



**CALABAR OLD BOYS'
ASSOCIATION
MENTORSHIP
PROGRAMME**

MENTORS MANUAL



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**A MENTOR IS
SOMEONE WHO
ALLOWS YOU TO
SEE THE HOPE
INSIDE YOURSELF**

OPRAH WINFREY





CALABAR HIGH SCHOOL

VISION

To enable all Calabar High School mentees to be more informed, articulate and well-rounded critical thinkers who are capable of positively impacting Jamaica and the wider world.

MISSION

The mission statement is the plan and programme to achieve our vision:

To provide mentees with practical, transformative life skills, geared towards achieving and maintaining a sustainable balance between academic success and other pursuits, through positive, informed mentorship and role model interaction with Calabar alumni and other designated influencers.

INTRODUCTION

The Calabar Mentorship programme seeks to deliver age- or grade-appropriate instruction in various areas such as Calabar's history and culture, life skills, career guidance and subject/homework assistance for boys attending Calabar. The mentorship programme takes the history of Calabar into account (along with its mentorship programme) and seeks to build on that foundation. In short, we seek to make men of these boys.

We recognize that mentees are often influenced by negative social and cultural norms; and those who decide to reject these norms, do so with considerable effort and against severe peer pressure.

Each student has varied needs, personalities and socialization; as a result, mentors need to possess requisite skills/competencies or be adequately trained, so as to effectively assist with this process of positively changing social and cultural norms.

The best structure for any successful mentorship programme requires (amongst other things) a one-to-one relationship between mentor and mentee. It is our hope that the mentorship programme will attract many more mentors in order to achieve this goal. Due to limited numbers of mentors, we seek to have at least one mentor for every classroom for Grades 7 through 13 in a group mentorship format. However, mentors are required to identify mentees who need targeted assistance/intervention.

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ORGANIZATIONAL STRUCTURE OF THE MENTORSHIP PROGRAMME

The mentorship programme will have four levels. The Chairman and Co-Chair positions will be reviewed every two years:

1. Chairman
2. Co-Chair
3. Core Group Mentors
4. Mentors

The Chairman, Co-Chair and Core Group Mentors will be responsible for managing and executing the objectives of the mentorship programme via the following functional areas:

1. Mentorship administration
2. Mentor recruitment
3. Mentor training and development
4. School and Calabar Old Boys' Association (COBA) Liaison Public Relations

THE MENTORSHIP PROCESS

The mentors meet every other Wednesday during the school term to strategize for the mentorship moments and share the previous week's experiences.

On select days and times (currently Friday mornings for lower school - 7th to 9th Grade; any other agreed day and time for upper school - 10th to 13th Grade), devotion is held with the boys, followed by a presentation of the Mentorship Topic(s) for the day.

MENTOR TRAINING

The Calabar Mentorship programme requires all prospective mentors to attend and satisfactorily complete the designated COBA Mentors Training Workshop.

Additionally, the following is required of each mentor:

- 1. Dedicated commitment to the mentorship programme and the boys** – The boys require consistent participation from mentors in order to benefit from the process; they take it personally when mentors “abandon” them or do not consistently attend mentorship sessions.
- 2. Timeliness** – Ensure that you are the standard bearer regarding punctuality; arrive on time or before your session and ensure that the classroom is clean and orderly. Do not begin a presentation in an untidy or disorderly class.
- 3. Maturity and professionalism in delivery and interaction** – Many of the boys are from challenging environments; it is our responsibility as mentors to set and consistently maintain a new standard, to effectively assist with behaviour modification.
- 4. Maintain control** – The boys will often seek to test your authority. Each mentor must seek to maintain control by utilizing all reasonable tools (punitive or reward-based, per the rules of the school and the Ministry of Education) and reporting channels available at the school (Guidance Counsellor, Form Teacher, Principal etc.).
- 5. Inclusion of spirituality** - We are all aware that not all persons (including our boys) believe in God or wish to worship with others. However, Calabar is a Baptist school and the COBA Mentorship Programme acknowledges the importance of God to our existence. As such, each mentor must ensure that the spiritual element is maintained and exposed to all students. For those mentees who may practice a different religion, mentors shall seek guidance from the Form Teacher, Chaplain, Vice-Principal or Principal regarding the correct approach to take.
- 6. Utilization of creative delivery/presentation techniques such as:**
 - a. Stories about persons who have overcome obstacles.
 - b. Calabar Old Boys who have achieved greatness.
 - c. Popular positive culture stimuli.
 - d. Audio-visual presentations.As much as possible, use examples that will make it easier for the mentees to interpret your presentations.
- 7. One-on-one interaction** – In the near future, we intend to have one mentor for each student, allowing for more meaningful transfer and

influence. However, please be mindful of the possible negative views of close relationships with males/minors, in the eyes of society in general. Additionally, the mentorship programme must maintain integrity at all times. As a result, if one-to-one interaction (outside of school hours and/or off the school campus) is deemed necessary with any student, the COBA Mentorship Chairman must be notified in advance in writing and the student’s mentor/guardian must be present or his/her permission obtained in writing.

- 8. Communicate absence** – Should you be unable to attend a mentorship session in which you are expected to be present, advise your class in advance. Send a message through their Form Teacher or ask another mentor to advise them accordingly.
- 9. Maintain good communication channels with your Form Teacher** – Exchange phone number(s) and email address(es). As much as this is a mentorship programme for the boys, the teachers also benefit from the experience. It is strongly advised that you maintain a healthy, professional relationship with your Form Teacher as he/she will be the conduit during your absence to maintain the standards you have set.
- 10. Create a WhatsApp group for the parents and Form Teacher** – We have found that this facilitates the ease of communication between the mentors, parents and Form Teacher. Challenges, assistance with homework /assignments, etc. are easier to manage in a support group environment, as it facilitates easier and more immediate response/action. The Form Teacher and parent representative should be included as group administrators.
- 11. Empower the boys rather than give handouts** – Creating/maintaining a culture of dependency will hurt the boys more than help them. Frequently, you will be faced with requests for financial assistance. While we do not explicitly prohibit this practice, it is better to seek ways for them (or their parents/guardians) to earn, rather than seek handouts.
- 12. Attendance at mentorship meetings** – Every other Wednesday, the mentors meet to share experiences and have very instructive discussions. We have found that active attendance at these meetings is critical to the mentorship process and encourages camaraderie. Sharing challenges, successes and delivery techniques assists each mentor in his growth and increases his mentorship skills. Every effort should be made to attend these meetings; if you are unable to attend, ensure that you send apologies in advance.
- 13. Attend school functions** – We know that finding time to attend school events is difficult for most mentors because of personal matters, demanding schedules, etc. However, whenever possible, you should attend. You would be amazed how positively this impacts the boys.



SIGNIFICANT HISTORIC FACTS ABOUT CALABAR

- Brief History
- School Symbols
- Motto
- Honour Roll
- School Colours and their Meaning
- School Crest
- Houses and Colours
- School Song

Refer to Student's Handbook

WHY ARE YOU HERE (AT CALABAR)?

Opportunity for each student to share:

- Former school attended
- Extra-curricular interest(s)
- How they would like to be remembered after leaving Calabar
- Highlight the student and mentor contract

COMMUNICATION

Conquering Silence - Communication is the “process of sharing information with another person in such a way that they understand what you are saying.”

That process involves speaking, listening, body language, expressions and touch – always with the aim of being properly understood.

Generally, when people communicate there are at least six messages that come through:

1. What you mean to say
2. What you actually say
3. What the other person hears
4. What the other person thinks they hear
5. What the other person says about what you said
6. What you think the other person said about what you said

This shows just how important it is that we work on our communication to ensure it is clear.

Contributions to Pitfalls in Communication:

- Some of us have simply never learned how to talk or open up to other people.
- Some are fearful of exposing what they think or feel, in fear of being hurt or rejected.
- Some even have such a low self-image that they don't believe they have anything to offer, so instead stay silent.

A relationship will only be as deep as your willingness to communicate with absolute openness.

Source :<https://www.bible.com/reading-plans/4299-rooting-out-relationship-killers/day/4>

Improve your communication by being:

CLEAR: Use clear language; ask questions to clarify things and allow time for each other to process the words spoken. Never use hints, as they are easily misunderstood or missed altogether. Say what you mean and work hard to say it in the way you want it to be received.

CONTROLLED: You will never communicate properly when emotions are out of control, so pick your moment. Create space to talk when you are clam, there is time to explain things properly and when things have less chance of coming across wrongly.

CONSTRUCTIVE: Communicate positively by focusing on the good things about the other person. Don't focus on the negative qualities; be constructive, even if you are dealing with a negative situation. Your tongue has “the power of life or death” according to Proverbs 18:21, so use it to bring life to any relationship.

GOAL-SETTING MAINTAINING GOOD HABITS / DISCIPLINE

Help mentees learn the skill of goal-setting, which is critical for developing grit/fortitude and simply getting what they want out of life.

Discuss other reasons WHY mentees should learn goal-setting, which include:

- Teaches them to take responsibility for their own behaviour and learning.
- Promotes a “can-do” attitude.
- Forms a powerful lifelong habit.

Steps of Goal-Setting:

- Mentees CHOOSE their BIG goal
 - Let them identify what they want to achieve.
 - Ask what they would do if they knew they could not fail?
- Discuss the PURPOSE of their goal
 - Discuss the greatest benefit of doing well in all classes/subjects.
 - How will that help others?
- Break BIG goals into SMALLER steps
 - Use a Goal Ladder to illustrate,

with the BIG goal at the top of the ladder, then identify the steps required to get there.

- Explore potential OBSTACLES
 - Encourage them to anticipate and plan for disappointments.
 - Stress the importance of good habits/perseverance and the dangers of negative thoughts.
 - “If I feel like giving up, I will...”
 - have mentees complete the sentence and engage them in discussion.

»» BONUS TIP: ASK TO WRITE IT ALL DOWN ««

By writing down their goals, they're 42% more likely to achieve them.

IF THEY WANT TO GIVE UP ON THEIR GOAL...

- Remind them of the **purpose** behind their goal.
- Remind them of how they decided to **deal** with this **obstacle**.
- Recognize as they climb the **steps** on their “goal ladder”.
- Give examples of **your** own struggles at their age.
- Focus on how they can continue to **improve**.
- Celebrate their effort, determination, and **persistence**.
- Teach them **positive** self-talk.

Big Life Journal - biglifejournal.com



ACADEMIC EXCELLENCE AND EXTRA-CURRICULAR ACTIVITIES

“ Being part of a team means that you must verbalize many things – from giving instructions and asking clarifying questions, to pointing out a different angle or idea on something; you must talk.”

From birth to old age, we are part of a team. Whether we would like to admit it or not, we cannot exist in life as an island.

As children, we come into the world relying on others to help care for us, teach and support us until we develop life skills on our own. As we grow, we begin to rely on a set of friends and a larger network of groups and organizations to help guide us. Even if it is reading some information, we cannot go through life alone. This is the essence of the importance of teamwork: everyone doing their job in order to create a whole that is better than its parts. In doing so, we need many skills that teamwork activities can provide us.

Beyond the journey through life, being supported by teamwork and the skills it teaches us, teamwork has many positive effects on youth and young people. This is especially true when engaged in team-building activities and then translating the lessons learned from those activities in the team environment. These are some positive effects of team work on youth and young people:

Improved Communication

Being part of a team means that you must verbalize many things – from giving instructions and asking clarifying questions, to pointing out a different angle or idea on something; you must talk. For youth and young adults, this can be especially difficult because the notion of expressing themselves and not knowing what reaction they will get can be frightening. Teamwork allows

youths to practice this critical life skill in order to assert their needs within the team framework through life.

Improved Listening Skills

Listening is more than just hearing the words someone is speaking. Listening is an active process that has many parts. From keeping eyes on the speaker, not fidgeting and showing respect, to feeding back what is heard and showing understanding of the message, listening takes practice to master. When you can listen well, you can get further in life simply because you understand needs; and people also appreciate a good listener. In a team setting, listening makes you more valuable because you understand the team’s needs to propose appropriate solutions. Whether in life or in a team environment, listening has a positive effect on teamwork.

Motivation

Motivation is not an easy thing to muster. It comes from having goals and a desire to do something. Within a team, setting goals and the desired end result can help increase motivation. Thus, the process of learning to set goals and an end outcome is a skill that comes from teamwork. In doing so, motivation is increased for young people from participating in teamwork.

Other positive effects of teamwork include:

- Questioning
- Participating
- Helping
- Respecting
- Sharing
- Persuading

Source: Adapted from “4 Ways to Balance Academics and Extracurricular Activities” by Jaskamal Gill



CONFLICT RESOLUTION

“Conflict resolution is a totally positive, relationship-building exercise if approached properly.”

None of us like conflict – but in the world of relationships, conflict is unavoidable. Our uniqueness guarantees it. We each have individual temperaments, personalities, upbringings, experiences, gifts, abilities and passions in life. These differences give colour to life and enrich our relationships, and are also what create the potential for conflict.

- We don't, therefore, aspire to never have conflict, but to manage it when it occurs. The big decision we need to make is not to ignore it, because ignoring conflict is dangerous feed in any relationship soil.
- How we handle conflict makes a statement about how much ANY RELATIONSHIP means to us. If the relationship really matters, we will be resolute about resolving conflict.
- We also need to remember that relationships are enhanced through conflict. By working through our differences, we deepen our understanding and appreciation of each other. Conflict resolution is a totally positive, relationship-building exercise if approached properly.

Conflict resolution is a life-skill to learn and apply like feed to the soil of your relationships. Its elements include (for discussion):

- 1) Recognizing your differences. Take account of your differing personalities, approach to life and backgrounds. Affirm one another's differences as uniqueness.

- 2) Being prepared to make changes. “A man who refuses to admit his mistakes can never be successful. But if he confesses and forsakes them, he gets another chance.” (Proverbs 28:13 TLB)
- 3) Listening before you speak. Listen to one another intently. “Be quick to listen and slow to speak.” (James 1:19). Listen to the attitude, motivation and heart behind the words.
- 4) Laughing at yourself. Maintain a sense of humour. Don't take yourself too seriously. Humour relieves the tension.
- 5) Being honest. Express your genuine views, heartfelt opinions and real expectations. Be honest about the good and the bad; however, be careful HOW it is expressed.
- 6) Speaking the truth (in love). When you do speak, be sure your words are constructive.
- 7) Facing the issue together. Most conflict resolutions require both parties to contribute to the solution. You must therefore face the issue together. It is not your problem, it is our problem. Tackle it together and it will strengthen your relationship.
- 8) Re-centering your relationship. Finally, step back and set the issue in its bigger context. Re-center the relationship and commit to a mutual stance.

Let these tips encourage you to take the first step towards resolving any outstanding conflicts.

Source: Excerpts from www.YouVersion.com



BASIC MANNERS

“Manners are a way of treating others with respect and a way of behaving with self-control, discipline, and selflessness.”

Teaching our boys manners can help them become young men who can be described as gentlemen. Children do not learn manners by accident; they must be modelled, taught and practiced.

Manners are a way of treating others with respect and a way of behaving with self-control, discipline, and selflessness.

Training our young boys with some basic manners makes life so much more pleasant for those around them – both now and in the future. It will have an impact on their future wives and their parents if our sons are polite, well spoken, considerate and generous.

The following manners are ones that are easy to teach and a great starting point to build on later. Let’s teach our boys to:

1. Speak clearly and with respect to adults.
2. Always stand when introduced.
3. Look others in the eye when speaking to them.
4. Offer a firm handshake to adults. When adults offer a handshake, give one back.

5. When shaking someone’s hand while being introduced, say (e.g.) “Pleased to meet you.”
6. Answer when spoken to, even if you are only saying “Yes Sir!”
7. Open the door for ladies by pulling on the handle and remaining outside of the door. Do not hold the door open by leaning on it with your back in the doorway.
8. Pull out the chair at the dining table for ladies.
9. Good practice - take off your hat when praying, eating a meal or singing the national anthem.
10. Use basic please and thank you – this can’t be left off the list.
11. Try to avoid simple yes and no answers – give a little extra.
12. Adults are to be addressed with their title. E.g. Mr, Ms.
13. Thank persons who provide meals.
14. Offer your seat to a lady if you have a seat and they are standing.
15. Excuse yourself from the table to burp, sneeze, blow your nose or perform some other bodily function.
16. Ask to be excused if you need to leave the company of others, e.g. while eating, in a meeting.

Manners are such a good way to show respect to others. Let’s always encourage these young men to display them.

Source: Excerpts from website: <https://www.theintentionalmom.com/20-basic-manners-all-boys-should-know/>

POSITIVE EFFECTS OF TEAMWORK ON YOUTH AND YOUNG PEOPLE

"...being supported by teamwork and the skills it teaches us, teamwork has many positive effects on youth and young people."

From birth to old age, we are part of a team. Whether we would like to admit it or not, we cannot exist in life as an island. As children, we come into the world relying on others to help care for us, teach and support us until we develop life skills on our own.

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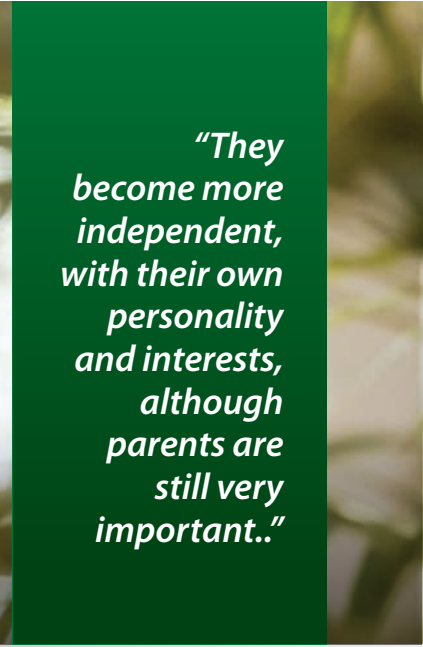
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Other positive effects of teamwork include:

- Questioning
- Participating
- Helping
- Respecting
- Sharing
- Persuading

Source: Excerpts from website: <http://pathwayactivities.co.uk/positive-effects-of-teamwork-on-youth-and-young-people/>



“They become more independent, with their own personality and interests, although parents are still very important..”

DEVELOPMENTAL MILESTONES

THE GOAT (GREATEST OF ALL TIME)

- Engage mentees in discussion with examples, e.g. Usain Bolt, Kobe Bryant, Bob Marley etc.
- Including:
 - Background
 - Challenges
 - Triumphs/ Achievements

This is a time of many physical, mental, emotional and social changes. Hormones change as puberty begins. Most boys grow facial and pubic hair and their voices deepen. Most girls grow pubic hair and breasts, and start their period.

They might be worried about these changes and how they are looked at by others. This also will be a time when teens might face peer pressure to use alcohol, tobacco products and drugs and to have sex. Other challenges can be eating disorders, depression and family problems. At this stage, teens make more of their own choices about friends, sports, studying and school. They become more independent, with their own personality and interests, although parents are still very important.

Here is some information on how young teens develop:

Emotional/Social Changes

Children in this age group might:

- Show more concern about body image, looks and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and become more influenced by peer groups.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex and other problems.

Thinking and Learning

Children in this age group might:

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong.

Source: Excerpts from website: <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence.html>

PREPARING FOR THE WORKING WORLD (Vision 2030)



Discuss the following points and their contribution to Vision 2030:

As a united family at home and abroad, we commit to a vision in which we:

- Ensure equitable access to modern education and training appropriate to the needs of each person and the nation.
- Provide quality and timely healthcare for the mental, physical and emotional well-being of our people.
- Ensure our mentees and mentors can continue to enjoy the unique environmental and cultural treasures of our island home.
- Seek out and support the entrepreneurial talents and creativity of our people.
- Create prosperity through the sustainable use and management of our natural resources.
- Create and advance national prosperity and security by vigorously seeking, learning, generating and applying scientific and technological knowledge.
- Provide full access to efficient and reliable infrastructure and services.
- Are the premier destination to visit and do business.
- Hold to and build on those positive core values and attitudes that have made us distinctly Jamaican.

Source: Website: <http://www.vision2030.gov.jm/Overview/Vision>

"Jamaica, the place of choice to live, work, raise families, and do business" – Vision 2030 National Development Plan.

- Resolve conflicts through dialogue and mediation.
- Treat each other with respect and dignity.
- All have a meaningful voice in the decision-making of our country.
- Create a safe and secure society.
- Know our rights and responsibilities and stand equal before the law.
- Help our families contribute positively to the society and nurture, protect, encourage and support their members.

We especially seek to create a secure future for our vulnerable population in ensuring that:

- Each mentee has equal opportunity to develop his full potential through access to the best care, affection and protection.
- Our youth are empowered to contribute meaningfully to building and strengthening the communities to which they belong.
- Our elderly and persons with disabilities are fully integrated within society, have access to appropriate care and support services and are treated as valuable human resources.
- No one falls into or remains in poverty for lack of adequate support.

TIME MANAGEMENT

Six (6) Basic Techniques:

1. Map out the Weeks

- What was done last week? What will be done this week? Use the SMART model i.e. Specific, Measurable, Realistic and Time-based, e.g.

- Make a list of NEED TO, WOULD LIKE TO, WANT TO

2. Use Calendar updates for additional assignments, upcoming exams etc.

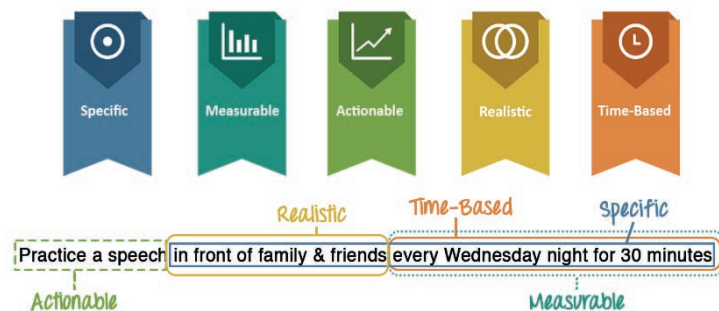
3. Break Big tasks into smaller ones, e.g. Get an A in Geography

- Make flash cards
- Review chapters twice weekly
- Make a study guide by topics
- Do past paper questions

4. Prepare for school the night BEFORE, i.e. clothes, books etc. in place

5. Organize your space, i.e. know where to find your stuff

6. Time yourself – Get an idea of how long it takes to do things e.g. chores, homework



HOMEWORK

Here are the top 14 reasons why Homework is important:

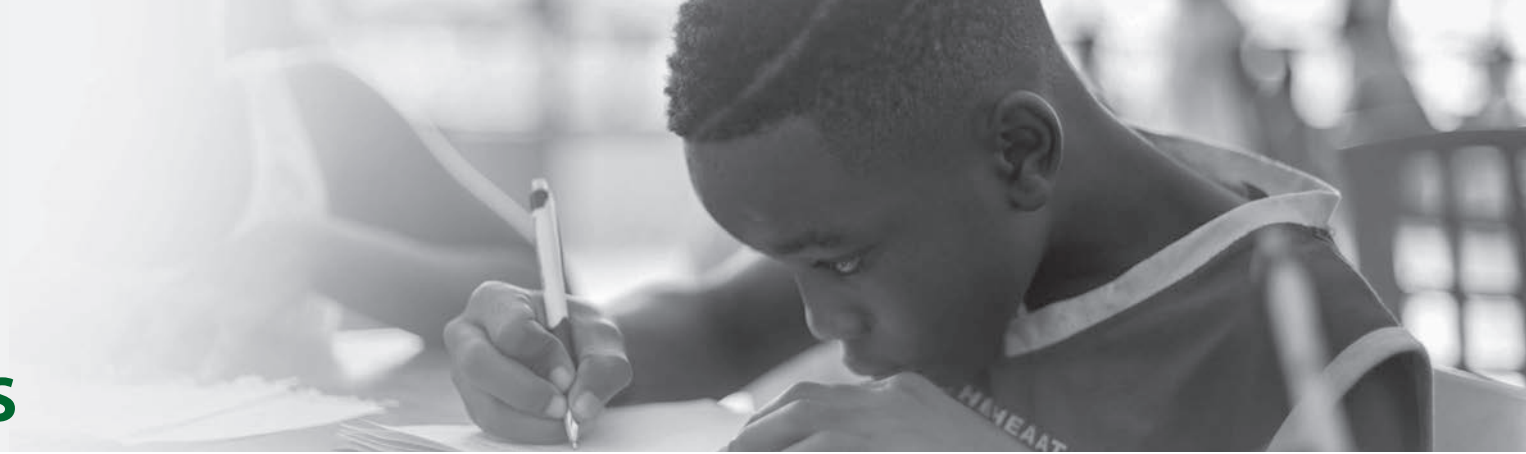
Engage mentees in groups to discuss some of the points mentioned. Explore the POSITIVE AND NEGATIVE OUTCOMES, applying these to their immediate situation and beyond their journey at Calabar.

Homework Benefits:

1. Improves your mentee's thinking and memory.
2. Helps your mentee to develop positive study skills and habits that will serve him well throughout life.
3. Encourages your mentee to use time wisely.
4. Teaches your mentee to work independently.
5. Teaches your mentee to take responsibility for his work.
6. Allows your mentee to review and practice what has been covered in class.
7. Helps your mentee to get ready for the next day's class.
8. Helps your mentee to learn how to use resources, such as libraries, reference materials and computer web sites to find information.
9. Encourages your mentee to explore subjects more fully than classroom time permits.
10. Allows your mentee to extend learning by applying skills to new situations.
11. Helps your mentee to integrate learning by applying many different skills to a single task, such as book reports or science projects.
12. Helps parents learn more about what your mentee is learning in school.
13. Allows parents to communicate about what he is learning.
14. Encourages parents to spark your mentee's enthusiasm.

Source: <http://blog.eskool.ca/parenting/why-homework-is-important/>

CHARACTER CONVERSATIONS



PHYSICAL

What They Do (Students)

What That Means for us (Mentors)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Experience rapid changes in physical appearance; growth spurts happen earlier for girls than boys. | <ul style="list-style-type: none"> • Talk about physical changes because new mentees are often uncomfortable with and embarrassed by their changing bodies. (Respect, Caring) |
| <ul style="list-style-type: none"> • Show interest in sports and active games. | <ul style="list-style-type: none"> • Encourage active, fun learning experiences. |

SOCIAL

- | | |
|--|--|
| <ul style="list-style-type: none"> • Show concern about social graces, grooming and being liked by peers. | <ul style="list-style-type: none"> • Encourage learning experiences related to self-discovery, self-understanding, and getting along with others. Be patient with grooming behaviours that may seem excessive. (Trustworthiness, Respect, Fairness) |
| <ul style="list-style-type: none"> • Exhibit less dependency on mentors and more dependency on opinions of peers. | <ul style="list-style-type: none"> • Help mentees express to family members that this is a sign of growing maturity and not rejection of family. (Responsibility, Respect) |
| <ul style="list-style-type: none"> • Become interested in 'activities' that involve boys and girls. | <ul style="list-style-type: none"> • Discuss wholesome opportunities for boys and girls to interact without feeling uncomfortable. (Trustworthiness, Respect, Responsibility, Caring) |

INTELLECTUAL

What They Do (Students)

What That Means for us (Mentors)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Tend to reject solutions from adults in favour of their own. | <ul style="list-style-type: none"> • Discuss and guide mentees in setting boundaries and share ideas and activities for your mentorship session. (Trustworthiness, Respect, Responsibility, Fairness) |
| <ul style="list-style-type: none"> • Begin to think more abstractly and hypothetically and become skilled in the use of logic and cause-and-effect. | <ul style="list-style-type: none"> • Ask questions that encourage predicting and problem-solving. Help mentees to find their own solutions by providing supervision without interference. (Ethical Decision-making) |
| <ul style="list-style-type: none"> • Take more responsibility for planning and evaluation of work. | <ul style="list-style-type: none"> • Challenge mentees to plan activities and expect follow-through. Help them to evaluate the outcome. (Trustworthiness, Responsibility, Citizenship) |

EMOTIONAL

- | | |
|---|--|
| <ul style="list-style-type: none"> • Can be painfully self-conscious and critical. Vulnerable to bouts of low self-esteem. | <ul style="list-style-type: none"> • Plan many varying opportunities to achieve and have their competence recognized by others. Concentrate on developing individual skills. (Trustworthiness, Responsibility) |
| <ul style="list-style-type: none"> • Changes in hormones and thinking contribute to mood swings. | <ul style="list-style-type: none"> • Remember that early adolescents are known for their drama and feelings that seem extreme to adults. Accept their feelings and be careful not to embarrass or criticize. (Caring) |
| <ul style="list-style-type: none"> • Desire independence yet need their mentor's help. | <ul style="list-style-type: none"> • Encourage mentees to work/dialogue with adults and older students. (Responsible, Fairness, Citizenship) |

Source: Adapted from "Volunteers... the Foundation of Youth Development" Internet course, University of Missouri 4-H Youth Development Programs



SIX PILLARS OF CHARACTER

Source: Adapted from the USDA Army Youth Development Project – US Army Child and Youth Services and USDA Cooperative State Research, Education, and Extension Service.

1. TRUSTWORTHINESS

- Be honest
- Don't deceive, cheat or steal
- Be tolerant of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit or hurt anyone
- Deal peacefully with anger, insults and disagreements

What Kind of Person?

Discuss with your mentees the kind of friends they want to have. Is it important that they are popular, an athlete, a musician/DJ, artiste, honest and loyal? Help mentees to understand that selecting friends who are people of character is an important step in becoming a person of character. Consider these questions:

1. Imagine yourself in the future as a mentor. What kind of person would you want your mentee to be?
2. What kind of person do you think we (mentors) want you to be?
3. What kind of person do you think you are?
 - A perfect person?
 - A person who makes some mistakes?
 - A person who tries not to make the same mistake twice?
 - A person who tells the truth, even when you make a mistake?
 - A person who doesn't let his mentor know about mistakes so they won't worry?
 - A person who lies to cover up a mistake?
4. Do you think most people expect others to be perfect?
5. Do you think it is important to be able to trust the people with whom you interact?

2. RESPECT

Treat others with respect

Board of Directors

A Board of Directors generally influences a company or organization's decisions. The table itself usually sits in the middle of a room and is very sturdy. The chairs around the table are reserved for only the most influential and respected persons. Encourage your mentees to think about the individuals who they respect or who have influenced the decisions in their life. As a mentor, you might also think about who sits at your Board of Directors' table. Some suggestions might include family members, friends, teachers or someone you don't even know but whose actions have influenced you.

3. RESPONSIBILITY

- Do what you are supposed to do
- Persevere – keep on trying
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act
- Be accountable for your choices

(continue to 'The Frog')

The Frog

Share the following poem with your mentees and talk about how it relates to responsibility:

*Two frogs fell into a can of cream—or so I've heard it told.
The sides of the can were shiny and steep; the cream was deep and cold.
"Oh, what's the use?" said No. 1, "'tis fate—no help's around—
Goodbye, my friend! Goodbye, sad world!" And weeping still, he drowned.
But No. 2 of sterner stuff, dog-paddled in surprise.
Then while he wiped his creamy face and dried his creamy eyes.
"I'll swim awhile, at least," he said—or so it has been said—
"It wouldn't really help the world if one more frog was dead."
An hour or two he kicked and swam—not once he stopped to mutter,
But kicked and swam, and swam and kicked, then hopped out, via butter."*

4. FAIRNESS

- Play by the rules
- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly

Fairness Journals

For a specific period of time – a day or two, or up to a week – ask your Mentees to keep a journal of things that happen during that time that they think are fair or unfair. Talk about how they decided if things were fair or unfair. Help them understand that fairness is determined by many things.

For example, there are written and unwritten rules and it is important to know and understand these rules. There are also a number of ways to recognize fairness, such as knowing that if you work or do something you will get something in return, taking turns and understanding the rule of privilege (line up first, etc.)

5. CARING

- Be kind
- Be compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need

What Are Your Gifts

"Give what you have. To someone else it may be better than you dare to think." Henry Wadsworth Longfellow

Discuss with your mentees about what they think this quote means. Encourage them to think about the "gifts" they have within themselves, such as the ability to listen, a talent for art or athletics, a sense of humour. Challenge them to think of at least three gifts and how they might share these gifts with others.

6. CITIZENSHIP

- Do your share to make your school, centre and community better
- Cooperate
- Stay informed
- Be a good neighbour
- Obey laws and rules
- Respect authority
- Protect the environment

Volunteering

Become part of the current national trend – volunteer to help an organization or in your community. Volunteering allows each student to spend quality time doing something that makes a difference for someone else. Statistics show that mentees who volunteer at an early age are more likely to volunteer throughout their lifetime. Volunteering suggestions might include: working at a food pantry, tree planting, visiting a local nursing or retirement home and reading for elderly residents.



**CALABAR OLD BOYS'
ASSOCIATION
MENTORSHIP
PROGRAMME**

MENTORS MANUAL

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