



BRIGHT FUTURES

MENTOR GUIDE

a resource for building successful mentoring relationships

Bright Futures Overview

Bright Futures is a mentorship program for youth to connect, learn, and shine. We are a nonprofit organization serving youth in Cody, Wyoming. We believe all youth need supportive relationships. They need caring adults who treat them as individuals with potential and inherent worth. When we can create supportive, nurturing relationships for our youth, children can thrive.

Our Mission: develop a healthy, successful youth community by building mentoring relationships between positive role models and youth

Our Vision: all Cody youth will reach their highest potential

Goals:

- *Mentoring:* we establish meaningful mentoring relationships where youth receive guidance and support
- *Teaching:* we create opportunities for youth to learn skills for a healthy, successful future
- *Self-Worth:* we help youth develop their character and sense of self-worth
- *Social Connection:* we help youth develop positive, enriching peer relationships

We rely on trustworthy, caring high school and adult mentors to make a positive difference in the lives of the youth in our programs.

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BRIGHT FUTURES

CONNECT. LEARN. SHINE.

Table of Contents

[Our Programs](#)

[The Mentor Role](#)

[Mentoring Tips](#)

[Building Relationships](#)

[Active Listening](#)

[Conversation Starters](#)

[Preventing Challenging Behaviors—Set Expectations, Be a Positive Role Model, and Be Consistent](#)

[Working through Challenging Behaviors—Redirection](#)

[Working through Challenging Behaviors—Deescalate Tension](#)

[Healing Gestures](#)

[Program Ground Rules](#)

[Privacy and Confidentiality](#)

[Mandatory Reporting of Abuse and Neglect](#)

[Policies and Procedures](#)

[Code of Ethics](#)

[Early Closure of a One-to-One Match](#)

[Grievance Procedures](#)

[Appendix A: Online Videos for Mentor Training](#)

[Appendix B: Child Developmental Stages](#)

Our Programs

Bright Futures After School

Mentors join a dynamic group of 5th graders at the Park County Library twice a month for enriching after school activities. Each free event is packed with crafts, games, ice-breakers, movement, meditation, informative speakers, character building, small group conversations, and, of course, pizza. Mentoring relationships develop organically, rather than through assigned matches.

Bright Futures One-to-One

Each mentor is matched with a designated K-12 student for the school year. Mentors join these students at their schools once a month to spend time together over lunch. Mentors provide their own transportation and Bright Futures provides the meals.

Bright Futures Scholarships

Up to two \$500 scholarships will be available annually to Cody High School graduating seniors who have served as Bright Futures mentors. Potential recipients must have attended a minimum of six Bright Futures events and must complete an application. Funds may be applied to any college-related expenses. Other financial awards may be offered on a case-by-case basis to former Bright Futures program attendees needing help with college-related expenses.

The Mentor Role

Mentoring is a relationship between a youth (**mentee**) and a caring high school student or adult (**mentor**) who provides positive, appropriate, and consistent support and guidance. The mentoring relationship presents youth with opportunities to learn how to overcome hurdles, cope with problems, and develop positive skills.

What Mentors Do

- serve as a positive role model to mentees
- value and respect mentees, helping to acknowledge and build on their strengths, positive behaviors, and individual character traits; treat all children equally
- help mentees use mistakes as learning experiences, using natural and logical consequences
- point out when kids are doing things right
- empower mentees to make age-appropriate decisions; see *Child Development Stages in appendix*
- provide mentees with undivided attention
- be reliable and dependable
- encourage mentees to share, learn, and participate
- join conversations with mentees, facilitating rather than dominating
- look for opportunities to offer support, compassion, and understanding
- respect a child's personal space. While shaking hands and high-fives are acceptable, other touching requires permission. For example, "May I hug you?"

Mentor Traits

- patience with children
- willingness to share time with a child
- ability to understand a mentee's perspective
- open-minded and non-judgmental
- desire to make a difference in a child's life

Mentor Expectations

- complete application forms and receive approval to begin mentoring
- commit to attending programs as consistently as possible
- communicate with Bright Futures for check-ins by returning phone calls, texts, and emails
- inform Bright Futures if you must cancel expected attendance

After School Mentors

It is key for After School mentors to seek opportunities to interact with participants, helping to make them feel welcomed, valued, safe, and included. Additional possible roles are listed below.

Please arrive at 3:15 pm (high school permits early release for Bright Futures mentors). The program ends at 5:15 pm, followed by cleanup (15 minutes).

Greeters

- greet kids as they arrive
- guide kids through entry process (sign in, nametag, thank you cards, etc.)

Crafts / Centers

- introduce kids to the day's crafts and center activities

Food Servers

- provide granola bars at program start
- serve pizza, fruit juice, carrots, ranch dip, cuties
- bag and distribute extra food

Ice Breaker Leaders

- provide instructions, lead and monitor activity

Small Group Leaders

- lead small group conversations (outline is provided)

Photographer

- photograph first timers and activities

Clean up

- tear down tables and pack up supplies
- take pizza boxes to cardboard dumpster

High school students should not be clustered together in peer groups—this can send the message to kids that they are not valued. We recognize that high schoolers look forward to visiting with each other. But at Bright Futures, we are there to support the 5th graders. Our purpose is to make these kids feel they are very important to us. Your socializing at Bright Futures should always involve a youth. Please do your best to focus your attention on the kids we serve.

Mentoring Tips

As a mentor, you help guarantee young people that there is someone who cares about them. Mentors guide their mentees by building trust and modeling positive behaviors. Effective mentors understand that their role is to be engaged, authentic, and tuned into the needs of mentees. As you take on the responsibility of being a mentor, consider the following tips:

Build Their Confidence

Build youth's confidence and help them recognize their ability to solve problems and overcome challenges.

Remind Them that Failure is Normal

Although failure can be discouraging, it is normal. It is a valuable part of learning and growing. Help youth see how failure can provide a learning opportunity.

Point the Way, But Let Youth Lead

Your job is not to solve problems for youth or find all the answers. Rather, it is to help youth come to their own solutions, build their confidence as problem solvers, and encourage them to persevere.

Build Relationships Grounded in Trust

Many teens without mature role models can be suspicious of adults. Do not try to become youth's best friend or substitute parent. Mentors are positive role models who invite open communication and mutual respect, which are factors that ground a relationship in trust. Remember that it takes time to develop trust.

Become an Active Listener

Make a conscious effort to truly pay attention to what your mentee is saying. Listen closely, dig deeper into an issue, and act as a sounding board. See *Active Listening on page 11*.

Focus on Options

If mentees ask for advice, help them consider options. “What are your options?” Help mentees consider solutions—solutions coming from youth, rather than solutions you impose. When people shift their attention to those areas within their control (their thoughts, feelings, decisions, and actions), they reclaim their personal power.

Take a Genuine Interest

When working with youth, get to know them as individuals. See *Conversation Starters on page 13*.

Ask, Don't Assume

Break through common assumptions by asking questions and digging deeper.

Lead by Example

Be a positive role model. Mentees can learn a lot from you by simply observing how you behave.

Be Aware of Sensitive Topics

Some topics may be sensitive to youth. Some mentees may share difficult personal experiences. Let youth know that if they need extra support or feel upset, they can talk to you. You can also guide them to a school counselor for extra support.

Sources:

[Advice for mentors: 9 tips to help you become a better mentor for girls in tech. \(2019, January 31\).](#)

[Connor, J. \(2017, April 3\). 10 tips to mentor youth like a superstar. Dr. Julie Connor.](#)

[Cox, L. K. \(2016, January 21\). How to be an amazing mentor: 12 ways to make a positive impact on others. Hubspot.](#)

Building Relationships

Successful Mentor Relationships

The development of trust is key to creating effective mentoring relationships. Without establishing trust, mentors cannot truly support a mentee.

Establishing communications and developing a relationship between two strangers of different ages are often challenging processes. Learning to trust requires time, especially for youth who have been let down before.

The mentor's approach is the most critical factor in determining whether the interactions will develop into satisfying and effective relationships with high levels of trust. Mentors who follow a gradual path in trust-building find that the types of support they can offer broaden considerably once trust has been established.

Effective mentors:

- see themselves as "friends," rather than teachers or parents
- define their role as supporting a youth in a variety of ways
- recognize that the relationship may seem fairly one-sided and take responsibility for keeping the relationship active
- recognize that they don't have all the answers

Unsuccessful Mentor Relationships

Mentors who immediately try to change or reform youth tend to be less effective than mentors who first build trust and become a friend to their mentee.

When mentors concentrate on improving youth, they are often frustrated by the youth's lack of receptivity. These mentors may mistakenly push too hard and too quickly on the youth's problems. They may also press the mentee to talk about sensitive issues before that person is ready. Such ineffective strategies most often lead to dissatisfaction with the match between the mentor and mentee.

Less successful mentors:

- approach the relationship with narrow, specific goals aimed at changing the youth's behavior
- have difficulty meeting with youth on a regular and consistent basis
- attempt to instill a set of values that may be different from or inconsistent with those the youth is exposed to at home
- attempt to transform or reform the youth by adopting an authoritative role
- emphasize behavior changes; focusing on what is "wrong" with youth will likely turn them away

Source: *Building relationships*. Handout B. Mentor Training Materials (n.d.). Park County Youth Commission.

Active Listening

Listening is a skill that can be developed and learned. Active listening is one of the most important skills of a good mentor.

When you visit with your mentee:

- Clear your mind of unnecessary thoughts and distractions so you can give your mentee your undivided attention.
- If your mentee is smaller than you, sit when you talk so that you are both on the same level.
- Make eye contact.
- Be aware of your body language. What messages might your body language send to your mentee?
- Pay attention to your mentee's facial expressions, gestures, and body language. What messages are you receiving from your mentee's body language?
- Read between the lines for your mentee's feelings. Learn to say, "How did that make you feel?"
- Ask open-ended questions.
 - Don't ask, "How was school day?"
 - Instead, try asking, "What did you do in school today?"
 - Then, as appropriate, ask non-threatening follow-up questions.
- Paraphrase—restate in your own words—what you think the child has said. When paraphrasing is accurate, your mentee will feel understood. If your paraphrasing is off, it invites your mentee to clarify and also reminds you to listen more closely.
- Ask questions when you don't understand something.
- Put yourself in your mentee's "shoes." Try to understand the world from their perspective.

- Put aside your preconceived ideas about your mentee. Mentees may come from a different culture, faith, or socioeconomic background than you do.
- Acknowledge that you are listening. To do this, you can occasionally nod your head or say something like, "I see."
- Give your mentee the same respect that you desire for yourself.

How to Kill a Conversation

Sometimes we say unhelpful and critical things that can kill a conversation and harm a relationship. Consider the following interactions that you will want to **avoid** having with your mentee:

- Don't tell your mentee that the way they feel is wrong. "It's silly to feel that way."
- Don't avoid looking at your mentee during a conversation.
- Don't sit slouched over, look distracted, drum your fingers on the table, or otherwise signal to your mentee that you may not be interested.
- Don't think about what you're going to say while your mentee is speaking. It's not possible to form your own words while actively listening. If your focus is on your own words, your response will likely not be useful.
- Don't be judgmental and challenging. Don't make comments that put your mentee on the spot. "Your grades should be better." "You shouldn't have said that to her." "Why would you think that?" Such comments don't help.
- Don't interrupt the person talking or finish their sentences.
- Don't use your cell phone to communicate with others during your time with your mentee.

Source: *I hear you*. Handout A. Mentor Training Materials (n.d.). Park County Youth Commission.

Conversation Starters

Get to know your mentee as an individual. Ask questions to find common ground and to have topics to talk about.

What is your favorite song?

Tell me about your favorite movie or TV show.

What is your favorite joke?

When is the last time you made someone smile?

Tell me about the best holiday you ever had.

What is your favorite cereal? Why?

What do you want to be when you grow up?

What is your favorite weather? Why do you like that weather?

What is one thing that you don't know how to do, but you hope to learn someday?

What is the best gift you've ever received? What made it special?

If you could have any superpower, what would it be?

What do you like most about Saturdays?

If could make three wishes, what would they be?

Who do you love? Why?

If you could do one thing every day for the rest of your life, what would it be?

Preventing Challenging Behaviors—Set Expectations, Be a Positive Role Model, and Be Consistent

At Bright Futures, we set **expectations** for youth. See *Program Ground Rules* on page 19. However, sometimes youth need to be reminded of these expectations. When you remind students of expectations, you must also be aware of your own behaviors. Are you engaging in **positive role modeling** (ex: actively listening to the guest speaker)? If you are not, students receive mixed messages, and **consistency** of expectations gets lost. Challenging behaviors are then more likely to arise.

Avoiding Power Struggles

Power struggles involve two or more people competing for control. As a result, someone feels like a winner, and someone feels like a loser. To avoid them:

Give Choices

Youth need opportunities to make their own choices. Offer children options. For example, Jamie keeps talking to her friend during a presentation. After redirecting her twice, you say (calmly), “Jamie, I need you to listen to our guest. It’s time to switch seats. Would you like to sit next to me or next to Diane?”

Focus on the Positive

Jamie has respectfully switched seats and engaged in active listening to the guest speaker. After the presentation, approach Jamie and thank her for switching seats and sitting quietly next to Diane. Offering students genuine praise for positive behavior boosts their confidence. It helps them feel good.

With all mentors and staff reinforcing ground rules and expectations in a consistent way for all kids, we show that we believe kids can and will return to appropriate, respectful behaviors.

Working through Challenging Behaviors—Redirection

Kids may engage in disruptive or disrespectful behaviors. When you encounter kids exhibiting challenging behaviors, respond in a way that will help redirect them to more appropriate behaviors. When you redirect a child, you guide them to expected behaviors. Redirection helps you address challenging behaviors in a calm, respectful manner while maintaining a positive relationship. Redirection practices do NOT include isolation, abusive behavior, corporal punishment, or foul language.

Short, Direct Phrases

You want to use fewer words and less emotion. Redirection is not a lecture. It is not nagging. Rather, it includes short, to-the-point phrases:

- "Let's stay focused."
- "Not appropriate."
- "I need you to listen to our guest speaker."

Problem-Solving Prompts

You can also ask questions that require the child to think about what they are doing. Questions that promote a child to self-correct are known as problem-solving prompts. This strategy works well because you are not commanding a child. It helps you avoid a power struggle.

"Where should our phones be?" vs "Put that away right now!"

The first phrase helps a child pause, think, and then self-correct. The second phrase could cause a power struggle and harm the relationship.

One general problem-solving prompt that can be used in several situations: **"What should we be doing right now?"** This question encourages kids to choose a different behavior.

How to Redirect a Child's Behavior

If a child is using foul language:

- "Not appropriate." (*short, direct phrase*)
- "How can we rephrase that?" (*problem-solving prompt*)

If a child is being disruptive during a presentation:

- "I need you to listen." (*short, direct phrase*)
- "Where should our attention be?" (*problem-solving prompt*)

If a child is engaging in rough play:

- "Hands to yourself." Or "Not appropriate." (*short, direct phrase*)
- "What are our ground rules about being safe?" (*problem-solving prompt*)

If a child is excluding another person:

- "Including everyone is expected here." (*short, direct phrase*)
- "How can we change this situation to be inclusive?" (*problem-solving prompt*)

If a child is bullying another person:

- "Showing kindness and respect are expectations here." (*short, direct phrase*)
- "What are our ground rules about being kind and showing respect?" (*problem-solving prompt*)

After redirecting a child, be sure to follow-up with a positive comment when the child engages in a more appropriate behavior.

- "Thank you for putting your phone back in your backpack."
- "Thank you for including John."

Source: [Watson, Angela. \(2018, March 7\). 8 ways to redirect off-task behavior without stopping your lesson. The Cornerstone for Teachers.](#)

Working through Challenging Behaviors—Deescalate Tension

You may encounter kids experiencing conflict with peers. Kids can be mean. They may tease, bully or be physically aggressive. Reactions that attack or blame will likely intensify a situation, fueling more attention-seeking behaviors. Instead, you can set boundaries, which deescalates tension. Personal boundaries are physical, emotional, and mental limits we establish through communication to protect ourselves. Model what to do by communicating a boundary.

Make a three-part comment that states

- **a specific behavior**
- **how you feel about it**
- **a desired outcome**

An assertive but matter-of-fact tone can help ease tense situations. Setting an example can help a youth learn to set effective boundaries.

Example

John keeps poking Kim. He laughs as she gets irritated. After another poke, Kim slaps John and says, "You are stupid!" Kim's irritation seems to encourage John's teasing. Calmly but firmly say, "John, Kim gets angry when you poke her. Stop poking her." You stated a specific behavior (poking), a feeling (angry) and a desired outcome (stop poking). This statement shows Kim how she could communicate to John – "When you poke me, I get angry. Stop."

Make a Plan

Follow up with Kim in a private conversation to brainstorm other solutions. "Kim, what are some options to deal with John if he pokes you again?" Listen to Kim's problem-solving ideas and help her come up with a plan.

If you experience a behavior challenge that you are unable to successfully resolve, please know that you can share the situation with the Bright Futures Program Director and receive help.

Healing Gestures

If you are a mentor to a child who has experienced abuse or neglect or who lives in a home with domestic violence, you may wonder how you can best support that child. When it comes to helping a child heal, know that **healing happens in relationships**. By serving as a mentor and developing a positive relationship with a child, you can help heal a child.

According to Futures without Violence and the Changing Minds Campaign, a child's positive and negative experiences can literally shape—and reshape—the brain.

The more a child is exposed to traumatic events, the more neural connections are created in regions of the brain that involve fear, anxiety, and impulsiveness—while fewer are created in regions that involve reasoning, planning, and behavioral control.

The good news? The young brain is malleable, or “plastic.” Fostering stable, supportive relationships can prevent or even reverse damage. Supportive relationships result in lifelong benefits for the child's learning, behavior, and overall health.

You help a child in your life with **Healing Gestures**:

1. **Celebrate** them—compliment and applaud their efforts, both big and small
2. **Comfort** them—be patient and calm and create a safe environment
3. **Listen** to them—show an interest in their passions. A patient adult who listens can help children feel safe and valued
4. **Collaborate** with them—ask them their opinions and model collaborative problem-solving skills
5. **Inspire** them—foster new ideas, encourage positive thinking, and encourage them to try new things and set goals

Source: [Future without Violence. \(2016, October 19\). Science of Childhood Trauma \[Video\]. YouTube.](#)

Program Ground Rules

Bright Futures' programs have ground rules for both mentors and mentees to follow. These rules help us keep our space inclusive, respectful, positive, and safe.

Be Kind

This involves treating others as you would like to be treated. It involves inclusiveness and eliminates bullying mentalities.

Show Respect

Use manners. Share. Use appropriate language. Do not judge others.

Listen Politely

Pay attention to the person speaking. Don't interrupt. Patiently wait your turn to speak.

Participate

Be active in conversations and activities. Speak and share your ideas.

Cooperate

Follow instructions and safety procedures. Work together. Find common ground.

Be Positive

Be open to new ideas. Share good news. Practice gratitude.

Be Safe

Use gentle hands. No pushing, crowding, or rough play. Respect each other's personal space.

Follow Rules

During Bright Futures After School, follow the library's rules. During One-to-One, follow all school rules.

Have Fun!

Privacy and Confidentiality

What is Privacy?

Privacy is the basic right of individuals to choose when information about them is to be shared with or withheld from others.

What is Confidentiality?

In a mentoring relationship, confidentiality involves respecting the mentee's right of privacy.

Maintaining Confidentiality

Bright Futures mentors must agree to maintain the highest level of confidentiality regarding the child they are mentoring and their family.

Mentors may learn personal details about the mentee and/or their family, including names, descriptions and background information.

Anything discussed that the mentee feels is private information must not be revealed to another party.

Mentors must keep confidentiality with a mentee by not discussing the child or their family with anyone other than designated representatives of Bright Futures.

If you believe there is information that should be shared about your mentee and/or their family, obtain permission from the mentee before sharing that information.

Exceptions to these confidentiality requirements include:

- When the child poses a danger to self or others
- When the mentor is concerned about possible abuse or neglect*
- When the child or parent/guardian requests a release of information
- When a court orders a release of information
- When a mentor comes to Bright Futures with a concern
- When a mentor and Bright Futures need to consult with a professional

**See Mandatory Reporting of Abuse and Neglect on page 21*

Mandatory Reporting of Abuse and Neglect

Wyoming is a mandatory reporting state for abuse and neglect.

Statute 14-3-205. Child abuse or neglect; persons required to report.

(a) Any person who knows or has reasonable cause to believe or suspect that a child has been abused or neglected or who observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall immediately report it to the child protective agency or local law enforcement agency or cause a report to be made. The fact a child, who is at least sixteen (16) years of age, is homeless as defined in W.S. 14-1-102(d) shall not, in and of itself, constitute a sufficient basis for reporting neglect.

(b) If a person reporting child abuse or neglect is a member of the staff of a medical or other public or private institution, school, facility or agency, he shall notify the person in charge or his designated agent as soon as possible, who is thereupon also responsible to make the report or cause the report to be made. Nothing in this subsection is intended to relieve individuals of their obligation to report on their own behalf unless a report has already been made or will be made.

While mentoring for Bright Futures, if you suspect child abuse or neglect, notify the Program Director immediately. The Program Director will document the concern and help you report to the appropriate entity or report on your behalf.

Reporting Other Concerns

For concerns that do not involve abuse or neglect, mentors can report to Bright Futures or a school counselor. These concerns could include bullying, noticing a child seems depressed, or behavioral changes.

If a child poses a threat to self or others, this threat **must** be reported immediately to school staff and Bright Futures to ensure the child gets support.

Reporting is the first step toward protecting a child who might be in danger.

Policies and Procedures

COMMUNICATIONS

- Mentors shall not use their phones to communicate with others during their time with mentees (unless there is an emergency).
- Mentors are required to keep their interactions and activities on school grounds (One-to-One) or at the Park County Public Library (After School).
- If mentors see mentees in public, mentors are asked to acknowledge the mentee but not interact for long.
- Mentors may not give mentees their phone numbers or address. Mentors may not ask for a mentee's phone number or address.
- Mentors are required to keep personal information about mentees and their families private (refer to the Confidentiality Agreement for exceptions to this policy).
- Mentors may not interact with their mentee or the parents/guardians of the mentee via social media.
- Mentors may not post identifying information or pictures of mentees on social media or online.

PERSONAL CONDUCT

- Mentors are required to use appropriate language around mentees.
- There will be no smoking and no use of alcohol/other drugs before or during mentoring activities.

- Mentors will dress appropriately. For example, no clothing with profanities. No clothing advertising drugs or alcohol.
- Mentors need to be positive, alert, organized, and conscientious when interacting with mentees.
- The relationship between the mentor and mentee will not be used as a reward or punishment.
- No child at Bright Futures events shall be isolated or excluded at any time.
- No volunteer mentor is alone with a child at any time (including bathrooms and other confined spaces).
- Mentors will not engage in criticism of teachers, principals, other volunteers or staff, or other students with the mentee.
- If mentors have program concerns and/or grievances, they must discuss them with Bright Futures directly, not the community-at-large or through social media.

TRAINING

- Mentors are required to read and become familiar with the Bright Futures Mentor Guide.
- If in-person training sessions or additional training is offered, mentors are strongly encouraged to attend.

Code of Ethics

In order to provide a positive program culture, our volunteers must maintain healthy boundaries, behaviors, and ethical communications. Volunteers share Bright Futures' commitment to assisting and empowering youth to develop into successful adults. We expect Bright Futures' director, board members, contractors, and volunteers to abide by the following Code of Ethics:

- Each person has the right to dignity as a human being without regard to race, religion, color, sex, gender, sexual orientation, level of education, or socioeconomic background
- Each person has the right to age-appropriate self-direction and responsibility of decision-making
- Confidential information may be released only with the consent of the individual or parent/guardian; see *Privacy and Confidentiality on page 20*
- We must not consciously impose our attitudes or values on others
- No one should claim or imply professional qualifications exceeding those actually possessed
- Individuals shall conduct themselves in a responsible manner
- Individuals shall commit to positive and constructive forms of interaction with each other
- Individuals shall resolve conflict constructively, focusing on issues (not personalities)
- Individuals shall recognize that differing viewpoints are healthy in the decision-making process; everyone has the right to disagree, but being disagreeable does not promote healthy interactions
- Individuals shall respect the dignity, values, and opinions of others

Early Closure of a One-to-One Match

While Bright Futures aims for a match between a mentor and a mentee in the One-to-One program to last throughout the academic school year, sometimes matches need to be closed early. A match being closed means the mentor and mentee no longer see each other for monthly lunches.

There are a number of reasons why Bright Futures might decide to begin closure of the mentoring relationship. These include, but are not limited to:

- Problems with the match relationship
- Mentors not meeting with their mentee
- Mentors not communicating with Bright Futures, including not returning phone calls, emails, or text messages
- Mentors not following the Code of Ethics
- Mentors not following the Confidentiality Agreement
- Mentors not following Policies and Procedures
- Circumstances beyond control of the mentor or mentee, such as someone moving
- A closure at the request of the mentor
- A closure at the request of the mentee, their parents/guardians, or school staff

If Bright Futures determines a closure of a match is needed, Bright Futures will notify all parties of the closure via a phone call, in person, or in writing.

In some instances, such as if a mentee moves, a mentor may be re-matched with another youth.

Grievance Procedures

Any volunteer who has a complaint against Bright Futures may file a grievance as outlined below. Bright Futures requests that grievances not be communicated online or via social media, but in a professional, direct, and responsible manner.

- First, the volunteer should attempt to discuss the complaint directly with the individual concerned.
- If the matter cannot be resolved between the individuals involved, the volunteer should address the concern with the Bright Futures Program Director.
- If that attempt to resolve the complaint is unsuccessful, the volunteer may submit a written grievance to the President of the Bright Futures board who will investigate the complaint.

Appendix A: Online Videos for Mentor Training

We compiled a *Mentor Training Videos* playlist on YouTube that offers more insight on being a mentor and working with kids. We appreciate your willingness to invest time to become an effective mentor!

We strongly encourage you to view our **Top 3 Training Videos**.

- Make an Impact: Mentor in Real Life (3:00)
- Brené Brown on Empathy (3:00)
- Every Kid Needs a Champion by Rita Pierson (8:00)

Five additional training videos are included, offering more useful information.

- How Childhood Trauma Affects Health Across a Lifetime by Nadine Burke Harris (16:00)
- The World Needs all Kinds of Minds by Temple Grandin (20:00)
- Science of Childhood Trauma (Healing Gestures) (1:00)
- Rethinking Challenging Kids—Where There's A Skill, There's a Way by Stuart Ablon (20:00)
- Science of Mentorship by Shawn Blanchard (14:22 min)

To access these training videos

Go to bit.ly/2XKyrIM

OR

Go to our website at www.brightfuturesmentoring.com and **click on the YouTube icon** at the top-right of the homepage screen.



Appendix B: Child Developmental Stages

The following are typical developmental characteristics; however, a child's development is an individual and continual process. A child may be "behind" or "advanced" in any of the outlined areas. Children at a similar chronological age can be at different levels of maturity.

You may also encounter children who have disturbances in development, perhaps due to loss through divorce or death. While some children seem to weather these changes, others are more vulnerable to their effects.

Understanding developmental stages and being aware of what experiences a child has had can help mentors have realistic expectations of their mentees.

Ages Five to Seven

General Characteristics

- eager to learn; easily fatigued; short periods of interest
- learn best when they are active while learning
- self-assertive, boastful; less cooperative and more competitive

Physical Characteristics

- very active; need frequent breaks from tasks to do things that are energetic and fun for them
- need rest periods—good quiet activities include reading books together or doing simple art projects
- large muscles are well developed. Activities involving small muscles (for example, building models that have small pieces) are difficult
- may tend to be accident-prone

Social Characteristics

- enjoy organized games and are very concerned about following rules
- can be very competitive—this may lead them to cheat at games
- very imaginative and involved in fantasy-playing
- self-assertive, aggressive, boastful, want to be first; becoming less cooperative

Emotional Characteristics

- alert to feelings of others but unaware of how their own actions affect others
- very sensitive to praise and recognition; feelings are easily hurt
- inconsistent in level of maturity; regress when tired; often less mature at home than with outsiders

Mental Characteristics

- very eager to learn
- like to talk
- can be inflexible about their idea of fairness
- difficulty making decisions

Suggested Mentor Strategies

- be patient
- give supervision with a minimum amount of interference
- give praise, opportunities for successful competition, and suggestions about acceptable behavior

Ages Eight to Ten

General Characteristics

- interested in people; aware of differences; willing to give more to others but also expect more
- busy, active, full of enthusiasm; may try too much; accident prone; interested in money and its value
- sensitive to criticism; recognize failure; have capacity for self-evaluation
- capable of prolonged interest; may make plans on their own
- decisive; dependable; reasonable; strong sense of right and wrong
- spend a great deal of time in talk and discussion; often outspoken and critical of adults, although still dependent on adult approval

Physical Characteristics

- very active and need frequent breaks from tasks to do things that are energetic and fun for them
- those who mature early may be upset with about their size—as their adult supporter, you can help by listening and explaining
- may tend to be accident-prone

Social Characteristics

- can be very competitive
- are choosy about their friends
- acceptance by friends becomes very important
- team games become popular
- often idolize heroes, television stars, and sports figures

Emotional Characteristics

- very sensitive to praise and recognition; feelings are easily hurt
- because friends become very important, there can be conflicts between adults' rules and friends' rules—your honesty and consistency can be helpful

Mental Characteristics

- can be inflexible about their idea of fairness
- eager to answer questions
- very curious; collectors of everything, but may jump to other objects of interest after a short time
- want more independence while knowing they need guidance and support
- wide discrepancies in reading ability

Suggested Mentor Strategies

- recognize allegiance to friends and “heroes”
- remind child of responsibilities in a two-way relationship
- acknowledge performance
- offer enjoyable learning experiences—for example, this is a good age to teach about different cultures
- provide candid answers to questions about upcoming physiological changes

Ages Eleven to Thirteen

General Characteristics

- testing limits; a “know-it-all” attitude
- vulnerable; emotionally insecure; fear of rejection; mood swings
- identification with admired adults
- bodies going through physical changes that affect personal appearance

Physical Characteristics

- good coordination of small muscles; interest in art, crafts, models, and music
- those who mature early may be upset about their size—as their adult supporter, you can help by listening and explaining
- very concerned with their appearance; very self-conscious about their physical changes
- may have bad diet and sleep habits and, as a result, low energy levels

Social Characteristics

- acceptance by friends becomes very important
- cliques start to develop
- team games become popular
- often have “crushes” on other people
- friends set the general rule of behavior
- feel a strong need to conform; dress and behave like their peers in order to “belong”
- very concerned with what others say and think about them

- have a tendency to try to manipulate others to get what they want
- interested in earning own money

Emotional Characteristics

- very sensitive to praise and recognition; feelings are easily hurt
- because friends are very important, there can be conflicts between adults' rules and friends' rules
- loud behavior may hide their lack of self-confidence
- look at the world more objectively; look at adults more subjectively, and are critical of them

Mental Characteristics

- tend to be perfectionists; if they try to attempt too much, they may feel frustrated
- want more independence but know they need guidance and support
- may have a lengthy attention span

Suggested Mentor Strategies

- offer alternative opinions without being insistent
- be accepting of different physical states and emotional changes
- give candid answers to questions
- suggest positive money-making opportunities
- share aspects of your work life and rewards of achieving in work
- do not tease about appearance, clothes, boyfriends/girlfriends, sexuality. Instead, affirm them

Ages Fourteen to Sixteen

General Characteristics

- testing limits; a “know-it-all” attitude
- vulnerable; emotionally insecure; fear of rejection; mood swings
- identification with admired adults
- bodies going through physical changes that affect personal appearance

Physical Characteristics

- very concerned with their appearance; very self-conscious about their physical changes
- may have bad diet and sleep habits and, as a result, low energy levels
- often a rapid weight gain at the beginning of adolescence; enormous appetite

Social Characteristics

- friends set the general rules of behavior
- feel a strong need to conform; dress and behave like their peers in order to “belong”
- very concerned with what others say and think about them
- have a tendency to try to manipulate others to get what they want
- go to extremes; often appear to be unstable emotionally while having a “know-it-all” attitude
- fear of ridicule and of being unpopular
- strong identification with admired adults

Emotional Characteristics

- very sensitive to praise and recognition; feelings are easily hurt
- caught between being a child and being an adult
- loud behavior may hide their lack of self-confidence
- look at the world more objectively; look at adults more subjectively, and are critical of them

Mental Characteristics

- can better understand moral principles
- may have a lengthy attention span

Suggested Mentor Strategies

- give choices and don't be afraid to confront inappropriate behavior
- use humor to defuse testy situations
- give positive feedback—and let them know your affection is for them, not for their accomplishments
- be available and be yourself—with your true strengths, weaknesses, and emotions
- be honest and disclose appropriate personal information to build trust

Source: *Developmental stages of children and youth*. Handout D. Mentor Training Materials (n.d.). Park County Youth Commission.