important. Add a timeline for when you want to accomplish each goal.

Together...

Discuss your answers to the questions above.

After discussing your professional development goals, reflect and discuss...

1. What can your mentor do to support you in reaching these goals?

2. When we set personal goals, it sometimes helps to build in some accountability with others in reaching those goals. How could you build in accountability for yourself? Be specific.

Source: Adapted from Triple Creek Associates. "Masterful Mentoring" Triple Creek's Mentoring Newsletter. <http://pcaddick.com/PDF/3T%20writing%20effective%20goals.pdf>

Invite Feedback

Feedback can be a gift. The ideas generated from feedback may very well lead to your next success. Accepting and considering feedback is also a great skill to develop.

On your own...

Think about areas of your life that you would like feedback on. This could be something you did, something you wrote, how you interact with others, etc.

Together...

Ask each other for positive and corrective feedback on something specific.

When receiving your feedback, remember to be open. You can ask clarifying questions, but seek to accept the feedback whether you agree with it or not.

After exchanging feedback, reflect and discuss...

1. What was it like to give feedback to each other?
2. What was it like to receive feedback from each other?
3. How can you apply the feedback you received into your life?

Focus on Strengths

Trying to do too many things at once may not help you achieve your best results. Focus on what you do best by developing your strengths.

On your own...

Make a list of your individual strengths. Think of as many as you can.

Together...

Discuss your list of individual strengths.

- Do you agree with each other's lists of strengths?
- Would you add any strengths on each other's lists?

After sharing your strengths, reflect and discuss...

1. What are ways that you can further develop these skills? Try to think of specific ways to develop them.
2. What are some potential problems that can result from over-reliance on your strengths?

Life Journal Revisited

Reflection brings learning to life. Reflective practice helps us find relevance and meaning in a lesson. It also increases insight, and creates pathways to future learning. Reflect on your life journey by revisiting your journal.

On your own...

Pull out the life journal you created in Phase 2.

Looking at your life journal now, has anything changed? In what ways have you changed from what is displayed in your life journal?

Together...

Review your journals together. Discuss any changes in your lives.

Add a page(s) for your relationship highlighting some key activities you have done together.

Revise some of the future pages based on discussions you have had and plans you have made since creating the journals.

After updating your life journals, reflect and discuss...

1. Looking back at your life journal, are you surprised by anything you wrote?
2. How could you use your life journals to track your personal growth and future plans?
3. How could you use your life journals in the future to support and celebrate your personal and development goals?

Just Like the Old Times

It is said that repetition is the mother of skill. Try repeating an activity you have done before and see how it feels upon repetition.

On your own...

Reflect on the activities you have done together by reviewing your mentoring workbook. Which activities were your favorites?

Together...

Share the activities you most enjoyed, and decide to do at least one of those activities together again.

After repeating a favorite activity together, reflect and discuss...

1. What was it like to repeat an activity?
2. What was the same and what was different from the last time you did it together?
3. If you were to do it again, what would you change?

Planning Communication

Discuss how you will stay in touch after you leave the community.

As part of saying goodbye and ending the mentoring relationship, or changing the relationship with the departure of the Volunteer, it's important to discuss how you want to stay in touch.

Cultures have different norms for saying goodbye, which include when to start saying goodbye, how often to talk about it, and ways to plan for the future. All of these norms will influence the way you and your mentee plan communication.

On your own...

Think about realistic ways that you can stay in touch. Also reflect on what you might want from the other person in the future.

Together...

Discuss each of your ideas for staying in touch and what you might want from each other as this relationship changes.

After planning communication, reflect and discuss...

1. What is it like to talk about future communication?
2. What are some of your fears about the future of the relationship?
3. Are there any ways that you might be able to mitigate those fears together?



9

Mentoring Best Practices

There are several key practices that are emerging from the research on mentoring programs in a cross-cultural context. Drawing from leading evidence on naturally occurring mentoring and more structured mentoring programs, here are some recommendations on best practices in youth mentoring.

Focusing on Relationships and Social Skills Development

Child Trends, a nonprofit research organization that focuses on children, youth, and families, conducted a synthesis of experimental evaluations of 19 mentoring programs for children and youth to determine how frequently these programs work to improve such outcomes as education, mental health, peer and parent relationships, and behavior problems, and what lessons can be learned to improve outcomes. Generally, mentoring programs that focused on helping children and youth with their education, social skills, and relationships were more frequently effective than those focused on behavior problems such as bullying or programs to reduce teen pregnancy (Beltz and Moore 2013).

Mentoring for at Least a Year

In the same synthesis of experimental evaluations mentioned above, Child Trends also found that mentoring programs can be short term or long term, and that both types can work. However, programs that last at least one year seem to be effective more often than those that last less than a year. They found that youth achieved more of the targeted outcomes from the mentoring relationship when the mentoring relationship extended over a longer duration (Beltz and Moore 2013).

Bridging Cultural Differences

Research has revealed that some mentoring relationships fail because mentors are unable to bridge cultural differences between themselves and their mentees. Sometimes mentors cannot effectively recognize the discrepancies between their own values and those of the youth and their families, or they may see the differences, but don't know how to deal with them. Conversely,

mentors' efforts to get to know their mentee's culture increase relationship quality. Some research has found that mentors and youth reported that they grew closer because of cultural differences. Mentors in those matches made efforts to get to know their mentees and their families, and they were sensitive to and respectful of cultural differences. Deliberate sharing of cultural experiences and discussion of cultural differences within mentoring relationships also appeared to enhance the quality of their relationships (Sanchez *et al.* 2014). Specifically, a few strategies to bridge cultural differences are below.

Applying Intercultural Competency Skills

Mentors whose backgrounds or identities differ from their mentees must be adept at navigating cultural boundaries—personal, racial, ethnic, and geographic. Mentors must maintain a dual perspective, seeing the mentee as an individual as well as part of a larger social context (Crutcher 2014).

Adopting an Open-Minded Attitude

Active listening skills, honesty, a nonjudgmental attitude, persistence, patience, and an appreciation for difference are particularly important with cross-cultural mentoring. The relationship will be strengthened when both the mentor and mentee explore their respective cultural values and work to better understand them with an open mind.

Seek Out Areas of Mutual Interest

While research suggests that deliberate sharing of cultural differences can improve the quality of mentoring relationships, it's also important to find similarities in other dimensions, such as common interests or shared activities that the mentor and mentee can do together (Sanchez *et al.* 2014).

Establishing Formal Mentoring Programs

If there is interest in the community in establishing a more formal and structured mentoring program for youth, here are some recommended resources to help get started.

Elements of Effective Practice for Mentoring

www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/

A collection of research-informed practices for youth mentoring programs. It promotes overall program quality and strong mentoring relationships by recommending evidence-based standards with benchmarks that programs can implement in delivering services, as well as many enhancements that can promote strong outcomes.

Foundations of Youth Mentoring: Effective Strategies for Providing Youth Mentoring in Schools and Communities

<http://educationnorthwest.org/sites/default/files/resources/foundations.pdf>

This guidebook identifies five critical foundations of successful youth mentoring and delivers specific guidance on how to optimize them in new and existing mentoring programs. Includes self-assessment questions, listings of other key resources, detailed checklists, and planning timelines.

Generic Mentoring Program Policy and Procedure Manual

www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html?id=90

This resource provides a template for a mentoring program to create its own customized manual to guide both policies and day-to-day services. The full version offers tips and advice for creating and refining effective policies and procedures. There is also a customizable template version (in Word format) that provides sample policies, procedures, and accompanying forms.

Search Institute's Developmental Relationships Framework

www.search-institute.org/downloadable/Dev-Relationships-Framework-Sept2014.pdf

Search Institute uses the term “developmental relationships” to describe the broader conception of relationships that is the focus of new research and development agenda. They have identified 20 actions that make a relationship developmental, organized into a framework.



10 ■ Checklist: Mentoring Youth

Mentoring between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) has been proven effective in supporting youth to succeed (Garringer *et al.* 2007). While relationships with adults can support positive youth development, so can close connections with friends, siblings, and other peers. Research from the Search Institute found that young people need people in their lives who express care, challenge growth, provide support, share power, and expand possibilities. Through their research, the Search Institute identified the 20 actions below that lead to positive youth development (Search Institute 2016b). This checklist is designed to be used by Volunteers seeking to strengthen mentoring relationships with youth. It can also be used in mentoring programs, organized by Volunteers and their counterparts, to work with local adult or peer mentors to assess their mentoring relationships. The checklist should also be used by staff in supporting programming, training and evaluation of Volunteers engaged in mentoring.

Express care

- ☐ Pay attention when you are with your mentee.
- ☐ Let your mentee know that you like being with her/him.
- ☐ Commit time and energy to doing things for and with your mentee.
- ☐ Make it a priority to understand who your mentee is and what she/he cares about.
- ☐ Ensure your mentee can count on and trust you.

Challenge growth

- ☐ Help your mentee see future possibilities.
- ☐ Make it clear that you want your mentee to live up to her/his potential.
- ☐ Recognize your mentee's ideas and abilities while pushing him/her to strengthen them.
- ☐ Hold your mentee accountable for appropriate boundaries and rules.

Provide support

- Praise your mentee's efforts and achievements.
- Provide practical assistance and feedback to help your mentee learn.
- Be an example your mentee can learn from and admire.
- Stand up for your mentee when needed.

Share power

- Take your mentee seriously and treat her/him fairly.
- Ask for and listen to your mentee's opinions and consider them when making decisions.
- Understand and adjust to your mentee's needs, interests, and abilities.
- Work with your mentee to accomplish goals and solve problems.

Expand possibilities

- Expose your mentee to new ideas, experiences, and places.
- Introduce your mentee to people who can help him/her grow.
- Help your mentee work through barriers that could prevent your mentee from achieving her/his goals.

The following are actions that are also included as quality standards that Volunteers report on under the GenEq/LGL CSPP in the VRF:

- *Work with your mentee to identify specific goals for the mentee's future.*
- *Assist your mentee to address any barriers to helping your mentee achieve her/his goals.*
- *Mentoring occurs during concentrated blocks of time over several months.*



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Appendix

Peace Corps Child Protection Policy (MS 648)

1.0 Purpose

The purpose of this Manual Section is to set out the policy on proper conduct while working or engaging with children during Peace Corps service or employment. It also establishes the process for reporting instances of child abuse or exploitation by an employee or Volunteer. The Peace Corps strongly supports measures to reduce the risks of child abuse and exploitation caused or perpetrated by an employee or Volunteer.

2.0 Authorities

22 U.S.C. §2504(a); 22 U.S.C. §2506(c).

3.0 Definitions

(a) **Child** is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.

(b) **Child Abuse** includes four categories of abuse:

(1) Physical Abuse means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.

(2) Emotional Abuse means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.

(3) Sexual Abuse means the employment, use, persuasion, inducement, enticement, the manipulation, 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, including for the purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that

makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) Child Exploitation means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) **Child Protection** is defined as all reasonable measures taken to protect children from child abuse.

(d) **Employee** means an individual hired by the Peace Corps, whether full-time or part-time, permanent or temporary, and includes individuals performing duties as experts, consultants, and personal services contractors.

(e) **Volunteer** means any Peace Corps Volunteer or Trainee.

4.0 Policy

(a) All employees while working with children in the course of their official duties and all Volunteers must adhere to the Child Protection Code of Conduct set out in Attachment A.

(b) In order to identify individuals who may pose a risk to child safety, Peace Corps will conduct a background investigation in the selection of employees and Volunteers.

(c) Peace Corps will incorporate the principles of its child protection policy into its regular training for employees and Volunteers.

(d) Employees and Volunteers must bring to the attention of the Peace Corps any suspected child abuse by any employee or Volunteer.

(e) Failure to comply with this Manual Section may result in disciplinary action, up to and including termination of Peace Corps service or employment. An employee or Volunteer found to have violated this policy may also be subject to host country and U.S. prosecution.

5.0 How to Report Violations

Employees and Volunteers may report allegations of violations of this Manual Section to the Country Director or other senior staff at post, or the appropriate Regional Director, the Associate Director for Safety and Security, the Associate Director for Global Operations, the Office of Inspector General, or other appropriate offices at Headquarters. Volunteers may confidentially make such reports under the provisions of MS 271 *Confidentiality Protection*. For information on reporting violations of this Manual Section to the Office of Inspector General, see MS 861 *Office of Inspector General*.

6.0 Roles and Responsibilities

6.1 Country Directors

Country Directors are responsible for:

(a) Ensuring that employees and Volunteers receive appropriate training on child protection issues and on their obligations under this Manual Section.

(b) Responding in a timely manner to reports or allegations of child abuse committed by employees and Volunteers.

(c) Considering child protection issues and policies in making appropriate site placements and developing relationships with other organizations and agencies.

6.2 Office of Human Resource Management

The Office of Human Resource Management is responsible for:

(a) Ensuring that new Headquarters and Regional Recruiting Offices employees receive appropriate training on MS 648 Child Protection and on their obligations under this Manual Section.

(b) Providing notification to current Headquarters and Regional Recruiting Offices employees about their obligations under this Manual Section.

6.3 Office of Volunteer Recruitment and Selection

The Office of Volunteer Recruitment and Selection is responsible for the screening of applicants for Volunteer service in order to identify individuals who have a documented record of child abuse.

6.4 Office of Safety and Security

The Office of Safety and Security is responsible for implementing the screening protocols of potential employees in order to identify individuals who have a documented record of child abuse.

6.5 Office of Overseas Programming and Training Support

The Office of Overseas Programming and Training Support is responsible for ensuring that overseas U.S. direct hires receive appropriate training on child protection issues and on their obligations under this Manual Section during Overseas Staff Training (OST).

7.0 Procedures

Any necessary procedures implementing this Manual Section must be approved by the Office of Global Operations, the Office of Safety and Security, the Office of Volunteer Recruitment and Selection, the Office of Human Resource Management, and the Office of the General Counsel.

8.0 Effective Date

The Effective Date is the date of issuance.

Attachment A to MS 648

Child Protection Code of Conduct

In the course of an employee's or Volunteer's association with the Peace Corps:

Acceptable Conduct

At minimum, the employee or Volunteer will:

- (a) Treat every child with respect and dignity.
- (b) When possible, work in a visible space and avoid being alone with a child.
- (c) Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.
- (d) Promptly report any concern or allegation of child abuse by an employee or Volunteer.

Unacceptable Conduct

And, at minimum, the employee or Volunteer will not:

- (a) Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.
- (b) Practice corporal punishment against, or physically assault, any child.
- (c) Emotionally abuse a child.
- (d) Develop a sexual or romantic relationship with a child.
- (e) Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.
- (f) Use language that is offensive, or abusive towards or around a child.
- (g) Behave in a sexually provocative or threatening way in the presence of a child.
- (h) Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.
- (i) Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

Letter to Parents about Mentoring

Dear Parents

I am writing to ask for your support in mentoring [name of youth].

As [name of youth]'s mentor, I will be spending a few hours each week with him/her getting to know each other, participating in constructive activities and discussing future goals. This will take place in [location of meetings].

My role as their mentor is to offer support, friendship, and respect while helping [name of youth] reach her/his potential. As a mentor, I am not there to take the place of a parent, guardian, or teacher. We will do constructive activities together to help [name of youth] gain confidence to achieve his/her goals.

With your permission and support, I look forward to mentoring [name of youth].

Sincerely,

[Mentor name]

Frequently Asked Questions

What is the Peace Corps?

Since its establishment in 1961, the Peace Corps has been guided by a mission of world peace and friendship. The agency exemplifies the best of the American spirit by making it possible for Americans to serve around the world advancing development and building cross-cultural understanding. Through this unique approach to development, the Peace Corps is building strong relationships between our country and the people of our partner nations while making a difference in the overseas communities it serves, in the lives of its Volunteers, and back home in the United States. As of 2016, more than 225,000 Volunteers had served in 141 countries since 1961.

The Peace Corps advances its mission through the work of the Volunteers, both during and after their tour of service. Rather than providing monetary assistance to countries, the agency sends Volunteers to share their skills and experience while living and working alongside local individuals and communities. This day-to-day interaction gives Volunteers a unique perspective and the opportunity to partner with local communities to address their development challenges and to strengthen mutual understanding.

How can you help my child?

As [name of youth]'s mentor, I can help them make decisions and plan for the future. I will support them to stay motivated and focus on their goals, such as exploring career opportunities, or planning for university or other training. I will be available to listen and help them solve their problems. I can also introduce [name of youth] to new ideas, activities, and opportunities.

Why does [name of youth] need a mentor?

All youth need the support of caring adults to be successful, not only within their family but at school and in their communities. Having a variety of people positively involved in a young person's life provides them with new opportunities and experiences that will help them grow and gain self-confidence. You may remember adults in your life that helped you when you were young or someone who showed you a new way to look at your world.

What is my role in the mentoring relationship?

You can help by:

- Encouraging [name of youth] to keep mentoring meetings or contact me if she/he can't make a meeting.
- Be positive about the relationship, and let [name of youth] see you are happy that she/he has a mentor in his/her life.
- Ask him/her about how things are going. For example, "What did you do with your mentor today?"
- Listen and be supportive. Be patient and encouraging.
- Tell [name of youth] when you notice positive changes as a result of having a mentor. Your praise means a lot!
- Let me know about any important rules, or times that your child is usually unavailable.
- Let me know if there is a significant change in your lives that may affect the relationship, such as a change in schedule or a loss in your family.

What if you want to do an activity I disagree with?

As a parent, you always have the right to withhold your child from specific activities that you do not want them participating in. Please let me know if you have any preferences, such as a religious preference. We can work to find other activities that are acceptable.

Office of Overseas Programming and Training Support (OPATS)

The Peace Corps Office of Overseas Programming and Training Support (OPATS) develop technical resources to benefit Volunteers, their co-workers, and the larger development community.

This publication was produced by OPATS and distributed through the office's Knowledge and Learning Unit.

Volunteers are encouraged to submit original material to KLU@peacecorps.gov. Such material may be utilized in future training material, becoming part of the Peace Corps' larger contribution to development.

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