



ONE CHILD

ONE HOUR ONE CHURCH

ONE SCHOOL ONE MENTOR ONE PRAYER PARTNER



DIRECTOR FACILITATOR GUIDE FOR MENTOR TRAINING

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Note to Directors

Thank you for taking the time to meet with your new Mentors face-to-face!

Your Director Facilitator Guide is set up with the exact same information that your Mentors have received in their Mentor Training Guide. Any page with a red band at the top indicates that this is a page just for you to help you facilitate training your new Mentors. Please stop at these pages and read the instructions for training new mentors. The page numbers in this Director Facilitator Guide will correspond exactly with the Mentor Training Guide. Your Facilitator Guide also has some extra material for you to use as you train.

Your new Mentors should have completed pages 1-14 prior to setting up a meeting with you.

Page 16 has a quick list of what items are most important for you to review with your new Mentors during your face to face meeting.

KIDS HOPE USA Statement of Liability

The KIDS HOPE USA mentor selection process and training program are designed so that a KHUSA-trained director can recruit, interview, screen, train, and supervise church volunteers to be effective mentors of elementary school children. Failure to implement the mentor selection process and training program as intended (as taught at Director Training) places the Director, the mentor and his/her church at risk for liability in the event a mentor allegedly harms a child. In assessing liability for alleged child abuse, the courts will examine if every reasonable attempt has been made to follow procedures and maintain standards.

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PART 1: The Heart and Science of KIDS HOPE USA

Overview

Instructions for Using This Guide

Welcome to KIDS HOPE USA Mentor Training! This guide is designed to walk you through the required training for all KIDS HOPE USA Mentors.

Part 1, The Heart and Science of KIDS HOPE USA, is entirely online, and the first part of this guide walks you through it. You will be instructed to watch different video segments and write down responses to various prompts.

Part 2, The Heart and Science of the Mentoring Hour, includes a face-to-face meeting with your program Director. Your Director will walk you through the second half of this guide. All pages in this guide will be valuable for your reference as your mentoring relationship grows. We encourage you to take notes and/or write down questions as you learn about each topic.

Before you begin learning how to be an effective Mentor, take a few minutes to **watch Video A**. It describes the heartbeat of the KIDS HOPE USA (KHUSA) ministry. You will meet some incredible people in this video including KIDS HOPE USA President, David Staal, a KIDS HOPE USA Program Director, Elizabeth, and Kara and Savannah, who show you what mentoring is all about.



VIDEO A: Welcome to KIDS HOPE USA

An Opportunity to Impact a Student's Life (3:30)

TECHNOLOGY TIP: Don't worry if your videos don't appear in alphabetical order. If this happens, just scroll up and down until you find the right one.



As you watch the video, please answer the two questions below.

According to KHUSA President David Staal, what is the most powerful contribution a Mentor can make in the life of a student?

What are two sources of support that Elizabeth and Kara talk about for Mentors as they begin mentoring?



When you have completed each video, be sure to click on the **"Click to mark as complete"** button located under each video clip!



As you just saw with Kara and Savannah, each mentoring relationship develops in its own unique way. In this video, you will meet another mentoring pair, Scott and Meissen, who are bringing their different worlds together through mentoring. Enjoy their encouraging story! You will also meet Dr. Emilie DeYoung, from the KHUSA Child Psychology Team. She and her colleagues are a ready and available resource for all new KHUSA Mentors.



VIDEO B: KIDS HOPE USA Mentoring

Where Two Worlds Come Together (4:00)



As you watch the video, complete the information below.

How would you describe Scott and Meissen's developing relationship in three to five words?

List two important ways Dr. Emilie suggests a Mentor can enter a student's world.

1. _____

2. _____

Based on what you have seen and read about so far complete the following sentences below:

- As a Mentor, one of the best things I can do to build the relationship with my student is...

- I will likely benefit from the mentoring relationship too because...



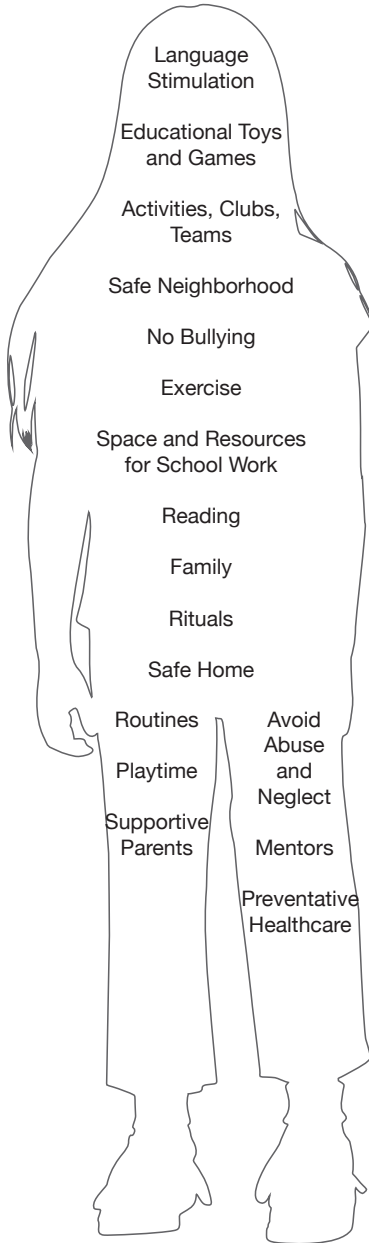
In Video C, we move from heart to science as we listen to school personnel, Mentors, and former KHUSA students describe the life-changing impact KIDS HOPE mentoring has had in their respective worlds.



VIDEO C: KIDS HOPE USA Mentoring

Helping Elementary Schools Meet the Needs of Students (6:49)

There are a number of different things students need to grow up in healthy ways. Many of them are listed in the drawing of the student below.



Underline any words in the drawing that described your childhood experiences growing up.

How many words did you underline (there are 17 total)? _____

Now, circle the ones that a Mentor can help to provide for a student.

How many did you circle? _____

Of the ones you circled, list the top two that you think will be the most valuable to your student.

1) _____

2) _____

Some of you underlined many words to describe your life growing up. Some of you only underlined a few. How do you think your childhood has prepared you to mentor an elementary student in need?

Let's listen in **Video D** as people from the KHUSA Child Psychology Team discuss what students need and what challenges they are facing today.



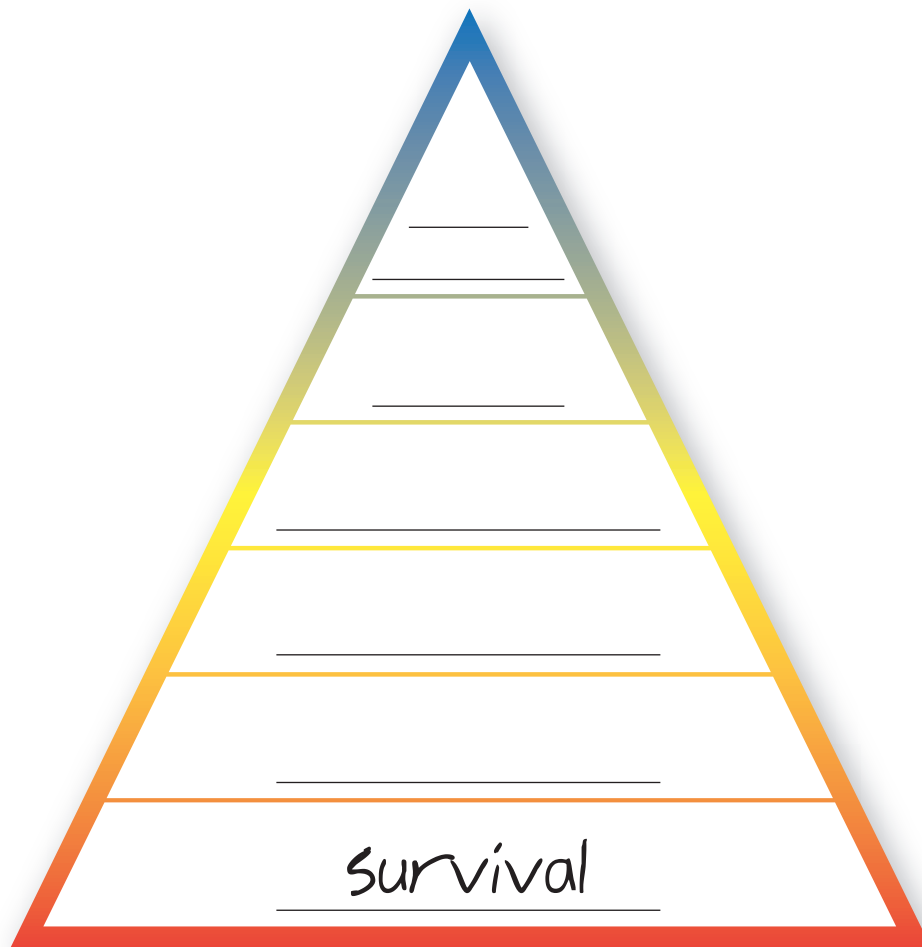
VIDEO D: Understanding Today's Students

What Are Student's Needs? (8:07)



Fill in the pyramid below as you watch the video.

William Glasser's Hierarchy of Needs*



If a student's need for survival, belonging, empowerment, freedom, and fun are met, what tends to occur as a natural by-product? _____

The good news is that KHUSA mentoring relationships can help provide for many of the things listed on the hierarchy of needs. Often the end result is that we help to open new pathways of learning for our students. Time with a caring and attentive Mentor makes a real difference!

*Dr. Roger Sellon, KHUSA staff child psychologist, developed this Hierarchy of Needs based primarily on Dr. William Glasser's Hierarchy of Needs. See William Glasser, M.D., Control Theory, Harper & Row – New York (1984). In addition to the first five needs described by Dr. Glasser (survival, belonging, power, freedom and fun), Dr. Sellon has included the need for self-fulfillment based upon Abraham Maslow's Hierarchy of Needs, which includes at its pinnacle the need for self-actualization. See Abraham Maslow, Motivation and Personality, Harper & Row – New York (1970).





VIDEO E: The Impact of Stress on Learning

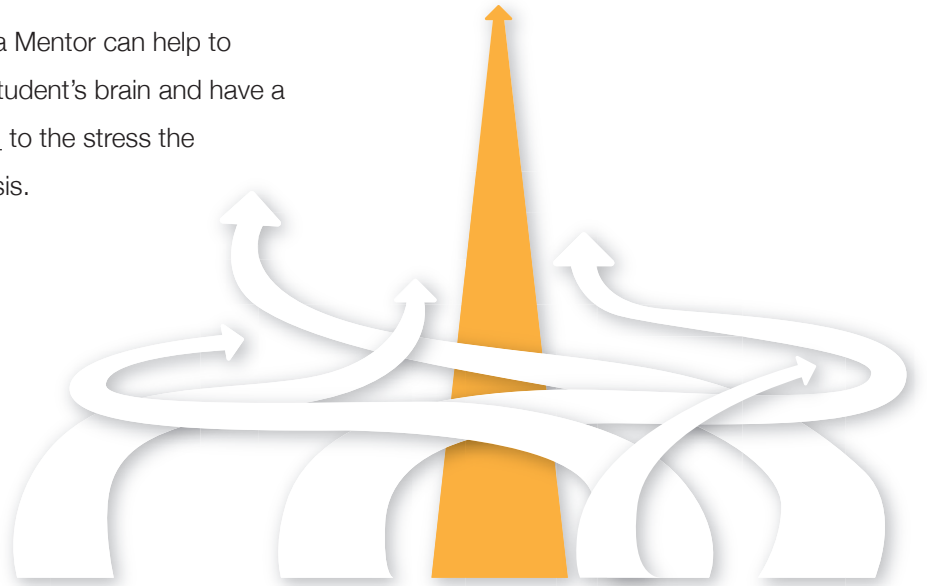
How Stress Affects the Brain (2:22)



Fill in the blanks below as you watch the video.

Stress causes a _____ in the brain, causing students to have difficulty with _____, _____, and even their immune system.

Just one hour a week with a Mentor can help to create new pathways in a student's brain and have a _____ to the stress the student faces on a daily basis.



It's exciting to think of the impact that KHUSA Mentors can have on a student's well being! Some of you may be wondering if you have what it takes to help a student in need. This next video will help put your mind at ease as you will learn the **Four Keys to Successful Mentoring**.



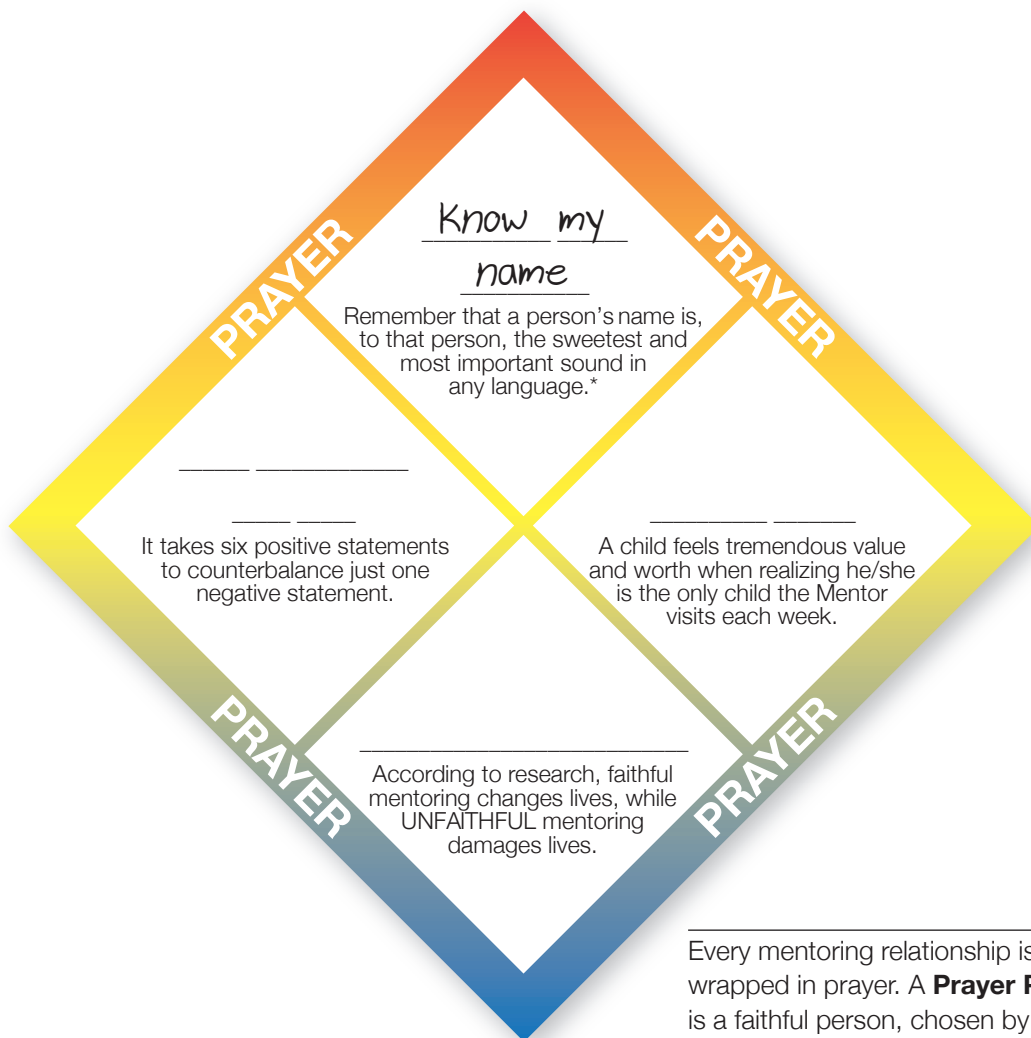
VIDEO F: Mentoring That Makes an Impact

Four Keys to Success (8:04)



As you watch the video, the **Four Keys to Successful Mentoring** will be revealed to you. Write them on the blank lines below.

Four Keys to Successful Mentoring



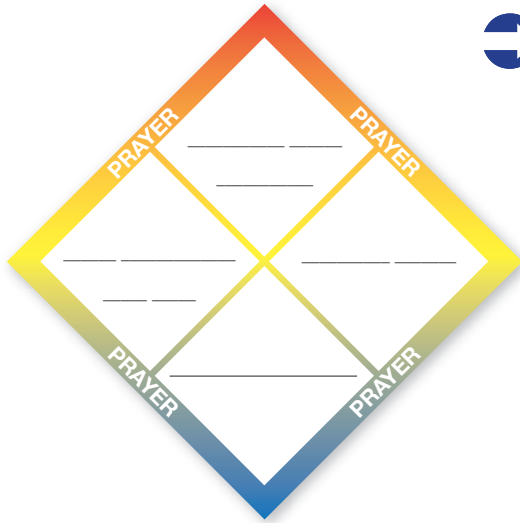
Every mentoring relationship is wrapped in prayer. A **Prayer Partner** is a faithful person, chosen by the Mentor or Director, who prays every week for the student, the Mentor, and the relationship. Mentors and Prayer Partners communicate on a regular basis.

* Carnegie, Dale. (1981). How to win friends and influence people (Revised ed.). New York: Simon and Schuster.

About the Mentoring Hour

Now that you know what it takes to be a successful Mentor, it's time to talk about the mentoring hour itself. However before we begin, it's important to for you remember two things:

1. While you are mentoring, your Prayer Partner will be in prayer for you and your student.
2. Nothing you do in your time together is more important than being there and being fully engaged in whatever the two of you do together!



Before we talk about the mentoring time, take a moment to attempt the Mentor challenge on the left. Without peeking, see if you can remember and fill in the **Four Keys to Successful Mentoring**.

Your Mentoring Hour

Okay, now let's talk about what your mentoring time might look like each week. We have a formula that will help you go **FAR** in your weekly visits:

Fun
Academics
 + **R**elationship Building
 = **A Dynamic Mentoring Hour**

There are many ways to include **Fun, Academics, and Relationship Building** in a mentoring visit with your student. In the upcoming video segment, you will hear people describe the pieces of an ideal KIDS HOPE USA mentoring visit which can last up to a full hour. When you meet with your KHUSA Director for the second part of your training, you will discuss specific ideas for each part of your mentoring visit and will work on creating a plan for your first meeting.

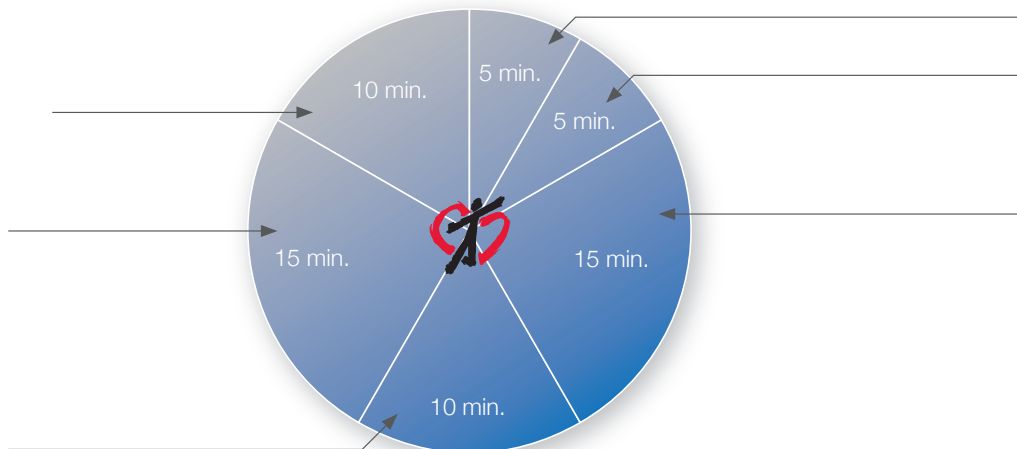


VIDEO G: The Mentoring Hour

How Will We Spend Our Time Together? (5:31)



As you listen to why each part of the mentoring time is important, please fill in the labels on the pie chart. By the end of this video segment you should have a good understanding of how to build a meaningful mentoring time each week with a flexible framework you can depend on.



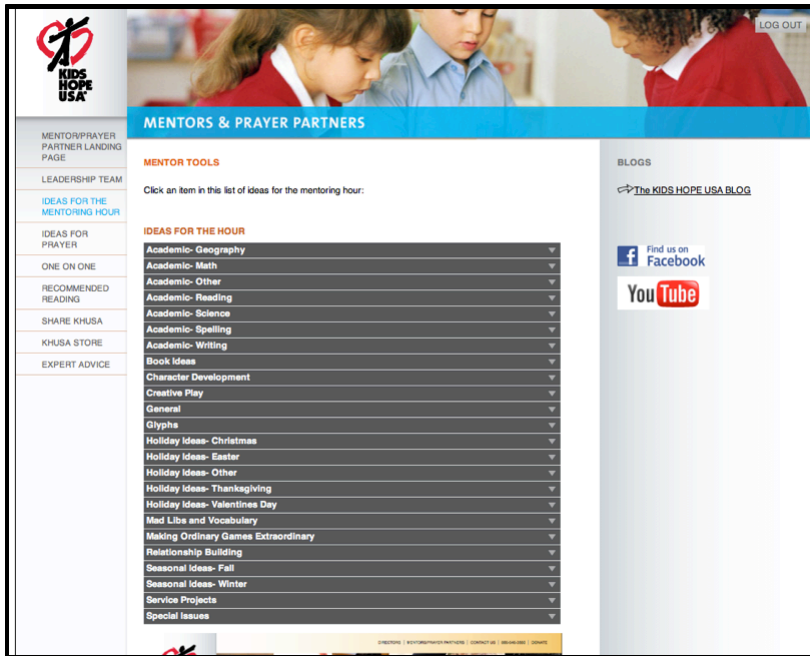
Resources for Mentors

There are three essential resources available to Mentors. Take a moment to carefully review each of the resources highlighted below. They will be very useful throughout the duration of your mentoring experience!

1. The Kids Hope USA Mentor and Prayer Partner website: www.kidshopeusa.org

Some examples of what you will find on the website include:

- Activity ideas for the mentoring time that are broken into categories (see screenshot below)
- Ideas for your Prayer Partner
- Videos, articles, recommended reading, and blogs for personal growth as a Mentor



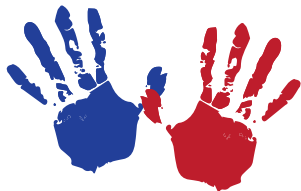
2. KIDS HOPE USA Mentor App – it's free!



A mobile idea generator for your smart phone to give you ideas right before you mentor!

Get it now at: <http://get.thechurchapp.org/share/kids-hope-usa>

3. KIDS HOPE USA Child Psychology Team (including Dr. Emilie DeYoung)



Email: kidshelp@kidshopeusa.org

Phone: 1-855-215-KIDS (5437)

Essential Guidelines

As a Mentor, there are some essential guidelines that need to be followed so you, your student, your church, and the school remain in a safe and supportive relationship at all times. It is vital that all Mentors understand these guidelines.

Listen carefully to the following video as you hear about boundaries, appropriate touch, confidentiality, and separation of church and state.



VIDEO H: My Role as a KIDS HOPE USA Mentor

Creating a Safe and Secure Environment (4:32)



After you watch Video H, please take a moment to carefully read through the following four boxes which reiterate and expand on what you have already heard. Then, please complete the short assessment on your understanding of the guidelines.

Boundaries

A Mentor is someone who...

- ✓ Loves children and cares about helping a deserving student
- ✓ Can engage in a positive relationship with a student
- ✓ Is focused on only ONE student
- ✓ Listens and communicates on a level that the student can understand
- ✓ Respects socio-economic and cultural diversity
- ✓ Faithfully shows up on time each week to mentor
- ✓ Has passed screening as defined by the KIDS HOPE USA National Office and/or school
- ✓ Is willing and able to mentor for a minimum of one school year in the program
- ✓ Is flexible and reacts well to changing situations
- ✓ Is a good role model
- ✓ Is a FRIEND

A Mentor is NOT...

- X A replacement parent or guardian
- X A trained tutor
- X A teacher
- X A social worker
- X A counselor
- X Santa Claus
- X Someone who can fix ALL of the problems facing youth today



Appropriate Touch

The students we work with often have a profound need for another caring adult in their lives. We must recognize however, that touching is a sensitive issue and must be approached with proper caution—the kind of caution that you would demand from someone who might interact with someone in your family.

Guidelines:

1. Students are familiar with these “safe touch” areas: elbow, shoulder, hand, or upper back. A light touch in these areas to reinforce hard work or to greet the student is appropriate for most students.
2. Students who have been physically and/or sexually abused are occasionally so traumatized by the violation of their physical space that they learn to fear and mistrust any physical contact. Even an innocent touch on the shoulder may cause them to react negatively. Let the student take the first step in establishing any physical contact.
3. Hugging: Educators tell us that it is advisable to let the student initiate a hug. It is appropriate to respond the moment a student reaches out to you—just as you would if a student reached for your hand.

Confidentiality and Mandatory Reporting Standards

- | | |
|---|---|
| <ol style="list-style-type: none">1. Do report any suspicion of abuse or neglect to your Director, the teacher, or principal. It is a legal responsibility to take appropriate action.2. Do notify your Director of any concerns you have about the student’s physical, emotional, or educational well being.3. Do allow the student to share important information with you.4. Do feel free to discuss with the teacher or your Director how to handle information that is confusing to you.5. Do share information with your Prayer Partner so they know how to pray for you, your student, and your relationship. | <ol style="list-style-type: none">1. Don’t share student’s academic information publicly.2. Don’t share with another student’s family, your family, or your friends personally sensitive items the student tells you.3. Don’t contact parents until your Director informs you that permission has been granted. You may have opportunities to contact and interact with the parents after you establish a relationship with the student and appropriate permission slips have been signed.4. Don’t question the student on subjects he/she is reluctant to discuss or on topics he/she has been told not to discuss at school. |
|---|---|

Separation of Church and State

In accordance with the U.S. Department of Education guidelines, it is important to remember the following:

- Do not pray with students or encourage them to pray during your mentoring time with them.
- Do not preach about your faith to students during your mentoring time with them.
- Do not prohibit or discourage speech or other activity by the student simply because of its religious content or nature.
- Do not infringe on the rights of students and their family members to speak about religion or to say a prayer or to read a scripture, provided it is within the reasonable limits of rules for orderliness, talking, and congregating that are set for other speech and activities.



















When at school, act like the school staff and follow school rules.

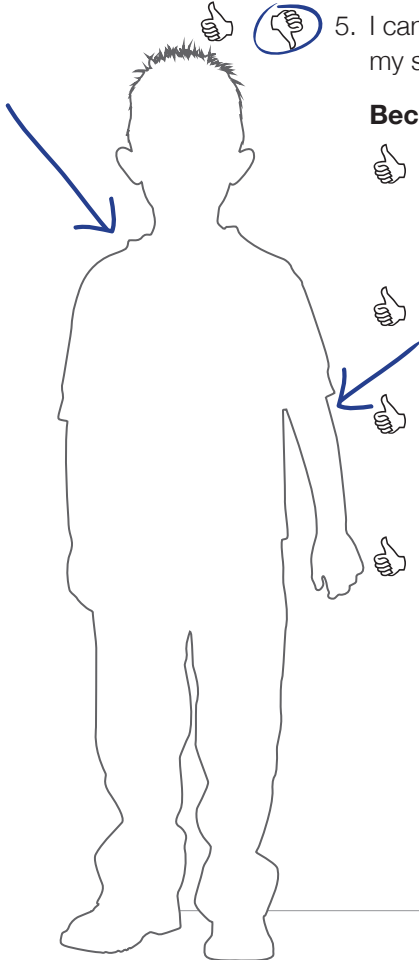
DIRECTOR FACILITATOR GUIDE FOR MENTOR TRAINING

FACILITATORS: Below you will find reasons listed for the correct answers.

Essential Guidelines Assessment

Read each statement. Circle “thumbs up” if you believe it’s appropriate or “thumbs down” if you believe it is not appropriate. Think about why you chose the answer you did by completing the sentence below each question. You will talk about your answers when you meet with your KIDS HOPE USA Director.

-   1. I would like to share a picture book that has great photos with my student. Since he is unable to read, it is okay that there is a Bible verse on the bottom of each page.
Because the verse could be construed as influencing the student.
-   2. If my student asks me to pray for him at school, I would pray with him.
Because it violates US dept of education guidelines
-   3. If my student asks if I believe in God I would say, “Yes, I do.”
Because it was a student initiated question. This is not an invitation to elaborate.
-   4. If my student tells me something and then tells me to promise not to tell anyone else, I should keep that promise no matter what so I can maintain his trust.
Because I should always be thinking about the student's well-being and sometimes that may include the help of other caring adults.
-   5. I can share about my mentoring experiences over social media as long as I don’t use my student’s last name.
Because it is too public and could violate confidentiality.
-   6. It’s okay for me to contact my student’s parents/guardians since my student gave me their phone number.
Because my mentoring relationship is about what happens at school.
-   7. I can initiate a hug with my student.
Because I don't know what they are comfortable with.
-   8. I can post photos of me with my student on social media to help with KHUSA Mentor recruitment.
Because I may not have permission to do so.
-   9. It’s okay for me to spend a lot of time soliciting personal and sensitive information because I just want to help him/her deal with his/her struggles.
Because it is not my job to fix them. I am there to be a friend.
10. Using the picture to the left, draw arrows pointing to the safe areas to touch a student.



Wrapping Up

Wow, you have heard lots of information about the Heart and Science of KHUSA! What is going through your mind now? Take a moment right now to reflect.



Answer the questions by checking the boxes below which are true for you. You will discuss your responses at Part 2 of your Mentor Training. Many Mentors find this a valuable exercise as they prepare for their new relationships.

What about mentoring makes you the most anxious?

- My student not liking me.
- Having trouble helping with academics.
- Not enjoying spending time with my student.
- Getting too attached.
- Not being able to connect with my student.
- Wanting to fix my student's difficult situation.
- Other:

What about mentoring gets you the most excited?

- Making a new friend
- Having a positive impact on a child.
- Playing games with my student and just having fun together.
- Being part of a ministry with other adults who have a heart for students.
- Getting to know a child. It seems I only interact with adults in my daily life.
- Making my student smile.
- Other:

This last video is especially encouraging, as it again reminds you about the support you will have as a Mentor and includes a beautiful closing story that illustrates the blessings that are often part of KIDS HOPE USA relationships.



VIDEO I: Looking Forward

The Road Ahead of Me and the Support Behind Me (10:22)



Congratulations! You have completed Part 1 of KIDS HOPE USA Mentor Training.



Your NEXT STEPS are to:

1. Let your Director know you have completed this part of your training. Call or email your Director to set up a meeting to complete Part 2 of your training. Try to find out the grade and gender of your student from your Director if that information is available.
2. Determine who your Prayer Partner will be and connect with that person OR let your Director know you would like for him/her to provide a Prayer Partner for you.
3. Complete the homework assignment below to be used in Part 2 of Mentor Training.

Homework Assignment



One of your assignments before Mentor Training Part 2 is to log on to the KHUSA website AND choose an activity for your first visit. You may do this now, or you can do it at another time when it is convenient for you.

First, register as a KIDS HOPE USA Mentor.

1. Log on to www.kidshopeusa.org.
2. Click on **MENTORS/PRAYER PARTNERS** to the left of the CONTACT US link. This brings you to a login page where you will “register” as a KHUSA Mentor. Click Register, fill out the information requests, and hit “submit”.
3. After you hit “submit”, you will be redirected to the mentor/prayer partner webpage.
4. Click on the “Mentor In Training” tab on the left side of the page. You will then see a short list of ‘Get to know you’ activities based on gender and grade.
5. Choose one activity that fits the grade and gender of your student.
6. Print out the activity or take notes on it so that you are able talk about it with your KIDS HOPE USA Director at Part 2 of your training.

The Activity I Chose:

stop here

The remainder of this guide will be used in Mentor Training Part 2.



DIRECTOR FACILITATOR GUIDE FOR MENTOR TRAINING

Part 2: The Heart and Science of the Mentoring Hour

Directors, please take the time to review the following important information with your new Mentors and check off the topics as you go. Discuss the items in order from one to six using the page number references provided. Please discuss each Mentor's responses to the assessment scenarios from page 13 where you see them listed below.

1. Child Safety (Review responses 5, 6, 7, and 8 from page 13)

- Safe Touch (Appropriate Touch page 12)
- Do's and Don'ts (Confidentiality and Mandatory Reporting Standards page 12)

2. Mentor Safety

- Visible location with door or window/no isolation (KIDS HOPE USA Mentor Expectations page 22)

3. Separation of Church and State (Review responses 1, 2, 3, and 4 from page 13)

- The four walls of protection (Separation of Church and State page 12)
- When at school act like the school (Separation of Church and State page 12)

4. Your First Visit (Review responses on page 14)

- Preparation: What can you bring? (Tips for the First Visit page 20)
- Planning: What will your time look like? (Tips for the First Visit page 20)
- Prayer Partner: Have you made contact yet? (KIDS HOPE USA Prayer Partner Expectations page 22)

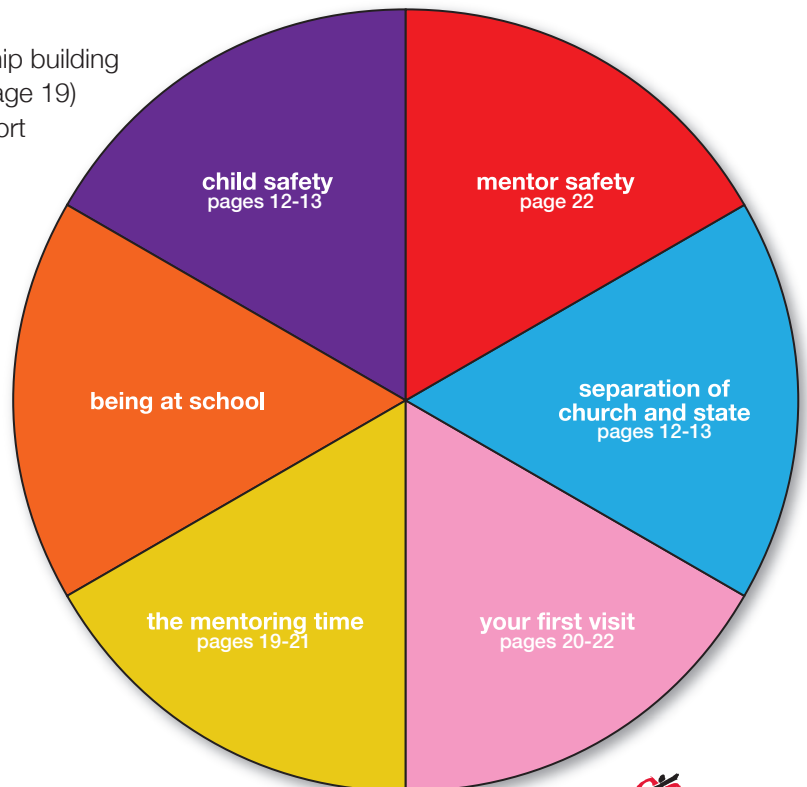
5. The Mentoring Time

- The structure: fun, academics, relationship building (Your First Mentoring Time Worksheet page 19)
- The progress report (Daily Progress Report page 21)

6. Being at School (your school will tell you what is expected)

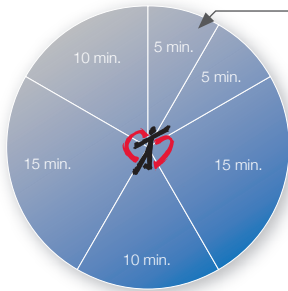
- Checking In
- Getting your student
- Ending your time

Quiz Wheel Review: Roll the KIDS HOPE USA dice and list two important pieces of information about the topic that correspond with the number you rolled.



PART 2: The Heart and Science of the Mentoring Hour

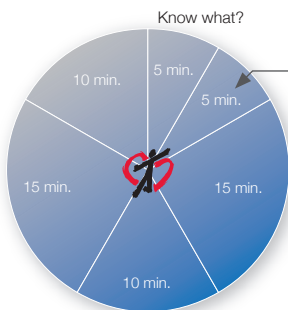
Review of the Mentoring Hour



Know What?

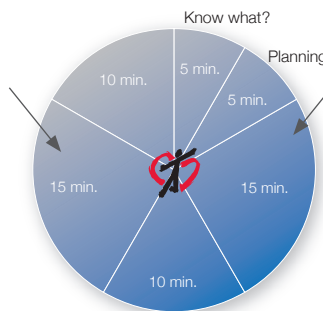
The first part of your hour together should be spent getting caught up with each other. We call this section “**KNOW WHAT?**” because you may hear those two words spoken by your Kids Hope USA student. Even if they don’t offer some “**KNOW WHAT?**” information right away, use some of these relationship building tools to reconnect with them each visit at the start of your hour.

- Book About Me*
- Mood Meter*
- “KNOW WHAT?” Stories....Know what I did this weekend?
- Journal
- Open Ended Questions



Planning

After spending a few minutes reconnecting with your student, it’s time to plan what you two will do for the rest of the hour, keeping in mind some of your plans may be determined by your student’s teacher. Use this time to affirm your student as you get him or her involved in the planning process. This gives the student a sense of empowerment. Mentoring research consistently reveals the positive effects of collaborative planning of the mentoring hour. As you work with your student to plan the hour together, determine whether you want to follow the standard structure of the Kids Hope USA hour, or whether you think it’s appropriate to deviate and respond to the student’s particular need that day.

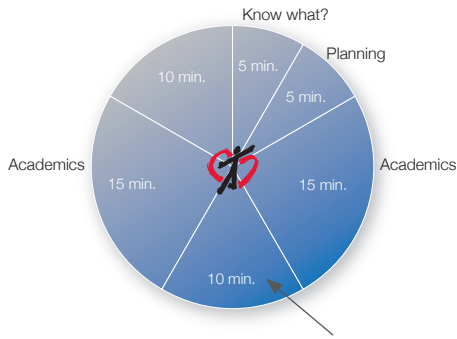


Academics

Since KIDS HOPE USA is a school-based mentoring organization, there is an expectation that part of the hour will be spent on academics. Remember, your role as a Mentor is to support the teacher so do not feel overwhelmed by academic expectations. You will notice that the sample hour includes two sections devoted to academics. You may be able to complete academics in fewer minutes, so adjust this to meet the needs of your student.

For more ideas on what to do during the mentoring hour, check out the Mentor website at www.kidshopeusa.org.

* The 'Book About Me' and the 'Mood Meter' are available at www.kidshopeusa.org on the mentor website or at the KIDS HOPE USA internet store.



Creative Play

Creative play and academics really go together, because learning can be fun! There are many activities and games that actually have a learning component to them. You will find many activities and games listed on the Mentor website. Visit the Appendix on pages 26 and 27 for several ideas to get you started.

Play

You have already heard that students have a fundamental need for fun according to the Hierarchy of Needs. With this in mind, spend part of your mentoring time just playing and having fun together. Find out what your student is interested in and what games they like to play. You may find that they choose learning games or they may want to just go outside with you. The most important part of play is that you are spending time doing these things together. Visit the Appendix on page 28 for several ideas to get you started.



Your first mentoring time worksheet



Take some time with your Director to come up with a plan of how you can spend your first mentoring time with your student.

Below are a few ideas of what you plan during your mentoring hour, or include your own ideas:

- "Know what?"
 - Planning
 - Academics
 - Playing Games
- _____
 - _____
 - _____
 - _____



Items you will want to take with you during your mentoring time (example: paper, pencils, eraser, colored pencils, markers, game, book, etc.)

- _____
 - _____
 - _____
 - _____
 - _____
- _____
 - _____
 - _____
 - _____
 - _____

Tips for the First Visit

Thank you so much for your commitment to mentoring a student! Here are some tips for your first visit:

What should I bring with me?

- Fill a tote bag with supplies and games that will help engage your student during the mentoring session: crayons, paper, pencils/pens, playing cards, etc.
- Gather some photos of yourself, your family, and your pets.
- Consider sharing some information or objects related to your hobbies at this or future sessions.
- Select a favorite age appropriate book to bring with you.
- Bring along two copies of 'A Book About Me' (check with your Director).
- Bring along a copy of the 'My New Friend' document (check with your Director).
- Pack a snack (check with your Director for permission/appropriate snacks).

What are some helpful things for me to remember?

- The 4 Keys for Successful Mentoring... they will guide your approach to mentoring
- Review information on the AGES and STAGES for the age of your student as provided in this training guide on pages 29-30.
- Your flexible plan for how you might spend your time during the first meeting.
- Guidelines on confidentiality, touching, and separation of church and state (see page 12).
- The name of your student's teacher.
- Make sure your Prayer Partner is informed on when you will be meeting.
- What time do you need to arrive at the school in order to be on time or a little early?
- Remind your student at the close of the mentoring time that you will be returning the following week.


How can I get to know my student during our visit(s)?

- Use the 'My New Friend' document (check with your Director).
- Share some photos of your family with your student.
- Focus on finding out what you might have in common by asking questions (i.e. What is your favorite....?)
- Start working on your 'A Book About Me' booklets.
- With teacher permission, ask your student for a quick tour of the building to let you know where things are. Ask your student what places are their favorites.
- Let your student choose a game to play. Ask them why they like it.
- Talk about what your student might like to do during your next visit. What are they looking forward to?



Daily Progress Report

It is important that a **Daily Progress Report** is filled out after each mentoring session. This is a communication tool with the teachers that helps build trust in their KIDS HOPE USA partnership. This is also a great tool for your Director to use to track your visits and identify trends or patterns that occur during your time together.



KIDS HOPE USA

Daily Progress Report

Mentor's Name: _____ Student's Name: _____

Teacher's Name: _____ Date: _____

How did you spend your KIDS HOPE USA hour? (Fill in only what you did, using this as a guide.)

1. **RELATIONSHIP BUILDING ACTIVITIES** (circle all that apply)

Book About Me	"How are you Feeling?" Face Chart	"Know what?" Stories
Snack and Share	Other: _____	
2. **ACADEMIC ACTIVITIES**

Reading: _____	Math: _____
Spelling: _____	Other: _____
3. **CREATIVE PLAY** (Educationally Based Play Time)

Games: _____	Art: _____
Other: _____	
4. **FREE PLAY** (What did you do just for fun?)

How did your Student respond? Scale of 1 (needs improvement) to 5 (outstanding)

Attitude: 1 2 3 4 5	Motivation: 1 2 3 4 5
Cooperation: 1 2 3 4 5	On-task: 1 2 3 4 5
Completion: 1 2 3 4 5	Attentive: 1 2 3 4 5

Any concerns:

What is your response to this session? Scale of 1 (discouraged) to 5 (encouraged)

1 2 3 4 5

Anything memorable happen today (e.g. quote, joy, humor)?

I would like further assistance and/or communication about the following needs related to the student I mentor:

ACADEMIC PROGRESS SOCIAL NEEDS PHYSICAL NEEDS EMOTIONAL ISSUES

I would like to speak to the **DIRECTOR/ TEACHER** (circle as needed)

I may be reached at:

Phone _____ E-mail _____

If this is an issue that needs immediate attention, please call the director or talk to the principal before leaving the school.

A:19

Summary of Mentor and Prayer Partner Expectations

KIDS HOPE USA Mentor Expectations

1. Mentors must meet screening standards according to written KHUSA procedures.
2. Mentors may never take the student off school grounds during the mentoring hour.
3. Mentors and students must meet in a room with a window or an open door.
4. Mentors may only touch students in appropriate areas. It is safe to touch a student on the elbow, hand, shoulders, or upper back.
5. Contact outside of the KIDS HOPE USA time is only allowed with parent permission and Director approval.
6. If Mentors are ever with the student off school grounds, they should always be in the presence of another adult who is not related to them (preferably another screened Mentor).
7. When Mentors have concerns about the safety and well-being of their student, that information should be shared with appropriate school personnel in a timely fashion.
8. Mentors should not discuss students in social settings. Academic information and personal details about the student should remain private information between the Mentor and Prayer Partner, unless there is concern for a student's safety.

KIDS HOPE USA Prayer Partner Expectations

What Should my Prayer Partner Do?

- Make a commitment to faithfully pray for you and your student each week.
- Communicate with you on a regular basis to get information on your relationship with your student. If you do not initiate contact, the Prayer Partner should connect with you.

How Should I Communicate with my Prayer Partner?

- Send a letter or note telling them when you meet with your student.
- Contact them after each session to let them know how things went. Like you, they want to know how God is using the relationship, and their prayers, to make a difference in the life of this student.



Appendix

Suggestions for Academics

Reading

- Read aloud to your child
- Practice Sight Words
- Help them read leveled books
- Read a story together and draw their favorite part
- Use reading strategies listed below
- Play games that reinforce reading skills (like Zingo)

Math

- Practice math facts with flashcards
- Count money
- Practice telling time
- Play games that reinforce math skills

Writing

- Write in a journal
- Complete 'A Book About Me'
- Write cards and letters
- Write stories
- Write poems

Spelling

- Practice weekly spelling lists
- Write words in shaving cream or on a white board
- Play games that reinforce spelling skills

You can also complete homework and any missing assignments

Reading Strategies

Include reading each week that you mentor if at all possible. Most students spend their free time watching TV and playing video games, but little time is given to just enjoying a good book. They may not know what they're missing!

Have a variety of reading materials available for your student... fiction, non-fiction magazines, brochures, newspapers, etc. Pre-select a few options and let the student choose what you will read together. This fosters investment in reading as an activity. Read aloud – age does not matter! ALL students can benefit from this; it is one of the best ways to motivate them to read more and better books.

Success is an important motivator! When we experience success with an activity, it builds our self-confidence and we want to repeat it. If a student associates reading with failure, he/she will naturally want to avoid it.

Those who struggle with reading have a tough road ahead of them. Research has shown that reading scores are a strong predictor of future academic success. In fact, if students are not reading at grade level by third grade, it is very difficult for them to catch back up without significant intervention.

As a Mentor, concentrate on motivating and encouraging your developing reader rather than on teaching technique and skill acquisition.

Please see the following page for additional reading strategies....

Reading Strategies

Echo Reading: Used on a short passage (word or sentence). Mentor reads first, student repeats text while looking at and pointing to text.

Partner Reading: Student reads one page, paragraph or sentence. Mentor reads the next page, paragraph or sentence.

Choral Reading: Mentor and student read together the same passage at the same time. This technique is particularly beneficial for improving rate and fluency.

Repeated Reading: Student reads story several times to allow for mastery of the text. This is extremely beneficial in developing sight vocabulary. The student should always be looking at the text when reading rather than simply memorizing the story and then repeating it.

Comprehension Skill Building: Before, during and after you read a book with your student ask questions to help them understand what they are reading. For example, before you read a book ask your student to look at the cover and say what they think the book is about. As you are reading the book, stop and ask questions like, "What do you think will happen next?" "Have you ever done anything like this?" When you have finished reading a book ask your student what they learned from the book or what surprised them.

Creative Play Ideas

Memory Game: Play this along with your student. Make two sets of spelling words on note cards, one word per card. Turn the cards over, mix them up, put them in rows and take turns looking for matches. The person with the most matches win.

Flash Card Drill: Write the spelling words on note cards. Challenge your student to keep more cards than you keep. Your student keeps the ones he/she knows and you keep the ones he/she doesn't know.

Jumping Feet: Write spelling or sight words on paper cut out in the shape of feet. The student lays them down on the floor and hops word to word reading the words as he/she goes.

Bingo: Write spelling or sight words on a bingo card or grid. You read a word, and your student covers it with a raisin, M&M, penny, button, etc. Play until your student has covered a row or the whole card and then have your student read the words back to you after a bingo is made.

Flip Up Card Game: Use a standard deck of cards for this game, but remove all jokers and face cards. Deal out cards to you and your student. To play, each player flips over a card from his or her pile. The first player to call out the sum or product of the two cards gets to collect the flipped up cards. If a player calls out the wrong answer the other player gets the cards. Players continue until all the cards have been flipped over. The winner is the player with the most cards at the end.

Egg Carton Math: Using a marker, write the numbers 1-12 in each section of the egg carton. Then, place two counters in the box. Counters can be buttons, rocks, candy, etc. Have your student close the carton and give it a good shake. Then, open it up and add the two numbers together or find the difference between them or product of them.

Board Games: There are many wonderful board games on the market that you can enjoy with your student. Remember to tap into their interest and if you're not sure of the rules for a game, practice with someone prior to the mentoring time so you are prepared. Also, keep in mind that many of the students we work with have not had the opportunity to play board games, so don't rule out a game just because of the suggested age level listed.

Math Skills Games

Battleship	Trouble
Yahtzee	Sorry
Monopoly	Uno
PayDay	Farkle
Shut the Box	

Spelling Games

Scrabble & Scrabble JR	Bananagrams
Boggle & Boggle JR	What's GNU?

Pre-Reading & Reading Games

Pictionary	Spot It
Chutes and Ladders	Blink
Memory	

Critical Thinking Games

Jenga	Headbanz
Checkers	Mastermind
Guess Who?	Chocolate Fix
Connect Four	
Rush Hour	

Benefits of playing games together...

- Master new skills and concepts
 - number and shape recognition
 - grouping
 - counting
 - letter recognition
 - reading
 - visual perception
 - color recognition
 - eye-hand coordination
 - manual dexterity
- Develop communication skills
- Practice sharing and taking turns
- Foster the student's ability to focus
- Develop memory skills
- Gives an adult a chance to model grace in defeat and victory
- Learn processing and sequencing skills
- Enjoy spending time together

➔ Tips To Remember When Playing Games

1. Adjust to your student's developmental level. For example, play with less game pieces than the directions require or remove cards from the deck that will lengthen games.
2. Talk about expectations for winning and losing BEFORE playing a game. How will you act if you win/lose?
3. Adjust games so they are fair between players.



Ideas for Play and Fun:

Puzzles, Mazes, Crossword Puzzles: There are many free online sources that offer these.

Play-Doh: Design creatures, roll out letters, or make pretend food.

Scavenger Hunt: Hide words around the school for your student to find.

Nature Walk: Research has shown that walking in nature or viewing calm pictures of nature can improve directed-attention abilities.

Read a Favorite Book: Take a walk to the school library and let your student pick out the book that they want to read with you during this time.

Play a Game: Let your student choose their favorite.

Pretend Play: Younger students may enjoy playing store, school or house.

Student Teacher: Ask your student to teach you a math or spelling lesson and let them write on the chalkboard or whiteboard as they teach. This is a great confidence builder.

Jokes: Buy a joke book and have fun making each other laugh!

Gym or Playground: Ask permission to go into the school gym and play with your student or go out to the playground. Play catch, push your student on the swing, or shoot some hoops.



"In the end, the art of teaching reading happens in small intimate moments when we pull our chairs alongside a child who is reading or struggling to read."

- Lucy Calkins, The Art of Teaching Reading

About the Students: Ages and Stages

Kindergarten - 2nd Grade

WHO AM I?

- I am 5-8 years old
- I like attention, especially from adults
- I have lots of energy and like to run around!

WHAT I KNOW

- I am learning and practicing my reading, writing, and alphabet. I am beginning to use my problem solving and critical thinking skills.
- I enjoy authentic, hands-on tasks.
- I want to be creative and inventive.
- I can follow multi-step directions.

WHAT I CAN DO

- I am developing my fine motor skills: cutting, coloring in the lines, etc. You can help me with these skills.
- I am continuing to work on gross motor skills like catching, balancing, etc.

HOW I INTERACT

- I am beginning to interact with peers and make friends
- I am practicing sharing and taking turns.
- I want to please you and make you proud of me.

I TALK ABOUT

- My family
- Things I have done
- TV shows and movies that I like
- What is or isn't fair or right

HOW I FEEL

- I am developing confidence in myself.
- I need to be encouraged when I do something well or when I show effort.
- I am ready to take more responsibility for myself.
- I need consistency and routine.

WHAT SHOULD WE DO TOGETHER?

- **Games:** board games, sports, catch, jump rope, card games, tic-tac-toe
- **Crafts:** coloring, cutting, tracing, painting, building, drawing
- **School:** reading, writing stories, puzzles, practicing math facts, money, time



1. How Kids Develop. Retrieved from <http://www.howkidsdevelop.com/index.html>
2. Jindrich, S. (1998). How do Children Develop?. Retrieved from <http://www.gdrc.org/kmgmt/learning/child-learn.html>
3. (2007). Growth Milestones. Retrieved from <http://www.kidsgrowth.com/stages/guide/index.cfm>
4. Common Core State Standards Initiative. Retrieved from <http://www.corestandards.org/>

3rd- 5th Grade

WHO AM I?

- I am 8-11 years old
- I like hanging out with my friends and want their approval.
- I like learning about things in my world.

WHAT I KNOW

- I can write paragraphs and short stories.
- I am learning/working on multiplication and division.
- I like to read chapter books, both fiction and non-fiction.
- I am interested in different cultures, regions, peoples, etc.
- I like to read about current events

WHAT I CAN DO

- I enjoy activities that test my coordination, speed, and accuracy.
- I am learning how to be a part of a team and like playing team sports.
- I am starting to notice more differences between boys and girls.

HOW I INTERACT

- I enjoy competition and winning.
- I need to feel like I fit in, especially in a group of my peers.
- I prefer the advice of my friends to the advice of my parents.

I TALK ABOUT

- Friends
- Technology
- Music/Bands
- Clubs or Sports I'm in

HOW I FEEL

- I am becoming my own person and want to demonstrate my independence.
- I sometimes feel insecure and unsure of myself.
- My feelings are influenced by the critique and praise of others.

WHAT SHOULD WE DO TOGETHER?

- **Games:** sports, board games, card games, computer games
- **Crafts:** acting out plays, scrapbooking, drawing, painting
- **School:** multiplication, division, writing stories, science experiments



1. How Kids Develop. Retrieved from <http://www.howkidsdevelop.com/index.html>
2. Jindrich, S. (1998). How do Children Develop?. Retrieved from <http://www.gdrc.org/kmgmt/learning/child-learn.html>
3. (2007). Growth Milestones. Retrieved from <http://www.kidsgrowth.com/stages/guide/index.cfm>
4. Common Core State Standards Initiative. Retrieved from <http://www.corestandards.org/>.

Mentor Commitment



Heavenly Father,

I make a commitment to care for a student. As Jesus said, "Let the children come unto me" - I am asking you to send one student into my life. Please empower me to care for this student. I promise to know my KIDS HOPE USA student's name; to let them know that I am here only for them; to prove to them that I am faithful and, above all, to demonstrate that I believe in them. I understand the laws of our society and I will respect those laws and will not pray with or evangelize to my student at school. I pray I can be 'Jesus with skin on' to my student. Empower me to be a light in this child's world. Amen.

Mentor Signature

Prayer Partner Commitment

Mentors, give this to your Prayer Partner to sign and put in a visible place at home or work. Read through it with your Prayer Partner so they understand how important their role is to the success of mentoring.



Heavenly Father,

I make a commitment to pray for a KHUSA Mentor and their student. To do this, I will make every effort to visualize the time and place of the mentor-student encounter and pray for them while they are together. I promise to communicate regularly with my Mentor and to support him or her through my prayers and encouragement. Empower me to be a blessing for this relationship. Amen.”

Prayer Partner Signature