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TRAINING & CONFERENCES

- Founder and Director of Alpha League
- Special Educating Teacher
- Athletics Coach
- Human Rights Commission
- Parks and Recreation Board
- Racial Justice and Equality Commission
- Lyric Theater Chair
- DiverCity Festival Chair
- Gurian Institute on Gender-Specific Classroom
- Standards and Promising Practices for Schools Educating Boys of Color
 - Campaign for Black Male Achievement (RUMBLE)
 - Trauma-informed Care in Education
 - Eckerd College Mediation & Restorative Practices

STUDIES & RESEARCH

- Precarious Manhood and Its Links to Action and Aggression – L.K. Benson
- How Do I Help Him? – M. I. Gurian
- The Minds of males – K. Stevens
- Counseling Troubled males – M. Kiselica
- The Strong Sensitive Boy – T. Zell
- Hormonal Basis of Social Conflict and Communication – H. E. Albers
- Hormones, Brain, and Behavior – D. W. Pfaff
- Instructional Strategies that Creating Appropriate Learning Spaces for Males of Color
 - Frames of mind: The theory of multiple intelligences.
 - Brain-based learning: The new paradigm of teaching Jensen, E. (2008).
 - Super teaching: 4th Ed. Jensen, E. (2009).
 - Teaching for successful intelligence: To increase student learning and achievement.

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What is Mentoring?

Mentors are role models, advocates, and advisors who regularly meet with mentees to empower them through positive self-image, civic engagement, character development, academic achievement, social and emotional support, and remove barriers to provide opportunities for success.

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Mentor Should

- Remove barriers
- Provide opportunities
- Make weekly positive contact
- Facilitate mediations and discussions
- Facilitate college and career experiences
- Facilitate civic engagements

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WHY MENTORING IS NECESSARY

- Our boys start each day with feelings of alienation and inability to achieve.
- The Villages is under attack, and it is not well.
- The national graduation rate for black males is 59% -the lowest of any population.
- Our boys are four times more likely to be expelled than their peers.
- Many experiences are adversarial.
- More barriers and fewer opportunities to be successful.
- The "justice" system wants them.

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What do unengaged, underserved, and marginalized males think about school?
(Qualitative data)

- Relationship**
 - "She doesn't even care if we do this."
 - "He still does not say my name right."
 - "We go to school every day, feeling like we do not belong and cannot achieve."
 - "That teacher doesn't like me."
 - THEY DON'T CARE
- Rigor**
 - "I don't like school; it's not fun."
 - "This is too easy."
 - "We already learned this?"
 - SCHOOL IS BORING
- Relevance**
 - "Why do I have to learn this?"
 - "When am I ever going to use this?"
 - "It ain't gonna help me."
 - SCHOOLS DO NOT MATTER

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How to build a relationship

Knapp's Relational Development Model

- Initiating is first impressions, focusing on physical attributes, and discussion is superficial.
- Experimentation starts seeking common ground through activities and interests, the conversation takes on greater meaning.
- Intensifying is committing to relationships, increasing the depth of conversation, and using personal symbols (e.g., nicknames, slang, weighted words, or sayings).
- Integration is accepting relationships, defined rules and roles, openness in communication, and disclosures. Trust and Respect

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How to build a relationship (continued)

- Ask about them
- Advocate openly
- Share a personal story
- Respond intentionally
- Listen
- Acknowledge feelings and thoughts
- Consistent expectations
- Approaching all situations with empathy
- Reliable
- Say what needs to be said with empathy
- Be open to other perspectives

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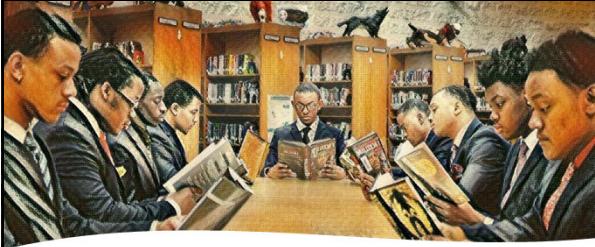


HOW TO INCREASE ATTENDANCE

- Create a "group" with a cause
- Establish personal relationships and reasons to show up
- Provide an opportunity to lead
- Increase play and movement
- Provide audience of influence as motivation to participate
- Let them know it is ok to fail and to try again (inventors).

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INSPIRE ACADEMIC SUCCESS

- Think culture when providing information they must see images of themselves, be aware of reading trauma "Goldilocks."
- Focus on learning, not behavior
- Teach by example, model, and movement.
- Affirm talent, praise for achievement
- Differentiation- Explain directions more than once and in more than one way
- Lack of expectations results in students not knowing what to do responsibly in the classroom. "when bored, we do dumb stuff"
- Utilize media and video games, tic-toc, YouTube, snap

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INSPIRE ACADEMIC SUCCESS (continued)

- Males are wired to move
- Movement increases oxygen to the brain and "feel good" neurotransmitters
- Excitement increases adrenaline which increases memory
- Kinesthetic learners favor play and touch (tactile)
- Less verbal
- Support and encourage curiosity, risk-takers (inventors)
- Use heroes, wild animals, monsters, humor, and things that are gross

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active kids learn better

physical activity at school is a win-win for students and teachers

GRADES: 20% more likely to earn an A in math or English

STANDARDIZED TEST SCORES: increased 6% over 3 years

JUST ONE PHYSICALLY ACTIVE LESSON CREATES: 13% increase in students' physical activity for the week

21% decrease in teachers' "managing behavior"

physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:

after 20 minutes of sitting quietly

after 20 minutes of walking

Red areas are very active, blue areas are least active.

MORE RESULTS:

after 20 minutes of physical activity, students tested better in reading, spelling & math and were more likely to read above their grade level

after being in a physically active afterschool program for 9 months, memory tasks improved 16%

ACTIVE LIVING RESEARCH

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Behavior Intervention

- Use walking to the water fountain to lower stress levels.
- Walk beside, when in conversation to allow self-expression.
- After distress, allow time to reflect.
- Ask what they think, not how they feel.
- Get authentic details, then you can ask real questions.
- Remember testosterone increases with stress, causing impulsiveness, disorganization, poor judgment, more aggression.
- Males mask emotion expect a physical outburst when cannot express themselves verbally.

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Recruiting Mentors

- Change or save a life
- Help someone realize their potential, pass it forward
- Increase your leadership skills
- Increase career opportunities and advancement
- Ask to supervise one or two educational activities
- Provide exact timing, needs, and location
- Provide a list of topics you want them to discuss
- National and Local Organization
- Churches, Motor Cycle Clubs, Police Department, Business, City Workers

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Benefits of Group Mentoring Model

- Less intensive time commitment; however, unlimited volunteers who have endless amounts of time
- It is a resource to remove barriers and provide additional opportunities for underserved males.
- Due to the use of school facilities and identified school resources, group mentoring operates at a lower cost

Identified outcomes

- Increase family and community partnership
- Community Engagement
- Extended learning from schools to home
- Shared decision-making opportunities in collaboration with schools

Curriculum and instruction

- Student-Centered
- Culturally-Relevant
- Gender-Relevant
- Character Building

School environment and culture

- Student Leadership and Student Voice
- Inclusive Student Voice Policies and Practices
- Student-Lead Culture Activities/Events



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PROVIDE SUPPORTS

- Social-Emotional Learning supports.
- Restorative Justice Practices.
- Mediation and Conflict resolution.
- Meet for a few minutes through the day for a conversation, fist pump, or quick words of encouragement.
- Provide a time to meditate, relax, decompress or exercise.
- Tutoring
- Connect mentees to other programs or send them to camps.

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Frequently Asked Questions

- It is not an abundance of effort
- It does not replace what schools are doing
- It can enhance what schools or programs are doing.
- It can provide an element of what schools are not doing
- It is a year-long project with several goals throughout the year
- It has curriculum, measurements, outcomes, and agendas.
- It focused on underserved males in non-traditional homes, academically underperforming, but it is not limited too
- It is not specific to "high flyers," "bad kids," or "step team."

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Mental Health and Stress Learning becomes difficult

- **Contributes** to a variety of and psychological symptoms: Anxiety | Perfectionism | Depression | Substance abuse | Anger | Oppositional Defiant Disorder | Attention Deficit Disorder | Attention Deficit Hyperactive Disorder | Obsessive-Compulsive Disorder
- **Draw your feelings** Students respond well to visual manifestations of stress. Ask them to draw their feelings of anxiety on a piece of paper. Then ask them to crumple up the paper or tear it into pieces. As they get up to throw the form away, explain that they are also throwing away the negative feelings and stressors.
- **Deep breathing** exercises are good practice for learning how the body responds when we breathe correctly. Ask the student to take a deep breath through the nose and then slowly, slowly, slowly breathe out as though they are blowing bubbles, dandelions, or candles on a birthday cake.
- **Protective bubble** This activity models how to feel safe even when stressed. Instruct the students to imagine they are in a giant bubble surrounding them. Inside the bubble are all the people and things that make them feel safe, like family members, friends, pets, and stuffed animals.
- **Brush it off** Beginning at the top of the head, use your hands to gently brush down the face and front of the body, flicking away the negative energy (not only the person next to you!).
- **Leave it at the door** Place a small paper shredder, paper, pens, and a trash bin by the classroom door. Ask students to write a word or sentence that represents something causing them stress and then have them shred it! The problem won't disappear, but the activity encourages them to leave stress outside the classroom.

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A healthier school climate, schools perform better overall due to fewer disciplinary issues, increased student achievement, improved school morale, and more students engaged in leadership positions. Long Term Impact: \$1 invested in mentoring saves our community \$30 realized in reductions in crime alone, due to a decrease in teen pregnancy, decrease in risky behavior, young people seeking higher learning at universities, colleges, and trades, and increased earning potential.



School & Community Outcomes

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Mentee Outcomes

- Less likely to be involved in risky behavior
- Enhanced Social-Emotional skills
- Motivated to be successful
- School and community leaders
- Improved self-esteem
- Increase social skills and communication
- Increase academic outcomes
- Peer role models and future mentor
- Knowledge of career opportunities and steps to realize them
- Productive citizens that contribute to a healthy school and community
- Engaged in safe activities

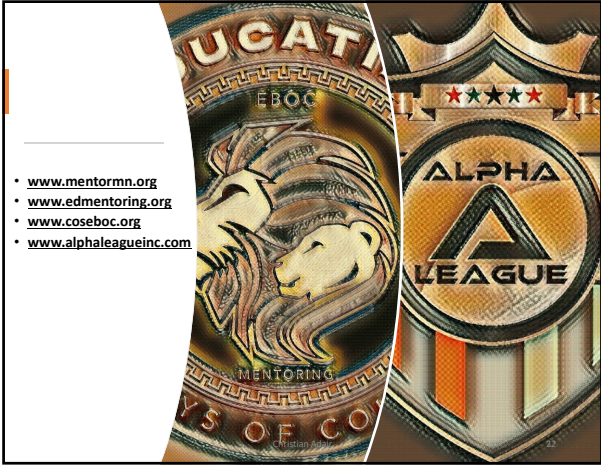
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- www.mentormn.org
- www.edmentoring.org
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