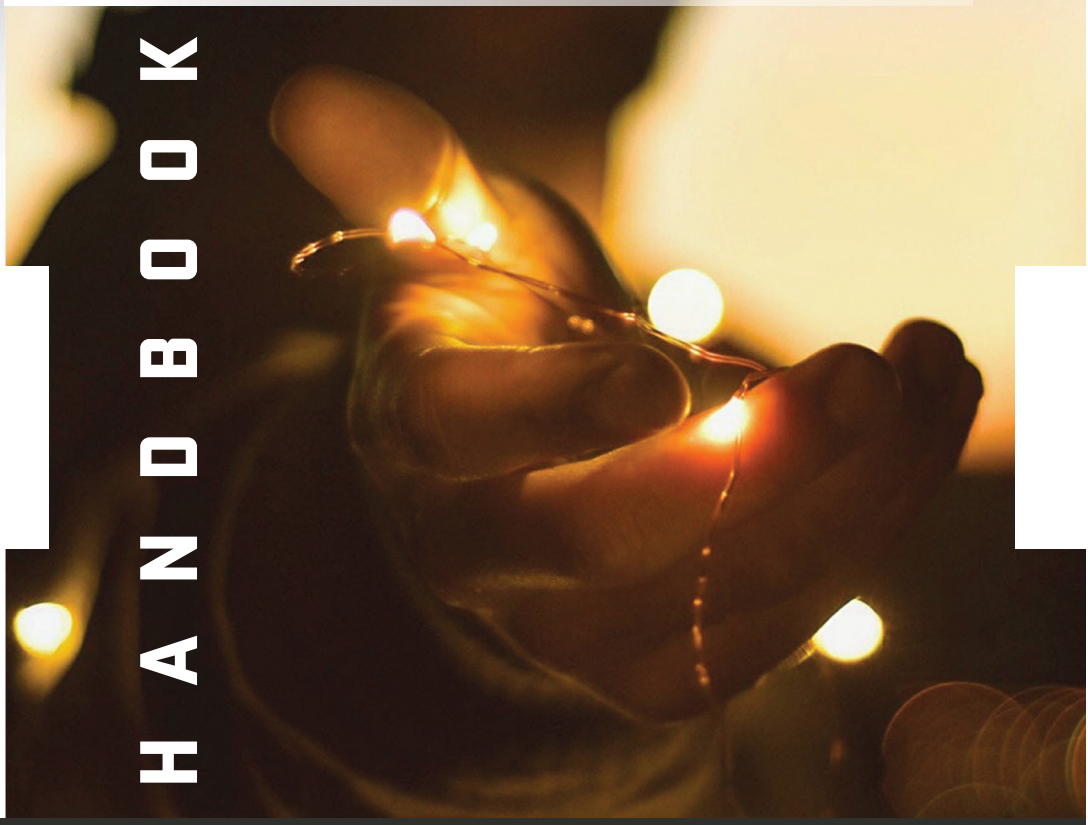
sccyi

MENTORING

HANDBOOK



the Center

TheCenterSC

@TheCenterSC

TheCenter_SC

306.773.3344

55 1st Ave. NE

Swift Current, SK

WHERE TO FIND...

P. 2	**1. About the SCCYI**
P. 3	**2. Mentoring Program Goal**
P. 3	**3. Evaluation Process**
P. 4	**4. Mentoring Information**
P. 6	**5. Goal Setting**
P. 7	**6. Mentee's Needs & Expectations**
P. 8	**7. 10 Tips for Successful Mentoring**
P. 8	**8. Possible Acivities**
P. 8	**9. Guidelines and Policies**
P. 13	**10. Frequently Asked Questions**

TheCenterSC

@TheCenterSC

TheCenter_SC

306.773.3344

55 1st Ave. NE

Swift Current, SK

1. About the SCCYI

I. Mission: The Swift Current Community Youth Initiative is driven by a passion to address the needs of youth today. We strive to make youth related resources, programs and counselling readily available and easily accessible. It is estimated that only 1 in 5 at risk youth will initiate seeking help. We seek to serve human needs, share the love of God, and be a positive transforming influence in the lives of young people and their families.

Vision: The goal of the SCCYI is to provide an environment and build relationships with youth that would see them finding the help that they need in a safe and fun environment.

II. General Information

The Swift Current Community Youth Initiative is a Non-Profit Organization operated by a Board of Directors. Through service clubs, churches, individuals, grants, and government assistance, the SCCYI has been able to offer youth guidance, understanding, and assistance in making positive life choices.

The SCCYI began operating The Center in November of 2010. The SCCYI opened with the purpose of providing youth with a safe and fun place to spend time after school and on weekends.

III. Programming

The SCCYI offers a variety of programs including drop-in times, guitar lessons, counselling, tutoring, mentoring and "help" groups for youth. Drop-in times run after school and on Weekends. We also offer free snacks and meals during the school year. On Mondays and Tuesdays we offer an after school snack, and on Wednesdays and Thursdays we offer a free supper.

IV. Hours of Operation

Monday-Thursday: 9a.m.-5:30p.m. **Fridays:** 9a.m.-12p.m.

After School Drop-in Times: Monday-Thursday 2:30p.m.-5:30p.m.

Weekend Drop-in Times: (divided based on grade)
Fridays: Grades 6-8: 7p.m.-10p.m.
Grades 9-12: 9p.m.-1a.m.
Saturdays: Grades 6-8: 8p.m.-10p.m.
Grades 9-12: 9p.m.-12a.m.

2. Mentoring Program Goal

The goal of the SCCYI Mentoring Program is to provide the youth of Swift Current and surrounding area with a positive and supportive influence that is able to put in the time and effort to build into the future of our youth. It is our hope that the youth who receive mentoring will learn the life skills necessary to be positive members of society and have access to the resources and supports necessary to succeed.

3. Evaluation Process

There will be regular check-ins completed to ensure the mentoring relationship is successful. The Program Administrator or Executive Director will contact the mentor and the mentee (parents/guardians included) via phone every 3-4 weeks to ensure that everyone is satisfied with how the relationship is progressing. An in person contact will take place every 7-8 weeks to observe the relationship.
The Program Administrator will ask that parents/guardians, as well as the mentors, to fill out a survey periodically to ensure that any issues are addressed.

4. Mentoring Information

I. Roles and Responsibilities

As a mentor, you are a trusted adult friend to your mentee. This means that your role is to empower the youth by listening to their opinions and letting them make some choices, as long as safety is not compromised.

A mentor is also a positive role model. A positive role model demonstrates how to make decisions and respond to different life situations. A positive role model sets an example more by actions than they do words.

Mentors are nurturer's of possibilities. Mentors are given the opportunity to help their mentee develop their strengths. As a mentor you can be a positive support and provide continuous encouragement as your mentee develops.

II. Boundaries

Boundaries are put in place to ensure that the mentoring relationship is healthy. It is important to recognize that as a mentor there are four roles you should not be: A professional (counsellor, medical advisor, etc.), a mentor to the entire family, you are not the mentee's parent, and you should not be a peer friend.
If you are ever unsure if you are crossing a boundary in your mentoring relationship always discuss the situation with the Program Administrator.

III. Self-Reflection

It is important when mentoring to remember what your mentee wants to gain from the relationship as well. We must not forget that the relationship is in place to support and meet the needs of the mentee and not to meet our own idea of what the mentee needs.

IV. Who to Contact

In the event that problems arise in the mentoring relationship, you should contact the Program Administrator. The Program Administrator will take the necessary steps to resolve any issues.

V. Duty to Report

Should you have any concerns about physical, sexual, emotional abuse or neglect you are to contact the Program Administrator immediately. Under the Child and Family Services Act you are obligated to report all suspicions of abuse or neglect. Mentors are required to make reports to the Ministry of Social Services Centralized Intake Line: 1-844-787-3760.

5. Reporting & Goal Setting

In the initial stage of the mentoring relationship your goal is to simply build a positive relationship. As your relationship develops it is possible to come up with goals for your mentee to achieve. These goals should be set with your mentee. Goals can be simple. **The following page is a sample of how goals can be set and meetings can be documented.**

SMART Goal Sample

Youth's Name: _____

Contracted Hours per week: 2hrs

Overall Goals:

1. _____**will participate in recreational and social activities**
2. _____**will be able to have positive interactions with peers**
3. _____**will incorporate exercise as part of daily activity**

Goals are:
Specific
Measurable
Attainable
Relatable
Time measurable

Date	Activity	Goal	Outcome	HRS	Expe-nses	KMs (If applicable)
March 10, 2018	Play soccer at the park	Youth will play soccer with me for 15 minutes before taking a break	I attempted to play soccer with youth. Youth said they did not feel like playing soccer because they might get tired. I asked youth if they would just kick the ball back and forth. Youth agreed.	2	$0	0
March 20, 2018	Volunteer at the SPCA	Youth will be able to work together/ interact with other volunteers (peers)	Youth did well with this activity. Youth enjoyed working with the animals but required some encouragement when interacting with other volunteers. Youth was quite shy at first, but as long as youth was petting/holding an animal and focusing on that, youth was more able to converse with others.	2	$0	0
March 30, 2018	Ride bikes	Youth will be able to ride bike from point A to point B	Youth and I rode our bikes from youths house to the ice cream shop. Youth was really excited to get ice cream but thought we should drive there. I suggested that since it is a nice day and the ice cream shop is not far we should ride our bikes. Youth complained a little bit but agreed to do so. Youth enjoyed the ice cream treat and also admitted that youth also enjoyed riding bike.	2	$5	0

Additional comments: It seems to be a general trend that Youth does not choose physical activities. Youth needs some encouragement in this area. It would be beneficial for mentoring sessions to continue with a physical aspect. Youth responds well to encouragement and positive reinforcement. When youth knows that youth is getting a reward, such as ice cream, after a bike ride, youth is more willing to take part in the activity. Youth really enjoyed spending time at the SPCA and noted that youth would like to do more activities like that.

6. Mentee's Needs & Expectations:

Your mentee expects that you will be trustworthy. You can demonstrate this when you keep your mentoring commitments or let your mentee know if you have to cancel a meeting and explain to your mentee why you can't meet with them.

You should also be empathic: "listening with not only our eyes and ears, but also with your hearts and our minds." It is important that your mentee knows that you will try your best to understand what they are feeling and are there to support them.

There are two components to being authentic. The first is self-awareness. Your mentee wants to know who you are and why you are the way you are. The second component is honesty. Always be honest with your mentee about who you are. This teaches the mentee that it is okay for different people to have different likes, values, and beliefs.

7. 10 Tips for Successful Mentoring

1. Maintain regular contact
2. Always be honest
3. Avoid being judgmental
4. For support, seek assistance from the program administrator
5. Don't expect to have all the answers
6. Help your mentee access other resources and further support
7. Be clear about expectations and boundaries
8. Stand back from the issues your mentee raises; work together to address them.
9. Respect confidentially
10. If the relationship falters — hang in there!

8. Possible Activities (Following Pages)

(Found on Mentoring Central: www.mentoringcentral.net)

RECREATIONAL ACTIVITY IDEAS

- Choose a recipe and bake something
- Build a kite to fly on a windy day
- Feed the ducks in the park
- Play fun card games in the park or at a lively coffee shop
- Pack a picnic lunch
- Go on a city scavenger hunt
- Buy or make postcards and mail them to friends and family
- Go fishing
- Play a board game or card game
- Attend a high school sporting event
- Play a challenging, strategic video or computer game together
- Build a small garden
- Learn how to play chess together
- Attend a local sporting event
- Go through job listings and talk about which jobs you would each enjoy
- Plan a menu, shop for ingredients, and make a meal together

AGE 8-13

Because youth can engage in greater abstract reasoning and are beginning to develop greater personal goal-setting, designing, building, and caring for a small garden, or container garden, (or rented plot of land at a local community garden) would be a particularly good activity.

Learning how to play chess together would also challenge and encourage the development of relevant skills.

AGE 14-18

For this age group, going through job listings and talking about which jobs you would each enjoy can foster youth's identity exploration and expose youth to new skills. Reviewing job listings together demonstrates to youth how to look for and how to research job listings.

HEALTH & FITNESS ACTIVITY IDEAS

- Go to the local farmer's market to choose a food you have never tried before
- Play tennis or basketball at the public courts
- Rent rollerblades or ice skates and learn to skate safely
- Take a ride on the local bike path
- Play mini-golf or go bowling
- Go swimming
- Visit an urban farm and see if you can sample some vegetables
- Learn how to hula hoop
- Play Frisbee or disc golf
- Go rollerblading
- Go for a walk
- Play four square or wall ball
- If your mentee has any personal health or fitness goals, work with your mentee to achieve these goals
- Go for a walk or hike
- Research edible plants and herbs in your community
- Play doubles tennis or basketball on a community team together (or at pick-up games)
- Register for a local 5k race and train for it together

AGE 8-13

Playing four-square or wall ball are both activities that involve physical activity and rule following. Four-square also encourages autonomy and creativity by necessitating the creation of new rules as the game progresses. To make the game more creative and challenging, you can also modify existing games with rules that you create and agree upon.

AGE 14-18

A great way to practice long-term goal-setting and responsibility would be to register for a local 5k race and train for it together.

EDUCATION/CAREER IDEAS

- Download a free nature walk guide and go on a nature walk
- Make a bug cage out of a mason jar (with holes in the lid) and catch some bugs
- Call ahead to visit your local fire station
- Go to a reading circle or kids' book event at a local library
- Tour a police station
- Visit the Science museum or a local art museum and engage in the activities they designed for kids
- Research how to do easy science projects (i.e. building a volcano or mini rocket ship) and test them safely
- Go to an event at an art or science museum
- Take a trip on public transportation
- Go to a local historical site
- Tour a college campus
- Attend a free community cooking class
- Conduct mock job interviews for a potential summer job
- Practice vocabulary words for the PSAT/SAT
- Research current events that happened on the day and year of your birth
- Play Trivial Pursuit and look up new information on the computer

AGE 8-13

Taking a trip on public transportation would allow your mentee autonomy over deciding where to go, how much it will cost to get there, and how to get there.

AGE 14-18

With this age group you still want to focus on having fun, but your mentee may have very important educational milestones that he or she is working towards. You can assist your mentee by thinking about how to practice things like job interviews or vocabulary words for the PSAT/SAT in fun and interactive ways. You could even think about incorporating these activities into another game, like jeopardy, trivial pursuit, or a physical game like four-square.

ART & CULTURE ACTIVITY IDEAS

- If a holiday or birthday is coming up, make homemade cards
- Build a bird house
- Do a paint-by-number painting
- Create treasure maps and follow them to the treasure!
- Go to an outdoor festival or art walk
- Attend a free scrap booking, or other craft class
- Write a story together
- Decorate t-shirts
- Make puppets and film your puppet show
- Go to a play
- Listen to music together
- Bring painting supplies to a local spot and paint a picture
- Make a video together to document an outing
- Cook food from one another's culture, or from a culture that is new to both of you
- Practice photography skills
- Attend free concerts or cultural events
- Go to an ethnic restaurant where you can both try food you have never eaten before

AGE 8-13

To make a simple activity like going to the park more goal directed and educational, bring painting supplies to a local spot and paint a picture, or make a video together to document an outing. Your mentee could be the "creative director" of these projects.

AGE 14-18

Cooking food from one another's culture, or from a culture that is new to both of you, or going to an ethnic restaurant where you can both try food you have never eaten before are great examples of how to share experiences and teach each other new things. You could even plan to attend a local music concert and then try a restaurant that serves food from that culture.

CIVIC ENGAGEMENT IDEAS

- Collect canned goods for a food shuttle
- Volunteer for Earth Day activities
- Wrap a gift for Toys for Tots
- Make greeting cards or holiday cards for a local charity
- Learn about water conservation
- Plant a tree with a local urban renewal organization
- Volunteer to walk the dogs at the local SPCA or volunteer at another local venue
- Mow someone's lawn or wash someone's car together
- Volunteer at a community garden
- Research political parties or candidates
- Participate in a fundraiser for a charity
- Volunteer at a soup kitchen or food shuttle

AGE 8-13

A great way to foster autonomy, goal-directed behavior, and civic involvement could be to discuss with your mentee issues that your community faces, and then decide where you and your mentee could volunteer together to help. For example, if your mentee is fond of animals, walking the dogs at the SPCA may be an option. Similarly, if your mentee is interested in the outdoors and gardening, volunteering with a local urban farm that serves their direct community is a great idea.

AGE 14-18

Researching political parties or candidates and having a discussion about what is important to both you and your mentee is a way to connect goals to behaviors that can help them attain these goals.

9. Guidelines and Policies

The Swift Current Youth Initiative has a number of policies in place in regard to mentoring. These policies can be accessed at any time by contacting the Program Administrator or Executive Director. The following is a brief description of each policy:

ELIGIBILITY CRITERIA FOR MENTORING POLICY

To protect the safety of the SCCYI and the youth that are applying for admission into the mentoring program, all application forms must be completed and handed in to the Program Administrator. These forms included Mentee Application form, Parent/Guardian Consent form, Youth Pre-Match Interview Form, and if submitted/necessary a Youth Mentor Program Referral Form.

If any mentor volunteer applicant has received any criminal charges under the sexual nature they will be rejected as a volunteer. If there have been any criminal charges of the violent nature, there will be an extensive review of the charges. After the interview and application process, it will be of the discretion of the Executive Director to accept or deny the applicant. The board can also be consulted on this matter. A formal report will be made by the Executive Director of the charges, what was done to correct, time served, and why or why not they were accepted or denied into the Mentoring Program.

GIFT GIVING POLICY

At no time is there to be gifts given to the mentee or to the family of the mentee. This is to be understood that in any circumstance the Mentor is required to abstain from giving gifts to the mentee, or to the family of the mentee at ANY TIME, or under ANY CIRCUMSTANCE.

MENTOR INTERVIEW POLICY

An interview must be conducted for anyone wanting to mentor through the SCCYI. Specific questions have been devised to interpret compatibility of both the relationship of the mentor to mentee, as well as the compatibility of the mentor to the mission and values of the SCCYI.

MENTORING EXPENSE REIMBURSEMENT POLICY

Each mentor will be given $20.00 per mentoring session with their mentee or gift cards from sponsors to cover costs. Any funds used in excess of the allotted funds will be required to be covered by the mentor individually, or by a system of expense sharing previously set up between the mentor and the mentee's parent/guardian. Maximum of one visit will be covered per week by the SCCYI. Any visits in excess will be required to be covered by the mentor.

MENTORING INCIDENT REPORTING POLICY (DUTY TO REPORT)

Communication of incident, whether that be behavioural, emotional, psychological or of bodily harm, must be reported immediately. If at any time the mentor is unsure whether to report an incident, they can contact the Executive Director or the Program Administrator to see if a report is appropriate for the situation.

MENTORING LOCATION POLICY

There will be no visits held in the personal homes of either the mentor or the mentee. If there are any questions of the validity of the location of the mentoring, the mentor will be required to contact the Program Administrator. It is not required to get locations approved, however, how to structure the visits is to be made clear in the orientation process.

MENTORING MATCHING AND MONITORING POLICY

Based on the personalities and interests of both the mentor and mentee, an appropriate match will be set in place by the Executive Director and Program Administrator. A first meeting will then be established to determine if the match will be set to an official contract.

The Program Administrator will monitor the progress of the relationship and make bi-monthly contacts based on what the mentor and mentee communicate. Separate contacts to each individual will be made.

MENTORING MONTHLY REPORTING POLICY

The purpose of maintaining monthly reports is to monitor the relationship progress between the mentor and the mentee, as well as to oversee the activities that are being reported.

MENTORING PROGRAM DOCUMENTATION POLICY

The Program Administrator and the Executive Director will be required to go through the appropriate steps of attaining all necessary documentation from both the Mentor and Mentee. This involves going through a customized checklist of documents that allows the SCCYI to cover all basis to match a mentor with the mentee, as well as to understand whether the mentor is eligible for acceptance into the position.

MENTORING RELATIONSHIP BREAKDOWN POLICY

The Program Administrator or the Executive Director will contact both the mentor and mentee to understand where there is disharmony in the relationship. The Program Administrator is responsible for meeting with all parties and determining if the relationship should continue or be terminated.

MENTORING RISK MANAGEMENT POLICY

The Executive Director and the Program Administrator will conduct the Mentoring program by going through an extensive interview, training, and reporting process to ensure that all steps are being taken to avoid any unnecessary risks. Protecting all parties involved in the Mentoring Program is the priority of the SCCYI.

MENTORING TIME PARAMETER POLICY

There will be an expectation for the mentors to meet with their mentee every week for a minimum of two hours and a maximum of four hours.

MENTOR TRAINING POLICY

All mentors are required to take the "Orientation for Mentors" course offered online by Alberta Mentoring Partnership before they can start any mentoring relationship.

POINTS OF CHECK POLICY

The Program Administrator or the Executive Director will make phone contact every 3-4 weeks to the mentor and the mentee (parents/guardians included), and one in person contact every 7-8 weeks. In person contacts can include a tag-along with the visit or a visit to happen at The Center to make sure that the relationship between the mentor and mentee is in good health.

TRANSPORTATION POLICY

Mentor's will not be permitted to transport mentees without parent/guardian consent. Mentors must provide a copy of a valid drivers license, vehicle insurance, as well as a current drivers abstract. Only the mentor is permitted to transport the mentee; the mentor cannot have a family member, friend, or independent transportation business (ex. taxi) transport the mentee.

10. FAQ's

Who are the Mentors in the program?

Our mentors come from diverse backgrounds just like our mentees. They are regular people, just like you. You don't need any special degrees or job skills. You just have to want to positively impact a young person. Role models come in all shapes and sizes, and you could be a perfect fit.

When can I see my Mentee?

As a mentor/mentee team, you decide together what you want to do and then your mentee gets approval from his or her parent. We recommend that you keep a consistent schedule of outings and get together on a regular basis. The outings will also depend on the comfort level of your Mentee's parents, your Mentee, and you.

10. FAQ's

How much money should I spend?

The quality of the time you invest with your Mentee is more important than the amount of money you spend. That's why we don't encourage spending a lot of money on your outings. The goal of the relationship is to help your Mentee see the world through a different lens so you can inspire your Mentee to become something they never thought possible. If you are going to spend money, we encourage you to seek out low-cost activities, especially in the beginning. Play a game together, or share that pizza that you were going to have for lunch anyway. The Swift Current Community Youth Initiative offers monthly group activities that are a great way to meet other Mentors and Mentees. As a Mentor, you may also receive notices for free tickets to cultural and sports activities for you both to enjoy.

What are some good ideas for outings with my Mentee?

Share an activity that gives you something in common to talk about. Go to the library, check out a book and read together. Buy a comic book to read together. Play a board game. Go on a nature walk. Hit a bucket of golf balls at the local driving range. Take a ride in the car with the radio on and talk about the music you like. You want to select activities that give each of you a chance to learn more about one another. For children, playing can be learning. Most important: keep it simple and enjoy yourselves!

Can I bring my spouse, a friend, or a family member on outings?

In the beginning it's most important for you and your Mentee to get to know each other. This can happen best on a one-to-one basis. However, over time it's also valuable for your Mentee to get to know the people who are important to you. Just keep in mind that if you're spending lots of time with others, your Mentee may begin to feel jealous or neglected. The main focus is the friendship you develop with your Mentee.

What kind of support can I expect from SCCYI once I get matched?

Once you are matched with your Mentee, the Program Administrator will be in regular contact with you to provide assistance and give feedback. Any time you are unsure about what to do or how to handle a situation, you will have the Program Administrator available to help. They'll help you with ideas for activities, guidance for handling possible difficult situations, and feedback on how you are making a difference.

Will I become a replacement parent?

No, Mentee's have a parent or guardian in their life already. What they need is a Mentor to spend quality, one-on-one time with them. Someone to have fun with, someone they can confide in, someone like you!

NOTES

NOTES

NOTES

City of Swift Current
Aquatic Center

Swift Plumbing Heating Ltd.

TEMPSTAR
Heating and Cooling Products

SC
Broncos

Domino's

Tim Hortons

A&W™

the Center