MPA MENTORING

Love your self. You know.
Never be afraid to be your self.

CULTURAL IDENTITY DEVELOPMENT:
MPA MENTORING PROGRAM CURRICULUM

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Introduction

This curriculum was designed to capture the work done at Madison Park Academy beginning in 2015 when the mentoring program was founded by Robin Noel Morales.

The Center for Healthy Schools and Communities has supported the documentation of this peer to peer Mentoring model created at Madison Park Academy in Oakland so that it can be shared and replicated in other schools and youth-serving organizations throughout Alameda County.

Robin Noel Morales is a Licensed Marriage and Family Therapist, employed with the Alameda County Center for Healthy Schools and Communities (CHSC) to provide School Based Clinical Support to Madison Park Academy (MPA). Robin's experience has been in youth development and she has been working to create a sustainable model for MPA that addresses the challenges faced by the students in Sobrante Park (violence and poverty, systemic racism, deportation and living through financial and health challenges) with the supportive factors that will empower young people. This has resulted in MPA Mentoring which is now in its 4th year.

Bianca Lorenz is a former 7th grade math teacher at MPA, and currently a Work-Based Learning Liaison at MPA. With a background working in San Quentin State Prison's GED Program, a BA in Psychology, and a Masters in Education, Bianca has seen how relationships and empathy can have positive impacts on individuals' learning and experience with education. Bianca volunteered with Robin to support mentoring at MPA and was contracted by the CHSC to document the Mentoring program's vibrant curriculum.

MPA is a Middle and High School in the Oakland Unified School District with over 800 students. The school is located in Sobrante Park; an area historically challenged by violence and poverty and impacted by systemic racism. Many of its students and families are underserved, and are living through significant financial and/or health challenges. Some face threat of deportation. These circumstances contribute to a tight knit student body driven to create school community that both supports their current and future needs. We envision students that graduate college and career ready, who can afford to stay in this rapidly gentrified community to improve it. The creation and implementation of the MPA Mentoring program addresses these challenges and maximizes the resilience and strengths of the students. The program empowers students to support each o

In 2016-2017, there were 14 mentors that had an opening for an internship opportunity in their schedule. It was the first graduating class at Madison Park Academy High School and they each had one mentee. In 2017-2018, there were 24 mentors with two mentees each, serving 48 Middle School students. The class was formally opened up as an elective that students signed up for the previous year. In 2018-2019 there were 48 mentors with two mentees each, serving 96 Middle Schoolers. Currently in the 2019-20 school year, we have 55 mentors serving approximately 86 middle school students, as well as offering activities for engagement twice a week for the entire Middle School (400 students) during their lunch break.

Mentoring currently functions as an administration approved elective course titled Mastering Cultural Identity for students to first learn about childhood development and positive identity formation, successful classroom learning strategies and perspectives on race, gender, class and sexual discrimination, for the purpose of becoming trained Mentors. Mentors engaged in a six week training at a graduate psychology level to prepare them to work with two middle school students throughout the school year. This program serves as work based learning experience in the helping professions and additionally lifts and engages the culture and climate of the school (Madison Park Academy).

The purpose of mentoring focused on promoting behavioral, academic and community engagement skills and evolved to encapsulate so much more. As mentees were matched with a trained mentor who surveys their interests and concerns and through a range of activities –eg. games, shared reading, gardening, and engagement with social justice activists in Oakland- form a bond. Each in the pair expand their self-awareness and capacity for empathy and kindness, while they also give voice to coping strategies navigating challenges in a Title 1 school.

Mentoring is designed to fill a serious gap in lower level school services. Pre, mid and post qualitative and quantitative assessment demonstrates increased self-esteem and resiliency, leading to a more positive school culture and democratic participation in the community.

As you navigate through this curriculum, you will be able to see how your organization may use this curriculum and see some of your youth throughout. We encourage you to utilize this curriculum with fidelity for best results and highest positive impact.

Robin Noel Morales
Bianca Lorenz
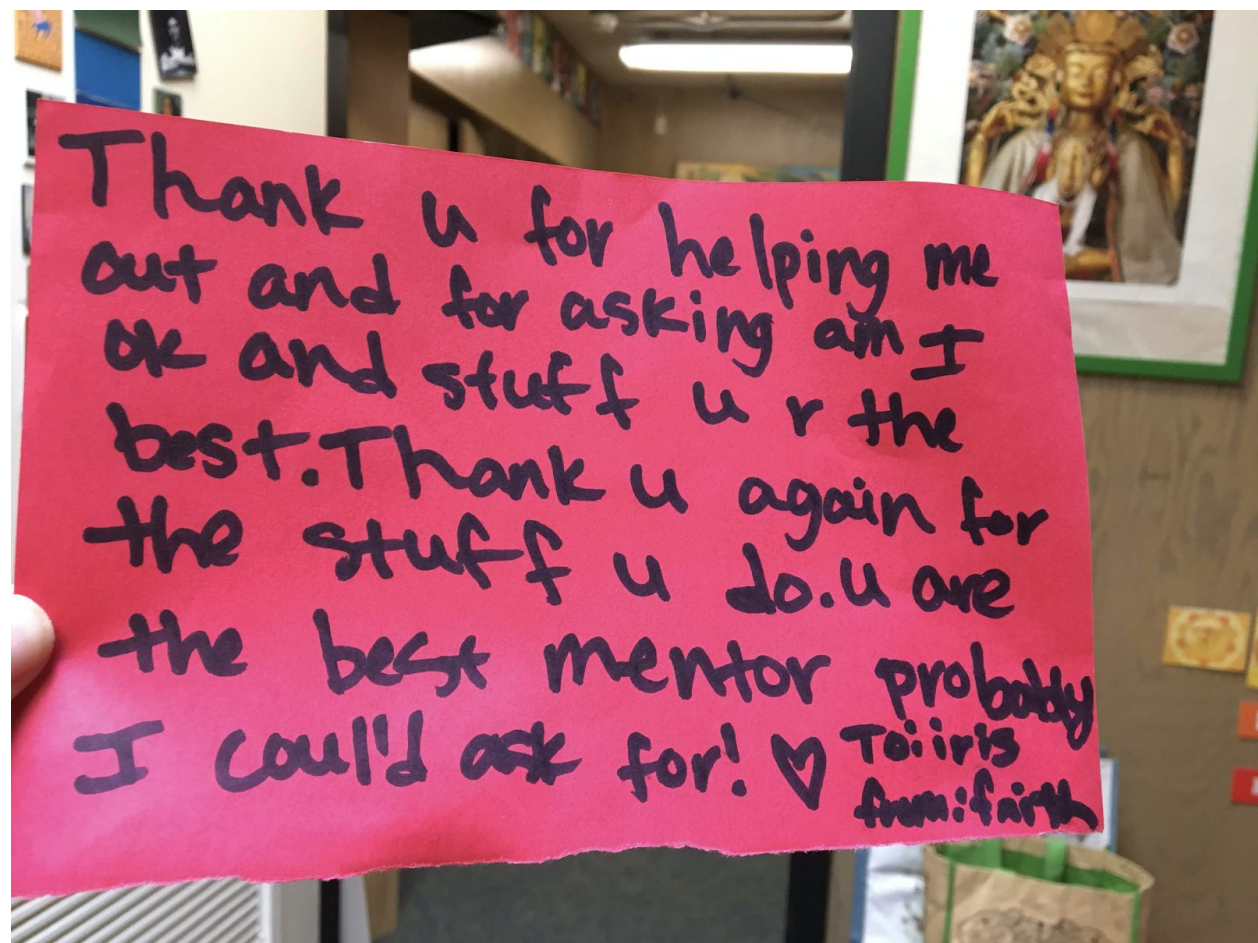
Thank u for helping me out and for asking am I ok and stuff u r the best. Thank u again for the stuff u do. u are the best mentor probably I could ask for! ♡ To: iris from: faith

MENTORING CALENDAR

AUGUST

Mentee referrals: Students are referred by COST referral form
Mentor Training: Mentors start six-week training

SEPTEMBER

Mentee recruitment: Students are given parent permission form and explained the purpose of mentoring
Mentor training: Mentors continue their six-week training
Mentor evaluation: Mentors evaluate training experience
Mentor/Mentee pairing: Pairs are determined by personality, interests, and engagement
Initial session: The first session between the mentor pair

OCTOBER

Mentoring sessions: Mentors and mentees start consistently meeting
Clinical training: Weekly training on a variety of topics facilitated by clinicians
REACH Field Trip: Field trip with entire mentoring program to experience a youth development model

NOVEMBER

Mentoring sessions: Mentors and mentees start consistently meeting
Fall break: Districts are on fall break and this is a time to prepare mentors to check in with their mentees about being away and home

DECEMBER

Mentoring sessions: Mentors and mentees start consistently meeting
Mentor/Mentee Evaluation: Mentors and mentee submit mid-year evaluations to improve the rest of the year
Winter break: Districts are on fall break and this is a time to prepare mentors to check in with their mentees about being away and home

JANUARY

Mentoring sessions: Mentors and mentees start consistently meeting
Planning Community Engagement: Mentors form groups to plan an activity or project for community engagement

FEBRUARY - APRIL

Mentoring sessions: Mentors and mentees start consistently meeting
Community Engagement Events: Mentors will facilitate their planned community engagement events for the mentoring community

MAY

Honorable Closure: Mentors are trained to have conversations with their mentees about saying goodbye and honorably recognizing their relationship
Mentor/Mentee Evaluation: Mentors and mentee submit mid-year evaluations to improve the rest of the year
Closing Activities: Mentors and mentees experience a variety of end-of-year activities to celebrate the completion of the mentoring program as a group

HOW THIS WORKS

How to Use This Curriculum

Imagine this curriculum as a cookbook. You could go off-course and add what you want - but there is risk involved. You know your youth best and you know what they need, but consider including all of these ingredients before you add your own. Each of these lessons have been carefully organized over many years with clinical background. Each lesson in the training series should be completed to be considered prepared.

The curriculum is organized into 6 different sections:
1. How this works
2. Training
3. Mentoring Sessions
4. Center for Healthy Schools and Communities (CHSC) Clinical Training
5. Community Engagement
6. Termination/Honorable Closure

Each section has been organized to ensure your mentors are prepared to help others from a clinical standpoint, while also preparing them with work-based learning opportunities that support personal growth.

We strongly recommend following the lesson plans in the order they are presented as the skills and content progress intentionally to prepare students to work with others while reflecting on their own experience. You will need to build relationships, trust, and safety with mentors to effectively implement a mentoring program.

Timing

The current model for mentoring at Madison Park Academy takes place during the school day as an elective. The mentors meet three times a week: twice for 80 minutes and once for 30 minutes.

There are multiple ways you may implement the program:
- Meet daily
- Meet weekly
- Meet monthly

We recommend meeting with mentors weekly for at least 90 minutes and this is how the training sessions are organized.

How Do The Lessons Work?

The lessons are organized as a procedural script. You could read from the lesson and be able to convey the information, but we recommend that you prepare by reading the lesson beforehand and making it your own style.

Each lesson includes:

- Lesson Title and Description
- Time
- Objectives
- Essential Questions
- Materials
- Vocabulary
- Lesson Overview
- Lesson Procedure
- External Links

As mentioned before, the lessons and handouts have been carefully crafted by clinicians to develop a fundamental understanding of supporting another person. It is critical to address all parts in the training.

Facilitation Tips

Mentors learn from you.

- Facilitate your training sessions like they should facilitate meeting with mentors - make it engaging, warm, and safe.
- Be authentic and honest while holding space for mentors to ask questions.
- Calendar your year. Utilizing a school calendar is helpful to consider breaks and time off that students have.
- Prepare students for difficult topics. Many of the topics addressed may trigger some mentors - it is important to make mentors aware of triggers, but crucial they complete the training lesson.
- Sometimes lessons take longer than planned and that's ok. It is more important to have thoughtful and impactful discussions than to complete a lesson. You can always rework your schedule.

- Set boundaries. This is an internship and should be treated like one. Be clear on your personal expectations for interns before beginning the training.
- Utilize informed consent. A lot of the training content is difficult to talk about and process - this may hurt. Take care of yourself and go at your own pace.

Recruitment (Referrals of Students to Mentoring)

Mentees
Mentees were recruited by focusing on 6th grade students at Madison Park Academy. 6th graders are the youngest students on the campus and are experiencing a transition from childhood to teenage years. Specific 6th grade students were selected to be mentees based on COST referrals, teacher recommendations, and self-referrals. In the augural year of mentoring, there were over 200 COST referrals for students, which meant that adults were requesting individualized supports for these students. Unfortunately, that kind of support did not exist and the mentoring program was developed to address students needs.

After assessing each of the COST referrals, a list of 6th grade students was made and the program coordinator personally connected with each student to explain what the mentoring program and gauge interest. This was a critical step to understand mentee engagement. If a student was interested, they were provided with a permission slip to be signed by guardian and returned to the program coordinator

Mentors
At MPA there are 6th-12th graders and most students have experience as a 6th grader at MPA, thus were perfect to become mentors. Students who had personal experience navigating East Oakland, Sobrante Park, Madison Park Academy, middle school, puberty, and all of the obstacles that exist for students of color became the main resource for the youngest population on campus. 11th and 12th graders were eager to share their stories, expertise, and knowledge. MPA Mentoring is elective course for mentors to first learn about childhood development and positive identity formation, successful classroom learning strategies and perspectives on race, gender, class and sexual discrimination. This course serves as an Internship as introduction into community organizing and mental health based professions with a Social Justice focus. The program is presented as work-based opportunity which requires regular job expectations (showing up one time, completing tasks, gathering data, etc.)

Pairing
Once the rosters were completed for high school and the 6th students have turned in permission slips, the program coordinator takes time to pair mentors and mentees. By this time it has been a few sessions into the training and the program coordinator has been able to observe mentors' habits, personalities, and engagement. This qualitative data is used to pair students with mentees.

Here is the Parent Permission Form
- *English*
- *Spanish*

Funding: MPA Mentoring program has not been formally funded through the school's budget during the last four years. All staffing has occurred as part of the work scope of the various individuals mentioned, within their roles and responsibilities at the school site. Supplies such as games and books have been resourced through donations and office supply budgets. The relationship with community partners has been invaluable in the donation and contributions of time and energy to build our program offerings. We have, however, been awarded a grant from Teaching Tolerance, of 5K in the 2018-19 school year, to fund culturally relevant arts programming with a local artist and to fund supplies. In the 2019-20, MPA Mentoring was awarded another 5K grant from Teaching Tolerance and also Oakland ReCast, to fund this year's growth in our youth development model and provide a supply budget for the Mentors' Community Engagement projects. These projects will deepen our Youth led programming as the Mentors develop projects ranging from sports tournaments, to community clean-up projects, to healthy food and community building circles.

Staffing & Roles

Organizing and managing a mentoring program requires staff, engagement, and support throughout the year. To have a strong sense of community within the classroom, tasks and organization is best implemented when divided and supported by all stakeholders.

Program Manager
- Recruiting Junior and Senior students to choose the Development of Cultural Identity Internship as an elective for the coming school year
- Working with school administration on the student roster and space for classes

- Coordinating schedules for High School to coincide with Middle School classes; specifically 6th grade
- Preparing and delivering the Development of Cultural Identity training (two 80 minute sessions and one 30 minute session per week) for the first marking period
- Facilitating sessions and planning lessons
- Working with middle school teachers, middle school COST coordinator, and Community School Manager to identify referrals for the Mentoring Program (mentees)
- Meeting one to one with each potential Mentee to introduce the program and distribute permission slips (bi-lingual)
- Create spreadsheets to schedule Mentor/Mentee match ups.
  - Each Mentor meets with two Mentees a week on each of the two days a week they have class
  - The pairing is meant to last through the school year; starting late September to the last week of May
- Create files for each Mentor/Mentee pair
  - Files contain demographic information about the Mentee, permission slips, informed consent, initial interviews and assessment worksheets and most importantly the Check in/Check Out sheets that are completed by the Mentor each meeting
- Obtaining supplies and funding for program: Games, Art Supplies; Office Supplies
- Coordinating curriculum with Community Partners and School
- Maintain relationships with School Administration and Teaching Teams for qualitative information sharing about/for individual students
- Utilize and develop Evaluation tools to capture outcomes and inform program development for both Mentors and Mentees
- Explore outside programming from other community partners to inform best practices

Adult Allies:
Our recommendation in replication of this model is that the youth involved would see the collaboration of all involved and invested adults first hand. This includes partnerships and working relationships both inside and outside of the school.

School Engagement:
The MPA School principal, as well as the two AP's have contributed to the growth of the mentoring program over the last three years by creating the class as an offering to the High Student students as an elective fulfilling A-G requirements. The school's Pathway Coach and Work-Based Learning Liaison have both heavily supported the program in

fulfilling the requirements to be considered an internship opportunity. Academic Counselors support the class, assisting in the coordination and implementation for the recruitment and referral of both Middle and High School students. An OUSD literacy coach has supported Mentors/Mentees with reading aloud monthly and with the selection of reading materials as part of the program activities. Utilizing school resources and staff to develop a strong foundation for the mentoring program enhances the experience of mentors and mentees while sustaining the viability of the program

Partnerships:
The MPA Mentoring Program is rooted in the students connected to their community and what matters most to them. Toward that end, we have cultivated relationships with community partners who valued their investment of time to the school and the program. MPA Mentoring receives support from Planting Justice, providing food justice, gardening, and nutrition curriculum. Additionally, MPA Mentoring has a relationship with EOBA (East Oakland Boxing Academy) and Higher Ground Neighborhood Development (youth workforce and academic engagement). In the building of this model, we have received support from Nate Miley's office as part of the Sobrante Park Violence Prevention Initiative. BuildOn, is based at our school site and has a project based learning model that collaborates heavily with the MPA Mentoring program. Center for Healthy Schools continued to support the collaboration of the MPA Mentoring model and the Youth-Led services provided by the REACH Ashland Youth Center. Developing these partnerships have enhanced the mentoring experience while developing strong community foundations.

Work-Based Learning

For mentors, this opportunity is always framed as a work-based learning opportunity. Mentors receive high school credit for the class, a grade, and were able to put this experience on their resume. At the beginning of the internship, all mentors are made aware of the expectations, outcomes, and deliverables:

> *Expectations*
> - *Attendance*: Interns are expected to attend all sessions and arrive on time. If intern is going to be absent, a notice should be sent to coordinator
> - *Engagement*: Successful mentors are engaged and committed to meeting with mentees weekly, engage with training sessions, and

- *Support*: Help when there is a need. Help your mentee. Help your cohort. Help with your ideas, your beliefs, and your presence.
- *Planning Community Engagement*: Each intern will choose a group in which they will plan their own community engagement activity for all mentors and mentees to participate in.

Outcomes: Upon completion of this internship, all interns will have gained:

- Listening skills
- Emotional intelligence
- Moral development
- Observation of child development
- Communication skills
- Coping skills
- Strategies support and comfort
- Understanding of differentiation
- Understanding of compassion
- Professionalism
- Community development strategies
- Care for others

Deliverables

1. *Casefiles* - Interns will update paperwork after meeting with mentees every session.
2. *Community Engagement* - Interns will develop a community engagement activity
3. *Coursework* - Interns will engage and complete coursework through the duration of the internship
4. *Grading* - Interns will utilize skills and expertise to grade peers on their work ethic and implementation of planned activities

Skills

- Learning to listen better
- Building empathy for others
- Considering emotions of other
- Developing skills to become a support system/Trustworthy/Reliable
- Providing comfort and support for others
- Offering time and consistency in order to build trust
- Honestly care

- Teaching mentees what's right and wrong
- More caring and awareness
- Seeing Child Development in Action; watching them grow
- Communication; find a way to build conversation
- Building; Helping to develop coping skills
- Sense of understanding and compassion; Understanding difference and other ways for coping
- Being reliable

MENTOR TRAINING

Series Overview:

This lesson is the first in the six lesson series designed to support mentor training through exploration of the self, racial identity, human development, psychological concepts, and relationships.

Mentor Training
Lesson 1: Overview of Mentoring
Lesson 2: Reflection
Lesson 3: Attachment
Lesson 4: Brain Development
Lesson 5: Stages of Individual Development
Lesson 6: Trauma
Lesson 7: Personal Identity
Lesson 8: Experiential Learning
Lesson 9: Racial Identity Development Models
Lesson 10: Counseling Methods

<u>**Lesson 1: Overview of Mentoring**</u>

During this session, mentors will learn about the history of this program, what has changed, and the expectations of serving the community as a mentor.

Time: 90 minutes

Objectives:
- Mentors will develop an understanding of the purpose of the mentoring program
- Mentors will develop an understanding of who is served in this program

Essential Questions:
- How did we get here?
- What is our purpose?
- What experiences lead you to be a mentor?
- What does it look and feel like if everything is going right?

Materials:
- [Slides](See Appendix A)
- Projector
- [History of Program handout](See Appendix B)
- [Partner Interview handout](See Appendix C)
- COST Referral examples

Vocabulary
- *Mentor*: An expert in their own lives that uses their experiences to support another individual
- *COST Referral*: A COST referral is a piece of paper that lets on-site clinicians know that something is going on that makes it difficult to come to school

Lesson Overview:
This will serve as an introduction to mentoring and workforce development. Through this lesson, mentors will develop an understanding of the purpose and impact mentoring has and the expectations of the mentor role. The history and background will be covered to comprehend how it began and where it is headed.

Lesson Outline

Time	Topic	Materials
10 minutes	Introductions: - Who are we? - How did we get here? - What is our purpose? - Benefits of mentoring	● Data ● Student quotes ● Career Day ppt
10 minutes	Mentees - Who are they? - Who do we "choose"?	● Student quotes ● COST referral example ● COST data ● Dashboard info/stats
10 minutes	Training - Topics to be covered - What to expect - Why do we do this?	● Slides
10 minutes	Program Specifics - Dates (REACH Field Trip) - Expectations - Grading - Determine percentages as class	● Syllabus
10 minutes	Important Things About Me Dyad - What is important to you? - What is important to know about you?	● Dyad ● Important Things about me handout
10 minutes	Pre-Test - What do you know?	● Pre-test
10 minutes	Closing: Questions/Excitement - Write them down as they leave - Transfer out requests	● Post it sized paper

Procedure:

1. Before you begin, make sure mentors have access to the History of the Program handout
2. To warm up, form a circle with mentors. Introduce yourself and your role in the mentoring program. Where are you from? Why did you take this role? Have each mentor share.

3. After all mentors have shared, invite them to sit back down. Refer to the History of the Program handout. You can read the handout together or review these main points:
   - *SCRIPT-*
     - This mentoring curriculum originated from Madison Park Academy (6th-12th grade) with the on-site clinician, Robin Morales.
     - It was Robin's job to determine what students need to be their best selves and the mentoring program was born from the massive amount of support that was being requested for students
     - The program started with 14 mentors. Throughout the years it grew to 55 mentors and 86 mentees and a fundamental support system at Madison Park Academy.
     - Today the program curriculum is available to you to start utilizing your own experiences, expertise, and skills to support those closest in your network.
4. Once you've reviewed the history, you will be able to understand the expectations of what it means to be a mentor. Have the Expectations Handout for individuals to review and begin to create norms for the room.
5. Next, review the COST Referral handout
   - *SCRIPT-*
     - COST referral is used for stakeholders to make a request for support systems to assess the needs of an individual
       i. At Madison Park Academy, there was 250 referrals in one academic year.
     - Teachers, coaches, etc. are able to submit a COST referral
     - This paper was the main source of determining students with a need that could be supported by having a mentor
     - Take a look at the example COST form to see what it looks like when someone submits one and what could potentially be done at your site to support students.
     - Get in pairs and develop an ideal solution for the individual who has services requested
6. As pairs work through the COST referral analysis, start to pass out the Partner Interview handout
7. Once analyses are completed, explain the partner interview
   - *SCRIPT-*
     - You will interview each other utilizing the questions on the handout
     - Write down what your partner says
     - This is something that you will be doing with your mentee soon
     - Give your partner the space to share however much they'd like

- Spend about 20 minutes on the partner interview
8. After the partner interview is complete, transition to discussing and determining the purpose of your mentoring program
   - *SCRIPT-*
      - Spend time individually reflecting on: What would it look like if everything was working out? If everything was good?
         - *It is helpful for facilitators to spend some time having some ideas beforehand*
         - *Have individuals share with their partner for 5 minutes*
         - *Have some share out their ideas*
9. Have individuals answer on a sticky note: What is the purpose of our mentoring program?
   - At Madison Park Academy, the purpose was to care about individuals just because. Many individuals are only getting attention when they are doing poorly and we believed that if we give people attention when they're doing better, we can lift up the school and something that feels good and matters.
   - Determine what your purpose is at your site because this will guide your intentions and growth
10. Have individuals post their sticky note on the board
11. To close, reflect on the responses by rereading them aloud and see where there are similarities and differences. Start grouping the sticky notes. Are there themes anyone notices? Your group will continue to work on determining our purpose and who we want to be in this space throughout the training.

<u>Lesson 2: Reflection</u>
During this session, mentors will reflect on who they were during their younger years and who they want to be now. This reflection will allow for mentors to develop empathy necessary when working with their mentees.

Time: 90 minutes

Objectives:
- Mentors will reflect on their own support systems
- Mentors will be able to determine who they want to be as a mentor

Essential Questions:
- What do my own support systems look like?
- How do you want to be together?
- What kind of person do you want to be in this group?
- What do we want for this group?
- How we will be when things get difficult?

Materials:
- Slides
- Projector
- <u>Design Team Alliance Handout</u> (See Appendix E)
- <u>Relationship Myth Handout</u> (See Appendix F)
- <u>6th Grade Story Handout</u> (See Appendix G)

Vocabulary
- *Social Ecological Model:* a theory-based framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviors, and for identifying behavioral and organizational leverage points and intermediaries for health promotion within organizations. - UNICEF
- *Design Team Alliance:* A social contracted developed as a team that addresses how norms, boundaries, and expectations are set

Lesson Overview:
This will serve as an opportunity to reflect on who one used to be and how they've grown into the person they are today. Utilizing guided meditation, journaling, and group discussion, mentors will reflect on what type of space they would like to hold and flourish as mentors. This lesson will allow mentors to develop a foundation together.

Lesson Outline

Time	Topic	Materials
10 minutes	Check-in - Guided meditation: Lands - Interview each other after - Biases/Prejudices	● [Lands handout](#)
10 minutes	Relationship myth - Working in pairs	● [Relationship myth handout](#)
20 minutes	Design Team Alliance - How do you want to be together? - What kind of person do you want to be in this group? - What do we want for this group? - How we will be when things get difficult?	● [DTA handout](#) ● Large poster paper ● Markers
20 minutes	Who Were You as a 6th Grader? - What was hard about 6th grade? - What was good about 6th grade? - What did you need in 6th grade?	● [6th Grade Reflection Handout](#)
10 minutes	Closing ● Appreciations ● What did you learn? ● How will this be helpful?	

Procedure:

1. To begin this lesson, the facilitator will lead a guided meditation. Follow these steps to lead:
   - *SCRIPT-*
   a. Place both feet on the ground
   b. Close your eyes
   c. Sit up straight with your palms facing up in your lap
   d. Take deep breaths
   e. Imagine your ideal place - what does it look like? What does it feel like? What does it smell like? How do you get around? Who is there? Who is allowed to be there? Who isn't allowed to be there
   f. Take a few deep breaths and open your eyes when you're ready
2. When everyone has their eyes open, ask a couple of individuals to share where they went and what they saw

3. As people share, listen and emphasize what it felt like to be where they were
   - *SCRIPT-*
     a. Look for the moments when it was safe, fun, warm, etc.
4. Begin to show the slides and lead into a conversation about the Social Ecological Model.
   - *SCRIPT-*
     a. This mentoring program aims to create spaces and relationships that feel as good and as individualized as your special place. It is difficult to cultivate those types of environments and relationships without considering how one is the way they are. The Social Ecological Model is a framework that reflects on all of the environmental and personal factors that explain a person's behavior.
     b. Why do we talk about this? *Take some responses*
     c. By reflecting on all of the levels of impact on a person, we are able to truly consider how we are able to support the whole person - not just in their academics or just in their physical health. We need to think thoroughly about how we help others because this an iterative process and it is not a one-size-fits-all model.
     d. How can we create what we need? *Take some responses*
     e. Through this mentoring program, we are able to decide what we need based on our own lived experiences and expertise
5. To start reflection on what has kept individuals going and what supports have existed, they will complete the Relationship Myth Handout
   - *SCRIPT-*
     a. In pairs, interview each other about each question
     b. Write down what your partner shares
6. While pairs are interviewing each other, start setting up the Design Team Alliance activity. Post large chart paper around the room with the design team questions already listed.
     a. How do you want to be together?
     b. What kind of person do you want to be in this group?
     c. What do we want for this group?
     d. How we will be when things get difficult?
7. Once the pairs are done interviewing, bring everyone back to explain the Design Team Alliance
   - *SCRIPT-*
     a. Through this program, each individual will serve as a mentor, but collectively this is a team that functions together and supports one another
     b. This Design Team Alliance allows this group to determine priorities and systems of support within the mentoring program

c. During this time, break off into smaller groups and determine: What is our culture? How do you want to be? What kind of person do you commit to be in the group? How do you plan to show up? For example, some can say "I won't be on my phone, I will be fully present, I commit to be this way" What are you aspiring to? What do you hope? What do we do when things get hard? What do we do when it gets weird? How do we take care of each other? How do we work as a team?
Give groups about 15 minutes to respond on their chart paper
8. Have each group share out their responses. Highlight the areas where there is repetition and quality ideas
9. Explain that these ideas will be typed up and shared the next session as the set of norms that the program will utilize
10. As the closing activity, provide individuals with the 6th Grade Story Handout. Each person will individually reflect on who they used to be and how they lead them to who they are now. Collect these at the end.

Lesson 3: Attachment

During this session, mentors will learn about different attachment styles and how attachment plays into development and behaviors. Reflecting on how one engages in relationships with others allows for one to open up to others with a better sense of what they need.

Time: 90 minutes

Objectives:
- Mentors will know the different attachment styles
- Mentors will be able to assess different attachment styles
- Mentors will understand how attachment styles impact behavior

Essential Questions:
- What are the different attachment styles?
- How do attachment styles impact behavior?
- How do we support when someone is doing well?

Materials:
- Slides (See Appendix H)
- Projector
- Speakers
- Case Study Handouts (See Appendix I)
- Lecture Notes (See Appendix J)
- Harlow's Monkey Experiment Video (See Appendix K)
- Strange Situation Experiment Video (See Appendix L)

Vocabulary
- *Attachment Theory: a psychological model attempting to describe the dynamics of long-term and short-term interpersonal relationships between humans.*

Lesson Overview:
This lesson will begin the lecture series on psychological development that will help mentors understand how behaviors are the result of many different factors that begin early in life. Attachment styles will be reviewed and utilized to understand different case studies.

Time	Topic	Materials
5 minutes	- Check-in + announcements	
40 minutes	- Attachment Lecture	● [Slides](#) ● [Handout](#)
20 minutes	- Attachment activity	● [Vignettes](#) - students categorize vignettes into different attachment styles
5 minutes	- Closing	● Appreciations ● What did you learn? ● How will this be helpful?

Procedure:

1. Begin class with a group reflection:
   - *SCRIPT-*
   a. Everyone stand up straight. Feel your feet on the ground. Silently reflect: How are you standing? What do you notice? What is your experience like? You did not know how to do this before - you were not born being able to stand and walk. How did you learn? Who taught you? Who helped you? People around you cheered you on, supported you, caught you when you fell, and pushed you backup to keep going. You took a year to learn how to do this.
   b. Take a seat and reflect on other areas of your life you took time to learn and needed support
2. This lesson is the first part of a lecture series that requires a lot of talking and note taking. Provide individuals with the Attachment Notes.
3. Begin utilizing the slides
   - *SCRIPT-*
   a. **Slide 5**: When holding a newborn, you face them in a way so they have vision of only human face that is feeding and caring for them. As humans, our survival depends on someone else taking care of us. We mirror and replicate expressions of the person that is holding us, keeping us safe, and helping us grow. Scientists study mirror neurons in the brain, which replicate what someone else does. For example, If I look and smile, someone else will. We are biologically wired to respond to others and our emotions and feelings are regulated based on others' faces. We rely on signals from one another to determine our safety and emotions. We need attachment to help us understand what is safe and if we are to be protected.
   b. **Slide 6:** First person to start studying - Konrad Lorenz - imprinting of ducks. He showed how little ducklings followed their mothers around and required

this attachment to survive. Eventually they would go on their own but their beginning of life relied on their mother. There was also Harry Harlow who was famous for his experiments with monkeys in cages. He would deprive them of their caregiver and ran experiments to understand what they need to thrive. They were primates and similar to us so they could help us understand our attachment and isolation. These experiments gave us major insights into our own attachment and how critical it was for us to have a caregiver.

[Show video of Harlow's monkeys here](#)

c. **Slide 7:** Today we see deprivation of attachment play out. Jails and prisons are a design to put us in a situation that is our worst fear: be separated away from society. Even for loners, we all need human connection. Not just the idea of feeling good but also talking and looking at each other: I know that I exist and I am able to know that I exist and someone staring back at me lets me know that I am here. For the monkey - if it's wire, there is no touch or recognition, I don't really know if I am here. If we don't have a relationship with a mother or caregiver, we might not be sure of how we exist or who we are, which can lead to major behavioral obstacles to overcome later in life. For many, family and friendships make school and spaces bearable. We learn how to make friends in the very beginning of our lives. If I hold onto a newborn baby and someone comes to the door, it is a family member. Baby can feel my heartbeat regulate and be calm. If its a stranger, they can feel my heartbeat go up and be deregulated. Babies will let us know when they need our attention. If a child's needs are not being met, they will change their behaviors to try and have their needs met.

d. **Slide 7**: There are four attachment styles: Secure,
    i.   Ambivalent = Unable to rely on availability of parent. This usually looks like a clingy baby because not sure if parent is going to come back. Upon reunion, baby is angry at caregiver because they are upset they were left.
    ii. Avoidant = Unable to rely on availability. Explores, not worried about anything, runs up to strangers, doesn't respond to separation, no distress when left alone. Children with this attachment style depends on caregivers thats not available, so they have learned they have to be self reliant. They have pressure to act like everything is good even if it is not.
    iii. Disorganized = avoidant and resistant. A child with this attachment style really want you to be close but doesn't want to deal with you. They really want people around but when they are they can feel suffocated. This sometimes looks like this when kid has been dealing with abuse. For example, Parent that says I love you and hits

you. A child doesn't know when it's coming and a child can't figure out when it'll be good

     iv.   Secure = Child trusts in the reliability and availability of Caregiver. A secure child uses caregiver as a secure base of exploration. They will show signs of missing the caregiver when separated, especially on repeat separations. These types of caregivers have patterns of being prompt, consistent, attuned responses to positive and negative arousal in child.

     v.   These are all coping mechanisms. Trying to figure out how to cope with hardships when we no longer have caregivers or our parents to look out for us.

     vi.   **Slide 8** = Mentors need to be aware of attachment styles because this is program is a reparative relationship. Through this program, we are forming relationships that trigger attachment styles and mentors in this program are going to be a source of secure relationships. As a mentor, you will show up each week to check in and be a person to ask how someone is doing. A mentor is consistent and lets others know they matter by spending time and energy. This goes back to the mapping of the brain - How can we work to take care of one another to let others know they matter? In this program, we spend our time noticing when people are doing things right. We don't highlight the bad and point it out. We need to develop a pattern to help when people see when they're doing something right and our job is to celebrate when someone is doing something right. In the majority of society, we only pay attention when something is wrong. How do we support when someone is doing something well? If a kid falls when trying to learn how to walk - we don't yell at them. You get up and keep going. You clap when they do good.

[Show Mary Ainsworth's Strange Situation video here](#)

     vii.   While watching this video, what do you notice? What type of attachment styles do you see?

4. After the lecture slides, break into groups. Give each group a case study handout. Give them some time to review their notes. They will need to determine which attachment style each case study is associated with. Additionally, they will discuss what is a good next step. What would be helpful for this person? They should utilize their notes and evidence from the case study to explain their reasoning. Give groups time to work together and discuss.
5. As a closing, ask each group to share the attachment style associated with their case study and why.
6. End this session by asking individuals to reflect on attachments they see out in everyday life.

<u>**Lesson 4: Brain Development**</u>
During this session, mentors will learn about biological foundations of brain development to understand how our biology impacts our relationships and connections.

Time: 90 minutes

Objectives:
- Mentors will know the parts of the brain
- Mentors will understand how the brain is related to human connection

Essential Questions:
- How is brain development related to relationship building?
- What skills are developed as the brain develops?

Materials:
- [Slides](#) (See Appendix L)
- Projector
- [Lecture Notes](#) (See Appendix M)
- Laptop - access to internet
- [Parts of Brain Identification handout](#) (See Appendix N)

Vocabulary
- *Complex Trauma: dual problem of exposure to multiple traumatic events and impact of this exposure on immediate and long term outcomes*
- *Parts of the brain:*
    - *Prefrontal cortex*
    - *Corpus callosum*
    - *Basal ganglia*
    - *Amygdala*
    - *Cerebellum*

Lesson Overview:
This lesson is the second lecture in the series on psychological development that will help mentors understand how behaviors are the result of many different factors that begin early in life. Brain development helps build the foundation for relationship building and connection. By understanding the biology and anatomy of human development, mentors will have foundational knowledge to understand others.

Time	Topic	Materials
5 minutes	Check-in & Announcements	● Standing activity (yoga)
45 minutes	Brain Lecture	● Slides ● Handout
15 minutes	Parts of Brain Game 　　● Scenarios and identifying parts of the brain 　　● **tinyurl.com/mpabrain**	● Website ● Handout ● Split into four different groups 　　○ Top 　　○ Front 　　○ Cross section 　　○ Lobes
5 minutes	Closing	● Appreciations ● What did you learn? ● How will this be helpful?

Procedure:
1. Begin class with a standing activity
   - SCRIPT-
   a. We'll start standing again today, this time to feel how our brain and body support one another. Stand up. Keep your feet flat on the ground. Bring your ears over your shoulders. Shoulders over your hips. Arms at your side, hands relaxed. Knees over your ankles. Take a deep breath. Feel your feet. See if you are able to feel the pull of gravity. You're standing. You did not come out of the womb standing. You were taught, you were celebrated, you were cheered on. Someone cared enough about you to make sure that you could stand on your own two feet. Every time you made a mistake someone helped you get back up and helped you learn how to do better. This training prepared you to do something you don't even consciously think about anymore.
   b. The body is a five - your whole spine center including your head and neck is the main stem -- the nervous center -- your arms and legs are extremities and you're a five -- you're balancing your body between both sides. Right and left side are staying in balance with central system. When we're standing we're balancing. Its a skill. Our spine needs to be strong and our brain needs to confident and developed enough to have the confidence to know that we can do this. When we think about it, it seems complicated,

but most of the time we naturally just stand and don't give it a thought. Same with our breath. If we don't breathe we die, but our parasympathetic nervous system tells our body to breath, to move oxygen into our bloodstream, to send blood into our major organs and muscles. If I get a paper cut, my body automatically moves to begin to heal the wound. Our brain and body work together constantly to make sure we are thriving, operating at an optimum level. We are wired to be whole and complete. Imagine the possibilities when we remember to celebrate this and make a conscious effort to be well…. now let's talk about the brain!

2. Project slides
3. Introduce today's topic: Brain Development and handout lecture notes
   - *SCRIPT-*
   a. Babies have to sleep to grow and have their brain start wiring to learn. We don't always understand what is happening developmentally for adolescents because it isn't as obvious, but adolescents are changing as much as they are in utero. Babies grow so much in 9 months. High school students that have been growing since 10 years old have been growing as much as you were in the fetus. That is a lot and we give so much care and love to babies. But what's happening when we get older and what's happening in our brains?

   *Show animation on **Slide 1***

   b. **Slide 4:** We always ask how people are doing without the intention of truly understanding one another. We expect people to say "good". In reality, we all experience a wide range of emotions - sadness, fear, anger, anxiety, love, sleepy, grumpy, excited, and so much more. We need to have a better understanding of what normal is, because without that baseline understanding of how our brain works then we are not able to connect effectively and honestly. It's not honest to think we are always good — It makes people feel lonely because it is not realistic.
   c. Our brain plays a major role in this because our brain controls our emotions. When we are exhausted and grumpy, our brain is signaling to us that we need to get some rest. Sometimes society makes us feel like we shouldn't have these emotions because we are expected to be cheery and excited the majority of the time - but it's ok to not be ok.
   d. We are wired for safety and to keep ourselves alive. Our brains have evolved to ensure we can make quick, life-saving decisions. We store memories that harm us to protect ourselves in the future. This can hurt

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because we are wired to hold onto negative things - for example, if we make someone you love hurts you beyond reconciliation, you store the information for later — this may make you wary of future relationships or situations that are similar because we want to protect ourselves from being harmed again. It hurts and our brains are wired to hold onto the negative to prevent further harm.

e. This all means we need to work extra hard on the positive. We need to understand our brain and the way it works because we need to ensure that we are consistently implementing positive experiences, opportunities, and memories into our brain so that we can feel good. This lesson helps us better understand ourselves so that we can better support others.

f. **Slide 5:** The prefrontal cortex is the focus on empathy. It is super important for us to help understand one another better and make connections with each other. Also it is helps make our decisions and it is not very developed when you are middle to high school age, which makes sense why we do dumb things at that age.

g. **Slide 6:** The corpus callosum connects our brain together and helps us breathe through our nose. Praniyama is a practice in which you can use your breathe to change how you feel. You can manipulate air to go through both sides of brain to wake up a little quicker.

h. **Slide 7:** The basal ganglia is part of the cerebrum and it helps prioritize our information. If there is damage here, you will have problems with movement control and speech.

i. **Slide 8:** The amygdala is really important because it is the emotional center. It is where fight or flight happens. Do we run, do we stand our ground? Do I yell and scream or take a deep breath? Teens have high functioning in their amygdala and this is why we see more teens being moody and giving attitude.

j. **Slide 9:** Cerebellum helps with physical coordination and thought processes. This is where your skills come in and research shows that this is a really important time in adolescence for your cerebellum. We see a lot of change and that's what makes learning so important during these years.

k. **Slide 10**: Brain plasticity means your brain is capable of change and can be rewired. When bad things happen, youth are good at adapting and changing because their brains can change still. When you have people supporting you through the process, your brain can thrive in changes.

l. **Slide 14:** Your brain doesn't stop developing until your early 20s. You keep changing and learning and growing. This is why it's super important to take care of your brain!

m. **Slide 15:** One of the major processes that happen in your youth is called pruning, which basically means it gets rid of stuff it doesn't need anymore. It makes your brain leaner and more efficient.

n. **Slide 16:** The other process is dopamine production which helps you learn and have some moral judgement and impulse control. This is the little buzzer that goes off when something good happens and makes you think about your actions!

o. **Slide 17:** Asking teens to manage their emotions, get all their work done, and not be drama is hard because their brains aren't fully formed yet. There are so many parts of your brain working to become what they will, but it isn't ready yet. Ideally, you need 9 hours of sleep to support all the brain development going on.

p. **Slide 18**: To really make things complicated, puberty also gets thrown into the mix. When people become sexual active before their brains are totally formed, they can make dumb choices and it can increase risky behaviors - especially when drugs and alcohol are involved. The combination of all these things can hinder brain development but it's also because of where your brain development is that these decisions are being made!

q. **Slide 19**: Trauma can be a major factor in brain development. When kids experience trauma, we can see behaviors in school that are due to emotional regulation, memory, and impulses. Trauma can cause a lot of harm that are translated into behaviors that make it harder to develop positive relationships and engagement.

r. **Slide 20:** Complex trauma is when multiple traumatic events have impacts on a person's long term development. If someone is homeless - it's not just a one time thing, it is a continuous struggle that impacts development with long-term effects like stress and disengagement.

s. **Slide 21:** Trauma looks like everything listed here

t. **Slide 22:** But things can be done! You can be a mentor and you can support someone as a protective factor. Even if trauma has happened, brains are plastic and there is still opportunity for change and growth.

4. For the next part of this lesson, mentors will need access to a laptop. They will work in pairs on a parts of a brain activity.

   - SCRIPT-

   a. Open your laptops and go to the link

   b. Using the handout, try to figure out which parts of the brain are which and define each part of the brain. Know what's going on inside your head.

5. Closing: Your brain is plastic and you're learning and growing. Think about what you can do to ensure your brain is in the best shape! What protective factors exist for your brain?

Lesson 5: Stages of Individual Development

During this session, mentors will learn about human development to better understand how foundational skills and maturation impact one's growth and interaction with others.

Time: 90 minutes

Objectives:
- Mentors will know the developmental milestones
- Mentors will predict how developmental milestones impact future relationships and development

Essential Questions:
- How are the developmental milestones connected to relationship building?
- Which developmental milestones are the most impactful in a person's life?

Materials:
- [Slides](See Appendix O)
- Projector
- [Gallery Walk Notes](See Appendix P)
- [Chart of Human Development Handout](See Appendix Q)
- Chart Paper
- Markers

Lesson Overview:

This lesson is the third lecture in the series on psychological development that will help mentors understand how behaviors are the result of many different factors that begin early in life. Individual Development is a broad term that covers the milestones each person experiences that impact their well-being, functioning, and connection. By understanding these human development milestones, we are able to understand how humans work and how we can connect more deeply.

This lesson is lecture heavy - a majority of this lesson is scripted for you to utilize and slides to reference.

Lesson Outline

Time	Topic	Materials
5 minutes	Check-in & Announcements	
25 minutes	Lecture	● [Slide](#)
25 minutes	Group posters - Each group assigned to a developmental milestone to cover - Utilize slides and internet to create a poster to do a gallery walk	● Chromebooks ○ Send slides out on Jupiter or google classroom ● [Handout](#) ● Poster papers
10 minutes	Gallery walk	● [Handout to take notes](#)
5 minutes	Closing	● Appreciations ● What did you learn? ● How will this be helpful?

Procedure:
1. Begin with a partner check-in: What is your earliest memory?
2. Present slides:
   - *SCRIPT-*
      a. Through this lesson, we will gain a better understanding of the different milestones that are fundamental parts of our ability to connect and work together. It's important to know how children develop in order to work with them and positively impact their lives. Reflect on different areas of your life that you may remember these moments or loved ones who are currently experiencing these phases as we discuss. Every year we learn and grow - every year we reach milestones that we've never experienced before.
      b. **Slide 1: Infants**
         i. Babies are changing at an exponential rate
         ii. Parents must modify their personal needs to meet their infant's and it is exhausting
         iii. There are studies about caregiving and focus on the failure to thrive. Your body can sense if your needs are not being met and it stunts your physical development. Having a caregiver that cares about your well-being and will show up for you is critical for your overall development as a human.
      c. **Slide 4: Newborns**

i. Newborns are experiencing the world like it's the first time everyday. Their brains are in the early stages of development and they are taking in information at a rapid rate. Eventually they will release some of the non-important information but as a newborn it's too early to tell what is necessary.

ii. Additionally, newborns express preference early on. They begin develop attachments in the womb and they prefer their mother's voice. They also prefer to look at human faces. They start to let you know very clearly what they like and don't like with their verbal cues — screaming crying and giggling.

iii. A challenge for certain newborns are the circumstances that impact their birth. This ranges from difficult births, anesthesia, and time in the NICU. Additionally, the mother's decision-making around drugs and alcohol can have major psychological impacts on a newborn.

d. **Slide 5: One-Three Months**

i. During this time, babies are becoming oriented to the external world — sight, sound, touch. Everything is heavily reliant on trusting someone that will meet our needs. Being fed, a basic need, and being cared for when things are hard, a psychological need, are crucial for secure attachment

ii. Babies at this age will develop eye contact, rhythms and routines, connections to caregivers, and have interaction patterns that mimic conversations. This is when we start seeing a personality and human come to life.

e. **Slide 7-8: Infants**

i. As a child grows into infancy, babies start to develop memories and they start to show an awareness of others which are supported by specific social cues

ii. This increases quality of attachment and communication. Kids learn what is safe and not safe by watching their parents.

iii. It's important to note here that sign language is really good for young children because they are still able to communicate even if their speech isn't perfected - they start with following directions and then eventually learns to speak on their own.

iv. When a parent is responsive and empathetic then the child feels seen and heard, which increases self-esteem. Showing this behavior early on to an infant can support their emotional intelligence later when there is conflict in the relationship because it's possible to solve problems in relationships.

f. Slide 9-18: Toddlers

 i. Toddlers start to explore on their own, but they are having a mini-life crisis. Should they? Shouldn't they? Will their parents be upset? Is it ok? This is when all of that important attachment and secureness is important because it shows if toddlers are ready

 ii. They'll start walking and working on their own, they can eventually be potty-trained, and they're ready to take on the world

 iii. During this time period, toddlers need structures of social referencing and behavior modeling to learn more about themselves, their identity, and their place in the world. Parents support this development and serve as a guide for progressive development

 iv. Cognitively, toddlers are becoming more aware of differences - they know there is a difference between male/female. They know how to observe and imitate and they are able to set goals without getting distracted as easily.

 v. They will start with crib talk, which is the beginning of verbal communication. They'll lay in their cribs and talk to themselves about whatever is going on in their world. This also connects to pretend play - we start seeing their creativity and imagination come out.

 vi. As brain development continues, the range of emotions, cognitive thoughts, and motor skills progress. Self-regulation is dependent on support systems. One way to support self-regulation is by utilizing mutual regulation, which is when a caregiver sets boundaries with a toddler and upholds them.

 vii. Developing self-regulation is important as toddlers start to become more prosocial, empathetic, and aware of other's expectations and standards.

 viii. Toddlers are starting to recognize themselves in the mirror and realize they are their own person. They will start using "I" and "me" to describe their needs and wants. Sometimes this will lead to defiance as toddlers are increasingly interested in their own needs.

 ix. Two major theories that contribute to understanding toddler behavior:

  1. Separation-individuation Theory: Toddlers are grappling with a powerful and vulnerable in separation of self. They are cranky and clingy - how can they be individual and remain connected? They are struggling with becoming their own but wanting to know they have someone to fall back on - Caregiver remains secure base and allows for Object

Constancy: a representation of the parent felt to be part of the self

2. Self-Awareness and Theory of Mind: Awareness that others have thoughts and opinions that may be similar or different than their own

g. **Slide 20-26: Preschoolers Development**
   i. From ages 3-6, preschool aged children are continuing to become independent. They set goals with the support of family members with a focus on being independent but not harming others. We see a sense of PURPOSE develop.
   ii. We start to see preschoolers become a little more "human" - they are thinking more logically, making friends, managing their anxiety, and moral development continues.
   iii. Play is a major component in developing all of these social and cognitive skills.
   iv. Ask mentors: What could possibly be hard for a preschooler? What struggles do they have? Have some mentors share out. Show slide 26.
   v. They have fears of separation, problems with self-expression, and fear of losing control. When trying to help a preschooler, you have to look at their cognitive development and how they play. If a child cannot regulate emotions by this point then it may lead to social problems later. Impulse issues and social cues can be supported with organized play.

h. **Slide 27-31: Middle School Age**
   i. Say to mentors: Think back to middle school... who were you? Were you exactly the same? What was the hardest part about being in 7th grade? What were you scared of?
   ii. At this age, there is an Increasing awareness of self as an individual, and of cultural differences. At this age children work hard at "being responsible, being good and doing it right" and are now more able to share and cooperate.
   iii. Eager to learn and accomplish more complex skills: reading, writing, telling time. May begin to express their independence by being disobedient, using "back-talk" and being rebellious.
   iv. Compared to preschool age, middle school aged kids are calmer; more serious; less spontaneous with a capacity to maintain states of self control. With families, there is a shift from being the Center of The World to needing to find a place in it.

       v.   There is a commitment to gaining skills and "being good at" whatever they are interested in. There is a lot of pride in connecting to something someone cares about and shaping identity with that.

      vi.   The shift from preschool to middle school age is pretty obvious - we see a turning point across cultures. There is a flux between cognitive skills and real world and ego-centricity and magical thinking

    vii.   Adult expectations increase for child as the child begins to enter formal education, apprenticeship for adult work, social roles

   viii.   The biggest obstacles for this transitions are entering school and the beginning of separation from home and family. This is highlighted by the fact that peers and other adults become more important.

3. Gallery Walk: A lot of information about human development and that was the "Cliff Notes" version! For this next part, you will break into four groups and you will create a poster highlighting what you think is the most important individual development during that stage. On the chart paper, you will list the development and then give an example of it in your life or somewhere you have observed.

       i.   Break class into different groups with poster paper, markers, and handout with the different stages

      ii.   This should take 15-20 minutes to discuss and create a poster

     iii.   After doing a gallery walk — everyone will utilize their note taking handout to look at each other's posters

     iv.   Briefly summarize each poster to close

4. Closing: Throughout your day and when you go home tonight, start looking for these instances of development and take a mental note of where you might recognize different stages of development. Everyone is at a different milestone in their life and we will all experience them. How can we help each other make it a little easier?

Lesson 6 Agenda: Trauma

During this session, mentors will learn about the impacts of trauma on human development. This lecture may trigger some and it is important to ensure that a culture of trust and commitment has been established. This is a critical lecture to be prepared to serve others.

Time: 90 minutes

Objectives:
- Mentors will understand the impacts of trauma on human development
- Mentors will reflect on personal experience to better understand trauma

Essential Questions:
- How does trauma impact an individual's development?
- What is your role and how can you best support others experiencing trauma?

Materials:
- [Slides](See Appendix R)
- Projector
- [Lecture Notes](See Appendix S)
- [Reflection Handout](See Appendix T)

Vocabulary
- *Trauma: The experience of an event, or enduring conditions, in which (1) the individual's ability to integrate his/her emotional experience is overwhelmed, or (2) the experience (subjectively) a threat to life, bodily integrity, or sanity.*

Lesson Overview:
This lesson is the last lecture in the series on psychological development that will help mentors understand how behaviors are the result of many different factors that begin early in life. Trauma impacts low-income communities and communities of color. Understanding how identity and race are connected to trauma is critical to understanding others behaviors and developing support systems for them. Engaging in a conversation around trauma can be hard, but it is necessary to serve those who are most in need.

Lesson Outline

Time	Topic	Materials
5 minutes	Check-in & Announcements	
10 minutes	Pre-test reflection	● Handout insert
30 minute	Lecture: Trauma and Resiliency	● slides ● Slide Handout
10 minutes	Complete Post test questions Written reflection (10 minutes): 　● What is the ultimate most supportive, helpful, productive peer group you could have? 　● Identify what that could look like: What might you need? 　● How is this different than what you experience now? 　● How can you create more of this in your life? Dyadic conversation (10 minutes)	● Handout
5 minutes	Closing	● Appreciations ● What did you learn? ● How will this be helpful?

Procedure

1. For this lesson, you'll start with trigger warning — meaning you will discuss how this work might make someone feel but it is critical to move forward
   - *SCRIPT-*

     What does trauma mean? Trauma is... It's not pretty. It's usually really ugly. In therapy, the therapist will give a form to a client regarding informed consent which means they understand that confidentiality, medical records, ethical guidelines about keeping information safe. This is important because trauma comes up in multiple ways and having that consent helps get to the root of the bad coming out. When a person goes to therapy, it may not feel that good after. It's not like getting your nails done or a massage. It is really hard work and sometimes things come up and it's supposed to because that is how you deal with it. You might cry, you might need to go to bed, you might want to be alone. Talking about trauma today may also do that — things might come up you haven't thought about in

awhile or at all. When we talk about bad things that shouldn't have happened or we have something we wish never happened to us, we have to learn how to deal with it. There are healthy ways and unhealthy ways. This speech is informed consent — we are moving into a conversation that might be difficult but we will take care of each other and ourselves.

2. Start on Slide 3 and make sure all mentors have lecture notes
   - *SCRIPT-*
   a. **Slide 3:** What does trauma mean? It's something bad, that hurts, and overwhelms are well-being. Traumatic events are extraordinary because of what they do our well-being. It causes chaos within our being.
   b. **Slide 4:** We talk about trauma because it is a social justice issue. Trauma impacts people of color at a much higher rate and that has lasting impacts on health, well-being, and livelihood. The number one cause of death for young people (birth-24) is homicide. That hurts and that causes a lot of fear and pain for many people. It doesn't just impact one person, it hurts communities, which is passed down generations. If someone loses their brother, it changes them and they don't just wake up better. It changes how they raise their children, which impacts their grandchildren. Trauma doesn't just stay with one person.
   c. **Slide 5:** In 1998, there was a study done on childhood trauma and 67% of people said they had experienced some sort of traumatic event. 87% of those people said they experienced more than one. Study included 10 types of childhood trauma: physical abuse, sexual abuse, emotional abuse, physical neglect, emotional neglect, mother treated violently, household substance abuse, household mental illness, parental separation or divorce, incarcerated household member. They also controlled for race and socioeconomic status, which means they were able to use statistics to look at the data and make sure those factors weren't represented more or less. This is major - Majority of people experience trauma. What do we do about that?
   d. **Slide 6:** When you look at the outcomes for people who have experienced trauma, it's not pretty. The more trauma you've had, the more likely you are to smoke, to drink, to essentially die. Trauma impacts your future.
   e. **Slide 7:** Communities of color are most impacted by trauma, which means their health, their future is most at risk.
   f. **Slide 8:** So why does it matter? Trauma impacts learning. Kids who are facing traumatic events aren't learning or engaged as much as they could be. And that's where you come in. As a mentor, you are a protective factor, you are someone that can ease the pain of trauma. You can let someone

know you care and they are a person of value and they matter. You celebrate them.

3. For the next part, mentors will get into pairs and have a dyadic conversation with some prompts on the handout.
   - *SCRIPT-*
   a. With a partner, reflect on some things you may need or ways you can be supported when things get hard. This is a way for you to be able to recognize when you need help or what to ask for when you need help.

4. Closing: Trauma is scary and the outcomes are even scarier. As a mentor, you aren't supposed to fix everyone's problems, but you can ease the pain. What are ways people help you through tough times? What makes things better for you? Think about ways you like to be supported and ways you can show up for someone else.

<u>Lesson 7 Agenda: Personal Identity</u>

During this session, mentors will focus on their personal identity and what is of value to their lives. By understanding one's guiding principles, mentors will be able to hone in on who they are and how they came to be through inspiration, connections, and culture. Personal reflection is a key component of being able to mentor others.

Time: 90 minutes

Objectives:
- Mentors will reflect on their personal identity
- Mentors will be able to understand where their values came from

Essential Questions:
- How are personal values developed?
- Who are you?
- How does society, family, friends, and personal beliefs impact our lives?

Materials:
- [Slides](#)(See Appendix U)
- Projector
- [Personal Core Values Handout](#) (See Appendix V)
- [I AM Handout](#)(See Appendix W)
- Chart Paper
- Markers
- [Lecture Notes](#) (See Appendix X)
- [Social Ecological Model Handout](#) (See Appendix Y)

Vocabulary
- *Core Values: fundamental beliefs of a person or organization. These guiding principles dictate behavior and can help people understand the difference between right and wrong*
- *Social Ecological Model: the understanding of the dynamic interrelations among various personal and environmental factors.*
  - *Protective Factors: conditions or attributes in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities*
  - *Risk Factors: characteristics at the biological, **psychological**, family, community, or cultural level that precedes and is associated with a higher likelihood of negative outcomes.*

Lesson Overview:

This lesson is focused on personal reflection. Knowing your values helps you make tough decisions, guides you when you are unsure, inspires you to take a risk, lets you know it will be ok, or makes you feel at home. Through guided reflection, mentors will be able to define what is most important to them and how society impacts their livelihood. Recognizing how your values and the realities of the world intersect is crucial to understand how to move through when things get hard.

Lesson Outline

Time	Topic	Materials
5 minutes	Informed Consent	
15 minutes	Personal Core Values Activity	● Handout
15 minutes	I AM activity	● Handout
25 minutes	Identity Lecture ● Sociological Ecological Model ● Risk Factors ● Protective Factors	● Slides ● Handout
15 minutes	Dyadic Conversation ● Fill out: ○ Sociological Ecological Model ○ Risk Factors ○ Protective Factors ● Collect these handouts to use later in community engagement	● Handout
5 minutes	Closing	● Appreciations ● What did you learn? ● How will this be helpful?

Procedure
1. Intro: Location
   - *SCRIPT-*

a. To get wherever you want to go, you need to know where you are to start. You look at Google Maps and you can see a point on the map — but how do you actually get there? We need direction. Similarly, through life, we need direction and to get directions we need to know who we are. We take in a ton of information about who we are to figure that out - from friends, family, teachers, society. Sometimes we figure out that we're funny when people laugh at our jokes or that I am smart based on my grades. Sometimes it also looks like racism — if I'm a brown person, someone might follow me around the store because they think I might steal something. This is a risk. Or someone might ask me for help because they think I speak Spanish. This is protective — people assume that I am safe. There are ways that other people react to me to let me know who I am.

2. I AM Activity: This is an activity that allows mentors to start thinking about their identity. Reflecting on personal identity is critical to help others develop theirs. Use the I AM Handout here.
   - *SCRIPT-*
   a. How do you want to be identified? Spend the next 5 minutes to come up with at least five things. Who are you and what do people need to know about you? How do you identify? How do you want to be identified? What is it important to say? At least five things. Someone walking up to you out of the blue - what do they need to know?
   b. Allow students to write down all of their identifiers.
   c. Once 5 minutes are up, ask some mentors to share. As they share, write them up on chart paper.
   d. After mentors have shared what they would like to, ask: What do you notice about the identifiers?
      i. You may notice that there are common lines. Often during this activity, people focus on their most vulnerable factors. Let mentors know that.
      ii. Why would we want people to know our most vulnerable factors? We want people to know about us because we may be threatened. When people answer these questions, we have subconscious feelings and threats
   e. Knowing how we identify and what we want to share with others is important because it leads to expectations to how our communication and relationships will proceed.

3. Core Values Activity: This activity focuses on how our values are developed. Mentors will utilize these handouts as you lead them through this activity.
   - *SCRIPT-*

a. Take a look at the handout of all of the words. Take a few minutes and put an "F" next to 5 things that represent your family. These are the things we inherit from our families.
   *Ask mentors to share some of their words.*
b. Next, take another few minutes to choose words that represent you. Put a P next to the ones that are yours 10 of them. It is OK if some of the words overlap.
   Ask mentors to share some of their words.
c. The next part is tough - You may now only choose 5 of the words to keep. Once you have chosen the 5 words, you will create a symbol for each. For example, if I chose "wealth", I could do a $ symbol. If I chose "knowledge", I could do a # symbol. These are personal symbols and only for you so there is no right answer.

Example:
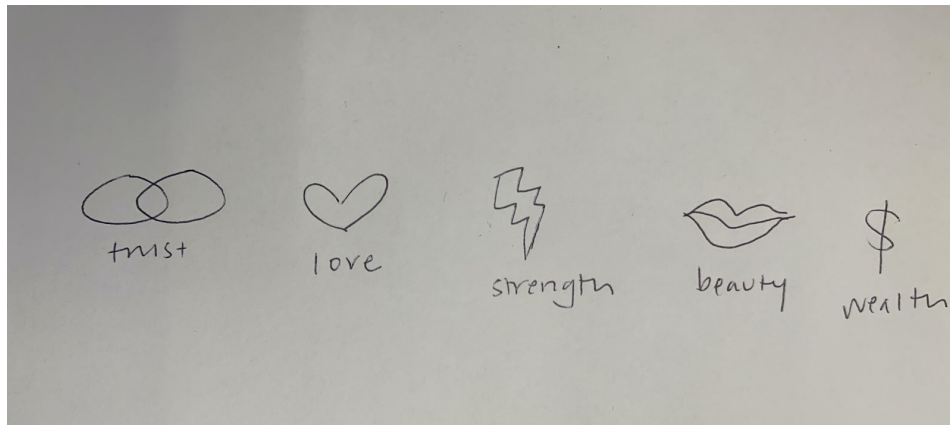
d. After you've created all of your symbols, you will make a home for them. Literally a home. Build a house in which all of your symbols exist.

Example:

e. These are the things that have come together that my family has let me know are of value. As a fully formed human, these are the things that matter to me. This becomes my identity and a part of who I am.

You most likely took parts from your family and parts for yourself. We learn from where we come from, but we also try to be our own person.
Have mentors share out their houses + symbols.

f. The next part gets harder: Take one away. Erase a symbol. Which one of these do we have to give up?
Have mentors share out what they deleted. Was it a personal one or a family one?

g. The process of letting go a part of who you are to fit a system is called acculturation. When people immigrate to the United States, they have to give up certain parts of who they are and their families. When people are figuring out the system, they have to give up certain parts. There are unwritten rules that tell us who we are supposed to be. This isn't always intentional or meant to be done with harm, but when you adopt a new culture you may have to get rid of things. By recognizing what is of value to you right now and what is of value to your family, you are aware of what matters and what you could potentially have to give up. When you know what matters to you, then you know what needs to be protected. This is a part of your identity you can protect.

4. Slides: Stages of Identity
    - SCRIPT-
    a. These slides are from
    b. **Slide 6:** "characteristics at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of negative outcomes" - so basically when we are exposed to bad things then it can lead to bad things. Like if the only food available in the fridge is soda and candy then it's going to lead to bad health.
    c. **Slide 7:** We get information from society, family, and community and that lets us know who we are. This is called the Social Ecological Model. Basically each of these rings show how the impacts of different relationships we have in our lives.
    d. **Slide 8:** When we see people act in "negative ways" it is probably because they are exposed to a lot of negative things. People just don't show up being who they are - they are influenced by the world they are living in.
    e. **Slide 9:** Each of the levels have different risk factors. These are some examples and you can probably think of some more. Individual risk factors include low-income status. If you don't have money then you may not have access to things you need and that is a risk. In relationships, you may have acculturation stress which means the stress that comes with adapting to a new culture. If your immigrate here, that's hard and you have to figure

everything out. If you aren't sure how to take the bus in English then you're at risk.

    f. **Slide 10:** For community risk factors, an example is stereotyped gender roles. You have heard someone call someone "gay" for wearing something or liking something that doesn't fit into a "man" stereotype. If you are trying to be yourself, but you're at risk of being called out, made fun of, or hurt because that then you're at risk. A societal example is racism - if there are racist systems in place that prevent you from accessing quality healthcare, education, and feeling safe is life or death.

    g. **Go to slide 13:** BUT not all hope is lost! Or else we wouldn't be here. To work against risk factors, we have protective factors, which reduce negative outcomes. There are two types: Variable and constant. Variable means it changes - your income, your job, you address. Constant stays the same - your race, your family, your birthplace. These are things that keep you strong. Risk factors can be a resource. For example, the Black Panther Party started from risk factors. They felt so unsafe that they bonded as a community to work together and develop protective factors. They created the free breakfast program to feed children, community clinics, and safety plans for their community because they didn't feel like they were protected. We know that we might be born into certain risk factors, but we have the power to protect ourselves and others.

    h. **Slide 14:** For example, as an individual, your religion might be something that helps you cope and answers your questions about the world. You may have strong relationships with your family and people who have your back or support you. In your community, you might have people you can count on or a safe space to go. In society, you might have systems and structures that help you.

    i. **Slide 15:** We talk about these things because if you have more risk factors than protective factors, you may be exposed to more mental health obstacles. Specifically in Latino communities, these are the mental health disorders that are most common. We need to know this because these are communities we are working with. As a mentor, you are a protective factor - you are helping people see value in themselves and their lives.

5. Ecological Social Model Activity
    a. Provide mentors with the Ecological Social Model Handout
   - SCRIPT-
    b. Utilizing this handout, you can work together to start defining some risk factors and protective factors for you. These are things that impact our

identity. What do you do to protect yourself? What are things that may harm you or make things harder for you?

After giving mentors about 10 minutes to work in pairs. Ask them to share at each level - personal, relationships, community, society.

6. Closing
   - *SCRIPT-*
      a. Personal identity is hard to define. There are so many sources of information that we are constantly taking in that inform us about who we are. It is important for us to have a definition of who we are so others don't create a definition for us. After you leave here, reflect on the things you wrote down today and who you are. This is you and you are important.

At the end of the session, collect the Ecological Social Model Handout. This handout will be utilized for future planning.

<u>Lesson 8 Agenda: Experiential Learning</u>

During this session, mentors will have an experiential learning experience. Based on Beverly Tatum's research on racial identity, mentors will reflect on their identity and the social ecological model in the world.

Time: 90 minutes

Objectives:
- Mentors will reflect on their personal identity
- Mentors will be able to compare how different identities are seen in the world

Essential Questions:
- Who are you?
- What does society say about your identity?

Materials:
- Experiential Learning Plan (Field trip forms)
- Transportation
- Reflection handout (See Appendix Z)

Lesson Overview:
By understanding how personal identity is connected to what is happening in the world, mentors are better prepared to make connections and provide support to mentee's development. As Beverly Tatum has researched in *Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom*, "when students are given the opportunity to explore race-related material in a classroom where both their affective and intellectual responses are acknowledged and addressed, their level of understanding is greatly enhanced."

Lesson Outline

Time	Topic	Materials
5 minutes	Announcements + Check in	
60 minutes	Experiential Learning ● Compare grocery store experiences	● Handout
5 minutes	Closing	● Appreciations ● What did you learn? ● How will this be helpful?

Procedure

1. For today's lesson, mentors will utilize the handout to reflect on their experiences in the two grocery stores you take them to.
2. Introduction:
   - *SCRIPT-*
      a. Today we are going to visit two different grocery stores. As we visit each, you will use this handout to take notes. Just compare the experiences and see what comes about. We will reflect after
3. *Experiential Learning*
4. After you have visited both locations, find a space where your group can convene and reflect. Go through each of the questions with mentees and hear responses. This may bring up uncomfortable feelings, but celebrate students sharing and highlight shared experiences.
5. Closing:
   - *SCRIPT-*
      a. People have been made to feel like they don't belong because of race for decades. If we don't talk about it then we can't change it. We have to overcome it. Experiential learning is meant to be awkward because it makes people feel like they don't belong. That feeling is important because it is not random - it's intentional. Why don't we feel like we deserve this kind of food or experience? Why don't we have as much money to shop there? Why can't we have more health options/selections? This should make you angry, but now we need to consider: what do we want to be different? As mentors, you have lived experiences to help mentees navigate situations you may have already lived. But how can things be different? What would you change?

Lesson 9 Agenda: Racial Identity Development Models

During this session, mentors will begin learning about racial identity development model. Racial identity is a fundamental part of understanding one's personal identity.

Time: 90 minutes

Objectives:
- Mentors will further awareness of the development of racial and cultural identity and how it affects the youth we serve
- Mentors will explore Best Practices in developing relationships and empowering youth within the context of their developing identities

Essential Questions:
- How do the stages of racial identity relate to your life?
- How do the stages of racial identity impact youth development?

Materials:
- Slides
- Projector
- Speakers
- Doll Study Video (See Appendix AA)
- Lecture Notes
- Chart Paper
- Markers

Vocabulary
- *Racial Identity Model:*

Lesson Overview:
In this lesson, mentors will reflect on their racial identity to understand the racial identity development stages. When mentoring youth of color, reflection on one's racial identity is crucial in understanding someone's lived experiences. By engaging in similar experiences with psychological foundations to support reflection and development, mentors will be able support mentee's racial identity development.

<u>Lesson Outline</u>

Time	Topic	Materials
5 minutes	Announcements + Check in	
15 minutes	Introduction to 5 Stages for Person of Color ID Model	● [Slides](#)
20 minutes	Group Posters ● Break into 5 groups for each stage ● Explain stage in own words ● Give examples of each stage ● Use symbols + drawings	● Posters ● Markers
20 minutes	Group Share Out ● What is significant about each stage? ● What is an example?	● [Handout](#)
10 minutes	Reflection ● What stage are you at? ● Why do you think that? ● Share quote + reflect	● [Quote](#)
5 minutes	Closing	

Procedure

1. To begin, start with a check in for 5 minutes: With a partner, share your earliest race-related memory. It may be helpful to share an example with mentors.
   a. *Example*: In middle school, I realized the difference my race (black) and the other kids who were hispanic/latino because they could all relate to each other and I couldn't.
2. Have some mentors share their experiences that they remember.
   - SCRIPT -
   Sharing race related memories is hard because in our society race is a taboo topic. It's an awkward thing to talk about because we have been taught to feel a
3. Prepare the slides - Racial and Cultural Identity Development in Adolescents- for this lesson and begin on slide 4.
4. **Slide 4:** Introduction:
   - SCRIPT-
   a. Race. There's never a good place to talk about it - Either you experience it and it sucks or you are someone who has never experienced it so it's weird to talk about. But working with youth of color requires you to talk about race because it is a factor that impacts you daily. Racism impacts people

psychologically everyday and it is important to be able to talk about race even if it's hard because people are dealing with it.

b. There are many people studying the psychological development and impacts of race. Today we will be going through how one develops a sense of racial identity in adolescence so we can reflect on how we can support people.

c. There are two main stages of development that have been researched over the years: For people of color and white people

　　i. People of color need to reflect on how their racial identity is developed because we need to work with people who are different than us. We need to be able to maneuver through spaces that weren't made for us. What do we do about the difficult struggles related to race? These are some of the reasons why we reflect about our racial identity development.

　　ii. Understanding white people's racial identity is helpful when looking at whiteness and privilege because it comes at the cost of other people's comfort. For white people, working against racism can be damaging to their lifestyle because if everything was truly fair and equal then they wouldn't have access to everything. Additionally, there are many white people who have the privilege to not see color - they are able to say they aren't racist and they don't do that because they live a life that allows them to exist without ever having to reflect on their racial identity. For white people, it is important for them to do this work as well because their racial identity has major impacts on people of color.

d. Today, we are only focusing on people of color and how one comes to recognize their racial identity

5. **Slide 5**: The Cycle of Racial Identity Development
   - SCRIPT-

a. The first stage is the pre-encounter stage. Younger kids start to notice there is something different and they are curious. They haven't figured out where they fit in yet. This is the time when little kids say inappropriate things and their mom tells them to "SHHH that's rude!" For example, if a kid is in a store and says "mommy, why is her skin so dark?" Parents become so horrified and apologize. There is a lot of shame around these kind of questions because it's not polite to say or recognize these differences. Instead of answering these questions, it is more likely that the question goes unanswered, but it doesn't go away. If we don't get an answer then

we just move on. We have to consider: what messages are we giving kids about skin color and lightness?

    b. The next stage is the encounter stage. Kids recognize there is a difference and they start to see how people are treated differently. This is when kids start to internalize the messages they never got answered earlier in life.

    c. There is a famous psychological study known as The Doll Study. It happened in the 1940s and was used as clear evidence to desegregate schools because it showed that children knew there were differences in races and it impacted how they thought about the different races. This study has been replicated over and over again and the results haven't changed. Watch:

    [Show Doll Study Video here](#)

    d. What do you notice? What do you see? How does that make you feel? The feelings of disgust, anger, and uncomfortability are normal and should inspire to do something different.

    e. As someone notices these unfair systems and stereotypes that exist about themselves, they enter the immersion/emersion stage. This is when someone starts connecting with their roots, they are open to learning about their history, where they come from, and what makes their identity unique. This is an empowering moment for a person of color.

    f. The next stage is internalization and it is when a person is secure in who they are and their racial identity. This is someone who is wearing their Black and Proud shirt, someone who isn't afraid to wear their hair natural, or someone who corrects another person when their name is pronounced incorrectly.

    g. The last stage is internalization commitment and it is where things get really interesting - this is when a person is secure in their racial identity and starts to do something about it. Mentoring is an example of that. You are utilizing this opportunity to support someone who is going through a similar experience as you and you are going to empower them to be confident.

6. The next part of this lesson, you will break the group up into five groups and assign them a different stage. They will have a piece of chart paper and markers.
    - SCRIPT-

    a. In your group, you will use your chart paper to highlight one of the stages of development. You will create a symbol that represents that stage -- draw something that symbolizes the stage. Then you will create a definition in your own words. Lastly, you will give examples of the stage. Maybe you

have personal examples or you can come up with some on your own. Take
the next 15 minutes to work as a group.
7. As students work, walk around and support their thinking
8. After 20 minutes is up, have each group share out their symbol, definition, and
examples
9. Once all groups have shared out, reflect with mentors:
    a. What stage do you think you are at and why?
10. Closing: Share this quote

We can't heal anyone else's trauma for them.
We can't unburden those we love from the weight
that they carry alone.
We can't change the history that we come from, but
we can create the present as we need it to be to the
best of our ability.
We can be as gentle with ourselves as we always
wished others would be.
We can be as loving with our lives as we would
hope to be with anything else as precious and
precarious.

<u>**Day 10 Agenda: Counseling Methods**</u>
This is the last session before mentors and mentees meet. During this time, mentors will set up their clinical files, run through the first meeting agenda, and practice by roleplaying with a partner. This session is the culmination of all the work and reflection mentors have completed thus far.

Time: 90 minutes

Objectives:
- Mentors will be prepared for their first meeting with mentees
- Mentors will reflect on their training

Essential Questions:
- Who did you need when you were in middle school?
- What qualities would you like to exhibit as a mentor?

Materials:
- File Folders
- [Mentor Intro Script](#) (See Appendix BB)
- [Confidentiality](#)(See Appendix CC)
- [Parent Consent](#) (See Appendix DD)
- [Check in/Check out](#)(See Appendix EE)
- [About you](#)(See Appendix FF)
- [Esteemable qualities](#)(See Appendix GG)

Vocabulary
- *Genogram: a graphic representation of a family tree that displays detailed data on relationships among individuals*

Lesson Overview:
Mentors will receive a step-by-step training on how their first session with their mentee will be conducted. They will organize all the file materials for their clinical notes and will utilize these documents to reflect for themselves. Throughout the process, mentors will engage in role playing to practice their scripts, introductions, and facilitation of the worksheet activities that are needed for their files.

Lesson Outline

Time	Topic	Materials
10 minutes	Announcements + Check in	
40 minutes	Review documents in the file ● Mentor Intro Script ● Confidentiality ● Check in/Check out ● About you ● Esteemable qualities	● Files
20 minutes	Role Playing ● Review each document with a partner and practice filling them out	● Handout
10 minutes	Reflection ● What doesn't make sense? ● What do you not feel comfortable with?	
5 minutes	Closing	● Quote

Procedure
1. Check in: What are you most nervous about in your mentoring relationship?
2. Documentation
   - SCRIPT-
   a. Documentation is a part of clinical training. For example, if you wanted to become a social worker, you would have similar training. Clinical notes focus on what happened? Why are they meeting with you? What do you plan to do? How do you feel? This information is important to track for progress and data, but you don't need to go into super specific details as a mentor because you don't need to be people's business totally out there.
   b. Documentation is a part of your work-based learning experience - your internship. As an intern, you are required to complete clinical notes. Without these consistent notes, your internship will not be complete. These notes are extremely important.
   c. You are operating under a clinical supervisor, which means you are working with someone under their license. It makes it very important that you follow the protocol, scripts, and expectations that will be reviewed during today's session.

d. The first document that you will be putting in your file is the Mentoring Introduction Script. This will be placed on the right side of the folder and it basically lays out what you are doing. When someone is in crisis, you are whoever they want you to be. They need help in that moment and it is important to be clear who you are and what you do -- it needs to be clear what you are there to do. This script lays out the boundaries of your relationship as a mentor and mentee. You're not meeting them outside of class -- don't ditch a class to hangout with them. You are meeting with them in a professional capacity and a lot of things will not fall under your job as a mentor. You may have to say no to some things. But you will be expected to show up for them for each scheduled session. You need to let your mentee know when you will be absent -- don't disappear on them. So often in the education system, kids get attention because they are doing something that people don't like. It is now your job to pay attention to how cool and smart they are -- whatever you can find about them. You will keep showing up consistently to tell them they are cool and they are a person of value. You are not a tutor and there is no expectation that you will make them get straight As, but there is an expectation that they will have an impact and want everyone to have a mentor at the end of the year. Everyone needs help and you are a person to get them support they need.

e. Looking at script, turn to a partner and read it to each other a couple times. You need to feel comfortable saying it.

f. The next document in the file folder is the Confidentiality Agreement. This document is extremely important. You will let your mentee know that your conversations will stay between you and them -- as it should, because it's not cool to share someone's secrets or feelings with others. The only exceptions for confidentiality is if someone is going to hurt themselves or someone else. You are a support person, but you are not their therapist. This means you need to tell your clinical supervisor if someone is going to hurt themselves or someone else. You will not be a snitch, but this is not a secret you can hold to yourself as you may be liable if you do not share.

g. The next document is the genogram. The genogram is a graphic representation of a family tree that displays detailed data on relationships among individuals. This is a way for you to learn a lot about your mentee without directly asking them what their home life is like, which is a really hard question to answer with someone you don't know too well yet. Look at the example of the genogram you were given to create your own. Circle for females, squares for males, and lines to connect people. Your parents, grandparents, siblings, yourself, cousins, and whoever else you have

contact with. What symbols could indicate a strong relationship? What could indicate a bad relationship? What could indicate someone who has died or left? Creating your own is important because it can be something you can show your mentee. Use the next 10 minutes to create your own genogram.

h. The next document is the check in/check out sheet. This document needs to be completed every time you meet with your mentee. This is something your clinical supervisor will be checking consistently to ensure that important information is not missed. The date is a really important part about this document - if a mentee is having trouble and someone comes and asks me how they have been doing, we will pull their file to see what you have been doing with them. This data is really important when we need to share things about mentees.

i. The last document to be reviewed for the day is Important Things About Me survey. This will be a survey to learn more about your mentee. Remember, you are the person who is their personal cheerleader, someone who thinks they are super cool, and always celebrating them. This is a tool to find out those interesting things to help understand them better. You will also utilize the Esteemable Qualities handout to help mentees understand what are good things about themselves because sometimes it is hard to talk about why we are so great. This is a helpful resource that may trigger some positive feelings.

j. You will use the next 20 minutes to go through the first session with a partner. Practice what you will say and how you will engage with your mentee.

3. During this time, circle around the room to offer feedback and support mentors as they practice their first session with a mentee

4. Closing: After you are done roleplaying, reflect with your partner - what questions do you have? What doesn't make sense?

5. End the session with logistics of next steps for your program

MENTORING

SESSIONS

Files

For clinical purposes, each mentor has a file to record notes from each session with their mentee. These files are critical to tracking progress and reflecting on proper treatment planning and are organized to show how to begin the file process. Each document will be listed below with a short description for the purpose, the practice, and the reflection from a clinical standpoint.

It is recommended to utilize these files as they are presented in this order as they have been organized and planned with clinical purposes.

1. [Check in/Check out](): This handout will be placed on the left side and will always be replenished. This document should be completed every time a mentor and mentee meet regardless of amount of time. This tracks emotional check ins, goal tracking, reflection, concerns, future planning, and communication with the clinical supervisor. The clinical supervisor should check these files consistently to stay up-to-date on all pairs and progress. The date is a critical point on this files as it indicates when progress or life events occur that could be crucial in goal setting or treatment. (See Appendix EE)

2. [Face Sheet]() Under the check in/check out sheet on the left side, there is a face sheet. This is a document that has all data on the mentee including a photo. This is helpful for mentors when they initially meet their mentee for intake purposes, but also to keep all personal information in one location.

3. [How are you feeling today]() - Faces & Words: On the right side, you will see a series of faces that represent different emotions. This document is utilized to help mentors elicit quality responses from the question "How are you doing?" Mentees may not have the vocabulary beyond "good" or "bad", but this document can help find more specific feelings to indicate how someone is doing. Additionally, the feelings are translated into Spanish on the backside.

4. [Mentor Intro Script]() - For many mentors, this is the first time they are in a clinical role and introductions can be tricky. This script is a simple way to begin the relationship between mentor and mentee while being friendly, setting boundaries, and getting to know each other. (See Appendix BB)

5. [Confidentiality](#) - It is important to remember that the mentoring relationship stems from a need of the mentee. It is critical that mentors read off the confidentiality agreement to their mentee. This states that if there is any indication about harm to the mentee by someone else, by the mentee to themselves, or to another person, then the mentor will report it to the clinical supervisor. Similar to mandated reporting, the clinical supervisor is responsible for the mentors and should always be aware of potential harm or danger. It is required that the mentor and mentee sign it to move forward. (See Appendix CC)

6. [Esteemable qualities](#) - This list of qualities is used for mentees to reference when talking about themselves. What are things they are good at or proud of? It's hard to brag about ourselves and it is a skill that people rarely practice. Mentors will help mentees begin to view themselves positively and having the right words is a major part of that. Mentors should consistently refer back to this handout. (See Appendix GG)

7. [Important Things About Me](#) - Getting to know your mentee is hard and can be awkward. This document helps facilitate an interview-style process in which the mentor can get to know their mentee better. It is best utilized when the mentor facilitates this activity as a conversation and shares some of their own responses to some of the questions. The responses to this document will be utilized later to plan activities or discussions with their mentee. (See Appendix FF)

8. Genogram - A genogram is a graphic representation of a family tree that displays detailed data on relationships among individuals. Without having to outright ask - do you live with your mom/dad? Or what is your relationship with your siblings like? Mentors are able to understand the home life of a mentee by completing a genogram with them. Family systems can easily be a touchy subject, but by using symbols, mentors may be able to access information more discreetly and respectfully. Some symbols include square for male, circle for female, / for strong relationship, x for no longer alive or involved. You can create more symbols as you see fit.

9. [Personal Timeline](#) - Another activity that the mentor and mentee will complete is a personal timeline. The mentor will facilitate by asking the mentee to start from the beginning - when the mentee was born - to present day. In between they will choose five life events that they feel impacted their life the most. These may be simple, funny, deep, or whatever comes about - this activity helps mentors and

mentees talk about personal experiences and values without making things awkward. There is an example for mentors to refer to.

Mentor/Mentee sessions

After mentors have completed their training, they will begin regularly meeting with their mentee. The current program has mentors and mentees meeting once per week. There is a protocol that is followed for an average meeting date.

1. Check in
   a. Each session begins with a check-in. How are things going? Anything that is on the mentee's mind? Anything the mentor notices that should be noted in their file? Often times many mentees do not have this personal experience where someone gives them 100% attention and asks how they are doing. This is an important part of building relationships throughout the mentoring experience.
2. Worksheet
   a. Each week there will be a worksheet included in the files. The worksheet varies based on what is being covered in supplemental trainings, what is happening in the community, or highlights an interest or activity of the mentees.
3. Activity
   a. Based on the mentee's interest, the mentor will facilitate an activity to further discussion, reflection, or relaxation. This is a time that many youth do not receive one-on-one attention and it is important for mentors to utilize their knowledge of mentee's interests to engage them.
   b. Some activities that have been facilitated include:
      i. *Games* - board games, outside sports, classroom games
      ii. *Art* - REACH Ashland Youth Center's Arts team donated time to facilitate several workshops for Mentors/Mentees to design and create a community art project. The response was so positive that we continue to engage in painting, braiding, drawing, and other culturally relevant art activities.
      iii. *Reading Pairs* - Facilitated through the OUSD Literacy coach, Mentees select a book with their Mentor to read together to promote reading skills and engagement.
      iv. *Community Partners*- Scheduled to participate with Mentoring throughout the year, facilitating workshops for both Middle and High School students on material in their respective areas of expertise.

v. Lunchtime Activities - Mentors facilitate lunchtime activities like sports, arts, and games to promote play and engagement during lunch time

4. Check-out Sheet
   a. This sheet needs to be completed at the end of every session. It does not need to be completed with the mentee, but it does require information from the session. This sheet is critical because it is reviewed by the clinical supervisor. The date is the most important part of the sheet and it allows for progress tracking and reflection.

MENTOR CLINICAL GROUP SUPERVISION

Clinical Group Supervision

While mentors experience six weeks of cultural identity development training and support before they are assigned a mentee, they will continue to receive clinical training beyond the foundational skills and understanding of identity development.

Utilizing a clinical consultation model, mentors will be provided with support addressing and discussing topics that are difficult, but many youth experience. The structure of the clinical training is based on small groups. With 3 clinical supervisors in the room, mentors receive more personalized training in which they can ask specific questions about their mentee while learning about topics they may need to process themselves.

Training topics include:
- Coping strategies for stress
- Healthy relationships
- Mandated reporting
- Body Image
- Grief and Loss
- Self harm/AOD - Coping vs.Thriving Good vs. Bad Pain
- Trauma informed Care/Secondary trauma
- Termination
- White privilege + guilt
- Power + privilege
- BPP, United Farmers', Student Nonviolent Coordinating Committee
- Motivational interviewing
- Chakras/Moon Cycles/Ovarian Cycles

YOUTH DRIVEN COMMUNITY ENGAGEMENT

Community Engagement

Mentoring is a program to support youth through their adolescent years as they develop their identity, but it is also a work-based learning opportunity for mentors. In addition to the mentoring session model, mentors are responsible for planning and executing community engagement experiences for their mentees. Mentors will create groups that will develop their own Mentoring Community Engagement plan and proposal. All proposals will be reviewed and approved. As experts of the community they are serving, Mentors have insight on what resources are most engaging. Mentors are connected their Mentees as youth themselves and know what activities and experiences are impactful.

Mentoring Community Engagement is bringing a true youth leadership model into implementation, creating activities and spaces for students to engage around content that keeps them motivated and attending school, promoting positive school culture as well as work-based learning.

The MPA Mentoring project provides best practices in delivering youth centered programs. Mentors develop skills to support middle schoolers to navigate more successfully through a school year. Mentors learn valuable life-skills by increasing their capacity to be accountable, develop patience, empathy and grow in their ability to communicate effectively with adult staff on campus to advocate for their mentee. Mentees thrive with consistent attention from meeting with a mentor weekly throughout the year.

To present the concept and expectations around the community engagement activities, the lesson below was utilized:

<div align="center">

Lesson Outline

</div>

Time	Topic	Materials
15 minutes	Review Community Engagement Expectations	- Handouts- proposal - Handout - Description - Tiered activities - Lunch Zones
15 minutes	Small groups - Plan activities on handout	Handouts
10 minutes	Chart Paper - Main points of activity on chart paper	- Chart paper - Markers
15 minutes	Share out - Something to think about	- Ideas? - Questions?

	- Something to work on - Something cool about it	

Youth-Driven Community Engagement Activities

Mentoring started out with bare bones. All you needed was a mentor, mentee, and some adult supervision. As the program grew and evolved, mentors began taking the experience for mentees into their own hands. Mentoring is founded on a youth-driven development model and youth are the experts of their own journeys. Each activity is developed with their own expertise and skills.

Below you will find the activities created by mentors during the 2019-2020 academic year. These activities were supported by Teaching Tolerance and Oakland reCAST grants.

Student activities will be added as they are completed

Supplemental Activities

 In addition to the community engagement activities designed mentors, some activities became fundamental parts of the mentoring program as it progressed. Each year mentors and staff were able to support new projects that continued positive impact on the mentors, mentees, and community driven by our Youth Development Model.

1. **Grad Walk:** At the end of every academic year, all seniors graduate. To commemorate and celebrate this achievement, seniors partake in a Grad Walk in which they walk through the halls of the middle school in their cap and gowns as students 6th-11th grade cheer them on. Students that are mentors are recognized with a personal grad memorabilia like a lei or sash. This event is the culmination of surviving and thriving through public education. By creating an event in which all seniors are celebrated, while showing younger grade levels what they're working towards fosters a sense of community, belonging, and celebration.

2. **9th Grade Orientation:** Most schools have an orientation for 9th graders, but Madison Park Academy was lacking any real resources that would prepare new high school students. Mentors decided to do something about the lack of information and created the first ever 9th grade orientation. By conducting research, engaging in focus groups, planning a presentation, and writing a script, mentors presented a packet of resources, a slide deck of academic information, and facilitated small groups to answer questions about life in high school. This information was the first time anyone prepared students for high school at

Madison Park Academy and it was completely created and facilitated by students. [Check out their resource packet here.](#)

3. **IEP Meetings:** Individualized Education Plans are organized and planned accommodations and goals for students with certain learning needs. These meetings can be scary because it is usually filled with all adults who care about a student like educators, family members, and then the student. While everyone is advocating for the students' needs and addressing a learning challenge, it is really positive to have someone there to cheer you on and be your support system. Mentors started attending mentees' IEP meetings and sharing positive things about their mentees during these meetings. Additionally, this is another work-based learning opportunity for mentors - advocating and supporting another person is a critical skill that many people don't learn in school.

   One teacher said this about having a mentor at the IEP meeting:

   > What I really want to highlight is how important and key the mentor is to this boy. (mentors for mentees and vice versa)
   >
   > It's as simple as having someone in your corner - someone who believes in you, someone you can bounce ideas off of, someone who can show up when no one else can, someone who understands you, someone to support you, especially for some of our students who are really have to be advocating for themselves.
   >
   > Also thinking the benefits of being a mentor - the opportunity to be a leader in the room, someone looking up to you, being in a position to be helper - helping the student work though their stuff
   >
   > This all happens just within an iep meeting
   >
   > I'm going big here now
   >
   > I wish:
   > 1. every student can have a mentor
   > 2. every student with an iep, can have a mentor present at their meeting
   > 3. students realize that they too can be mentors one day (I know they probably already are and don't know it!)

4. **Middle School Lunch**: Due to lack of funds and organization, middle school lunch rarely had any activities. There weren't any sports equipment or activities for

students to engage in. Instead, this is when many students found themselves getting hurt, in drama, or fights because there wasn't anything else to do. To combat this, mentors decided to utilize part of their internship class to facilitate lunchtime activities. They delegated tasks and organized by different zones - blacktop, arts and crafts, board games, the field, and the cafeteria. Mentors would recruit middle school students to engage with other activities that supported the well-being and development. Today, mentors facilitate art activities, play UNO and foursquare, and make sure that no middle school student is alone during lunch time.

5. **REACH Ashland Youth Center Field Trip:** In 2013 "the REACH Ashland Youth Center [was created] because a group of young people wanted to improve their community. [...] Today REACH provides a safe space to further that legacy of youth leadership in this community." REACH provides a model and inspiration for the mentoring program, which was one of the many reasons taking a field trip to see the space, partake in activities, and become a member of REACH was an important opportunity for mentors and mentees. The day was fully supported by the REACH staff and allowed all youth to experience workshops and understand how their impact can turn into something powerful.

6. **Mentor Hoodies**: Part of being in the mentoring community is representing the values and commitments set during the training and throughout the year. Majority of students have such a positive experience, they return for another year and continue to contribute to their community by supporting others. Through the program, mentors learn to value themselves in the process of valuing others and grow to love and trust themselves. The MPA Mentoring Program needed a way to come together as a whole cohort to show our strength in numbers and the pride that is felt to be a part of something that feels important and is youth driven. The hoodie is a physical representation of the mentoring program. As an appreciation and representation of mentors' work, they were all individually gifted a mentoring hoodie.

   The image on the mentoring image of the jaguar is from Museo Nacional de Antropologia in Mexico City. The Jaguar is at the top of the carnivore food chain due to its size and power. A night hunter and with an affinity for water, this creature appears to have no fear. Their power was revered and respected by Olmec and Maya indigenous cultures. So what if this fearsome, powerful creature was our care as a young cub? How much honor would we feel was bestowed upon us to ensure their well being? And what if this was the way we regarded all young things including our own. This symbol shows that mentors are willing and able to take charge of caring for and listening to other people's children, and encouraging them in all the ways we can imagine to best their best selves. The quote, "Love your self. You know. Never be afraid to be your self" was from a self-portrait by a mentee, Jose Flores, while part of the program.

   The image of the jaguar was refined into the MPA logo by Bianca Lorenz, the slogan was from a self portrait made by Jose Flores (MPA 7th grader), and the print setting and transfer to the clothing happened in collaboration with the Arts team at REACH (and the lending of time and equipment to print) Joaquin Newman and Jerarde Gutierrez and the generous low-cost work of 510 Brand. A fundraiser was set up where MPA teachers and staff were asked to purchase a MPA Mentoring hoodie for a $40 cost to additionally sponsor the cost for a Mentor to also receive a sweater. Thirty individuals made donations that made it possible to pay for the 38 remaining mentors to receive a hoodie.

   This physical representation of community and youth development sent waves through the school. The response was overwhelming. Adults were wearing them proudly and taking photos etc. Lots of smiles exchanged in the hallways, resulted in a conversation in both Mentoring classes about how having a 'uniform' felt.

Prompts included: How does it feel to have something with [a mentoring] logo on it? Why is it important? Some responses were: "For people to know what we stand for and it makes us feel proud". "To represent." "To show that we are Community." "Feels good to be able to be a part of Something." "It's cool." "To know who you are". "Association. There's a lot of us." "We're Powerful." "We started as nothing, and we are something."

Belonging is everything for humans as relational beings and if given the opportunity to belong to something that is truly yours as well, the possibilities are endless.
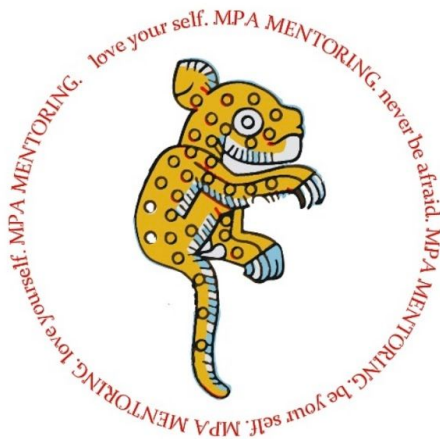
HONORABLE CLOSURE PLANNING

Honorable Closure

Everything ends and it's healthy to understand how things ends and why the end. We talk about what are goodbyes and how it happens. It is important to reflect: how do you say goodbye? Often times we understand goodbyes as something sad, but at the end of this relationship can be a positive thing: mentees are ready to transition to their next stage.To support this learning, every mentoring relationship ends at the end of the school year and is planned through the clinical framework. The program includes dates on the calendar that celebrate each other and honor that. We spiral in the things we have been consistently reflecting on -- esteemable qualities, youth-driven activities, and cultural identity development.

To initiate reflection around the year, mentors are guided through a reflection process to understand where their feelings are and what they have learned through their internship as a mentor. This can be completed a written individual reflection or in pairs as a dyadic conversation.

- Gratitude: what you appreciated (even if it was a really difficult thing, try and find someone or something that helped you in that situation) about the situation.

- Challenges: what part of the situation has made you uncomfortable or pushed out of your comfort zone. (Such as, not being in control, having to deal with difficult people, etc)

- Positive Impact: how you will be changed forever because of a situation?

- Forgiveness: how do I need to forgive myself for anything I have done wrong regarding this situation?

Honorable Closure Events

1. **Mentoring celebration**: At the end of the academic year, mentors have planned a celebration which includes a potluck, activities, and gifts.

2. **Mentor Goodbyes:** During a clinical training, mentors will be guided through honorable closure. They are responsible for closing out with their mentee. This is a great time for mentors to write letters and appreciate their mentee while utilizing esteemable qualities and other training resources.

3. **Certificates:** Upon completion of the year, all mentees received a certificate of completion signed by their program manager and mentor. It is important to remember that mentees are mostly referred because people notice something that isn't working out. The completion of the mentoring program is an achievement that is celebrated and recognized. Additionally it signals the graduation from their experience, which can foster more feelings of preparedness for their transition to the next year.

Certificate of Completion

THIS ACKNOWLEDGES THAT

Dante Chappill

HAS SUCCESSFULLY COMPLETED WITH EXCELLENCE
THE MPA MENTORING PROGRAM

ROBIN NOEL MORALES, CHSC CLINICAL CASE MANAGER   JACQULINE ARCHIGA MPA MENTOR

4. **Evaluations:** A major part of understanding and improving the program focuses on evaluations. All participants should complete an evaluation for the program to understand where improvements can be made, what should be maintained, and collect ideas for the next year. "Would you recommend this program to someone else?" has yielded the most helpful data in the past. You can use these examples and add more questions to evaluate your program.

[Mentor Evaluation](#)
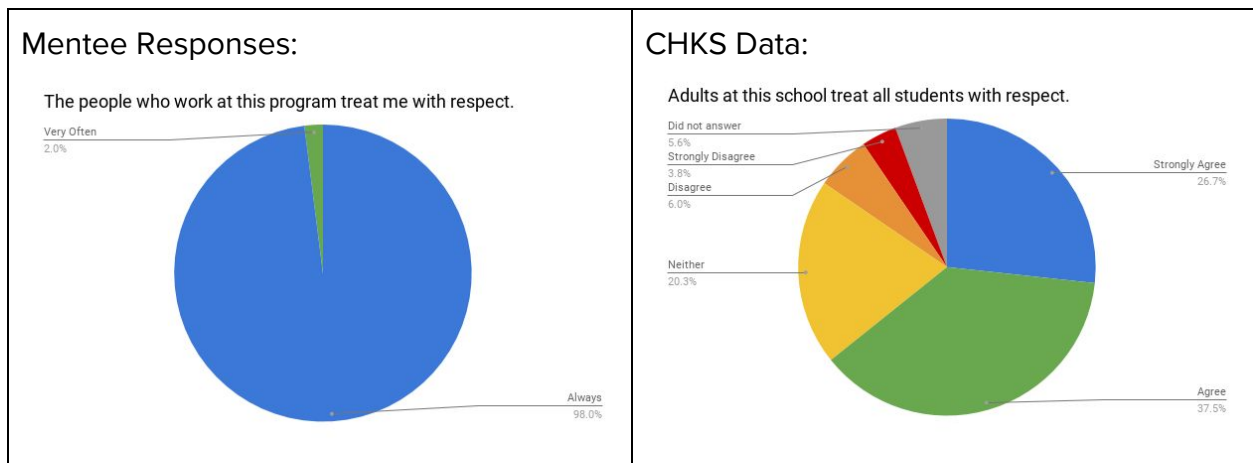
[Mentee Evaluation](#)

Evaluation & Data

2018-2019

In the 2018-2019 school year, we surveyed mentees and mentors about their experience in the mentoring program. Comparison data is from the California Healthy Kids Survey (CHKS) that is required by OUSD schools. CHKS and Mentee survey questions are slightly different but have similar aims. The CHKS survey was conducted in the 2017-2018 school year and the mentee and mentor surveys were conducted in the 2018-2019 school year.

MPA mentoring program has had profound impacts on mentors and mentees. By building relationships based on common identities as MPA students and a foundation of empathy and commitment to helping others, mentees feel safe, respected, and held to the highest standard. Mentors gain real workforce experience to improve their communication, problem-solving, and confidence in their expertise and knowledge. Together, students are empowered to serve others and make recommendations to continue to improve the experience of being a student at MPA. This curriculum has the ability to foster high leverage impact on mentors and mentees.
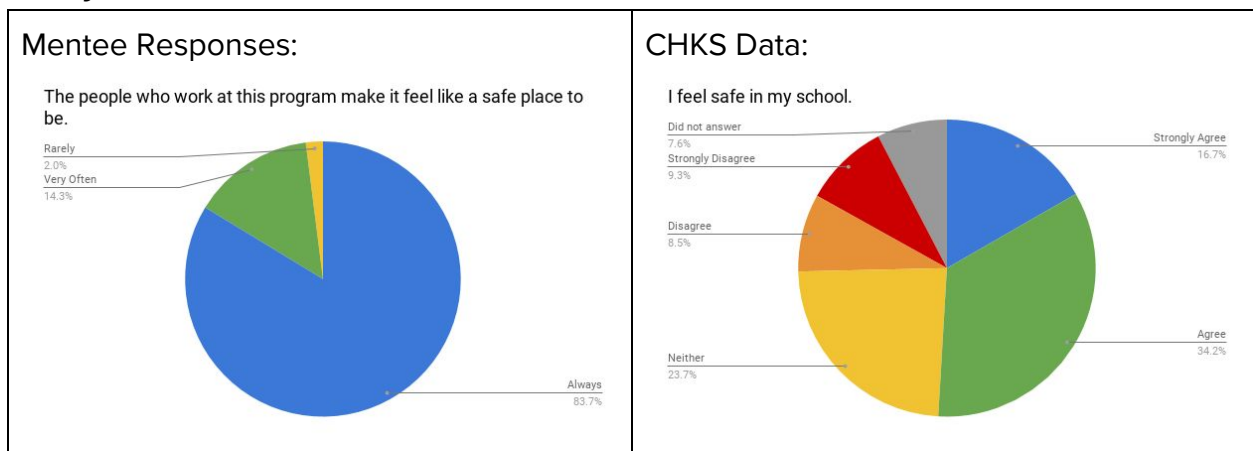
Mentee Experience

Respect

Mentee Responses:

The people who work at this program treat me with respect.

Very Often
2.0%

Always
98.0%

CHKS Data:

Adults at this school treat all students with respect.

Did not answer
5.6%
Strongly Disagree
3.8%
Disagree
6.0%

Neither
20.3%

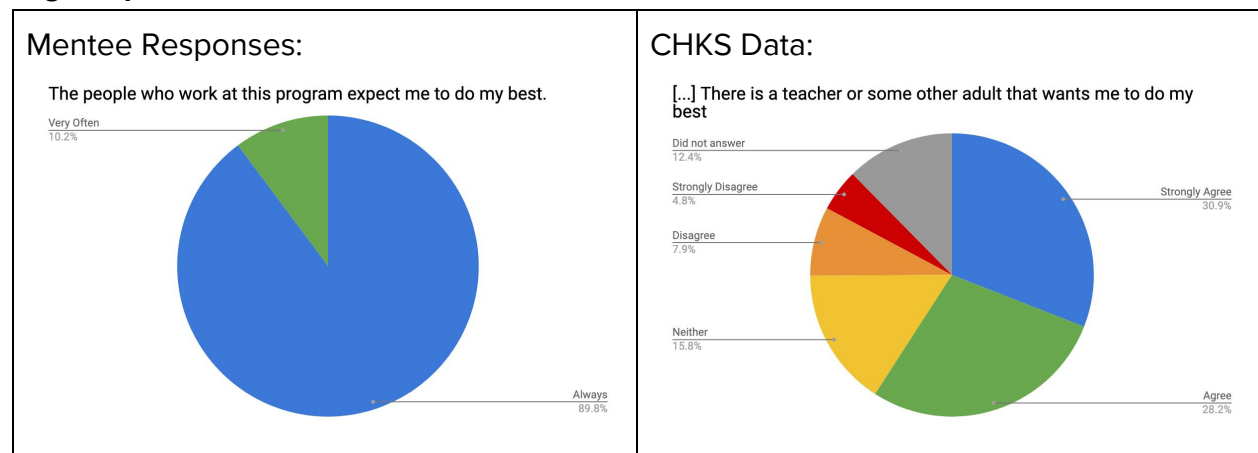Strongly Agree
26.7%

Agree
37.5%

98% of students always feel that the people who work at the mentoring program show respect. Compared to the 2018-2019 general population of students in which 26.7% strongly agreed with that statement. It is clear that students feel respected when in the mentoring space. Mentors are peers who understand the experience of middle school students and they have received a six-week clinical training to prepare how to communicate, engage, and support mentees.

Safety

Mentee Responses:

The people who work at this program make it feel like a safe place to be.

Rarely
2.0%
Very Often
14.3%

Always
83.7%

CHKS Data:

I feel safe in my school.

Did not answer
7.6%
Strongly Disagree
9.3%

Disagree
8.5%

Neither
23.7%

Strongly Agree
16.7%

Agree
34.2%

For many students, school is the safest place for them to be and every student deserves to feel safe. Only 2% (1 students) said they felt unsafe at the mentoring program. Compared to the overall school data, almost 40% of students said they did not feel safe at school. Mentors have built a culture in which students feel safe.

High Expectations

Mentee Responses:	CHKS Data:
The people who work at this program expect me to do my best. Very Often 10.2% Always 89.8%	[...] There is a teacher or some other adult that wants me to do my best Did not answer 12.4% Strongly Disagree 4.8% Disagree 7.9% Neither 15.8% Strongly Agree 30.9% Agree 28.2%

In the mentoring program, 89.8% of students felt they were always expected to do their best, while 30% strongly agreed with that statement in the general MPA population. Mentoring sets high expectations for how students should live out their best selves.

On a scale of 1 to 10, how likely are you to recommend this program to a friend?

49 responses
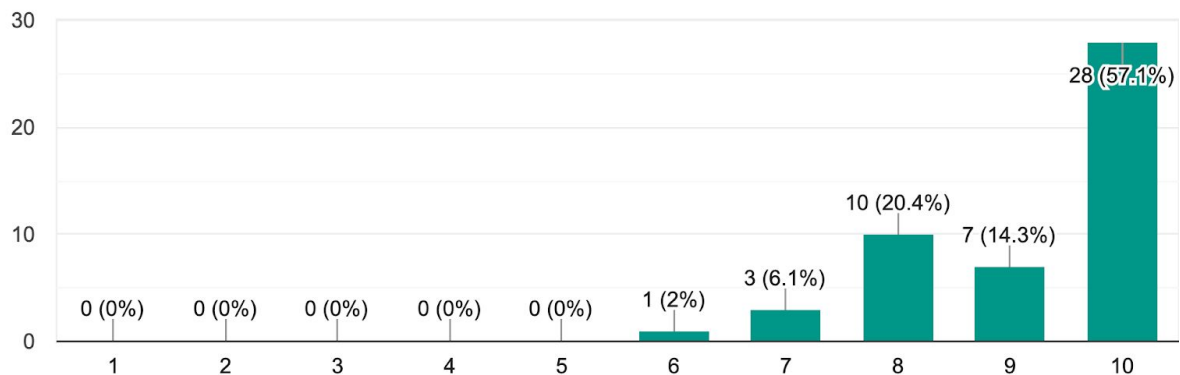
Mentee Reflections:
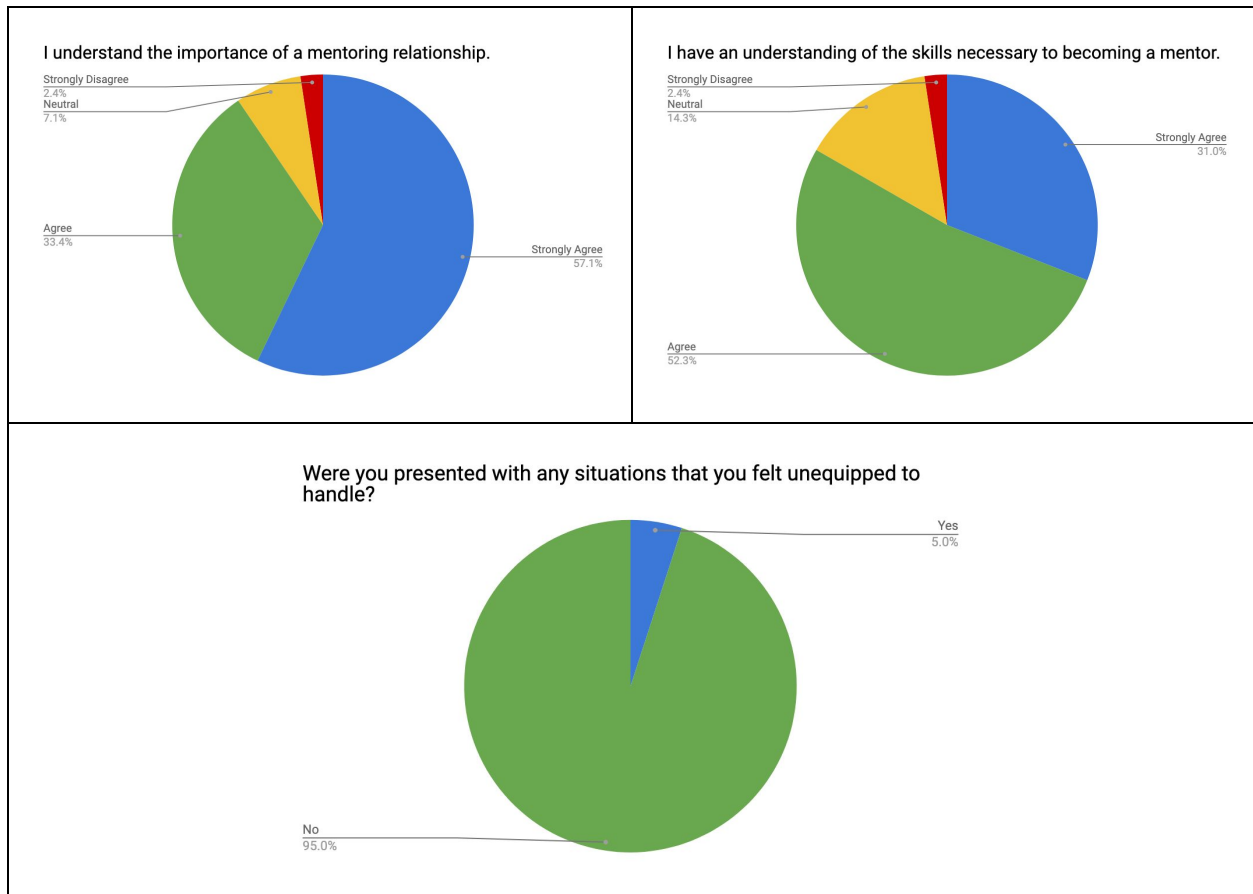
> **What do you like best about this program:**
>
> - The mentors respect you and help out with problems at home and at school.
> - You can take a break from everything that's going downhill
> - You get to be yourself and you can tell them anything and give them all your

trust and they wont say anything, Like a sister or brother
- Get to have fun and play games; You always need to have fun even if you are working hard
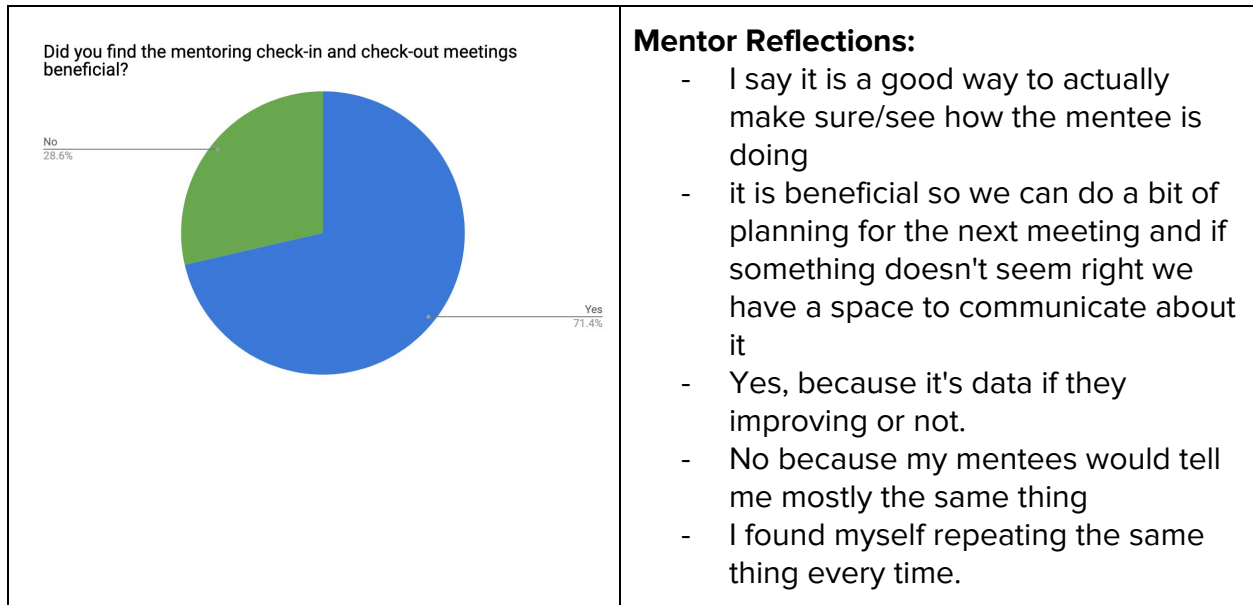- Takes me off of whatever I'm mad or stressed about

What do you think could be better about this program?

- More days to come to mentoring.
- Activities: More attention drawing; catching interests
- Have snacks available and different variety of board games.
- More activities such as arts and crafts.
- we should go on field trips
- Have more group activities

Mentor Experience

I understand the importance of a mentoring relationship.

Strongly Disagree
2.4%
Neutral
7.1%

Agree
33.4%

Strongly Agree
57.1%

I have an understanding of the skills necessary to becoming a mentor.

Strongly Disagree
2.4%
Neutral
14.3%

Strongly Agree
31.0%

Agree
52.3%

Were you presented with any situations that you felt unequipped to handle?

Yes
5.0%

No
95.0%

In addition to learning about psychological concepts, mentors in training learn about clinical practices like note taking, file management, and check-ins. Check-ins had a clear impact on structure and communication for mentor/mentee relationships. 71% of students saw check-ins as beneficial.

Did you find the mentoring check-in and check-out meetings beneficial? No 28.6% Yes 71.4%	**Mentor Reflections:** - I say it is a good way to actually make sure/see how the mentee is doing - it is beneficial so we can do a bit of planning for the next meeting and if something doesn't seem right we have a space to communicate about it - Yes, because it's data if they improving or not. - No because my mentees would tell me mostly the same thing - I found myself repeating the same thing every time.

In what way did you benefit from the program? - Confidence - I learned how to make the conversation not about me - I learned how to listen and to put what I think aside and try to see how it is for them - I got to gain relationships with young peers and that was a great experience - I learned more about child development and how to understand just in general. - I got more "people" skills. not as nervous to talk to people - Getting experience due to me wanting to a social worker in the future. - I've matured more and choose words with more caution
Did this experience teach you anything about yourself? - That I'm so self centered I had to learn to make the conversation about them - That I can impact someone's life - Yes, to ask for help or talk to someone when you need it - That communication is key

- People have trust in me to tell personal things
- It taught me that I want to work with kids
- Yes, that I can handle anything
- I learned that I like helping students, to make them feel better and hear them out.

What was the best part of your mentoring experience?

- I got to be a very positive influence in my mentee's lives
- Best part was to see their excited faces when I get to the door to pull them out
- You build bonds and learn from the mentees.
- Getting to know my mentees and being able to interact with them through art activities and games.
- Having a connection with someone that I normally wouldn't have with
- To get to help somebody and get to get that connection
- I learned more about my mentee each day I saw her.

What was the worst part of your mentoring experience?
- I wasn't able to get one of my kids to be comfortable with me (get her to talk to me)
- Sometimes I just wasn't feeling it
- There were some days I felt lazy.
- Having to take her out of math class because I'm not sure if that was affecting her grade in math.
- Not bonding as strong as I wanted
- Losing a mentee

Would you refer or recommend this program to another person?
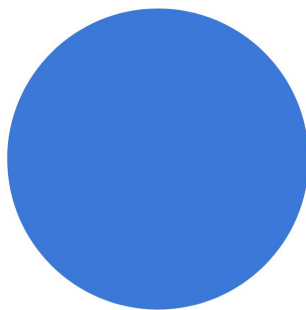
Would you consider volunteering for the mentoring program again?

No
10.3%

Yes
89.7%
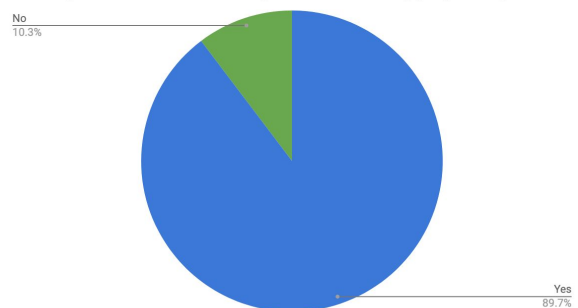
100% of mentors said they would recommend or refer another person to this internship. 90% of mentors said they would consider volunteering again.

"[Mentoring] helps you and others [express] yourself and making and create a better person who can people look at."

2019-2020
During this school year, CHSC intern Jennifer Breunig will be conducting program evaluation on the mentoring program.

Abstract

A Program Evaluation of the Madison Park Academy Mentoring Program

The research project being proposed is an evaluation of the Madison Park Academy

(MPA) mentoring program. The researchers are seeking to evaluate the effectiveness of

the MPA mentoring program through the perspective of the teachers, staff, and school

administrators. MPA is middle/high school located in the Sobrante Park neighborhood in

East Oakland, CA. The MPA mentoring program trains high school juniors and seniors to

provide mentorship to middle school students. The middle school mentees are identified

by school teachers and staff or self-referred for the program. The high school mentors

choose to take mentoring as their elective and there are no prior requirements. In this

mixed methods study, data will be collected through quantitative/qualitative surveys that

will be distributed to school teachers. Qualitative interviews will also be conducted

individually with the school principal, vice principals, school counselors, and the school

community engagement specialist (Pathways Coach). The data collected in this study will

provide additional information about the impact the MPA mentoring program has on

overall school engagement and school culture.
Results will be updated as completed

APPENDIX

A. [Lesson 1 Slides](#)

B. Lesson 2 [Slides](#)

C. [History of Program handout](#)

D. [Partner Interview handout](#)

E. [Design Team Alliance Handout](#)

F. [Relationship Myth Handout](#)

G. [6th Grade Story Handout](#)

H. Lesson 3 [Slides](#)

I. [Case Study Handouts](#)

J. Lesson 3 [Lecture Notes](#)

K. [Harlow's Monkey Experiment Video](#)

L. Lesson 4 [Slides](#)

M. Lesson 4 [Lecture Notes](#)

N. [Parts of Brain Identification handout](#)

O. Lesson 5 [Slides](#)

P. Human Development [Gallery Walk Notes](#)

Q. [Chart of Human Development Handout](#)

R. Lesson 6 [Slides](#)

S. Lesson 6 [Lecture Notes](#)

T. Trauma [Reflection Handout](#)

U. Lesson 7 [Slides](#)

V. [Personal Core Values Handout](#)

W. [I AM Handout](#)

X. Lesson 7 [Lecture Notes](#)

Y. [Social Ecological Model Handout](#)

Z. Experiential Learning [Reflection handout](#)

AA.   [Doll Study Video](#)

BB.   [Mentor Intro Script](#)

CC.   [Confidentiality](#)

DD.   [Parent Consent](#)

EE. [Check in/Check out](#)

FF. [About you](#)

GG.   [Esteemable qualities](#)