

Women and Youth

Supporting Each Other (WYSE)

Fall Mentor Training Handbook

September 2019



Women & Youth Supporting Each Other

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INTRODUCTION TO FALL MENTOR TRAINING

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Introduction to WYSE Training

Welcome to the Fall Mentor Training Handbook! This guide is designed to give you – our fearless WYSE directors – an overview of the important components of Fall WYSE Mentor training. It's full of discussion starters, points of conversation, and tried-and-true training activities from your peer branches that will help you design and deliver a training experience that best suits your unique group of mentors.

WYSE training is the best way to prepare new mentors – and refresh returning mentors – for the upcoming WYSE year. It is important to set expectations at the beginning of the year, both for what is expected of mentors and what they can expect from the program in return. It is also a great opportunity for mentors to bond and begin building trust, friendship, and community.

Training—It's a WYSE National Norm!

Comprehensive mentor training is required at the start of each program year. While the major components of WYSE training must be covered, each branch is encouraged to design and deliver a training experience that is tailored to their own unique and specific needs. Before they can begin working with mentees, each mentor must complete a **Fall training of minimum 4 hours**, which should be designed in accordance with the parameters outlined in this Fall Mentor Training Handbook.

In addition, all branches should conduct a **supplementary Spring training (2 hours)** prior to the start of Unit 2 in the curriculum. This mini-training should be designed in accordance with the parameters outlined in the Spring Supplementary Materials.

All WYSE mentors must participate in both Fall and Spring training each year, even if they have been mentors before. Seasoned mentors can be valuable assets during trainings, leveraging their experiences to drive home important points to new mentors. Returning mentors can facilitate portions of trainings, take out new mentors in one-on-one trainings, or help D-Teams plan sessions.

Six Main Components of Fall Mentor Training

- 1. The WYSE National Network**
- 2. Why WYSE?**
- 3. The Role of a WYSE Mentor**
- 4. Working with Adolescent Girls**
- 5. Diversity and Cultural Awareness**
- 6. Accountability and Expectations**

Components of WYSE mentor trainings are standardized at the national level and should be addressed before mentors begin working with mentees. Topics covered in the Fall and Spring trainings will differ slightly as they reflect the session topics covered in the WYSE curriculum. Since Fall training precedes the start of the WYSE program year, topics will be broader in nature and focus on points like managing expectations, describing the role of a mentor, and discussing the larger need/goal of the WYSE program.

The following pages describe the six main components of fall mentor training. Directors should use this information as a starting point, supplementing with materials that speak to your own branch. Sample activities following important concepts are possible implementation techniques for aforementioned concepts. Director team members are welcome and encouraged to come up with their own activities to ensure mentors understand key WYSE concepts.

Purpose	Key Points	Pg.
1. The WYSE National Network: Ensure that mentors understand the WYSE organization and how the WYSE branch works.	<i>What is the mission and vision of WYSE?</i> <i>What is the WYSE National Board of Directors and what do they do?</i> <i>How does your branch interact with the National Board of Directors and other branches?</i> <i>How is your branch organized?</i> <i>Who is on the Directors Team and what are their specific roles?</i>	9–16
2. Why WYSE? Ensure that mentors understand the WYSE mission and the WYSE national network.	<i>What is the larger need for WYSE?</i> <i>What unique purpose does WYSE serve in our communities and nationally?</i> <i>What role does the WYSE National Network play in achieving the WYSE mission?</i>	17–21
3. The Role of a WYSE Mentor: Ensure that mentors understand what it means to be a good mentor, and that mentors understand their place in their mentee's lives as a mentor.	<i>What are strategies to connect, resolve conflict, and build trust with mentees?</i> <i>How can mentors maintain lasting, meaningful relationships with mentees?</i> <i>What role can mentors play in re-engaging mentees who have trouble with session attendance?</i> <i>What does it mean to be a good mentor?</i> <i>What can mentors do if they feel overwhelmed or unsure about a situation with their mentee?</i>	22–37

Purpose	Key Points	Pg.
<p>4. Working with Adolescent Girls: Ensure that mentors understand what lies behind the mentality of adolescent girls, and recognize difference of age as a factor in decision making and attitude.</p>	<p><i>Why does WYSE work with girls between the ages of 11-13?</i></p> <p><i>What impact does adolescence have on female behavior and decision making?</i></p>	38–47
<p>5. Diversity and Cultural Awareness: Ensure that mentors are educated on their privilege as a college mentor, or privilege concerning race, class, and/or sexual orientation. Mentors must be sensitive to differences in backgrounds with their mentees, and behave accordingly.</p>	<p><i>What is the demographic of the mentees your branch works with (age, religion, family structure, race, class, ethnicity, socioeconomic status, sexual orientation, gender identity, etc.)?</i></p> <p><i>How do mentee backgrounds differ from our own? How are they alike?</i></p> <p><i>How can session facilitators ensure that sessions are being conducted in an open, inclusive way?</i></p>	48–53
<p>6. Accountability and Expectations: Ensure that mentors understand and are committed to achieving what will be required of them during the upcoming year.</p>	<p><i>Why is it important for mentors to commit to one year of mentorship?</i></p> <p><i>What can mentors expect from the Directors Team?</i></p> <p><i>What can directors & mentors expect from the National Board of Directors?</i></p>	54–61

WYSE TRAINING

COMPONENT 1:

THE WYSE NATIONAL NETWORK

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WYSE: Mission, Vision, Pillars

Mentor Training Component: 1. The WYSE National Network

Mission

To empower young women by providing the resources and support necessary to make positive life choices and create community change

Vision

To create a world in which all women are empowered to determine their future and effect change

Our Pillars

Critical Thinking and Decision Making

WYSE women explore fully and think deeply about significant issues in order to make informed, deliberate decisions.

Identity and Self Esteem

WYSE women strive to recognize, explore, and proudly express who they are as individuals.

Commitment to Mentorship

WYSE women believe in the power of positive relationships to change lives. Through commitment to mentorship, WYSE women dedicate themselves to being a positive influence and role model for those around them.

Community Change

WYSE women strive to make a better society by gathering information, spreading awareness, and taking action on issues that are meaningful to them.

Safe Community and Exploration

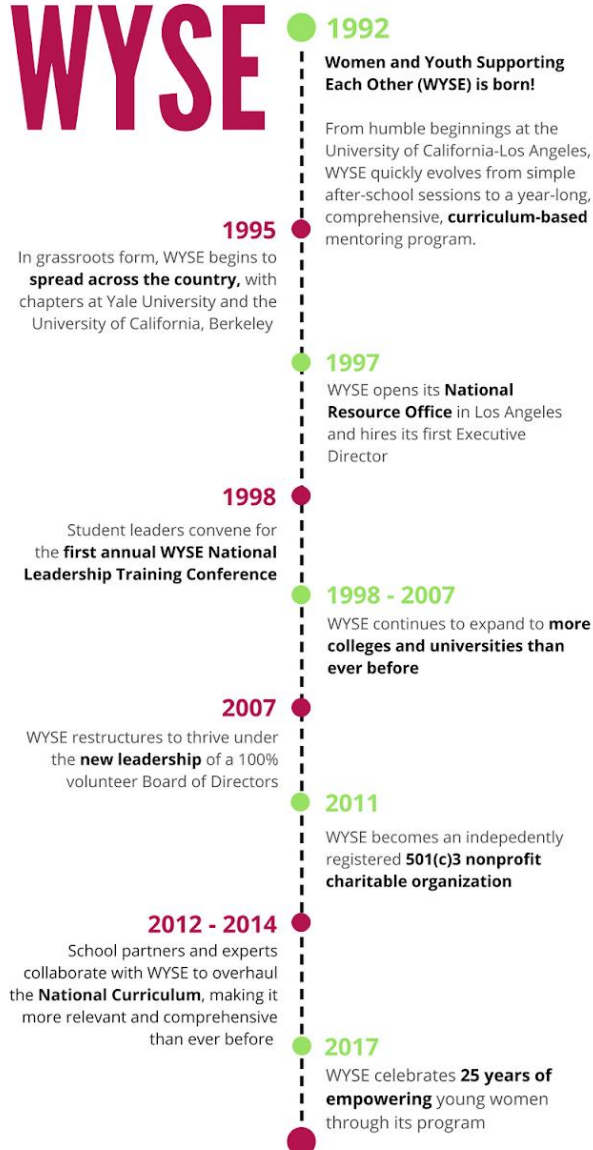
WYSE women express their ideas, ask questions, and learn in a safe, open, and accepting community. WYSE women encourage others to speak up and help each other discover new ideas.

The WYSE Herstory

Mentor Training Component: 1. The WYSE National Network

A BRIEF HERSTORY OF

WYSE



THE PRESENT & FUTURE OF WYSE

Today, WYSE is governed and fully operated by the National Board of Directors, a group of incredibly dedicated volunteers with a passion for social justice, feminism, and youth empowerment. For a quarter-century, WYSE has succeeded in providing close to **5,000** adolescent girls with the information, resources, and support necessary to make informed decisions and to create community change!

WYSE was founded by three UCLA students in 1992 who after working with homeless families, were alarmed by the fact that the fastest growing population among the homeless was single mothers and their children. They designed the WYSE program initially to prevent teenage pregnancy and single motherhood by providing young women with contraceptive information. As they organized other students, the group found that teenage pregnancy was just one of the many issues middle and high school girls faced. Low self-esteem, a lack of awareness of future options, and violence in their communities were among many other issues preventing young women from achieving their greatest potential. Thus, over the next five years WYSE developed from simple after-school sessions to include a comprehensive year-long curriculum striving to inform girls of all the issues that can contribute to their disempowerment.

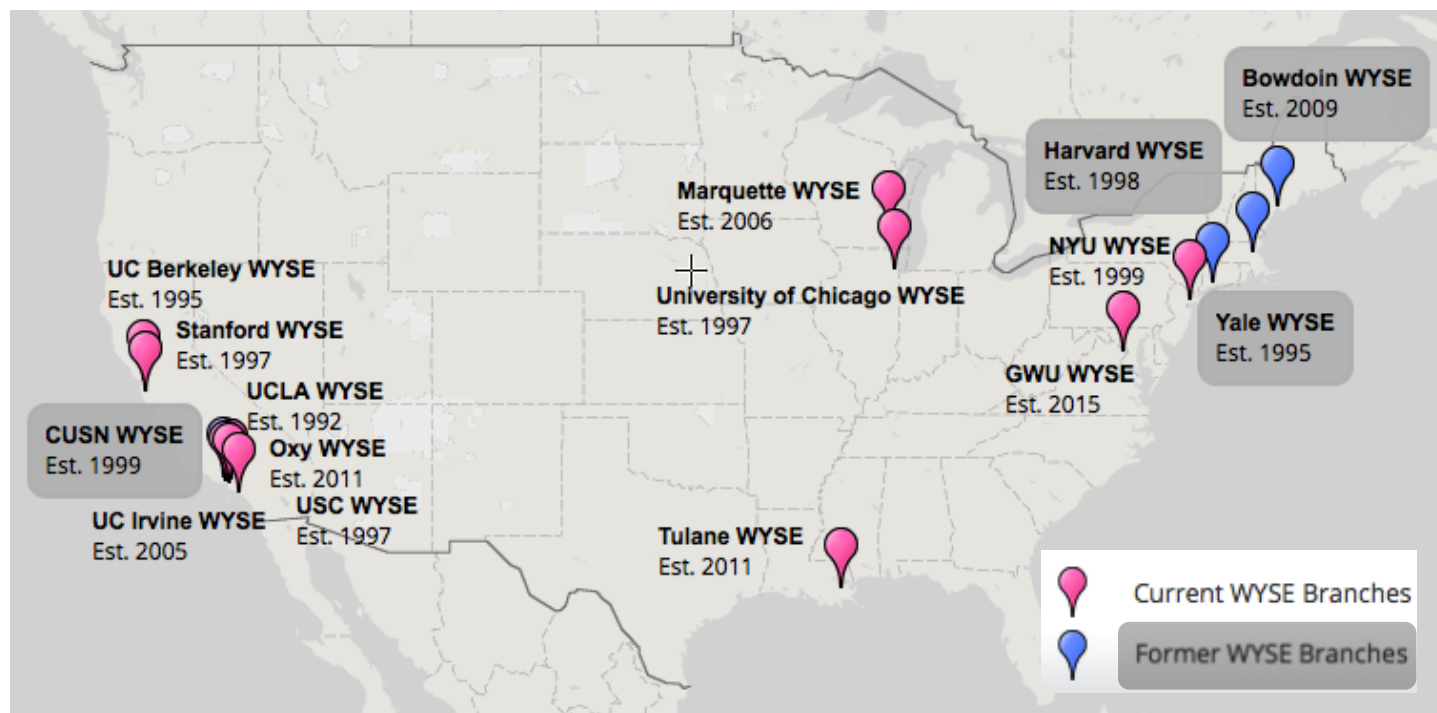
With the graduation of the founders from UCLA, WYSE's national expansion began. First it went to Yale and UC Berkeley, then to Stanford, the University of Chicago, Harvard, USC, CSU Northridge, and eventually to NYU and CSU Long Beach. In 1995, WYSE hired our first paid staff member to provide national support to the various local student-run branches, and in 1997, received generous funding from the California Wellness Foundation to initiate the National Resource Office which would provide much needed branch support and technical assistance.



Today, the WYSE is nationally guided by the WYSE Board of Directors. We have succeeded in providing more than one thousand young women with critical information and leadership development, and challenged them to take action to inspire positive change in their communities. Several of these young women are now high school and college students who continue to participate in the program, or have become involved in decision-making for the organization as a whole. Together, we make up the WYSE National Network calling for a better future for women, girls, and the communities in which they live.

Where Is WYSE?

Mentor Training Component: 1. The WYSE National Network



The WYSE National Board of Directors

Mentor Training Component: 1. The WYSE National Network



MELISSA PIERCE

Board Chair

Melissa Pierce joined the WYSE National Board of Directors in 2005. Melissa graduated from Stanford University in 2003 with a B.A. in Urban Studies and Planning, where she served as a WYSE mentor and director. Melissa lives in Atlanta, GA.

Branch Buddies: Tulane, Marquette

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STEPHANIE KENNEDY

Vice Chair

Stephanie graduated from the University of Southern California with a B.A. in Communication. At USC, she was involved in WYSE from 2010 to 2013 and served as Executive Director from 2012 to 2013. Stephanie is currently studying Reproductive, Maternal and Child Health at the University of North Carolina-Chapel Hill.

Branch Buddies: USC, GWU

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LAUREN GORSKI

Communications Chair

Lauren Gorski joined the WYSE National Board of Directors in 2013. Lauren holds a B.A. from the University of California, Irvine and a Masters in Professional Writing from USC. She was a WYSE mentor at the UCI Branch from 2007–2011 and served as Executive Director for two years. Lauren lives in San Francisco, CA.

Branch Buddies: UC Irvine, UC Berkeley, Stanford

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ANNA SHAW-AMOA

Operations & Performance Chair

Anna Shaw-Amoah has been on the WYSE National Board of Directors since 2015. She holds B.A. from NYU and an M.P.A. in Nonprofit Management & Policy from the same university. Anna was a WYSE mentor and director at the NYU branch from 2009–2012. Anna lives in Philadelphia, PA.

Branch Buddies: University of Chicago, Occidental

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NATHALIE SARJU

Program Chair

Nathalie joined the WYSE National Board of Directors in 2018. Nathalie graduated from the University of Central Florida after transferring from New York University, where she was involved in WYSE as a freshman. Nathalie lives in New York City and is an advocate for survivors of domestic violence through Jahajee Sisters and a mental health therapist for children.

Branch Buddies: NYU, UCLA

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Critical Elements of a WYSE Branch

Mentor Training Component: 1. The WYSE National Network



ONE-ON-ONE MENTORSHIP

WYSE Mentor-Mentee pairs spend time together during planned WYSE sessions and events, and go on other fun outings together as well.



WEEKLY SESSIONS

interactive group mentorship is carried out through weekly sessions on important topics in mentees' lives.



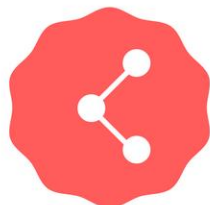
REFLECTION MEETINGS

Learn from session feedback and regroup with other mentors. Discuss next session and prepare with any relevant training topics.



GROUP ACTIVITIES

Mentor-only and Mentor-Mentee events are necessary to build WYSE community, foster group bonds, and create opportunities for mentorship.



COMMUNITY ACTION

Branches encourage mentees and mentors to carry WYSE values outside of session and make a difference in their community.

WYSE National Norms

Mentor Training Component: 1. The WYSE National Network

WYSE is a national 501(c)(3) nonprofit mentoring organization. As such, we must uphold the integrity of our national organization, brand, mission, and core operating principles by ensuring that certain elements of our program are consistent across all branches, no matter what. It is critical that all WYSE branches are held to the same standards and operate in alignment with WYSE's national structure and the Critical Elements of a WYSE Branch.

Key norms are as follows:

1. THE WYSE CURRICULUM - The WYSE curriculum is a large part of what makes our program unique and what separates us from other mentoring and after-school programs for adolescent girls. Branches must present all three sections of the curriculum each program year; branches may NOT choose (at the university or middle school's discretion) to opt out of any of the three sections of the curriculum. Thus, branches must operate within schools and frameworks that fully support the entire curriculum. At the beginning of the semester, branches must submit to the Board a schedule of planned sessions.

2. MIDDLE SCHOOL TARGET - WYSE serves young women in middle school, grades 6-8. WYSE is not designed for 5th graders and is not currently positioned for high school adolescents. For branches serving more than one grade level, sessions should be split by grade so that content can be tailored accordingly.

3. WEEKLY SESSION and REFLECTION MEETING - Branches visit their school sites weekly. All branches must conduct a weekly hour-long reflection meeting to review and reflect upon the previous session, and to prepare for and discuss the upcoming session.

4. TRAINING - Comprehensive and intentional mentor training is required at the start of each program year. Components of this training are standardized at the national level and include, but are not limited to the following: diversity and Cultural Awareness, role plays, national org structure, program expectations, and the Five Ws of WYSE. In addition, all branches should conduct an additional mini- training (2 hours) in January prior to the start of Unit 2 in the curriculum. Fall training (4 hours) should be designed in accordance with the parameters outlined in the WYSE Mentor Training Handbook.

5. COMMUNICATION & ACCOUNTABILITY - It is important that branch directors respond to all Board communications in a timely manner. Branches commit to three formal check-ins with the WYSE Board each program year. These check-ins are intended to troubleshoot any challenges that may rise, communicate national WYSE updates, and gather ongoing feedback as to how the Board can best support branch operations. Branches also commit to adhering to all stated policies and program expectations at the national level, including criminal history background checks at the start of each program year. In exchange, the Board is committed to transparency and responsiveness to all branch inquiries and requests for support.

6. COMMITMENT - Continuity and consistency is imperative in both leadership and mentorship. WYSE mentors must commit to a full school year of service. If a mentor knows up front that she cannot fulfill this commitment (eg. she is studying abroad Spring semester), she will not be assigned to a mentee, but she can still participate in group mentoring in the Fall. Mentors who are paired with a mentee must spend time with their mentee outside of session and be in touch with their mentee each week outside of session.

7. COMMUNITY ACTION - Community action in WYSE should be an ongoing process involving both mentors and mentees. The WYSE National Movement is conducted each spring when all branches simultaneously participate in an agreed upon grassroots community action project.

8. OBJECTIVE & EMPOWERING - WYSE mentors deliver content in a manner that is objective so as to raise awareness and then empower mentees to make healthy and informed decisions on their own. WYSE is about instilling in young women the ability to be problem-solvers, critical thinkers, and effective decision makers. WYSE does not pass judgment or teach a "right or wrong" approach. Remember: Resist the "Righting" reflex!

9. THE WYSE BRAND - It is imperative that branches communicate their connection to a national organization in all external affairs, recruitment, and PR communications. Branches must all use the national WYSE logo to represent their part of the national 501(c)3 nonprofit organization. In addition, branches may create and promote their own logos.

10. EXPANSION - WYSE aims to broaden its footprint to serve more communities nationwide. All expansion endeavors are thoughtfully and intentionally initiated and managed by the Board.

WYSE TRAINING COMPONENT 2:

Why WYSE?

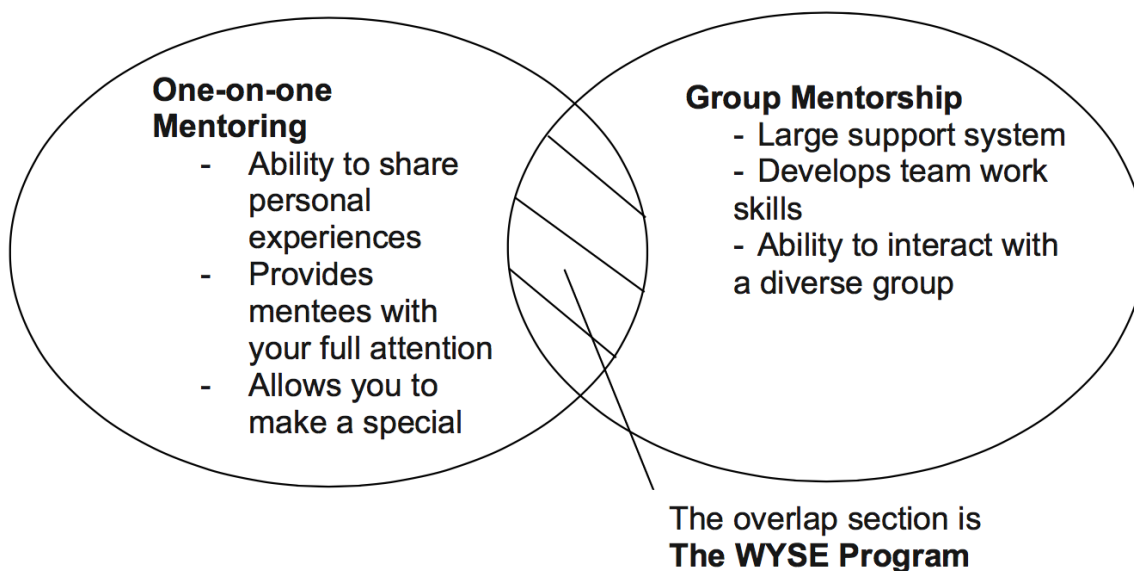
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Why WYSE Is Unique

Mentor Training Component: 2. Why WYSE?

WYSE is a unique program because it combines one-on-one mentoring with group mentorship. This combination allows for many different styles of learning and sociability to be exercised throughout the year.



Studies have shown that mentoring relationships in middle school years help young girls navigate the challenges of peer pressure, succeed academically, and go on to graduate from high school and become employed. Group mentoring has also been shown to help girls better understand and navigate social processes in a safe setting, as well as to develop stronger relationships with the adults in their lives.

WYSE is a curriculum-based mentorship program with a track record of developing young girls' sense of self, commitment to community, and relationship building.

WYSE by the Numbers

Mentor Training Component: 2. Why WYSE?

The following data represent the 2018-19 program year:

2018-19 Milestones

497	mentees and mentors served by WYSE
198	sessions designed to empower young women
76	young women involved in branch leadership
29,859	hours of volunteer time
11	WYSE branches nationwide
15	middle schools served
137	special events, such as movie screenings, museum visits, empowerment day, college campus tours, ice skating, express yourself day

Methodology:

Total number of mentees and mentors are taken from point-in-time counts and likely represent an undercount of the number of program participants. Hours of volunteer time is calculated from the numbers of mentors and branch directors; hours of session by branch; Board of Director volunteer time; and hours spent on training mentors.

Outcomes

Mentees

Mentors

98%

I feel that WYSE is a safe space for all mentees.

98%

I would recommend being a WYSE mentor to other young women.

96%

WYSE helped me be able to take action against sexism, racism, and discrimination.

95%

WYSE helped me be involved in my community.

96%

I plan to continue my relationship with my mentor after WYSE

92%

Training provided by WYSE adequately prepared me to be a mentor.

96%

WYSE helped me be confident in my ability to make healthy decisions to achieve my goals.

86%

WYSE curriculum materials are good or excellent quality.

Methodology:

End-of-year surveys were administered at all WYSE branches and middle schools. Questions were asked on a four-point scale from 1 ("Strongly Disagree") to 4 ("Strongly Agree"). Percentages reflect the proportion of respondents who answered 3 or 4 on the scale.

ACTIVITY: Five W's of WYSE

Mentor Training Component: 2. Why WYSE?

Overview: This activity can be done in small groups, individually, or as one large group. Mentors must think critically about the larger themes of WYSE and write down or brainstorm thoughts for each W. There are no right or wrong answers.

- **WHO:** Who does WYSE work with? Describe the groups of people that WYSE affects.
- **WHAT:** What does WYSE do? What are WYSE's goals (concrete & abstract) and what do we do to achieve them?
- **WHERE:** Where does WYSE work? Describe the types of communities (schools, neighborhoods, cities, etc.) that WYSE affects.
- **WHEN:** What is the importance of working with girls when they are in middle school? What types of issues are specific to this age and how does WYSE address them?
- **WHY:** In your opinion, what is the greater WHY of WYSE? Why does it exist? Why do mentors need it? Why do mentees need it? Why do communities need it?

WYSE TRAINING COMPONENT 3:

The Role of a WYSE Mentor

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Who Is a Role Model?

Mentor Training Component: 3. The Role of a WYSE Mentor

Overview: Mentors should keep in mind that as mentors they may be perceived as role models by their mentees. It's important to understand how the expectations for a role model come into play and for mentors to identify who they see as their own role models.

Role models come into young people's lives in a variety of ways. They are educators, civic leaders, mothers, fathers, clergy, peers, and ordinary people encountered in everyday life. These top five qualities were the leading factors that identify role models for young people.

Passion and Ability to Inspire

Role models show passion for their work and have the capacity to infect others with their passion.

Clear Set of Values

Role models live their values in the world. Children admire people who act in ways that support their beliefs. It helps them understand how their own values are part of who they are and how they might seek fulfilling roles as adults.

Commitment to Community

Role models are *other-focused* as opposed to *self-focused*. They are usually active in their communities, freely giving of their time and talents to benefit people.

Selflessness and Acceptance of Others

Related to the idea that role models show a commitment to their communities, students also admire people for their selflessness and acceptance of others who were different from them.

Ability to Overcome Obstacles

As Booker T. Washington once said, "Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome." Young people admire people who show them that success is possible.

The Five Stages of Mentorship

Mentor Training Component: 3. The Role of a WYSE Mentor

One of the most important things to remember about being a mentor is that your mentee may not immediately want to be your best friend. Being a mentor is a gradual process that takes time and a great deal of effort on your part. Typical mentoring relationships go through a series of phases:

1. Initiation
2. Development
3. Disillusionment or realistic appraisal
4. Parting
5. Transformation

1. Initiation

In the first stage, mentor and mentee start their relationship. In some cases, the mentee isn't sure about committing to this relationship, and doesn't know whether the mentor is someone they can trust or that can offer them something valuable. This phase can continue for weeks. It is important in this phase to plan group activities, with at least two mentees and two mentors present – this way the mentee doesn't feel uncomfortable.

Tips: Practice active listening.

- Try and find common interests.
- Build trust by always following through and having consistent attendance at session.
- Help the mentee feel comfortable by talking about uncomplicated subjects.
- Together decide the activities you will do together.
- Remember that you develop the direction for the relationship.
- Together set expectations and boundaries and decide where and when to meet.

2. Development This is the longest stage of the relationship. During this phase, the mentor and mentee are meeting, learning from each other, and enjoying their relationship. The mentee is developing skills, gaining knowledge, and increasing self-confidence.

Tips:

- The mentor can keep momentum going and relationship interesting.
- The mentor can encourage the mentee.
- The mentor can perhaps offer advice.
- The mentor can introduce the mentee to others.
- The mentor can encourage the mentee to teach the mentor something, demonstrating that she values what the mentee knows and has experienced.

3. Disillusionment or Realistic Appraisal

At some point, the pair is likely to run into this phase, especially in long-term relationships. The mentee tires of being the learner and is ready to strike out on her own. This is a very healthy stage in mentoring relationships.

Key Tasks

- The mentor can talk about the value of formal relationships for a set period and how that will change
- The mentor can express confidence that the mentee has learned and can handle new situations.
- The mentor can ask for feedback on the relationship.

4. Parting

In this stage, the mentee separates from the mentor. In WYSE, this separation occurs somewhat artificially at the end of the year, perhaps before the relationship is truly over. But physical separation does not need to translate into psychological disengagement. Although the formal part of the relationship ends, the most committed WYSE mentors simply see this stage as the relationship moving into the next phase. Some of our mentors have had the same mentee for the last five years!

Key Tasks

- The mentor can prepare in advance.
- The mentor can summarize the progress and growth seen.
- The mentor can talk about next steps, including how the relationship will be in the future.
- The mentor can help the mentee identify other mentors, both formal and informal.

5. Transformation

In this phase, the mentor and mentee become more like peers or friends, although the relationship is unlikely to be completely equal. The mentee may even provide mentoring for the mentor. Even if the two never meet again, the mentor usually remains in the mentees mind as someone who made a difference.

Key Tasks

- The mentor can avoid expecting much from the mentee in the way of thanks or acknowledgement, or from anyone else in terms of recognition. (*The choice is yours to give, but you can't expect anything in return.*)
- The mentor should maintain mentees information and show enthusiasm if contacted.
- The mentor can decide how much of herself to share in this new phase of the relationship.

Mentoring Is in the Attitude

Mentor Training Component: 3. The Role of a WYSE Mentor

CHALLENGE: Looking at the statistics and “messages of despair”, not with a response of “Oh, how awful,” but rather, “where can I begin?”

LISTEN: Encouraging your mentee to talk about her hopes, fears and concern; giving her room to voice what she may be trying to articulate for the first time.

EMPATHIZE: Understanding and accepting your mentee’s feelings; not judging or pitying her.

BE ACCOUNTABLE: Making appointments with your mentee a priority; setting an example about responsibility, enabling trust to grow. Trusting that the interaction made with the mentee can make a difference without expecting her to weekly proof.

BE ATTENTIVE: Giving sincere and consistent attention to your mentee, who may not receive enough from other adults; encouraging her to recognize she is worthy of concern.

EDUCATE: Evaluating educational options; directing mentee to resources; helping your mentee stay in school. Being a role model as a woman continuing her education beyond high school.

INSPIRE: Trusting your instincts in creating positive experiences. Finding different ways to do all of the above. You and your mentee, together, will create the positive action.

NEVER GIVE UP! It isn't helpful to assume that person is hopeless or will never change. No matter what the mentees say or do, mentors should retain faith in the mentees.

Tips for Successful Mentorship

Mentor Training Component: 3. The Role of a WYSE Mentor

- 1. Create A Relationship:** Establishing an accepting, supportive relationship takes time. Don't be disappointed if your mentee doesn't respond to you right away.
- 2. Establish Trust:** Consistency, confidentiality, and respect are the keys to trust. If your mentee starts talking about sensitive topics, make her aware of your obligation to report abuse to the police, under your states reporting law.
- 3. Avoid Judging:** Judging may make the mentee feel alienated or bad about themselves. You are there to encourage, question, and challenge your mentee; not to tell her what to do.
- 4. Be Honest:** Be honest with your mentee about what you know and don't know. Be yourself.
- 5. Avoid "Yes" and "No" Questions:** Open-ended questions stimulate richer responses. Explore feeling and thoughts, these can never be wrong.
- 6. Concentrate On "I" Statements, Not "You" Statements:** You are not the other person and you do not know how she feels or what she is going through. Talk about how you might feel and let her say how she feels.
- 7. Invite Mentees to Evaluate Their Own Behavior:** Encourage the mentees to assess their behavior and to determine how well it is working for them. If the mentee comes to the realization that they are not getting what they want from their behavior, there is a real possibility for positive change to occur.

What WYSE Mentors Are Not

Mentor Training Component: 3. The Role of a WYSE Mentor

As a mentor, you may, at times, find your role ambiguous or frustrating. Most of the young women we serve confront, or will soon confront, a multitude of problems including sexism and racism. You will not be able to solve all of the problems your mentee will face, and you shouldn't feel you are a superhero.

Mentors shouldn't assume the role of a parent, professional counselor, or social worker. At times, you'll probably be tempted to lose sight of the boundaries of your role. This might be particularly true during a crisis for your mentee or her family.

Remember: good intentions, can, at times, backfire. For example, you may think you are being helpful if you take it upon yourself to discuss your mentee's problem with your grandmother, who is very worried. However, unless your mentee wants you to talk to her grandmother, you will only give her a reason not to trust you.

Active Listening

Mentor Training Component: 3. The Role of a WYSE Mentor

A conversation with someone is an active exchange of words, thoughts, ideas and nonverbal cues. Below are the essential elements of effective communication that is necessary for both a mentor- facilitator and a mentor interacting with her mentee(s).

Constructive Assertiveness

Good facilitators are clear about their objectives and desires without trampling on other's points of view. They anticipate what questions will come up and how to problem solve the day to day occurrences and the bigger issues faced in our WYSE sessions. Constructive assertiveness means to be productive and positive in framing your assertiveness. Assertiveness is a type of way to behave. It can be placed on a continuum in the middle between aggressive and meek.

Giving Psychological Air - Listening Skills

Specialists have said that listening well to someone is giving them “psychological air”. It provides a safe space for them to release their thoughts and feel validated. Mentors and mentees need to feel they are valued for their ideas and opinions. Listening is a key to communicating and shows by how you respond both verbally and nonverbally. Eye contact is very important to convey you are paying attention to someone. Repeating part of what the other person said can show that you understand what was said and that you can easily recall it.

Empathetic Responding

Empathy is defined as showing understanding and compassion. This type of responding should be part of your communication skills. Instead of judgment, advisement, anger, or ambivalence, a mentor should approach their mentee with an open mind and open heart.

Conversation Checklist

Mentor Training Component: 3. The Role of a WYSE Mentor

What to Do in a Conversation with Your Mentee

- ✓ Paraphrasing
- ✓ Door Opening
- ✓ Probing
- ✓ Perception-Checking
- ✓ Verbal Communication
- ✓ Non-Verbal Communication
- ✓ Open-Ended Questions
- ✓ “I” Messages

What Not to Do in a Conversation with Your Mentee

- x Directing, Ordering, Commanding
- x Threatening, Warning, Punishing Moralizing, Preaching,
- x Obliging Persuading with Logic, Arguing, Instructing,
- x Lecturing Advising, Recommending, Providing Answers or Solutions
- x Criticizing, Name-calling, Blaming, Evaluating, Judging Negatively, Disapproving
Kidding, Teasing, Making Light Of, Joking, Using Sarcasm
- x Diagnosing, Psychoanalyzing, Interpreting, Reading-In
- x “You” Messages

Suggestions for talking with your mentee:

At first, it may be easiest to talk about more general or seemingly superficial topics, such as what movies she likes, what kind of food she likes to eat, who her best friends are, what she likes to do after school and on the weekends, etc. If your mentee tends to answer all of your questions with very simple answers or without enthusiasm, you can start to talk about yourself. A good way to get your mentee to talk is to start by telling your opinion, then asking a question about the same topic. For example, “I think that reality TV is so ridiculous, what so you think about it?”

When your mentee responds to one of your questions, it helps to focus on her responses and elaborate on her opinions. Ask more questions and show that you are



interested in what she thinks. If you become absolutely stuck in conversation...you can tell a funny story about yourself or your friends, ask more questions, start talking about yourself, or bring up new pop culture stuff that she would know about.

Do not be shy about talking with your mentee about session topics! It is important that you are a resource for your mentee and you shouldn't feel awkward about discussing WYSE stuff with her. If she doesn't want to talk about a specific topic, that's okay, but you can totally ask her opinions on things discussed at session. Just say, "What did you think about the birth control session? What had you heard beforehand? What do your friends think about that kind of stuff? Etc."

Be honest and open with your mentee. Talking may be difficult at first, but if you are patient and persistent (not pushy), you and your mentee will become more comfortable around each other and conversation will start to come easier. Always pay attention to things that your mentee shows interest in and think of ways to get her talking about the things that she cares about.

How to establish a good relationship with your mentee:

When you get your mentee, greet her! Be more excited than you have ever been for anything in your life! Make a real effort to get to know her right off the bat. She will appreciate that you remember her fun facts and it will show that you are interested in her.

Make sure to establish a good relationship with your mentee's parents as soon as possible. This may require persistence, but it will make your individual outings go a lot smoother. Find a good way for you and your mentee to communicate with each other at least once a week. If you talk about it beforehand, you won't be constantly frustrated trying to get a hold of her.

When hanging out with your mentee, try to encourage her schoolwork and any hobbies that she may have. Helping her with her homework or making crafts, cooking, or watching a Broadway musical can be a great way to bond with her, and it will help her to focus on positive things outside of school. Be careful not to assume anything about your mentee and keep a very open mind.

The Facilitator Toolkit

Mentor Training Component: 3. The Role of a WYSE Mentor

When facilitating discussions about tough topics, it can be tricky to help each participant connect with the material. These tools will help you learn how to direct discussion and create an open environment for sharing.

the hand – “yourself as a tool”

Setting the tone with body language, eye contact, and tone of voice. Using your personal style to develop a sense of comfort. Examples: smiling, warm eye contact, attentive body language, general aura of welcoming people and their comments.

the ally – “your partner”

Forming a good partnership with your co-facilitators is crucial. Planning, dividing up tasks and roles, supporting each other, checking in with each other, and modeling respect and good communication (verbal and nonverbal). During discussions, make eye contact with your partners. It’s okay to check in with them in front of the group. Example: “Maggie, I’m wondering if we should move onto the next section, since this topic will be covered then.”

the support – “establishing a secure structure”

Forming ground rules, physically setting up the space, making a circle; all in order to create a safe and comfortable space.

the screwdriver – “deepening a point”

Asking open-ended questions, follow-up questions, and redirection questions for the purpose of deepening discussion. Example: “Well, since it sounds like we all agree that we need to take personal responsibility, I’m wondering: How do you think we should do that?”

the balance – “equalizing”

Making sure participation is balanced. Convey inclusion and warmth non-verbally by making eye contact with ALL group members, etc. Also, verbally convey your desire to hear from everyone. Examples: “I notice that we’ve heard mostly from this side of the room – what do the rest of you have to say about this?” or “Do we all feel this way about this issue? Anyone who sees it differently?”

the prism – “splitting into many points of view”

Using a fact or statement to hear many opinions. Creating a multi-dimensional discussion from something that might have been just a block statement. Deepening and showing a kaleidoscope of ideas from what someone has said. Example: “Maria gave an excellent example of how to combat sexism – what other ways do you think we can combat sexism?” or “There’s a lot to what you just said, so let’s break that down into smaller components...”

the hammer – “driving a point”

Paraphrasing, summarizing what you hear. In other words, pinpointing what has been said, ensuring accuracy (it’s okay to point out an inconsistency). Example: “So, basically, we’re saying that you should only have sex if you want to and feel ready to do it. Does everyone agree with that?”

the jack – “lifting support”

Affirming participants non-verbally and verbally with comments, nods, etc. Could be individual or to the group. The purpose of the lifting support is to validate group members and encourage discussion. Examples: “This is a great discussion we’re having here!” “You’re making a really mature observation!”

the adjustable wrench – “getting something that fits”

Being flexible by reading the group and adjusting your approach to fit what is happening. Dealing with silence by commenting on it or checking in with the group; moving to a leading question; adjusting the planned schedule (extending a hot discussion or cutting short one that becomes irrelevant).

the mirror – “reflecting back”

Especially useful when a difficult or challenging remark has been made. Repeating what someone has said and bouncing it back to the group to avoid reacting or stating your own opinion. Example: “So you’re saying that sometimes it is a person’s own fault, even if they are the victim. What do others think of that?” This tool is often useful if you feel that there may be a counterpoint or alternative opinion to what has been said. Again, you shouldn’t sound oppositional to the comment, just reflective and non-judgmental.

the saw – “cutting where something needs to be cut”

Time-keeping, either following the schedule or determining when to appropriately get closure and move on. Example: “I’m sorry, this is a great discussion we’re having, but because we don’t have a lot of time left we really need to move on to the next question [or activity].” You can sometimes add, “We can get at some of these ideas later in the session.”

the ruler – “taking measurements”

Observing the ‘vibe’ or process, commenting on the process, clarifying points that seem to have been misunderstood or missed altogether. Examples: “I see a lot of confused looks on people’s faces, should we go over that again?” “It seems like everyone got more interested when we brought up this topic.” Sometimes just the observation does the trick, other times these comments can be used in conjunction with the adjustable wrench, the prism, or the screwdriver.

ACTIVITY: Mentorship Brainstorm

Mentor Training Component: 3. The Role of a WYSE Mentor

Objectives:

To identify qualities of effective mentors

To explore roles that mentors can play in the lives of children and youth

Length: About 30 minutes

You will need to supply:

- 3" x 5" index cards
- Newsprint and markers

Steps:

1. Give each participant an index card. Ask them to think back to when they were in middle school:
 - Identify one person, preferably someone who is not a relative, who was a kind of mentor for them
 - Think about why that person was important to them and the result for them of that person's interest
 - Recall the *qualities* of that person that made her or him so valued, and write down two or three of those qualities on the index card
2. Have participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the newsprint. When a quality is repeated, put a check mark next to it each time it is mentioned. (For example, the first time someone says "good listener," write that phrase. Each time someone else identifies this quality in his or her mentor, put a check mark by the phrase.)
3. Review the items on the list. Note which were mentioned most often. Then have the participants identify which of the qualities might be categorized as "communication skills," such as listening, talking, asking questions, and being nonjudgmental.
4. Ask participants—again thinking back to the person they identified—to identify the *roles* a mentor can play in an adolescent's life. List their responses on the newsprint. (These might include friend, big brother, big sister, positive role model, resource, guide.) Lead a brief discussion about what each of these roles might involve. Be sure participants see that a mentor is NOT a parent, teacher, or counselor.
5. Allow time for participants to talk about their hopes and concerns in their new role. For example, which of the qualities that they admired in their "mentors" do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

ACTIVITY: Identifying Role Models

Mentor Training Component: 3. The Role of a WYSE Mentor

Overview: Mentors will identify strong examples of role models and why.

Directions: On a wall, tape up different pictures or write names of famous women. They could be from all backgrounds, different degrees of fame or success. From Marge Simpson to Michelle Obama, Pair up mentors into small groups of 2-4. In each group, mentors choose 1 of the women they identify as a role model and why. Encourage mentors to think outside the box.

Discussion:

1. Who did you choose as a role model? Why?
2. Who as not chosen? Why?
3. Which of these women are leaders?
4. What expectations do we have for role models? What pressures do they face?

ACTIVITY: A Day in the Life of a WYSE Mentor

Mentor Training Component: 3. The Role of a WYSE Mentor

Overview: Divide mentors into small groups, making sure there is at least one returning/experienced WYSE mentor in each group. The experienced WYSE mentor should use this time to briefly describe a typical day as a WYSE mentor. New mentors can use this time to ask specific and informal questions and get advice on what to expect. Possible points of discussion:

- How do you break the ice with your mentee?
- Where do you spend time with your mentee outside of session?
- What is your favorite WYSE game or activity?
- Has there ever been a time where you felt unprepared during session?
What did you do?
- What are some creative ways to connect and spend time with my mentee?
- What do mentors do for fun/bonding outside session?

WYSE TRAINING COMPONENT 4:

Working with Adolescent Girls

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Adolescence and Decision-Making Capacity

Mentor Training Component: 4. Working with Adolescent Girls

Key Theme: As mentors, it is important to acknowledge our own biases when it comes to helping our mentees think through conflicts and make healthy decisions. We are at a different stage in life from our mentees and must acknowledge our adult assumptions while relating to our own experiences during adolescence.

During adolescence, teens generally:

- Want to appear more mature
- Are sensation-seeking
- Perceive behaviors as less dangerous than do adults/parents
- Misperceive risks as being cumulative
- Overestimate their ability to identify/cope with danger
- Allow emotionality to affect their decision-making capacity (adolescents experience strong/fluctuating emotions)
- Are impacted by peer influence (influenced by what they THINK their peers are doing)

Important Points for Discussion:

Reflect on your own experience in middle school.

How did you identify yourself?

Who were your friends? Your crushes? Boyfriends or girlfriends?

What were your favorite activities?

How was your relationship with your family?

What major changes did you go through during that time?

Refraining from using judgment or “because I said so/because I’m older” logic with mentees

Relating to mentees without faking a shared experience

It is tempting to try to relate directly to your mentee’s life when they are going through a hard time, especially when you are first trying to establish a connection with them. However, you should never pretend or claim to have gone through an experience unless you have actually gone through it yourself. It is okay to admit you have never experienced a certain hardship or incident – you can still be a great resource to your mentee!

What are some ways you can relate to your mentee’s life experiences without always relying on the “me too” approach?

“SOY”: THE WYSE MENTOR’S BEST FRIEND

Mentor Training Component: 4. Working with Adolescent Girls

“

Some people do it.

Others don’t.

You decide what is right for you.

”

When a mentee asks for a mentor’s experience, sometimes they are looking for validation in what decision they should make. The best strategy is to encourage mentees to evaluate what their own decision, especially in circumstances when the mentor is uncomfortable sharing their own experience.

Sample Debrief Questions:

- What part does SOY play in ensuring that mentors stay a supportive figure in mentees lives, rather than an authoritative one?
- What sort of questions can be answered by utilizing SOY? (Drug use, alcohol use, sexual experience, questions on politics, sexuality, & the list goes on)

TAKEAWAYS:

- Mentors must understand how and in what situations they should utilize SOY, the most important being as a useful alternative to telling mentees what to do and who to be.
- They must also understand that in no circumstance should they ever force an opinion on mentees, and SOY is a great way to avoid accidentally doing so.

EIGHT UNIVERSAL QUESTIONS

Mentor Training Component: 4. Working with Adolescent Girls

Knowing how to approach these “universal” questions can be helpful when confronted with tricky questions from your mentee. Though real-life questions may not be (and often are not) the same as the examples here, the basic structure, meaning, and approach to finding an answer can be very similar.

1. “What is true?”

These questions have one right answer. Try to keep the answer short, sweet, and to the point. If the mentee asks more related questions, continue to answer and always answer truthfully.

Examples: “What is an STD?” “What is a condom?” “Can you get pregnant every time you have sex?”

2. “What is right?”

This is a values question, so there is not just one right answer. Be open-minded and have a discussion with her about different values without pushing your own values onto her. You may choose to not tell her your opinions, since this might encourage her to think the same way or discourage her from expressing her own thoughts. Encourage her to consider all of the possible positive and negative aspects of the issue. **Use the “SOY” method when communicating with your mentee. (“Some people do this, other people do that, you decide what is right for you.”)**

Examples: “What do you think is the right age for sex?” “Can gay people go to heaven?” “Is it okay for people to live together before they are married?”

3. “Can you please help me figure this out?”

This is a subset of “What is true” questions, but with some confusion or misinformation. Fill in the missing information or correct false information.

Examples: “How does the boy’s penis get in the girl’s hole if the hole is so small?”
“How does a woman have an orgasm?” “How can a girl get pregnant if she’s a virgin?”

4. “How do people do that?”

This is usually about sexual behaviors. Identify slang terms and teach the proper terms. Explain answers using these terms and continue to clarify slang or misconceptions.

Examples: “What do you do when you give a guy a blow job?” “What happens when a guy ‘gets off’?” “What is the difference between making out and kissing?”

5. “Am I normal?”

These questions often sound like “What is true” questions, but a trained ear or someone listening carefully can sense the need for validation. Always be assuring and calm any concerns.

Examples: “Do you think many girls masturbate?” “Is it weird that I haven’t gotten my period yet?” “If someone thinks another girl is cute, does that mean she’s a lesbian?”

6. “Can I trust you? Can I get to you? Will you set and stick to boundaries?”

These questions are usually asked rather explicitly, perhaps slyly, with giggles, or in a surly tone. You can tell this type of question by how you feel – like you are backed in a corner or put on the spot. These questions are not really about sexuality or a need for information, but are rather about the relationship between you and her. Sometimes these questions are asked out of pure curiosity, but it is good to set limits and answer these questions in a way that takes the focus off of you.

Examples: “How old were you when you first had sex?” “Have you ever smoked weed?” “How many people have you had sex with?”

7. “Could this hurt me?”

Present a balance, giving her all of the appropriate information. Fear tactics can easily backfire and they also give mentees the wrong idea about what WYSE’s purpose and goals are. Be reassuring, truthful, and stay positive.

Examples: “Does an abortion hurt?” “Is it safe to swallow sperm?” “Are condoms really safe?”

8. “What should I do?”

Young women often find themselves in challenging situations and may turn to trusted mentors for advice. Resist the temptation to give advice and instead help guide her to a healthy solution. Help her see all of her options and their consequences in an unbiased manner, and facilitate a healthy, but independent, problem- solving process.

Examples: “What should I do if my boyfriend asks me to have sex with him?” “My friend thinks she is pregnant, what should she do?” “I think my brother is doing a lot of drugs...should I do something?”

Source: Hoffman, Deborah. Sex and Sensibility: The Thinking Parent’s Guide to Talking Sense about Sex. Cambridge, MA: Perseus Publishing, 2001.

ACTIVITY: Middle School Mentality

Mentor Training Component: 4. Working with Adolescent Girls

Objectives:

To get mentors to reflect on their experiences as middle school aged girls
Help mentors understand how they should treat their mentees by thinking about how they would've liked to be treated by a mentor when they were in middle school

Directions:

- Put mentors into small groups and think about/discuss what they were like in middle school, the community they had then, how they changed, their significant characteristics during that age, and things that bothered them or made them happy, including and especially how others would treat them at that age.
- After a 10-15-minute small group discussion, come together as a big group and have each group share common themes from their middle school experience.
- ALTERNATIVE ACTIVITY: give mentors sheets of paper, and have them draw themselves in middle school, as well as things that were important to them at that time. Share the drawings as a group, and discuss common themes of the drawings, concerning the priorities of middle school girls.

TAKEAWAYS:

- By reflecting on and discussing their experiences as middle school girls, mentors should be able to understand how they would've liked to have been treated by a mentor – respectfully, honestly, and most importantly, without judgment.
- The importance of the concept, “Some do, others don’t, you decide” must be covered thoroughly, especially in reference to the importance of allowing adolescents to become their own person without imposing beliefs or opinions on them.
- Ensure that the concepts referenced in “Important Points for Discussion” are covered and elaborated on.
 - Importance of not relating to mentees through faking an experience
 - Utilizing SOY, and never forcing opinions on mentees
 - Never using condescending tactics, including “I told you so” logic, with mentees.

ACTIVITY: Mentorship Role Play

Mentor Training Component: 4. Working with Adolescent Girls

Overview: Role playing mentorship scenarios is a great exercise to provide mentors with WYSE-specific dilemmas which require them to draw upon their problem solving skills, explore various options for handling difficult situations, and further develop the necessary leadership traits of a successful WYSE mentor.

Directions: Divide into small groups (2-3 people in each). Each group will be assigned one (or more, if time permits) of the scenario prompts below. The group must work together to figure out how to best solve the problem at hand (8-10 mins). Then each group must act out their scene for the others, reading aloud their scenario prompt first. After each group acts out their solution, the activity facilitator should debrief with the entire group by asking the following questions:

- What was most difficult about that situation?
- Why did you choose to handle the situation in that way?
- What traits of leadership did you rely on to make your decisions?
- Are there any other options you considered?
- What outside resources did you consider using (e.g. school counselor, WYSE Board, parent, etc.)?

EXAMPLE SCENARIOS:

1. You have had your mentee for a few weeks now and one day she comes to session acting kind of strange. Later she tells you that she thinks she might be pregnant. How do you respond to this situation?
2. Last semester your mentee really enjoyed weekly sessions and the topics that WYSE was talking about. This semester, sessions revolve heavily around sex, birth control, violence against women, etc. and you've noticed that she seems really uncomfortable while at session. When you try to get her to speak up, she is too shy to participate. How do you handle this situation?
3. During the session about violence against women, your mentee – who is usually very talkative/upbeat and participates in session – seems very uncomfortable and quiet. After session you two are chatting and she seems like she wants to tell

you something but ends up leaving without doing so. You are concerned about her but don't want to invade her privacy. How do you handle the situation?

4. You have a pretty good relationship with your mentee. She regularly confides in you and trusts you to keep her secrets. One day you get a call from your mentee's mom. She asks you about her daughter's relationship with her boyfriend (i.e. if she has had sex with him yet, etc.). You know from your mentee that she fights with her mom a lot about her boyfriend and that her mom doesn't trust her. How do you handle this situation?
5. You have a good relationship with your mentee and she trusts your advice. One day she tells you she is thinking of having sex with her boyfriend for the first time. She asks you about your sexual experiences but you're not sure if it's appropriate to share those details with her. How do you handle this situation?
6. It's your turn to facilitate the weekly session and you're super excited because you love the subject! However, when you begin the activities, the mentees seem uninterested, bored and distracted. Several of them are on their phones. The mentors tried to engage their mentees at the start but even they are beginning to give up. Energy is really low and there are still 2 activities left to do. How do you handle this situation and get the mentees engaged?
7. It's your week to lead session and you're really excited! During session everyone seems pretty interested in the topic and activities but there is one **mentor** who keeps having side conversations, texting on their phone and generally not paying attention. You are afraid that they are distracting mentees and other mentors from the session. How do you handle this situation?
8. You are planning next week's session with 2 other mentors. When you read through the WYSE curriculum you notice that some of the suggested activities for that unit are ones you have tried in the past and which did not go over well with the mentees. You want to make sure session is fun and engaging but do not want to repeat activities over again. What do you do?

NEXT STEPS: Encourage the mentors to continue discussing any larger issues that arise during this activity. Brainstorm a group list of the best ways that the situations were handled.

WYSE TRAINING COMPONENT 5:

Diversity and Cultural Awareness

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BRAVE SPACE GUIDELINES FOR CONSCIOUS CONVERSATIONS ABOUT SENSITIVE TOPICS

Mentor Training Component: 5. Diversity and Cultural Awareness

WYSE supports the following recommendations for **participants of a group discussion** to follow when talking about **divisive topics**. These guidelines can help make participants feel more comfortable expressing personal thoughts or opinions that they **perceive to be outside the norm** and create a culture of mutual respect and understanding.

1. **Be welcoming.** Set the tone for the conversation. Create a physical space where all feel welcome and safe. Use inclusive body language and actively invite perspectives from all participants. Challenge jokes and statements that are perceived to be hurtful or offensive, or be supportive of people who do.
2. **Be aware.** Acknowledge that all participants are at different points on a journey of learning and growing. Validate and support the ideas, feelings, or experiences of others. Be aware that your emotions may impact others based on their experiences. Be mindful of sexually charged topics, language, and perceived behavior as we all come from different cultural and life experiences and have different boundaries.
3. **Strive to learn.** Listen to those who have different experiences than your own. Seek permission to ask questions about other people's experiences, e.g. "*Would you be willing to tell me more about...*" Avoid attacking or debating the validity of someone else's experiences.
4. **Always ask questions.** Seek to engage in critical dialogue through conscious questioning and active listening. Before reacting or responding to jokes or statements you feel are hurtful or offensive to yourself or others, ask for clarification, e.g. "*What I heard you say is... Is that correct?*"
5. **Avoid generalizing.** Recognize that your experiences, values, etc. are unique and avoid generalizing. Similarly, avoid language that assumes all people are in the majority (e.g. heterosexual, white, abled, cisgendered, Judeo-Christian, Republican/Democrat) and avoid stereotyping based on assumptions.
6. **Practice forgiveness.** Remember that this is a space where we are all learning and growing. While all are expected to make their best effort to be respectful, there is an understanding that someone may say something that results in unintentional offense and hurt feelings for those around. A primary assumption of Brave Space is that everyone speaks with the positive intent of seeking greater knowledge and understanding.

Nurturing the Mentor-Mentee Relationship

Mentor Training Component: 5. Diversity and Cultural Awareness

Open Doors-Broaden Horizons: A popular Special Event that most WYSE branches host for mentees is a field trip to the college campus. Many of them have never seen a college or know what "college life" is all about, so clue them in. Show them where you live. Take them to your favorite coffee house and place to eat. Invite your mentee to a campus function. If you work on or near campus, take them there and explain what you do. Expose your mentee to a whole new world!

Share Cultural Differences and Similarities: Get to know your mentees culture, even if you both come from a similar background, and especially if you don't. Young people are often very curious individuals, so they will want to know your background as well. Use this conversation to build trust and learn more about one another.

Demonstrate Dependability: Set realistic expectations for your relationship. Don't make commitments you cannot keep. Proving that you follow through on your commitments and are consistent will help build trust between you and your mentee.

Don't Dominate, Collaborate: Always include your mentee in decision-making. When choosing an outside activity, ask her what she would want to do and work together to come up with an appropriate activity. Value her opinions and validate her feelings.

Mentors Are Uniquely Trusted: You are an adult figure, yet you are not perceived as an authority figure. This role is exactly what helps create a trusting relationship between a mentee and mentor. Don't breach this trust. If there is something you absolutely need to breach, inform your mentee of your plans to tell someone.

Validate Confusion: There is a lot of confusion for young women during their adolescent and teenage years. Peer pressure, sexuality and insecurity to name a few. It is important as a mentor to validate these feelings to your mentee. You may be one of the few people she can talk with about these issues.

Avoid Massive Disclosure: Your mentee may be curious about your lifestyle, family, significant others, etc. She may ask very personal questions, so it is important to take caution. Disclosing too much information about your personal life is not advisable. Instead, focus on the issue and ask her why she is so curious about a particular issue.

ACTIVITY: Understanding Safe Spaces

Mentor Training Component: 5. Diversity and Cultural Awareness

Objectives:

To aid mentor understanding of exactly what makes a space safe.

Help mentors understand how they should behave when in WYSE spaces, and encourage them to make every space a safe space.

You will need to supply:

- 4 Principles of a Safe Space printout
- Things That Make Us Feel Safe and Unsafe printout (these printouts are on the following pages)

Directions:

- Put mentors into pairs or small groups and have them discuss these lists, especially the most important qualities of them.
- Mentors can circle the ones that they think are most important, ones that they don't understand, or add characteristics that they think are missing from what makes a safe space.
- After 5-10 minutes, have mentors come back together as a group and lead a discussion on what makes a safe space, and why it is important in WYSE.

Sample Debrief Questions:

- What characteristics of safe spaces do you think are most important? Why?
- Why is it important that WYSE is a safe space?
- How can we work to ensure that WYSE is a safe space?

TAKEAWAYS:

- Mentors must understand what makes a safe space, and why it is important that WYSE is a safe space for mentors and mentees.

ACTIVITY: Understanding Safe Spaces

➤ The Four Principles of a SAFE SPACE

Mentor Training Component: 5. Diversity and Cultural Awareness

Equalize the Space

Confidentiality – share stories and experiences, not names and gossip– give space before you take space, and challenge yourself to step out of your pattern value and encourage risk taking, while maintaining everyone’s right to pass challenge the idea or the practice, not the person. Everyone has equal worth in this discussion, and all knowledge and opinions are equally valid.

Check Your Assumptions

No judgments or disclaimers (including self-judgments)
Maintain gender neutrality in your language, and inquire about preferred pronouns
treat everyone as an individual and not a representative of any specific group
Personalize your knowledge, don’t project it (i.e. use I statements)
Believe in our common best intentions

The Right to be Human

We all have the right to be human (i.e. inconsistent, emotional, triggered, etc.)
Avoid blaming people for the misinformation taught to them
Acknowledge emotions
Practice forgiveness

Practice Consensual Dialogue

Active listening – attention focused, maintain appropriate eye contact, check your body language, take breaks only when you need to
Silence is okay – an unforced pace of dialogue is one into which people can step-up safely
Be sincere and consistent, practicing respectful honesty

ACTIVITY: Understanding Safe Spaces

➤ Things that Make Us Feel Safe/Unsafe

Mentor Training Component: 5. Diversity and Cultural Awareness

Things That Make Us Feel Safe	Things That Make Us Feel Unsafe
<ul style="list-style-type: none"> • Freedom to speak openly • Knowing I have a buddy • Open communication • Freedom to not speak • Making space for people to speak • Acceptance that everyone has their own opinions • Honesty • Willingness to recognize each other's triggers/how we get triggered • Taking responsibility • Love & Acceptance • Laughter & Crying • Willingness to call each other out & be called out • Critique of ideas, not of people • Affirmation of people • Mutual understanding of confidentiality • Fun • Empathy • Talking about how to facilitate these activities in other groups • Ability to leave • Ability to call a time out, if needed • Opportunities to check in 	<ul style="list-style-type: none"> • Threats • Assumptions about my motives and/or intentions • Expectation to conform; be involved in group think • Using position of power to dominate a situation • Being touched without permission • Problems aren't brought to group's attention but discussed in small groups • Passive aggression • Using exclusive language • Unnecessary yelling • Hard drug use; excessive alcohol • Resentment • Judgment • Aggressive body language • Loud noises • Very vocal negativity/absolutes • Guilt tripping

Source: Berkeley Student Cooperative, <https://www.bsc.coop/index.php/fall-waiting-list-guide/10-members-resources/128-health-safety-safe-spaces>

WYSE TRAINING

COMPONENT 6:

Accountability and Expectations

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WYSE Policies 101

Mentor Training Component: 6. Accountability and Expectations

WYSE Policies 101

Access the WYSE Policies on the Directors Portal:
www.WYSE.org/directors-portal password: “wyse”

	POLICY	DESCRIPTION
MENTOR	WYSE Criminal History Background Check Policy and FAQs	All WYSE mentors are required to undergo a criminal history background check to abide by WYSE policies in place to protect both the organization and the communities we serve.
	WYSE Reporting Policy	Outlines what a WYSE mentor or director should do in the case of a potentially dangerous and legally damaging situations that could be detrimental to our mentors, mentees, and the national organization.
	WYSE National Mentor Contract	Required submission by every WYSE mentor starting in fall 2019. Describes the roles and responsibilities of a WYSE mentor.
	Sample: WYSE Mentor Absence Policy	Some branches may find it useful to customize and add this absence policy to the WYSE National Mentor Contract.

	POLICY	DESCRIPTION
MENTEE	WYSE Mentee General Permission Slip	Required submission by every WYSE mentee.
	WYSE Field Trip Permission Slip	Every group field trip and individual mentor/mentee outing must occur with the full consent of parents/guardians. The WYSE Branch will collect and retain signed permission slips and transportation permission slips when appropriate (including whenever required pursuant to applicable law or School or WYSE guidelines).
BRANCH	Roles & Responsibilities of WYSE Board and Branch Directors	A comprehensive document outlining the commitments to be upheld by the WYSE National Board of Directors and each branch Director Team.
	WYSE National Norms	Describes the 10 National Norms that uphold the integrity of WYSE's national organization, brand, mission, and core operating principles.
	Memorandum of Understanding (MOU): WYSE – Middle School	Outlines the roles and responsibilities of WYSE National and the WYSE Branch as relating to the relationship with the middle school and mentees.
	Memorandum of Understanding (MOU): WYSE – University	Outlines the roles and responsibilities of WYSE National and the WYSE Branch as relating to the relationship with the university and mentors.
	Sample: WYSE Branch Constitution	Some branches may find it useful to have a Branch Constitution that further outlines the roles and responsibilities at their branch.

Overview of Mandated Reporting Policy

Mentor Training Component: 6. Accountability and Expectations

The full text of the WYSE Mandated Reporting Policy can be found on the Directors Portal:
www.WYSE.org/directors-portal password: “wyse”

While in certain states WYSE operates, mentors may not be legally what is termed a “mandated reporter” of child abuse, sexual abuse, and/or neglect, **WYSE advises all adults - in any capacity - to make a report if there’s a “reasonable suspicion” of abuse or neglect.**

If a mentee is or indicates that they are suicidal, homicidal, or in danger of bodily harm, or if she expresses concern or evidence regarding physical or sexual abuse or neglect, the mentor **MUST** immediately notify the WYSE Board by calling Anna Shaw-Amoah, 908-391-8986, and sending a completed reporting form in an email message to info@wyse.org, with a subject line of “Reporting Policy Compliance” within 24 hours of incidence.

The WYSE Mentor’s Role

- It is key to emphasize “confidentiality” from the beginning of the WYSE mentor’s mentoring relationship, however that confidentiality does not extend to harm of oneself, another person, or disclosure of someone harming them.
- Let your mentee know that if you find out she has been, is being, or fears being hurt, you will have to tell someone because you care about her (this goes for siblings too). Then, if you tell her you need to make a report, she will not be as surprised or feel that trust has been violated.
- If your mentee is “removed” from her home, try to stay in touch and be a consistent part of her life through trauma.
- Remember to get the support you need whether it’s for self-care, or needed from your branch directors or the National Board.

The WYSE Board’s Role

- As college student volunteers, each mentor’s role is NOT to handle legal matters regarding abuse and neglect of mentee minors, but to be a support system and friend to female youth. The WYSE Board will flag each incident and keep active watch to monitor the situation.
- The WYSE Board also seeks to legally protect the mentor and will do so if the mentor follows the procedures in this Policy. In order for this insurance to benefit the mentor, the WYSE Board must be alerted to the situation.
- The WYSE Board is committed to responding to the WYSE branch within 24 hours of notification and will provide instructions on next steps.

Definitions of Child Abuse and Neglect

- Watch a short video from the Centers for Disease Control (CDC) on the definition of child abuse and neglect. <https://www.youtube.com/watch?v=6kcKX2In0B0>
- State definitions of child abuse and neglect vary. View your state’s resources linked in the WYSE Reporting Policy, accessed at <https://www.WYSE.org/Director-Login> with the password “wyse”.

How to Make a Report

- The WYSE Abuse Reporting Form must be completed by the mentor or branch director and submitted to the WYSE Board within 24 hours of reasonable suspicion that a mentee is experiencing abuse.
- Access the WYSE Abuse Reporting Form at <https://www.WYSE.org/Director-Login> with the password “wyse”.
- Important information to collect for a written report include:
 - Child’s name, address, present location, school/grade/class
 - Names, addresses and phone numbers of child’s parents/guardians
 - Contact Information of potential offender / abuser
- The WYSE Board will respond within 24 hours via email or phone with additional instructions and guidance.

What Happens When a Report Is Made

- The WYSE Board will respond to the mentor who made the report within 24 hours via email or phone with additional instructions and guidance.
- The WYSE Board will complete a report and file it with the appropriate State agency within 24 hours.
- In some cases, the State agency may require the mentor to be interviewed or make contact with them directly.
- If the child abuse and neglect is suspected to be by any WYSE program representative or volunteer, the alleged abuser will be investigated by the WYSE Board and immediately restricted from contact with youth. In the case of suspicion of a mentor, the parent/guardian of the mentee will be immediately informed of the suspicion.

Overview of Mentor Criminal History Background Check Policy

Mentor Training Component: 6. Accountability and Expectations

The full text of the WYSE Mentor Criminal History Background Check Policy and FAQs can be found on the Directors Portal: www.WYSE.org/directors-portal password: “wyse”

Background checks for WYSE mentors are MANDATORY and need to be completed before the mentor attends their first session or has contact with a WYSE mentee.

Results must be submitted to the Board by Oct. 30. Mentors who join WYSE after sessions begin must immediately obtain a background check.

If you are a returning mentor and have NOT had a lapse of WYSE service for more than 6 months, you do not need to complete a new background check. Complete the relevant section on the last page of the WYSE Mentor Contract to certify that you have not been convicted of any criminal activity since your last criminal history background check submitted to WYSE.

Background check results and identifying mentor information must be treated securely. WYSE recommends saving secure information in encrypted file formats on phones or computers prior to upload and deleting files after use. Mentor contracts (and background check results, unless otherwise fulfilled) must be submitted via the WYSE Data Submission Tool at <https://tinyurl.com/WYSEDataSubmission>.

Overview of WYSE National Mentor Contracts

Mentor Training Component: 6. Accountability and Expectations

The full text of the WYSE National Mentor Contract can be found on the Directors Portal:
www.WYSE.org/directors-portal password: “wyse”

National Mentor Contracts for WYSE mentors are MANDATORY starting in 2019-20.

Mentor Contracts include the following elements:

- Agreement of volunteer status
- Notice of background check
- Notice of drug-free policy
- Training, Handbook, and Branch Mentor Contract
- Insurance disclaimer, emergency care
- Confidentiality
- Mandatory reporting
- Release
- Data security and use
- Entire agreement, severability, and eligibility to volunteer

Mentor contracts (and background check results, unless otherwise fulfilled) must be submitted via the WYSE Data Submission Tool at <https://tinyurl.com/WYSEDataSubmission>.

Overview of WYSE Drug-Free Policy

Mentor Training Component: 6. Accountability and Expectations

The full text of the WYSE Drug-Free Policy can be found on the Directors Portal:
www.WYSE.org/directors-portal password: “wyse”

- WYSE is a drug-free environment.
- Mentors found to be in violation of WYSE’s drug-free policy may see their relationship as a WYSE volunteer be terminated.
- WYSE prohibits:
 - The use, possession, solicitation for, or sale of narcotics or other illegal drugs, alcohol, or prescription medication without a prescription **on middle school premises or while performing any WYSE activities.**
 - Being impaired or under the influence of legal or illegal drugs or alcohol away from the middle school premises, or possession, use, solicitation for, or sale of legal or illegal drugs or alcohol **away from the middle school premises**, if such impairment or influence adversely affects the volunteer’s performance, the safety of the volunteer or of others, or puts at risk WYSE’s reputation.



Overview of WYSE Communications Policy

Mentor Training Component: 6. Accountability and Expectations

Branches must all use the national WYSE logo to represent their part of the national 501(c)3 nonprofit organization. In addition, branches may create and promote their own logos.

It is imperative that all WYSE participants and branches **communicate their connection to the national WYSE organization** in all external affairs, recruitment, and PR communications.

Any questions on Communications can be directed to Lauren Gorski Allen, lauren@wyse.org.

SKILL BUILDING TOOLKIT: SESSION PLANNING & FACILITATION

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Critical Elements of a WYSE Session

Several critical elements are fundamental to creating a fun, interactive, and message-based WYSE session. Each session will be unique, since different topics require various approaches, so the session leaders should think critically about how to address each element outlined below. The following structure should be loosely followed and adapted to meet the individual needs and personalities of mentees and your branch. The WYSE curriculum provides many ideas for each session topic based on years of mentor experience.

Remember: The WYSE curriculum can be accessed by visiting www.WYSE.org, scrolling to the bottom and clicking “Directors Portal,” and entering the password “wyse**”.**

I. Check-in and/or Ice-breaker (approx. 5-10 min.): Every WYSE session begins with a brief group activity that serves to welcome mentees and mentors to the session, to signal that the session has started, and to focus everyone’s attention on what will be accomplished for the day. The check-in is also the time to assess how everyone is feeling and create group cohesion, which is especially important for sessions when the larger group breaks up into several smaller groups for activities. The check-in should relate to the session topic in order to build on the message of the day.

II. Clarify session topic, purpose, and message of the day (approx. 2-5 min.): It is important to clarify the purpose of the session at the beginning so that mentees know what to expect and can get excited about the session. Often, mentors also need a reminder of the message they want to enforce that day. You can clarify the purpose and message by using verbal, visual and physical reiteration. For example, announce the purpose and message, write them on the board, and do an activity that allows mentees to physically get up and relate to the purpose and message. The three different approaches are used because mentees have different learning styles.

III. Activities: The activities are often the most exciting and memorable part of the WYSE experience. These allow mentees to learn through a game, physical activity, or art project, which incorporates opportunities for creativity, self-expression, critical thinking, and/or movement. Every session should have at least one game or activity. (approx. 15-30 min. per activity)

IV. Discussion: After each activity, it is critical to have a group discussion. This is the core of the WYSE session. It is the mentors' opportunity to talk about the session topic and connect the activity with the session purpose. Use the *Facilitator Toolbox* to learn how to effectively facilitate a discussion. Ask mentees thoughtful questions that will support them to understand and absorb the lesson, and give mentees an opportunity to express their thoughts and questions. The discussion also allows mentors to gauge if the mentees understood the purpose of the activity. (approx. 15-30 min.)

VI. Debrief and Evaluate: In order to evaluate the session, you may want to ask the girls what they learned that day, what they liked best about the session, and what they least enjoyed or would have changed. This helps to improve future sessions and gives mentees a voice in how their WYSE sessions are conducted. (approx. 5 min.)

VII. Closing (approx. 5 min.): The closing serves to bring the group together, close the session, and leave the mentees with one last message from the session. It is important to make the closing fun in order to end on a high note and get mentees to look forward to the following week.

Tips & Tricks for Planning a WYSE Session:

- ✓ **Consider how the last session ended.** Do you need to (briefly) follow up on last week's topic? Is there any way to connect last week's topic to this week's topic?
- ✓ **Include time in session for mentees to be with their mentors one-on-one.** This can be done during the discussion, warm-up, activities, or closing.
- ✓ **Be aware of current events, articles, movies, songs, books, etc. that relate to your topic.** Use these during session or at the reflection meeting.
- ✓ **Keep sessions interactive and avoid lecturing.** Make information-sharing interactive and multi- dimensional. Ask questions before you give answers.
- ✓ **Mentors should always participate WITH mentees.** If they are creating collages, jump in and create one too. Mentors should model proper session behavior and conduct.
- ✓ **Keep the mentees involved.** Make sure that mentees have opportunities to express themselves. Allow them to facilitate whenever possible.
- ✓ **Use the WYSE Curriculum.** Pick out relevant games or activities or create your own. The curriculum is long, so be selective. Make sure that there is at least one game/activity in each session. The WYSE curriculum can be accessed by visiting www.WYSE.org, scrolling to the bottom and clicking "Directors Portal," and entering the password "**wyse**".

REMEMBER:

- x WYSE is NOT a classroom lecturing experience.
- x WYSE is NOT a forum for dictating what young women SHOULD and SHOULDN'T do.
- x WYSE is NOT a theoretical discussion – it is an interactive and proactive curriculum.

Mock Session Planning

Overview: Work in small groups to plan a mock WYSE session using the national curriculum and the Session Outline below. If time allows, it may also be helpful to simulate an actual session and give mentors a chance to flex their facilitator muscles before they begin working with mentees.

Session name

Date

Facilitators

Ice Breaker (# minutes total)

- *Describe icebreaker*
- *Debrief: (list some of the questions you might ask)*

Purpose (2 minute): What is the purpose of the session?

Message (2 minute): What is the take away message of your session?

Activity 1 (# minutes total)

- *Activity (# minutes total)*
- *Debrief (5 minutes):*
- *Materials needed?*

Activity 2 (# minutes total)

- *Activity*
- *Debrief*
- *Materials needed?*

Journal writing (# minutes)

- *Prompt:*

Community action discussion (# minutes)

Session debrief (# minutes total)

- List some of the questions you want to discuss in a large group

Closing activity (# minutes)

SAMPLE SESSION: Social Media

I. Ice breaker

- i) What social media apps do you have? Which one is your favorite? How often do you check it?
- ii) Debrief: what is social media?
(1) DEFINITION: SOCIAL MEDIA- websites and applications that enable users to create and share content or to participate in social networking.

Purpose: Develop media literacy, learn how to evaluate media messages, be more aware online

Message: A lot of things we see on Instagram are not depictions of real life, and we shouldn't treat it as so. We also have to be careful about what we put online, because some things are kept forever and can't be deleted, and also have to look out for our own safety.

II. Picture Framing

- i) Media can be manipulative – Photos
- ii) Unrepresentative

III. Security and Privacy

- i) True or false

Activities

- I. Picture Activity (show pictures of photoshopped pictures)
 - a. Discuss framing, media distortions, how media can be manipulative
 - b. Why?:
 - i. It is critical to evaluate these media messages, understand how they tie to self esteem, and also understand that things aren't always the way they seem, especially when they seem too good to be true
 - c. The danger of Snapchat geofilters
- II. Question activity (True or False)
 - a. When you create passwords, you should make them easy to guess. (false)
 - b. If you delete something off of social media, it's gone forever (false)
 - c. What do you think the most viewed video on youtube is?? (PSY – Gangnam Style (+2.7 billion views))
- III. Step into the circle
 - a. If Instagram is your favorite social media
 - b. if you've ever said anything mean online or used bad language
 - c. If you have your full name somewhere online
 - d. If going on social media has made you feel bad about yourself

Session debrief

- Thoughts? Questions? Are you going to change anything about your social media now?
Restate purpose/message.

Sample: Session Plan Worksheet for Mentors

Session Topic: _____

Session Leaders: _____

Session Date: _____

Session Message/Purpose: _____

Be prepared to present this completed worksheet to the Director Team two weeks prior to your session date.

Ice-breaker Activity (5-10 minutes):

Activity 1 and Discussion Questions (30-45 minutes):

Activity 2 and Discussion Questions (30-45 minutes):

Community Action Discussion/Wrap-Up (10-20 minutes):

Session Debrief & Closing Activity (10-20 minutes):

Supplies Needed:

SKILL BUILDING TOOLKIT: LEADERSHIP DEVELOPMENT

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Leadership Brainstorm

All-group discussion
10-15 minutes

PURPOSE: The Leadership Brainstorm activity is designed to warm up the directors' minds as they begin to think about what it means to be a leader. It is an opportunity for free-association and creativity. There are no wrong answers.

DIRECTIONS: On the chalkboard, write the following 3 terms: MENTORSHIP, EMPOWERMENT, and COURAGE. On a blank piece of paper, have directors divide the space into 3 parts. For one minute, have them silently write down any words/phrases that they associate with MENTORSHIP. Once that minute is up, move on to do one minute for EMPOWERMENT, and then one minute for COURAGE. After the silent brainstorm, the group will debrief as a whole for each term. One term at a time, have the directors share their list with the group. Many words/phrases will probably be repeated. The ones that are most often repeated should be written up on the board under the main term. The facilitator should ask the following questions throughout the exercise (along with any other points of discussion that may arise):

- Why do you think you associated that word/phrase with this term?
- How does this word/phrase embody the term?
- Can you think of a specific example in which you or someone you know embodied this word/phrase?
- What words/phrases come up most often?
- Are there any other words/phrases that should be added?
- What are a few words/phrases that you feel DO NOT embody the terms?

NEXT STEPS: After the group discussion is over, the facilitator should transition the group into Part II of the Leadership Development Activity Package: Leadership Scenarios. To do this, the facilitator can ask the following questions:

- Has there been a time in WYSE where you or a fellow director/mentor encountered a difficult situation?
- How did she handle this situation?
- Did she succeed? Why or why not?
- What was the outcome?
- What specific leadership traits did she use to handle that situation?

Leadership Scenarios (Role Play)

Overview: Leadership Scenarios – and role play in general – is a great exercise to provide mentors with WYSE-specific dilemmas which require them to draw upon their problem solving skills, explore various options for handling difficult situations, and further develop the necessary leadership traits of a successful WYSE mentor.

Directions: Divide into small groups (2-3 people in each). Each group will be assigned one (or more, if time permits) of the scenario prompts below. The group must work together to figure out how to best solve the problem at hand (8-10 mins). Then each group must act out their scene for the others, reading aloud their scenario prompt first. After each group acts out their solution, the activity facilitator should debrief with the entire group by asking the following questions:

- What was most difficult about that situation?
- Why did you choose to handle the situation in that way?
- What traits of leadership did you rely on to make your decisions?
- Are there any other options you considered?
- What outside resources did you consider using (e.g. school counselor, WYSE Board, parent, etc.)?

EXAMPLE SCENARIOS:

- Your branch is coming to the end of your second program year. Last year, the end-of-year banquet was held in the classroom with mentors and mentees. This year, mentors have voted that they would like to invite mentees' parents to the banquet, requiring a larger space, more food—a bigger budget. You didn't budget this into your annual allocation, but the Director Team agrees that this would be a great idea. How do you start raising money to put on the event that your mentors are looking forward to?
- You have received your first round of mentor applications—hooray! There are 25 applicants for 10 mentor slots. However, after reviewing the applications more closely, you notice that almost every applicant is from a Humanities major, only 2 applicants are Hispanic, and just 1 is black. You know that the majority of your mentees will be Hispanic or black. What do you do?
- It's midway through the fall semester and you have five members of the

Director Team. You are about to start recruiting mentors and creating your session schedule. Seemingly out of nowhere, one of the directors tells the other members that she is too overwhelmed with her course load and will have to either take on fewer responsibilities or step off of the Director Team. As a team, what do you do?

- You have had two sessions in the semester so far. All 10 of your mentees attended the first two sessions and your mentors are really excited! However, at the third session, only three mentees show up. At session number four, just four mentees attend. Mentors are starting to get discouraged. You have mentees' permission forms but have not yet paired mentors with mentees. What do you do?
- During a particularly heavy session about discrimination, a mentee runs out of the classroom crying. You want the mentee to receive the support and space she needs to work through this moment. However, you also know that students are not allowed to be unaccompanied in the halls and that the vice principal, whose office is down the hall from the WYSE room, will likely punish the mentee if she gets caught. How do you advise her mentor? What do you do?
- After one session, a mentor tells you that her mentee arrived at session acting kind of strange and told the mentor that she thinks she might be pregnant. How do you respond to this situation?
- Before the session on violence against women, a mentee texts her mentor that she will be skipping session because "it hits too close to home." The mentor reports this to you. How do you respond to this situation?
- It's your week to lead session and you're really excited! During session everyone seems pretty interested in the topic and activities but there is one mentor who keeps having side conversations, texting on their phone and generally not paying attention. You are afraid that they are distracting mentees and other mentors from the session. How do you handle this situation?
- You are part of the WYSE Directive Team this year and together you have decided to hold a bake sale fundraiser to make money for an upcoming event. Directors are assigned their tasks, but as it gets closer to the day of the bake sale, one director (in charge of coordinating the donated goods

from mentors) has not responded to any emails, and none of the mentors seem to know what to do with their donations. This is your biggest fundraiser of the year, so you are concerned, but you don't want to step on the director's toes. How do you handle this situation?

- You have been assigned a big role as this year's Recruitment Director of WYSE! You start planning ahead, but then school starts, you have homework, tests, and other extracurriculars you need to do things for, too. You feel like you might not be able to manage all of your WYSE recruitment duties but you don't want to let your team down. How do you handle this situation?
- You have noticed at a few sessions that one of the mentors is using some inappropriate language in front of mentees (e.g. "that's gay," curse words, etc.). You don't want an ugly confrontation, but her behavior needs to stop. How do you handle this situation?

NEXT STEPS: Encourage the directors to continue discussing any larger issues that arise during this activity. Brainstorm a group list of the best ways that the situations were handled.

Activity: Reality Check

Objective: To pinpoint actual leadership behavior and to set behavior goals

Purpose: This activity paints a picture of actual behavior and then helps the leader see how he or she can redistribute behavior.

Activity Description:

Have the participants think about what they actually do on a daily basis. Then ask them to draw generalizations about how they spend their leadership time. Each participant completes the Leadership Behavior Chart below (In pink).

You can follow up with full group or small group discussion. **The central question is this: Is your leadership behavior out of sync with the way that you feel an effective leader should be spending his or her energy?**

Think about your daily interaction with the people who you lead. Generally speaking, determine the actual behaviors that define that interaction. Using the list of behaviors below, determine the amount of time (in percentages) that you generally spend on each behavior. Then in the second column, determine what you feel would be ideal distribution of time (in percentages).

Follow Up Questions

Is there a gap between how you should spend your energy and how you actually spend it?

Are there some behaviors that are taking up too much of your leadership time? Why?

Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior?

Options:

A. Some groups may want to calculate behavior totals to see how their peers are spending their energy.

B. From the third column it is easy to move into a discussion about "ideal" leader distribution of energy.

C. You may also use this same format with both meeting and team interaction.

Added thoughts or considerations: Since this activity helps participants see what they are actually doing, it helps them translate leadership theory into real behavior. **Once participants review their charts it is easier for them to design strategies to align their leadership behavior.**

Activity: Reality Check

Leadership Behavior Chart

BEHAVIOR	REAL PERCENTAGE OF TIME SPENT ON BEHAVIOR	IDEAL PERCENTAGE OF TIME YOU WOULD SPEND ON BEHAVIOR
1. Informing		
2. Directing		
3. Clarifying or Justifying		
4. Persuading		
5. Collaborating		
6. Brainstorming or Envisioning		
7. Reflecting (Quiet Time for Thinking)		
8. Observing		
9. Resolving interpersonal conflicts		
10. Praising and/or encouraging		

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Big Seven

Overview: In small groups, mentors take timed turns (2-4 min each) freely speaking on any of the following seven “big topics.” Only the mentor whose turn it is may speak – all other group members must remain silent and actively listen. The mentor speaking may share whatever they want on any/all of the “big seven” topics – many mentors will choose to speak about personal experience with these topics, but it is also okay to speak generally. Once all group members have had a turn, the discussion is over. There may be no direct questions, follow-ups, or comments from fellow group members and nothing may be repeated outside of the “big seven” group. This activity accomplishes three-fold: engages mentors to confidently think and speak their minds on complex issues faced in WYSE, encourages mentors in the art of listening, and builds trust and respect among mentors as they share in a safe space.

Topics:

- Race & Ethnicity
- Class
- Gender
- Sexual Orientation
- Socioeconomic Status
- Religion
- Family Structure & Dynamics

Step into the Circle

Overview: This activity is designed to highlight similarities and differences among mentors (and can also be adapted to use with mentees). All mentors stand in a large circle, shoulder to shoulder. One person reads the following statements beginning with “Step into the circle if...” Mentors take one small step forward into the circle if the statement applies to them, pause, and step back into place. There is no discussion during this activity.

STEP INTO THE CIRCLE IF...

You are the oldest child in your family
You are the youngest child in your family
You are the only child in your family
Your parents are divorced or separated
You were born outside the US
You have lived in more than 4 places
You were raised in a rural community
You were raised in an urban community
You have attended school somewhere outside the continental United States
You are a member of a sorority
You had an imaginary friend as a child
You consider yourself independent
You voted in the last presidential election
You are registered to vote
You have ever cheated on a test or assignment
You have ever been made fun of because of how you dressed or looked
You have ever talked about someone behind their back
You have ever been made to feel less intelligent than someone else
You have ever done something without thinking about the consequences
You consider yourself to be an athlete
You have ever been in a play or musical
You have ever played in a band
You have ever taken a big risk that paid off



You know what you are passionate about
 You know what you want to do as a career
 You are someone who was raised by a single parent
 You have more than 2 brothers and/or sisters
 You or someone close to you is gay/lesbian/bisexual/transgendered
 You were raised in a family with a step father/mother/brother/sister
 Your parents are still married
 You have ever been told that you are “gifted”
 You have ever felt different
 Your parents did not grow up in the United States
 Your parents told you that you could be anything you wanted to be
 You do not participate in any organized faith group
 You are in a relationship right now
 In the past year you have been in a relationship and been hurt.
 You know a lot about your cultural heritage
 You consider your family as middle class
 You speak more than one language
 You are economically independent of your parents
 You have ever felt lonely
 You have ever felt physically unattractive
 You have ever felt estranged or unconnected
 You have cried at least once this year
 You have cried at least once this year for someone or something other than yourself
 You played sports in high school
 You have traveled to a country that speaks a language other than English
 You were ever called names because of your race, class, ethnicity, gender, or sexual orientation
 You ever tried to change you appearance, mannerisms, or behavior to avoid being judged or ridiculed
 You were told that you were beautiful, smart, and capable by your parents
 You were encouraged to attend a college by your parents
 You have taken a vacation out of the country
 You have ever felt that you were treated less fairly because of your race, ethnicity, gender, or sexual orientation
 You ever felt uncomfortable about a joke related to your race, ethnicity, gender, or sexual orientation



You were ever discouraged from academic or jobs because of race, class, ethnicity, gender, or sexual orientation

You got picked on in middle school

You have ever been called an offensive name

You consider yourself a happy person

You are the first person in your family to go to college

You were a leader in high school

You have grandparents that were born outside of the United States

You would change something about yourself if you could

You have broken someone's heart

You have someone in your life that you can tell anything to

You have caught yourself judging someone before you really knew them

You have dated someone outside of your race

You or a friend or family member has been sexually assaulted or raped

You or a friend or family member has been a victim of abuse

You have financial aid or scholarships to attend college

You have a visible or hidden physical, learning or developmental disability or impairment

You have ever felt out of place while at school

You have ever been called or called someone a bitch or slut

You or someone you know has experienced the effects of alcoholism

You or someone you know has experienced the effects of drug addiction

You have ever felt brought down because you are a woman

Someone has ever made you feel like you couldn't do something because you are a woman

You have ever felt empowered as a woman

You believe you have the power to create change in your life, community, friends, family, and the world

At some point during this activity, you did not step into the circle when you should have

Touch Someone Who

Overview: This activity is designed as a wrap up activity for the end of training. It is utilized to demonstrate to mentors how much closer they have become as a unit since the beginning of training, and to serve as an activity to recognize the amazing qualities of mentors, and to bring them closer together through appreciation of each other.

Directions: Have mentors stand in a circle, facing outwards with their eyes closed, so they cannot see who is on the inside of the circle. The leader of the activity will stand in the middle of the circle, and read out the following prompt or feel free to create their own. They should tap 4-6 mentors (this number will vary depending on the amount of mentors taking part in the activity) on the shoulder, and the mentors will stand in the middle of the circle in order to respond to these “touch someone who...” prompts given by the leader of the activity. They may touch as many mentors as they feel fit the description of the prompt. Ensure that every mentor has an opportunity to be in the middle of the circle.

Prompts:

Touch someone who makes you laugh
Touch someone who you have learned something from
Touch someone who makes you smile
Touch someone who is unforgettable
Touch someone who is beautiful inside and out
Touch someone who you can trust
Touch someone that you thought you knew but you feel closer to after this retreat
Touch someone that you can always count on
Touch someone intelligent
Touch someone who you can depend on
Touch someone you appreciate
Touch someone you couldn't live without
Touch someone you have made a connection with
Touch someone who you can cry with
Touch someone that will always hold a special place in your heart
Touch someone you want to know more about
Touch someone you respect
Touch someone who has made an impact on your life
Touch someone who you can tell anything



Touch someone who is a good listener
 Touch someone you think has strong values
 Touch someone who gives it their all
 Touch someone that makes you feel important
 Touch someone who is truly a leader
 Touch someone who you know supports you
 Touch someone who is very special to you
 Touch someone who challenges you
 Touch someone with great ideas
 Touch someone you consider a friend
 Touch someone who has inspired you
 Touch someone you admire
 Touch someone who can really brighten your day
 Touch someone who always makes you feel comfortable
 Touch someone who knows the most about you
 Touch someone who goes above and beyond
 Touch someone who embodies the WYSE Spirit
 Touch someone you love
 Touch someone who has a beautiful smile
 Touch someone compassionate
 Touch someone who truly represents WYSE
 Touch someone you wish you knew better
 Touch someone who motivates others
 Touch someone who always displays a good attitude
 Touch someone who you want to get to know better

Sample Debriefing Questions:

1. How did this activity make you feel?
2. How important is it to affirm the contributions of fellow mentors?
3. How did you feel when someone touched you?
4. What are some other ways to affirm each other?
5. What, if any, are some “someone” statements that you wished had been said?
6. Would you like to recognize a few of those who you would have touched had that statement been read?

Sources: Colorado High School Activities Association; Eastern Washington University:

<http://web.ewu.edu/groups/studentlife/cno/teambuilding/groupaffirmation.pdf>

http://www2.chsaa.org/activities/student_council/pdf/2014/ideas/Touch%20Someone%20Activity.pdf