



Big Brothers Big Sisters



MAKING YOU THE BEST BIG POSSIBLE

Start Something Big:
Pre-Match Training Workshop
for Big Brothers Big Sisters Volunteers

Training Workbook for Volunteers

My Name:

My Agency's Name:

**Emergency Contact Information
at my Big Brothers Big Sisters Agency :**



Topic 1: What is Big Brothers Big Sisters?

For more than 100 years, Big Brothers Big Sisters has operated under the belief that inherent in every child is the ability to succeed and thrive in life. As the nation's largest donor and volunteer supported mentoring network, Big Brothers Big Sisters makes meaningful, monitored matches between adult volunteers ("Bigs") and children ("Littles"), ages 6 through 18, in communities across the country. We develop positive relationships that have a direct and lasting effect on the lives of young people.

What is the vision of Big Brothers Big Sisters?

Big Brothers Big Sisters' vision is that all children achieve success in life.

What is the mission of Big Brothers Big Sisters?

Provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever.

How does Big Brothers Big Sisters hold itself accountable to children and families?

Big Brothers Big Sisters partners with parents or guardians, volunteers, and others in the community and is accountable for each child in our program achieving: higher aspirations, greater confidence, and better relationships, avoidance of risky behaviors, and educational success

What will I achieve as a Big?

What kind of impact are you hoping to have on your Little Brother or Little Sister?

(continued on next page)



Animated Movie: Am I really making a difference?

Video script: "You may wonder, am I really making a difference or having an impact on my mentee? Mentors are often not aware of the positive impact they are having on their mentee. There are many parts of a child's life that you do not see where you could be having an impact. The mentoring relationship can make a difference in a child's life even after the relationship has ended."

What do you think the take-home message is of this video?

Topic 1 Quiz Questions:

1. According to research on the effects of mentoring on children, why should all mentors be trained? (Circle your response)

- A. Mentoring relationships last longer
- B. Mentoring relationships are more satisfying for the mentor and mentee
- C. Mentoring relationships are higher quality
- D. Children have better outcomes
- E. All of the above
- F. None of the above

2. Research has demonstrated that the positive benefits of mentoring are more likely if you and your mentee have a relationship that lasts _____. (Circle your response)

- A. At least 3 months
- B. 4-6 months
- C. 7-11 months
- D. 12 or more months



Topic 1: Course Orientation

What is important for me to remember from Topic 1?

Question:
Why is mentor training important?

Answer:

Trained mentors feel more prepared and ready to be a mentor compared to mentors who do not receive training, which contributes to **better, longer-lasting relationships** with their mentees. In addition, mentees with a trained mentor have more **positive outcomes** than mentees with an untrained mentor.

Question:
What are the benefits of mentoring for youth who are in a mentoring relationship?

Answer:

Benefits of mentoring for youth:

1. **Academic** (better attendance and grades, achieving graduation)
2. **Social** (social skills, better quality relationships)
3. **Emotional** (better mood, fewer psychological problems)

In order for these benefits to happen, you must have an effective and enduring relationship with your mentee. Training, support from your mentoring organization, and time with your mentee contribute to a successful relationship.

Question:
What impacts do Bigs have on their Littles?

Answer: Findings from research on Littles:

Greater Confidence:

- 90% agreed their Big made them feel better about themselves.
- 86% agreed they lead a fulfilling life.
- 72% said they are satisfied or extremely satisfied with their relationships with friends.
- 65% said they are satisfied or extremely satisfied with their relationships with family.
- 62% said they are satisfied or extremely satisfied with their relationships with their spouses.

Avoidance of risky behaviors:

- 90% said their relationship with their Big helped them make better choices throughout their childhood.
- 86% said their relationship with their Big has helped them make better choices throughout their adult life.
- 76% said they learned right from wrong from their Big.

Educational achievement:

- 77% reported doing better in school because of their Big.
- 65% agreed their Big helped them reach a higher level of education that they thought possible.
- 52% agreed their Big kept them from dropping out of high school.

Question:
Is completing the Starting Something Big: Pre-Match Training for Big Brothers Big Sisters Volunteers all the training I need?

Answer:

It's a great start! Research shows that successful mentors need at least two hours of training. You've already completed Orientation, which combined with this course, gives you the foundation. Additionally, your agency will alert you to topical training courses based on the Little you are matched with, what questions and interests you have - all to help lengthen and strengthen the match.

notes:



Topic 2: What Can I Expect?: Motivations

Motivations and Goals

1. Why did you decide to be a mentor?

2. What are your goals for your mentoring relationship?

Common motivations for being a mentor

Instructions: Rank these motivations from 1 to 3 with one being the most important motivation to you and three being the third most important motivation to you.

___ To give back to society

___ To have fun

___ To enhance your own life

Do you have more than one goal for being a mentor? (Circle your response)

Yes

No





Topic 2: Take Home Message

What is important for me to remember from Lesson 2?

Your **motivations** and **expectations** for mentoring occur during the **Contemplation Stage** of mentoring, while you are deciding whether or not you would like to be a mentor. This process is extremely important because it sets the stage for your mentoring relationship.

Motivations

Motivations or goals are your reasons for deciding to become a mentor to a child. It is important to be aware of your motivations, because they can influence the longevity, quality, and success of your relationship with your mentee.

Steps to Maintaining Your Motivation for Mentoring:

1. **i** **Your Motivation:**
Identify your goals and motivations for being a mentor.

2. **i** **Your Mentee's Motivation:**
Identify your mentee's goals and motivations for wanting a mentor to make sure that they are aligned with your goals and motivations.

Also, be aware that others such as your mentoring program and your mentee's parents may have goals for your mentoring relationship that you need to also consider.

3. **i** **The Dilemma:**
Sometimes your goals and your mentee's goals do not match.

4. **i** **Two Possible Solutions:**

• **The Bridge Solution:** If your goals do not match, find a solution somewhere in the middle of your two goals. This may take a little adjustment of both your goals so that everyone's needs are met.

• **Seek an Alternative Goal:** Consider multiple goals for being a mentor. This flexibility can help you to sustain your interest in your mentoring relationship. In case your primary goal isn't met, then having an alternative goal can help to keep you motivated.

5. **i** **The Resolution:**
Talk to your mentee about compromising your goals and using the Bridge Solution.

You will probably need to revisit the topic of your goals again in the future as your relationship develops.



Topic 2: Quiz Questions

- 1. What are the most common motivations of mentors?** (Circle your response)
 - A. To give back to the community
 - B. The intrinsic satisfaction of having fun with a child
 - C. To enhance one's own life
 - D. All of the above
 - E. None of the above

- 2. Most effective mentors have only one goal for being a mentor.** (Circle your response)
 - A. True
 - B. False

Topic 2: What Can I Expect?: Expectations

Do you think you are at risk for having any unrealistic expectations? (Circle your response)

Yes

No

If yes, what will you do to try to keep from being disappointed and closing your mentoring relationship too early?

What other kinds of expectations, realistic or unrealistic do you think are common?



Expectations – Common Development Patterns

5-7 Year olds

General Characteristics

- Eager to learn, easily fatigued, short periods of interest.
- Learn best when they are active while learning.
- Self-assertive, boastful, less cooperative, more competitive.

Physical Characteristics

- Are very active and need frequent breaks from tasks. They like to do things that are fun and involve use of energy.
- Need rest periods.
- Large muscles are well developed. Activities involving small muscles are difficult (i.e., working on models with small pieces).
- May tend to be accident prone.

Social Characteristics

- Like organized games and are very concerned about following rules.
- Can be very competitive. May cheat at games.
- Are very imaginative and involved in fantasy playing.
- Are self-assertive, aggressive, want to be first, less cooperative than at five, and boastful.
- Learn best through active participation.

Emotional Characteristics

- Are alert to feelings of others, but are unaware of how their own actions affect others.
- Are very sensitive to praise and recognition. Feelings are easily hurt.
- Inconsistent in level of maturity evidenced; regress when tired, often less mature at home than with outsiders.

Mental Characteristics

- Are very eager to learn.
- Like to talk.
- Their idea of fairness becomes a big issue.
- Have difficulty making decisions.

Developmental Tasks

- Sex role identification.
- Early moral development.
- Concrete operations - the child begins to experience the predictability of physical events.



Expectations – Common Development Patterns

8-10 Year olds

General Characteristics

- Interested in people, aware of differences, willing to give more to others but expects more.
- Busy, active, full of enthusiasm, may try too much, accident prone, interest in money and its value.
- Sensitive to criticism, recognize failure, capacity for self-evaluation.
- Capable of prolonged interest, may make plans on own.
- Decisive, dependable, reasonable, strong sense of right and wrong.
- Spend a great deal of time in talk and discussion, often outspoken and critical of adults although still dependent on adult approval.

Physical Characteristics

- Are very active and need frequent breaks from tasks to do things that are fun for them and involve use of energy.
- Bone growth is not yet complete.
- Early maturers may be upset with their size.
- May tend to be accident prone.

Social Characteristics

- Can be very competitive.
- Are choosy about their friends.
- Being accepted by friends becomes quite important.
- Team games become popular.
- Worshipping heroes, TV stars, and sports figures is common.

Emotional Characteristics

- Are very sensitive to praise and recognition. Feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults' rules and friend's rules. You can help by your honesty and consistency.

Mental Characteristics

- Their idea of fairness becomes a big issue.
- Are eager to answer questions.
- Are very curious, and are collectors of everything. However, they may jump to other objects of interest after a short time.
- Want more independence, but know they need guidance and support.
- Wide discrepancies in reading ability.

Developmental Tasks

- Social cooperation.
- Self-evaluation/Skill learning
- Team play.



Expectations – Common Development Patterns

11-13 Year olds

General Characteristics

- Testing limits, “know-it-all attitude.”
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Identification with admired adult.
- Bodies are going through physical changes that affect personal appearance.

Physical Characteristics

- Small-muscle coordination is good, and interests in art, crafts, models and music are popular.
- Bone growth is not yet complete.
- Early maturers may be upset with their size.
- Are very concerned with their appearance, and very self-conscious about growth.
- Diet and sleep habits can be bad, which may result in low energy levels.
- Girls may begin menstruation.

Social Characteristics

- Being accepted by friends becomes quite important.
- Cliques start to develop outside of school.
- Team games become popular.
- Crushes on members of the opposite sex are common.
- Friends set the general rule of behavior.
- Feel a real need to conform. They dress and behave alike in order to “belong.”
- Are very concerned about what others say and think of them.
- Have a tendency to manipulate others (“Mary’s mother says she can go. Why can’t I?”).
- Interested in earning own money.

Emotional Characteristics

- Are very sensitive to praise and recognition. Feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults’ rules and friends’ rules.
- Are caught between being a child and being an adult.
- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, adults subjectively, critical.

Mental Characteristics

- Tend to be perfectionists. If they try to attempt too much, they may feel frustrated and guilty.
- Want more independence, but know they need guidance and support.
- Attention span can be lengthy.



Expectations – Common Development Patterns

14-16 Year olds

General Characteristics

- Testing limits, “know-it -all attitude.”
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Identification with admired adult.
- Bodies are going through physical changes that affect personal appearance.

Physical Characteristics

- Are very concerned with their appearance and very self-conscious about growth.
- Diet and sleep habits can be bad, which may result in low energy levels.
- Rapid weight gain at beginning of adolescence. Enormous appetite.

Social Characteristics

- Friends set the general rules of behavior.
- Feel a real need to conform. They dress and behave alike in order to “belong.”
- Are very concerned about what others say and think of them.
- Have a tendency to manipulate others (“Mary’s mother says she can go. Why can’t I?”).
- Going to extremes, emotional instability with “know-it-all” attitude.
- Fear of ridicule and of being unpopular.
- Strong identification with an admired adult.
- Girls usually more interested in boys than girls, resulting from earlier maturing of the girls.

Emotional Characteristics

- Are very sensitive to praise and recognition. Feelings are easily hurt.
- Are caught between being a child and being an adult.
- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, adults subjectively, critical.

Mental Characteristics

- Can better understand moral principles.
- Attention span can be lengthy.

Developmental Tasks

- Physical maturation.
- Formal operations.
- Membership in the peer group.
- Relating to the opposite sex.



Topic 2: Take Home Message

What is important for me to remember from Lesson 2?

Expectations

Expectations in the mentoring relationship are your ideas about what your mentee and your mentoring relationship will be like, including when things will happen.

Expectations are critically important. They play a big role in determining how you may feel about your mentee and ultimately, how you may act.

Three Common Expectations and Their Consequences:

1. **Unrealistic Expectation:** Mentee will change right away



Consequence:

- Having this expectation can result in serious disappointment, if your mentee is not interested in change.
- Having this expectation could do more harm than good.
- Change can happen, but not right away.

2. **Unrealistic Expectation:** Mentee will like you and trust you right away



Consequence:

- It is unlikely that a child will trust you or seek out your advice right away.
- This expectation will result in disappointment and possibly quitting.
- Most children take time to trust and feel at ease when interacting with a new adult.
- Feel good about yourself and your ability to eventually develop a warm and trusting relationship with your mentee.

3. **Realistic expectation:** Change takes time



Consequence:

- Being a successful mentor does not depend on changing your mentee.
- Have modest, patient, and positive expectations.
- Think about what you have to offer, not what you want to change.

5 steps to managing your expectations:

1. Be objective.
2. Keep expectations modest and positive.
3. Don't focus on changing your mentee.
4. Focus on building your relationship.
5. Be patient. Building a relationship takes time.



Topic 2: Quiz Questions

- 1. It is realistic to expect that your mentee will ask for your advice within the first few times that you meet.** (Circle your response)
 - A. True
 - B. False

- 2. When mentors have modest, realistic expectations, the mentoring relationship often exceeds the mentor's original expectations.** (Circle your response)
 - A. True
 - B. False

- 3. Why is it important for you to have age appropriate expectations for your Little?** (Circle your response)
 - A. So that we do activities that are enjoyable
 - B. So that I do not expect too much and get disappointed
 - C. So my Little does not get frustrated and bored
 - D. All of the above



Topic 3: Be A Successful Big

What is your definition of a mentor?

What are things you can do to help create a mentoring relationship with equal power?

Positive role model activity:

Instructions: Read through the notes from a conversation a match support specialist had with a Little named Jared. The match support specialist asked Jared about his last outing with his Big, Alan.

Underline or circle the five phrases in this paragraph that you think demonstrate Alan was NOT being a positive role model.

Jared described hanging out at Alan's house and watching a basketball game on TV. He said they only got to see the second half of the game, because Alan was late picking him up. Jared said he was running late at work, but then lied to his boss and told him that he wasn't feeling well, so he could leave work to watch the game with Jared. Jared mentioned that he thought it was cool that Alan lied to his boss and left work to come hang out with him. While they were watching the game, Jared said that Alan got really mad and cursed when the refs made a bad call. Jared thought it was funny that Alan got so mad. After the game was over, Jared said that when Alan drove him home, he broke his promise to come in and see Jared's pet frog. Alan said he was running late and would have to come in next time. Jared sounded disappointed.

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OPTIONAL Positive Role Model Activity: Jay and Roberto

Jay: Hey, so, we're here; and I've already got the movie. And there's already popcorn popping in here. I'm going to open this so it can start cooling off a little bit. And, I'm gonna wash some grapes. And we'll have some drinks and then we'll go watch this movie.

Roberto: Sounds good. [Jay begins washing the grapes]

Jay: So, tell me about how your day went today.

Roberto: Well, we did lots of fun stuff. We had a substitute in our normal classroom and in music; and we helped tutor second graders. So, I felt really good about it.

Jay: So, you said you had a substitute?

Roberto: Yeah

Jay: And it was a fun day with a substitute?

Roberto: Yeah

Jay: Do you always have the same substitute?

Roberto: No, we have different substitutes.

Jay: And they're always good ones?

Roberto: Yeah

Jay: That's amazing. And then you said something about you were working with, what?

Roberto: Second graders. We, like, tutor them.

Jay: Second graders...Sorry, I'm kind of distracted. My mind is floating along because I had some rough business stuff today. Contract fell apart, a lot of work for nothing, a lot of days of work for nothing. And when I'm like that, sometimes I space out a little bit; and I'm glad that you understand about that kind of thing. Do you ever have a bad day?

Roberto: Yeah. Well, we had a lot of testing. We didn't do that much fun stuff.

Jay: So, you were sort of saying you had a better day than you really had, at first, to be nice.

Roberto: Yeah

Jay: You don't always have to be nice. You can tell me when you're feeling down, too. But you don't seem to be in such a down mood now. What did you do that helped that out?

Roberto: Well, when we're coming home on the bus, me and my friend, we sat together. We talked, we did our homework, and we played with some cards.

Jay: And you got your homework out of the way, now?

Roberto: Yeah.

Jay: That's great. So, just hanging out with your friends sort of makes that day go in the back of your mind?

Roberto: Yeah.

Jay: Well, you're a good friend of mine. So, this will sort of do the same for me. But, you know, I should probably pay attention to remembering to get in touch with some of my friends my age when I'm having a bad day. That might help me get right past it. That's good advice. Good thinking. And, so, I'm looking forward to watching this movie and that'll definitely take my mind off of things because we'll definitely have a good time.

Roberto: Yeah.

Jay: Give me five. [Jay and Roberto "high-five" each other]



OPTIONAL Positive Role Model Activity: Jay and Roberto

Instructions:

Check the 7 coping behaviors that Jay did well as a role model to Roberto

- 1. After Jay asked Roberto about his day and ignored what Roberto was saying, Jay realized that he was not paying attention to Roberto.
- 2. Jay filled a glass with water for them to drink with their snacks.
- 3. Jay avoided thinking or doing anything about the problem at work.
- 4. Jay apologized for not being a good listener and told Roberto that he was feeling frustrated and distracted, because he was thinking about problems at work.
- 5. Jay complimented Roberto about how well Roberto coped with his problem.
- 6. Jay blamed Roberto for the fact that he had problems at work.
- 7. Jay offered to watch a funny movie with Roberto, so they could have some laughs and feel better about their days.
- 8. Jay filled a glass with beer to help him cope with his frustrations.
- 9. Jay took out his frustrations by slamming the counter with his fist.
- 10. Jay complained for a long time about his bad day at the office.
- 11. Jay and Roberto talked about how to deal in a healthy way with each of their problems.
- 12. Jay asked Roberto how he coped with having a bad day in school.



Topic 3: Quiz Questions

- 1. Since you are the adult in the mentoring relationship, you should make it clear to your Little that you have the power.** (Circle your response)
 - A. True
 - B. False
- 2. Being a trusted adult friend to your Little includes doing all of the following EXCEPT:** (Circle your response)
 - A. Sharing decision making with your Little
 - B. Sharing our personal adult problems with your Little
 - C. Validating your Little's feelings
 - D. Providing companionship to your Little
- 3. Being a Positive Role Model to you Little includes having frequent conversations about what your Little should be doing to be successful in life.** (Circle your response)
 - A. True
 - B. False
- 4. Being a Nurturer of Possibilities includes:** (Circle your response)
 - A. Introducing your Little to new experiences
 - B. Helping your Little discover his or her interests
 - C. Discussing new ideas with your Little
 - D. All of the above



Topic 3: Take Home Message

What is important for me to remember **the roles a mentor should play** from Topic 3?

Mentor: A mentor is a non-parental adult who is acting in a non-professional helping capacity with a specific young person to promote positive youth outcomes in the young person via the mentoring relationship.

Roles you should play:



Adult Friend ~~≠~~ Peer Friend
Work towards **EQUAL POWER**

Trusted Adult Friend:

- Be committed and consistent
- Work towards equal power in your relationship
- Include your mentee in decision making
- Follow the rules and guidelines of your mentee's parents
- Validate your mentee's feelings
- Pay attention to your mentee's interests and feelings
- Do not give unsolicited advice

Positive Role Model:

1. Your day-to-day interactions with your mentee offer the best opportunity to be a positive role model
2. Follow through with your commitments
3. Treat others the way you want to be treated: with respect, compassion, and kindness
4. Acknowledge your imperfections, apologize and admit mistakes
5. How you cope with adversity and stress will demonstrate being a positive role model
6. Think out loud so your mentee can learn how you work through problems, weigh pros and cons, and come to a decision
7. Be well-rounded to show that you can do and be many things
8. Be confident and proud of who you are.



Nurturer of Possibilities:

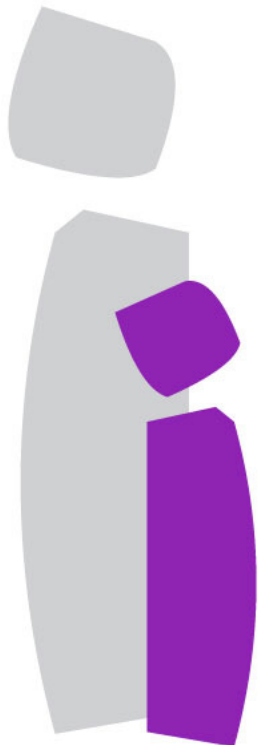
- See the gifts and strengths of your mentee
- Provide your mentee with access to people, places, activities, and enriching experiences
- Be a resource to your mentee
- Create new opportunities for your mentee



Boundary Situations

Do any of these boundary situations feel ambiguous to you that you would like to learn more about? (Circle your response)

- A. You Little asks you to take him to a pro football game.
- B. You Little asks about your live-in partner (e.g. boyfriend or girlfriend).
- C. You Little's mom asks you for \$20 to buy your Little a new backpack.
- D. You Little wants to know if she can spend every Sunday with you.



notes:

A series of horizontal lines on a yellow background for taking notes.



Lesson 3: Take Home Message

What is important for me to remember **the roles a mentor should NOT play** from Lesson 3?

4 roles you should NOT play as a mentor:

1. Professional
2. Mentor to the family
3. Parent
4. Peer friend

Guiding Principles for establishing boundaries

1. Consider boundaries prior to the start of the relationship
2. Establish boundaries early
3. Take time to think
4. Seek agency guidance and support
5. Ask yourself some guiding questions

Examples of guiding questions to ask yourself:

“What is in the best interest of my mentee?”

“What might my mentee’s family think?”

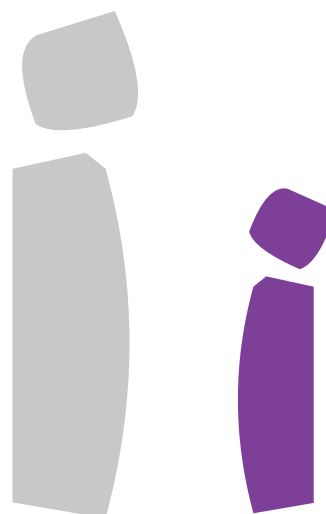
When in doubt about boundaries...

Ask for time to think

Consult match support

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Think about how you will handle:

- Money issues
- Self-disclosures
- Time
- Working with parents/ guardians



Ethical Principles and Practices of Mentoring

Principle #1:

Promote the welfare & safety of the young person

Physical safety:

1. Respect the personal space of your Little and avoid inappropriate physical contact (e.g. backrubs, sitting in laps, wrestling, tickling, etc.)
2. Never use physical punishment with your Little, or any means of verbally and/or emotionally abusive means of discipline.
3. Never sleep or nap with your Little in the same bed.
4. Responsibly use the Internet when communicating with or about your Little. For example, never post photos of your Little without parental permission and never use his/her last name. Your own social media sites should be free of any content that is inappropriate for your Little to see.

Match visit safety:

1. Maintain automobile liability insurance for any vehicle you own that you will use to transport your Little to and from match activities.
2. Agree to never leave your Little unattended or alone with any other person. This includes others living in or visiting your home.
3. Not engage in activities that pose a risk of injury (i.e., speeding, not wearing seat belts, consuming alcohol or drugs).
4. Not involve other children on match outings without prior approval of your Match Support Specialist and the parent/guardian.

Emotional safety:

1. Never ask your Little to keep a secret.
2. Never display or discuss any materials of a sexual nature with your Little.

Abide by agency policies to enhance safety:

1. Abide by the overnight policies as established by the agency.
2. Follow agency policies around fire arms and other weapons.
3. Provide separate areas for your Little to change clothes, bathe, shower, and/or sleep when these actions take place during a match outing.



Ethical Principles Examples

Principle #2:

Be trustworthy & responsible

Responsibility to your Little:

1. Understand that spending one-to-one time with your Little consistently is one of the most important things you can do as a volunteer. Therefore, you will meet with your Little a minimum of two times a month for at least one year.
2. Notify your Little immediately if any of your contact information changes, such as telephone numbers, email addresses, place of employment, residence, etc.
3. Understand the importance of properly ending a match relationship. You will actively participate in the closure procedure as requested by BBBS Match Support Staff.

Responsibility to the family of your Little:

1. Inform the parent of all match activity plans and obtain their prior approval.
2. Notify the family of your Little immediately if any of your contact information changes, such as telephone numbers, email addresses, place of employment, residence, etc.

Responsibility to your BBBS agency:

1. Maintain regular contact with Big Brothers Big Sisters (BBBS) Match Support Staff by responding to calls, letters and e-mails. You will also complete evaluations as requested by BBBS staff.
2. Understand that if a problem arises in your match relationship or with your Little's parent, you will contact BBBS Support Staff immediately.
3. Notify BBBS immediately if any of your contact information changes, such as telephone numbers, email addresses, place of employment, residence, etc.
4. Notify BBBS of situations that arise in your life that may affect the match, including but not limited to serious illness, change in marital/family status, contact with law enforcement, etc.

Responsibility to yourself:

1. Always be aware of your surroundings.
2. Park as close to your Little's house as possible at pick up and drop off.
3. Carry minimal items, such as your cell phone and keys, with you when walking up to your Little's house.
4. Be sure to mention you are a volunteer with BBBS if anyone questions you.
5. Be familiar with the area and know where you are going (have directions or a map).
6. If, for whatever reason, you feel unsafe, leave the area and call your Little's caregiver to reschedule the outing.
7. Contact BBBS with any additional safety concerns.



Ethical Principles Examples

Principle #3: Act with integrity

1. Limit gift giving to special occasions, and receive prior approval from the parent, guardian, or Match Support Specialist.
2. Remember that you are a representative of your BBBS agency when you are with your Little.
3. Conduct yourself with integrity in your Little's community, school, and home by being sensitive to cultural differences and your Little's expectations.
4. Abstain from any use of alcohol, tobacco, and illegal drugs while in the presence of your Little, and agree to avoid situations in which others are engaging in this type of activity.

Principle #4: Promote justice for young people

1. Be aware of differences between you and your Little such as race, culture, religion, sexual orientation.
2. Be aware of how these differences between you and your Little have the potential to impact your mentoring relationship. Even well-intentioned mentors are susceptible to their own biases.

Principle #5: Respect the young person's rights & dignity

1. Show respect at all times for your Little and his or her family, and never come between a parent and their child.
2. Understand that you will learn personal information about your Little and his or her family, which you will keep confidential.



Serious Safety Risks in the Lives of Children

Safety Risk	Signs and symptoms of exposure
<p>Bullying:</p> <ul style="list-style-type: none"> • Verbal or physical harm for the purpose of gaining some type of control over a person. • Generally to use someone for something, such as money or attention from peers. • Includes insulting, teasing, abuse, threats, humiliation, gossiping, rejection, or exclusion - either in person or via the Internet, texting and email, or both. 	<ul style="list-style-type: none"> • Unexplained injuries • Torn, damaged or missing clothing, books, or belongings • Fearful about attending school, walking to the bus, or may lose interest in schoolwork • Chooses an unusual route to get to school • Emotional changes including unexpected mood shifts or poor appetite, headaches and stomachaches • Withdrawal from family and friends • May steal money from family members
<p>Domestic Violence: A pattern of behavior that may include physical and sexual violence, threats, insults, and economic deprivation aimed at gaining and maintaining power and control over the mind, body, behavior, and lifestyle of a spouse or partner.</p>	<ul style="list-style-type: none"> • External: aggressive behavior and conduct problems in home and in school, fighting, cursing, and name calling • Internal: anxiety, depression, low self esteem, guilt, crying, decreased intellectual and academic functioning including inability to concentrate, difficulty with school work, school truancy and failure, and developmental delay • Social: isolated and withdrawn from friends and family and demonstrate low levels of empathy • Health: demonstrated somatic symptoms, poor sleeping and eating habits, headaches, stomach aches, and self-destructive behaviors such as suicide attempts and self-mutilation
<p>Gangs: a gang refers to a group of people who, often through acts of delinquency or crime, create a shared, negative identity throughout a community (OJJDP, Office of Justice Programs)</p>	<ul style="list-style-type: none"> • Change in types of friends • Changes in dress habits, such as wearing the same color combination all the time • Displaying symbols on books, clothing, or locker • Wearing tattoos • Carrying extra cash from unknown sources • Carrying a weapon • Losing interest in school and family • Getting arrested or detained by police • Becoming truant • Using alcohol and other drugs • Talking in unique language • Using hand signals to communicate with others



Runaway or Throw-Away Youth	<ul style="list-style-type: none">• Had been physically or sexually abused at home in the year prior to the episode or was afraid of abuse upon return• Was substance dependent• Was in the company of someone known to be abusing drugs• Spent time in a place where criminal activity was known to occur• Engaged in criminal activity during the course of the episode• Was with a violent person• Had previously attempted suicide• Was enrolled in school at the time of the episode and missed at least 5 days of school• Was physically assaulted or someone attempted to physically assault child• Was with a sexually exploitative person• Had a serious mental illness or developmental disability at the time of the episode• Was sexually assaulted or someone attempted to sexually assault child during the course of the episode• Whereabouts were unknown to the caretaker for at least 30 days (and the episode was unresolved or no information was available)• Engaged in sexual activity in exchange for money, drugs, food, or shelter during the episode• Had or developed a serious or life-threatening medical condition during the course of the episode
Self-harm	<ul style="list-style-type: none">• Covering up arms, legs, ankles, etc – even during hot weather• Excessive time behind locked door• Defensive about physical space• Seems “unfeeling” or empty, apathetic, non-reactionary
Suicide	<ul style="list-style-type: none">• Presence of a psychiatric disorder (e.g., depression, drug or alcohol, behavior disorders, conduct disorder [e.g., runs away or has been incarcerated])• The expression/communication of thoughts of suicide, death, dying or the afterlife (in a context of sadness, boredom, hopelessness or negative feelings)• Impulsive and aggressive behavior, frequent expressions of rage• Increasing use of alcohol or drugs• Exposure to another's suicidal behavior• Recent severe stressor (e.g., difficulties in dealing with sexual orientation; unplanned pregnancy, significant real or anticipated loss, etc.)• Family instability, significant family conflict



Recognizing Signs and Symptoms of Child Abuse

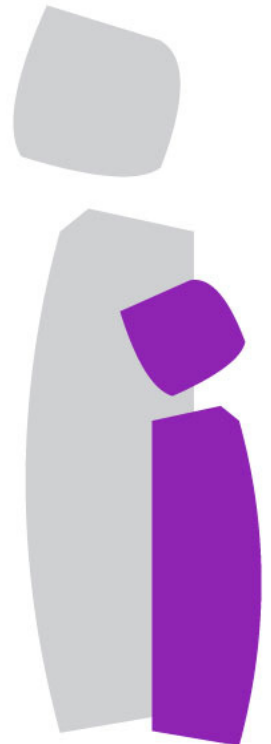
Type and Definition	Symptoms
<p>Emotional Abuse:</p> <ul style="list-style-type: none"> • Constant belittling, shaming, and humiliating a child, name-calling and making negative comparisons to others. • Telling a child he or she is “no good,” “worthless,” “bad,” or “a mistake.” • Frequent yelling, threatening, or ignoring/ rejecting a child as punishment, giving him or her the silent treatment. • Often very limited physical contact with the child-no hugs, kisses, or other signs of affection. • May expose the child to violence or the abuse of others. 	<ul style="list-style-type: none"> • Excessively withdrawn, fearful, or anxious about doing something wrong. • Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive). • Doesn't seem to be attached to the parent or caregiver. • Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, tantrums).
<p>Neglect:</p> <ul style="list-style-type: none"> • A pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, or supervision. • Not always easy to spot. • Sometimes, a parent might become physically or mentally unable to care for a child, such as with a serious injury, untreated depression, or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe. 	<ul style="list-style-type: none"> • Clothes are ill-fitting, filthy, or inappropriate for the weather. • Hygiene is consistently bad (un-bathed, matted and unwashed hair, noticeable body odor). • Untreated illnesses and physical injuries. • Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments. • Is frequently late or missing from school.
<p>Physical abuse:</p> <ul style="list-style-type: none"> • Bodily harm or injury to the child. • It may be the result of a deliberate attempt to hurt the child, but not always. • It can also result from severe discipline, such as using a belt on a child, or punishment that is inappropriate to the child's age or physical condition. 	<ul style="list-style-type: none"> • Frequent injuries or unexplained bruises, welts, or cuts. • Is always watchful and “on alert,” as if waiting for something bad to happen. • Injuries appear to have a pattern such as marks from a hand or belt. • Shies away from touch, flinches at sudden movements, or seems afraid to go home. • Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.
<p>Sexual abuse:</p> <ul style="list-style-type: none"> • Body contact between an adult and a child involving genitals, breasts, buttocks. • Any contact - from touch to stroking to penetration - is abuse. • Additionally, exposure to situations and/or materials that are ‘adult’ in nature is abuse. 	<ul style="list-style-type: none"> • Trouble walking or sitting. • Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior. • Makes strong efforts to avoid a specific person, without an obvious reason. • Doesn't want to change clothes in front of others or participate in physical activities. • An STD or pregnancy, especially under the age of 14. • Runs away from home.



Mandatory reporter laws

Who is considered a mandatory reporter?

What is required of a mandatory reporter?





What To Do If Your Little Discloses Having Been Abused

Four key things that you can do to respond in a supportive way to your Little if he or she discloses having been abused:

1. **Listen calmly.** Be open and understanding, focusing on your Little's feelings rather than your own. If you react strongly or are noticeably upset, he or she may stop talking or feel worried because they've upset you.
2. **Reassure your Little** that you're glad that he or she told you what happened, and that it was not his or her fault.
3. **Let your Little know that you're going to help him or her,** and that you'll need to share what he or she told you with a Big Brothers Big Sisters staff person (and/or parent or law enforcement official, if appropriate), so that the abuse can be stopped and he or she can receive support.
4. **Do not attempt to question your Little further** or you may interfere with the formal investigation process. Get in touch with BBBS agency staff immediately to allow a trained professional (generally a Child Protective Services social worker, law enforcement officer, or Child Advocacy Center professional) to conduct an interview with your Little.

If you ever feel that a child is in imminent danger, don't hesitate to call 911 or local law enforcement.

For more information on this subject, visit:

www.childhelpusa.org (Child Help);

www.preventchildabuse.org (Prevent Child Abuse America)

www.aap.org (American Academy of Pediatrics).



What should I do if my Little discloses?

What is the best thing to do if your Little tells you that he or she was abused, but you do not believe he or she is in imminent danger?"

- A. Listen calmly. Ask clarifying questions. Share this information with your Match Support Specialist.
- B. Listen with great surprise. Ask no questions. Reassure your Little. Call 911.
- C. Listen calmly. Reassure your Little. Ask few questions. Inform your Little that you will be sharing his or her information. Immediately share the information with your Big Brothers Big Sisters agency.
- D. Listen with great worry and concern. Ask many clarifying questions. Contact your Big Brothers Big Sisters agency.
- E. Listen calmly. Ask no questions. Reassure your Little's parents. Call your Match Support Specialist and 911.

Safety Scenarios

Situation 1

My Little told me that she doesn't like to be around her mom's new boyfriend.

What do you do first?

- A. Ask your Little why.
- B. Tell your Little just to ignore him
- C. Call your match support specialist to have him or her find out what is going on with your Little?

Situation 1 continued

My Little then said her mom's boyfriend yells a lot and says mean stuff to her when he drinks beer.

What four actions below are best for you to do?

- A. Tell her to call you, if it happens again.
- B. Ask her if she feels safe.
- C. Ask her if he's ever hurt her.
- D. Reassure her it's not her fault.
- E. Tell her to leave the house when he starts drinking beer.
- F. Talk to her mom about it.
- G. Talk to your Match Support Specialist.
- H. Tell her to call 911.



Safety Scenarios

Situation 2

I noticed that my 11-year-old Little doesn't bring his cell phone with him on outings anymore. He doesn't respond to my calls unless I call his house phone. He seems really quiet and just shrugs when I ask him about his school and friends.

- A.** Say to your Little: "I noticed that I can't reach you by your cell phone anymore & you have stopped talking about your friends. Is everything okay?"
- B.** Ask him if his phone is broken and offer to get a new one.
- C.** Talk about what you've known about cyber-bullying and bullying.
- D.** Talk with your Match Support Specialist
- E.** Call the school and tell them you think he is being bullied.

Additional Child Safety Resources

For more information on this subject, visit:

www.childhelpusa.org (Child Help);

www.preventchildabuse.org (Prevent Child Abuse America)

www.aap.org (American Academy of Pediatrics).

To learn more about preventing child abuse you can visit

Prevent Child Abuse America and order the

"You Can Help Prevent Child Abuse" booklet. The website to order the booklet is below.

[http://shop.pcaamerica.channing-bete.com/onlinestore/storeitem.](http://shop.pcaamerica.channing-bete.com/onlinestore/storeitem.html?iid=176353&pcode=EC)

[html?iid=176353&pcode=EC](http://shop.pcaamerica.channing-bete.com/onlinestore/storeitem.html?iid=176353&pcode=EC)



Topic 5: Strengthening Your Match

Homework Assignment: Preparing for your first meeting with your Little

Instructions: When you complete today's training and before you meet your Little for the first time, write out your plan for answering these questions. Be sure to talk with your Enrollment and Match Specialist about your answers and any questions you have.

1. How will you introduce yourself to your Little and his or her family?
2. What will you ask your little about him or herself?
3. What questions will you ask your Little's parent or guardian?
4. How will you plan your first match activity?
5. What questions do you have for your Enrollment and Match Specialist or Match Support?



Cultural Competency and Mentoring

culture is the lens through which you view and interpret all other cultures and their values and practices.

Activity

Think about your own and your Little's values, beliefs, and realities. Write some notes about the similarities and differences between you and your Little.

Your Own:	Your Little's:
Values (e.g. Family, Education):	Values:
Beliefs (e.g. Religion):	Beliefs:
Realities (e.g. Home ownership, Socioeconomic Status):	Realities:

How to be proactive in addressing cultural competency in your match:

- 1. Ask:** But make sure it's "give and take". Share something about yourself before you ask something of others.
- 2. Observe:** How are things done, what are the customs, practices and rules.
- 3. Research:** Use a wide range of sources to learn.
- 4. Take some risks:** Take the initiative and accept the fact that you will make some mistakes!

How to recover from a mistake so you can build and maintain a positive relations with your Little and his or her family:

1. State your intentions and communicate what you want the impact to be.
2. Tell them what's on your mind. Let them know if you feel unsure, hyper-sensitive, or disoriented.
3. Encourage them to share what's on their minds about how they are feeling about what happened.
4. Next, apologize for any problems you may have caused.
5. Now you can share information about yourself – why you did what you did.
6. Ask what they would have preferred and why. Be open to new information.
7. Agree together on a plan for how to proceed going forward.



Work Effectively with your Little's Parent or Guardian

Check each task below before every outing. Be sure to communicate with your Little's parent or guardian on a regular basis.

- Seek activity approval
- Confirm pick up time and location
- Double-check contact and emergency phone numbers
- Provide activity plans: activities, locations, and times
- Confirm drop off time, location, and adult to receive your Little



Activity Ideas by Age of Little

Age 5-7	Age 8-10	Age 11-13	Age 14-16
Bake and frost cut out cookies	Start a scrapbook with a page for pictures of favorite things	Watch a TV program and identify negative stereotypes	Figure out how to program your DVR
Fly a kite on a windy day	Go on a camera scavenger hunt to find odd objects to photograph	Look up your state on the Internet: What is the major industry? Biggest cities?	Research what happened on the day and year each of you was born
Go on a walk and collect interesting rocks, leaves or other items	Make greeting, get well or holiday cards to give to special people	Build and paint a bird house – watch for occupants	Check out the classified ads and discuss what each job requires in terms of education and experience
Feed the ducks at the park	Make a bug cage and catch lightning bugs together	Rent rollerblades and learn to skate, safely	Visit a fish market, meat market or other place where food is not prepackaged
Make a present for someone special	Visit the zoo at feeding time	Make a list of people you admire – look them up on the Internet	Go out for dinner at an ethnic restaurant; who else is eating there? Favorite dishes?
Play UNO, Crazy 8s, Old Maid	Record yourselves reading a selected book out loud	Take a long ride on public transportation to the end of the line	Explore a new radio station together; discuss ads and target audience
Play badminton or croquet	Play Miniature golf or go bowling	Visit the SPCA and offer to walk the dogs	Plan, shop for ingredients and cook dinner
Go for a walk and find interesting places to practice “balancing”	Play Monopoly, Life, Sorry, hangman	Mow the lawn or wash the car together	Go to a concert featuring a favorite performer
Have a peanut butter and jelly sandwich picnic	Go on a field trip to the museum – focus on one exhibit and discuss it	Play computer and video games together	Try mastering something difficult: juggling, cooking a soufflé, watercolor painting
Visit a pet store and decide which is the oddest pet	Call ahead and visit the local fire station or police station	Plan and plant a garden or visit a community garden and offer to help	Watch a professional or semi-professional sporting event



Lesson 6: Working With Your Agency

What is important for me to remember about Lesson 6?

Question:
Who are Match Support Specialists?

Answer: Match Support Specialists are degreed, experienced professionals who are employees of each BBBS agency. Their job is to help strengthen matches, through guidance and coaching, in order to positively impact the lives of children in the community. Your Match Support Specialist will be in touch with you, your Little, his or her teacher, and your Little's parent or guardian to help develop and maintain a positive and healthy match relationship.

Question:
What do Match Support Specialists do?

Answer:

1. Provide you feedback on how you're making a difference.
2. Find information and resources that you might be interested in.
3. Offer group activities and give you activity ideas for you and your Little.
4. Connect you with donated tickets to community or sports events.
5. Keep you updated on activities offered by the agency.
6. Help you communicate with your Little, your Little's parent and teacher.
7. Work with you to help resolve any conflicts that might occur in your match.

Question:
How often should I talk to my Match Support Specialist?

Answer: Monthly communication is required for the first year of your match and regular communication is required throughout the life of your match.

Question:
How else can I be involved with Big Brothers Big Sisters?

Answer:

- Join our social network
- Attend special events hosted by Big Brothers Big Sisters
- Support Big Brothers Big Sisters
- Participate in the Big Brothers Big Sisters national network

Question:
When should I call my Match Support Specialist?

Answer: Five good reasons for calling your Match Support Specialist are:

1. Get feedback on the match from the Little's perspective
2. Share fun match stories
3. Discuss concerns about your Little or the match
4. Ask any questions you may have
5. Report any emergency situations or safety concerns

notes:
