



COLLEGE MENTORS FOR KIDS, INC.

Mentor Resources

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The Role of a Mentor

“One hundred years from now it will not matter what kind of car I drove, what kind of house I lived in, how much money I had in my bank account, nor what my clothes looked like. But the world may be a little better because I was important in the life of a child.”

- A mentor is “a person looked upon for wise advice and guidance.”
- A mentor is a positive role model.
- A mentor is a friend and listener.
- A mentor is an instructor.
- A mentor is a “limit-setter.”
- A mentor is a resource guide for expanding opportunities.

Tasks of Mentoring:

- Establish a positive personal relationship.
- Develop life skills.
- Assist youth in obtaining additional resources.
- Increase ability to interact with other social and cultural groups.
- Fulfill the time commitment and responsibilities of a mentor.
- Share the value of higher education.
- Support your chapter’s fundraising efforts.

Reasons Mentor Relationships SUCCEED:

- Excellent communication.
- Willingness to make a true commitment and stick with the relationship through difficult times.
- Realistic expectations and acceptance of limits of the relationship.

Reasons Mentor Relationships FAIL:

- Time commitment is not met.
- Unrealistic expectations.
- Life changes.

Tips for Mentors

All children need:

- Clear boundaries
- Structured time
- Support from caring adults

Always try to:

- Develop an educational commitment
- Develop a positive outlook
- Develop social competency

Be careful not to:

- Criticize the past
- Generalize negative behavior
- Share your personal problems
- Pry
- Constantly teach
- Make unnecessary withdrawals
- Interrupt
- Pass judgment
- Criticize family
- Criticize friends
- Use lots of “shoulds”
- Discourage differences
- Punish honesty
- Set unrealistic expectations

Characteristics of First Graders

How They Grow:

The average six-year-old is extremely egocentric and wants to be the center of attention. He/she:

- Wants to be the “best” and “first.”
- Has boundless energy.
- May be oppositional, silly, brash, and critical.
- Cries easily; shows a variety of tension-releasing behavior.
- Is attached to the teacher.
- Has difficulty being flexible.
- Often considers fantasy real.

Where They Are Going:

At six years old, children are learning to understand themselves as they:

- Develop a positive, realistic self-concept.
- Learn to respect themselves.
- Begin to understand their own uniqueness.
- Gain awareness of their own feelings.
- Learn to express feelings.
- Learn how to participate in groups.
- Begin to learn from their mistakes.

What Will They Learn?

The first grader will have to interact with his/her classroom teacher as well as art, music, and physical education teachers. The school day will become longer. They will eat at school and go to and from school with limited assistance. They will also have some homework assignments. They will be learning to:

- Read at least 100 sight words.
- Locate the main idea and details in stories.
- Recall the sequence of events in oral and written stories.
- Print words legibly.
- Write words legibly in manuscript form.
- Capitalize the first word in a sentence and use the period and question mark at the end of the sentence.
- Recognize the singular and plural forms of nouns.
- Count to 100 by one's, two's, five's, and ten's.
- Write the numerals to 100.
- Add and subtract numbers to and from 10.
- Use simple maps and globes.
- Make more detailed observations of the natural world.

Information obtained from www.familyeducation.com

Characteristics of Second Graders

How They Grow:

At seven years old, children begin to calm down some. They:

- Begin to reason and concentrate.
- Worry, are self-critical, and may express a lack of confidence.
- Demand more of their teacher's time.
- Dislike being singled out, even for praise.

Where They Are Going:

At seven years old, children are continuing to learn about themselves and others as they:

- Develop a concept of themselves.
- Begin to understand others.
- Gain respect for others.
- Build relationships with others.
- Develop a sense of responsibility.

What Will They Learn?

There is much reviewing in second grade, so that students truly master all the skills presented in first grade. They will also learn to recognize familiar words more rapidly, read new words, add and subtract faster, compose more complex sentences, spell many new words, and increase their reading and speaking vocabularies. They will be learning to:

- Apply more complex phonics skills in their reading.
- Automatically read the 200 most commonly used words.
- Write sentences using correct punctuation and capitalization.
- Recognize and use nouns and action verbs in sentences.
- Begin writing in cursive.
- Write legibly in cursive.
- Add and subtract any 2-digit number.
- Handle place value concepts for 3-digit whole numbers.
- Identify time to include half-hour and 5-minute intervals.
- Identify the value of pennies, nickels, dimes, quarters, half-dollars, and dollars.
- Value people from many cultures.
- Develop a simple understanding of life, earth, and physical sciences.

Characteristics of Third Graders

How They Grow:

The average eight-year-old is explosive, dramatic, and inquisitive. He/she:

- Possesses a “know-it-all” attitude.
- Is able to assume some responsibility for his/her actions.
- Actively seeks praise.
- May undertake more than he/she can handle successfully.
- Is self-critical.
- Recognizes the needs of others.

Where They Are Going:

At eight years old, children are learning to set goals and understand the consequences of their behavior as they:

- Explore the relationship of feelings, goals, and behavior.
- Learn about choices and consequences.
- Begin setting goals.
- Become more responsible.
- Learn how to work with others.

What Will They Learn?

Unlike second grade, where a great deal of time is spent reinforcing the skills taught in first grade, many new and more sophisticated skills are introduced in third grade. At this level, most students will now have nightly homework assignments. They will be learning to:

- Recognize simple subjects and predicates.
- Write sentences with subject/verb agreement.
- Work out the pronunciation and meaning of unfamiliar words.
- Use comprehension skills in reading.
- Identify the plot, setting, and main characters of a story.
- Use a dictionary.
- Write paragraphs with a topic/main idea sentence and supporting details.
- Add and subtract any number from 100 - 1,000.
- Multiply numbers to a 9×9 and be able to determine each related division fact.
- Measure using standard and metric units.
- Appreciate local history and national figures.
- Conduct simple scientific investigations.

Characteristics of Fourth Graders

How They Grow:

Nine years old is a time of general confusion for children. Nine-year-olds:

- Want to put some distance between themselves and adults, and may rebel against authority.
- Need to be part of a group.
- Seek independence.
- Possess a high activity level.
- Can express a wide range of emotions and verbalize easily.
- Can empathize.
- Can think independently and critically, but are tied to peer standards.
- Begin to increase their sense of truthfulness.
- Are typically not self-confident.

Where They Are Going:

Nine-year-olds are learning how to make decisions and set standards as they:

- Begin making decisions.
- Gain a greater sense of responsibility.
- Set personal standards.
- Develop personal interest and abilities.
- Develop social skills.
- Learn to engage in group decision-making.

What Will They Learn?

School changes quite dramatically for students in fourth grade. Students will be applying reading skills in content area subjects, such as social studies, science, and health. Study skills will become very important as children will now be asked to write reports and handle long-term assignments.

They will be learning to:

- Divide by one- and two-digit numbers.
- Use calculators and computers.
- Add and subtract fractions.
- Use contextual clues to discover the meaning of words.
- Understand and use the steps of the writing process from pre-writing to the final draft.
- Write research papers.
- Locate information in the library.
- Use encyclopedias, newspapers, atlases, and magazines as resources.
- Understand the history and geography of their state.
- Recognize how science is at work in the world around them, especially through technology.

COMMUNICATION SKILLS

LISTENING

Pay attention

Don't think ahead; stay with the speaker

Don't interrupt

Keep an open mind

Encourage

LOOKING

Make eye contact

Watch for body language

LEVELING

Be honest

Speak for yourself: Use "I" statements not "You"

Don't give advice unless asked

**WE HAVE THE OBLIGATION TO LISTEN AND UNDERSTAND OUR LITTLE
BUDDY'S LEVEL OF COMMUNICATION.**

Self-Esteem and your Little Buddy

One of the many benefits of the mentor program is the positive effect it has on children's self-esteem. College Mentors for Kids evaluations have shown that children who participate in College Mentors display improved interactions with peers, better behavior during activities, and higher levels of self-esteem (as rated by their mentors) than before they entered the program.

You can help improve your little buddy's self-esteem...

- Focus on your little buddy's strengths and compliment him/her on them.
- Be sincere. Children can see through false compliments and will begin to lose trust in you.
- Give lots of encouragement!
- Focus on the child's efforts, not necessarily the results.
- Give firm, but appropriate expectations.
- Search for things that your little buddy is good at and enjoys, then encourage him/her to excel.
- Always be consistent.
- Take the time to really listen to your little buddy.

Encouraging Words to Help Build Self-Esteem

- A+ job
- Amazing effort
- Awesome
- Beautiful
- Bravo
- Breathtaking
- Cool
- Creative work
- Dynamite
- Excellent
- Exceptional performance
- Exciting
- Exactly right
- Fantastic job
- Good for you
- Good listening
- Good work
- Great
- Great answer
- Great discovery
- Great effort
- Great idea
- Hooray
- Hot dog
- How extraordinary
- I knew you could do it
- I like you
- I respect you
- I think the world of you
- I trust you
- I understand
- I'm here for you
- I'm impressed by you
- I'm so proud of you
- Looking good
- Magnificent
- There it is!
- Marvelous
- My buddy
- Neat
- Nice job
- Nice work
- Now you're flying
- Now you've got it
- Outstanding
- Outstanding performance
- Phenomenal
- Remarkable work
- Right on
- Smart
- Spectacular
- Stunning
- Super work
- Superb
- Take a bow
- Tell me about it
- Terrific
- Thanks for being honest
- That's a 110%
- That's incredible
- The time you put in really shows
- Thumbs up
- Very good
- Way to go
- Well done
- What a genius
- What an imagination
- Wow
- You are a superstar
- You are on target
- You are the greatest
- You brighten my day
- You came through
- You care
- You deserve a hug
- You figured it out
- You made it happen
- You make me happy
- You make me smile
- You mean a lot to me
- You should be proud of yourself
- You tried hard
- You're a champ
- You're a good friend
- You're a good listener
- You're a great kid
- You're a joy
- You're a pleasure to know
- You're a real trooper
- You're a winner
- You're fantastic
- You're important
- You're important to me
- You're on target
- You're precious
- You're responsible
- You're sensational
- You're sharp
- You're smart
- You're special
- You're tops
- You're unique
- You're very talented
- You're wonderful
- You've got it
- You've outdone yourself
- You're really grown-up

And, don't forget to give:

- High fives
- Pats on the back
- Hand shakes
- Big hugs
- Lots of smiles
- Notes of encouragement

Embracing Diversity

Knowledge is the key to understanding.

Ethnic Diversity

- Ask about values and traditions of the child's culture
- Remember holidays unique to the child's belief
- Help celebrate history and traditions you have learned

Socioeconomic Diversity

- Poverty is colorblind!
- Psychological effects of chronic poverty: "survival" frame of mind and "live in the moment" attitude (i.e. spend frivolously, don't plan ahead).

Youth Culture

- Simply remember what you thought of family and friends, and what was important in life at this age, and you will have a much better idea of how to relate and begin to understand where your little buddy is coming.

Suggestions for Success:

- You are the adult – act like it
- Be yourself
- Try not to OVER-identify

Be careful in deciphering behavior – watch being judgmental