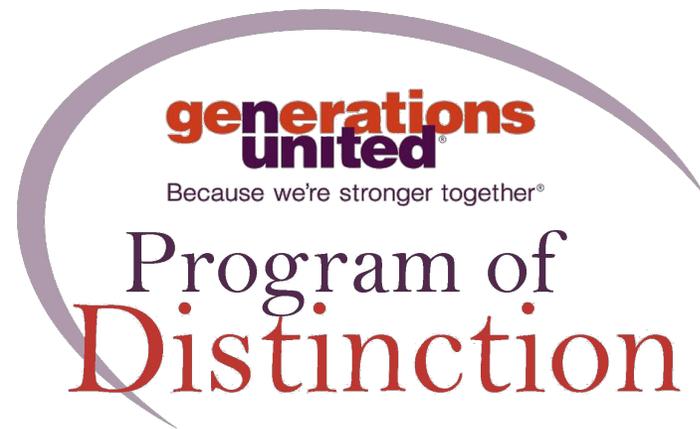




**GBCI Mentoring Program  
Mentor Training  
School Year 2019-20**





**MISSION:** To forge intergenerational relationships and community partnerships to promote social justice, build resilience and improve the lives of children, youth, families and older adults.

**VISION:** To realize the dream of Rev. Dr. Martin Luther King, Jr.'s "Beloved Community" in the greater Gaithersburg community.

In addressing this dream, we are guided by a vision of social justice where:

- people know, understand and trust one another
- individual good and the common good are in harmony
- equality of opportunity prevails
- everyone is treated fairly
- diversity is celebrated
- disputes are settled non-violently
- the norm of unconditional love of neighbor prevails
- people share a sense of being in one human family

# Who We Are

- ▶ We are an independent organization based at Asbury Methodist Village (AMV)
- ▶ Founding partners:
  - ▶ Montgomery County
  - ▶ City of Gaithersburg
  - ▶ Wesley Theological Seminary
  - ▶ Asbury Methodist Village
- ▶ GBCI is Asbury resident-founded, resident-inspired, resident-driven
- ▶ Today we work with a network of over 20 community partners
- ▶ We have two staff positions— director and program coordinator, both based in the Pastoral Care Department at AMV

# What We Do

## Service-Programs

- Early Literacy
- Elementary School Mentoring
- Middle School Art Program
- High School-Courageous Conversations
- English Conversations

## Advocacy

- Monthly Meetings
- Neighborhood Action

# Service-Programs

## Early Literacy



Groups meet for 10 weeks in Fall and 10 in Spring.



Pre-K vocabulary development is a prime predictor of a child's success in school. The more words a child knows, the greater the chance for success.

This program provides opportunities for volunteers, parents and children to share and learn ways to teach vocabulary through stories, songs, and interesting activities.

# Service-Programs

## Elementary Mentoring



A facilitator coordinates activities that include journal writing, reading, and art-making. Groups meet weekly throughout the school year.

Students and Volunteers engage in meaningful activities aimed at improving social-emotional well being and literacy skills.



# Service-Programs

## Middle School Mentoring

This program uses the art-making process to facilitate dialogue and collaboration between volunteers and students. The goal is to provide an art experience that results in opportunities to develop new skills, increase confidence, and nurture cognitive, social and personal growth.

The group meets weekly throughout the year.



# Service-Programs

## High School-Courageous Conversations

In Courageous Conversations, volunteers visit high school classrooms to share their challenging life experiences and, through a dialogue circle process, foster conversations about discrimination and overcoming obstacles.

Our speakers have lived through poverty, discrimination, prejudice and more. We hope that through telling their stories, students are encouraged to tell their own stories and find hope in persevering through difficulty.



# Service-Programs

## English Conversation

In this program participants work as partners or in small groups to improve their fluency by engaging in language development activities with volunteers. The group is also a vehicle to share information about resources in the county as well as a path for developing friendships.



# Why advocacy?

Like many organizations that start out running programs meant to meet the needs of vulnerable populations, we soon realized that programming was not enough. As we started to learn that the children we work with were facing hunger, awful living conditions, etc., that caused them to come to school sleep-deprived and not ready to learn, we realized we need to dig deeper.

# Advocacy

- **Monthly Meetings: Interested in more civic engagement?** The best way to begin getting involved is to attend GBCI Monthly Meetings where you can hear speakers and participate in discussions on issues relevant to Gaithersburg residents—immigration, education equity, affordable housing, etc.  
THIRD FRIDAY OF EVERY MONTH at 9:15 am
- **Neighborhood Action:** Our Neighborhood Action Team works in partnership with Action in Montgomery (AIM) to support neighboring communities. Emphasis has been on growing the resident organization in a nearby low income apartment complex, planning and attending actions, Lakeforest Mall community planning, asset mapping, and participating in the census.

# Elementary Mentoring Program

- Cornerstone Program—in 9<sup>th</sup> year
- Learned from listening and learning from community and individuals



# Elementary Mentoring Program

- Today GBCI runs two programs
  - Gaithersburg Elementary School—Tuesdays
  - South Lake Elementary School—Wednesdays
- Both Title I schools: 85% FARMS and 50% ESOL
- Schools identify students—those with more than one risk factor and who can benefit from having someone in their corner.

# Middle School Mentoring Program

- Out of a desire to continue mentoring relationship
- Concern that students were making big transition from elementary to middle school
- Uses art-making process to facilitate dialogue and collaboration between adult volunteers and students





## Program Design

### ► Intergenerational:

Intentional interaction of different age groups at any stage of life in a variety of situations at a level that provides close communications, sharing of feelings and ideas, and cooperative activities in meaningful tasks.

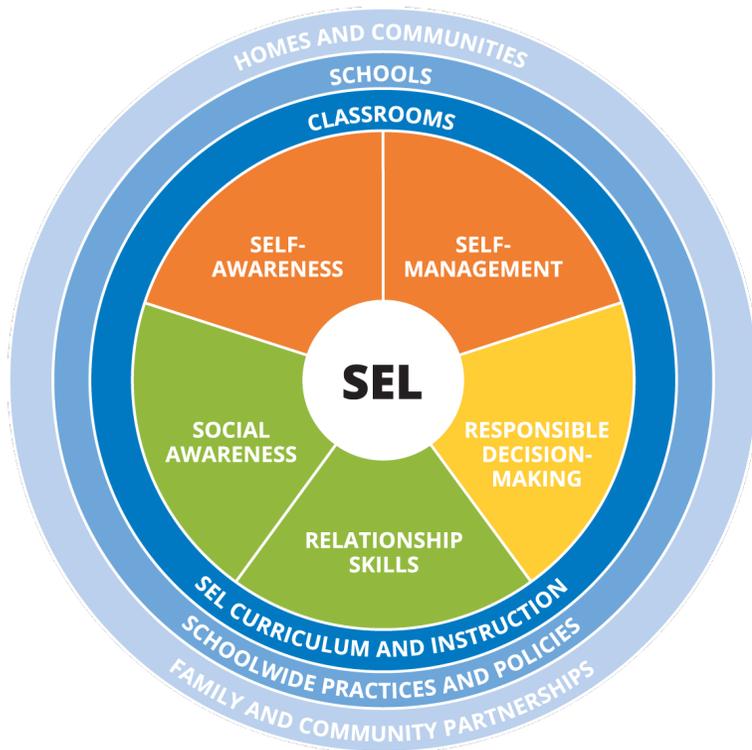
## Benefits of Intergenerational Programs Flow Both Ways

- ▶ True intergenerational programs are, as Nancy Henkin of Temple University says, “not nice, but necessary.”
- ▶ When implemented correctly and intentionally, intergenerational programs can provide a multiplier effect in which both children, especially those from low-income families and communities, and older adults benefit, and transformative, measurable results can be created for society as a whole.

*Intergenerational Programs:  
“Not Just Nice, But Necessary”*



# Program Design (continued)



- ▶ **Focused on Literacy**

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004; 2017).

- ▶ **Focused on Social Emotional Learning (SEL)**

Social-emotional learning is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities.

- ▶ **Focused on Creativity**

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.

# Social Emotional Learning

Four areas of focus and evaluation:

Self-Management

Growth Mindset

Self-Efficacy

Social Awareness

# Self-Management

- ▶ **The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.**



# Growth Mindset

- ▶ **The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.**

## GUIDE TO A GROWTH MINDSET

Big Life Journal

*Your brain is like a muscle. When you learn, your brain grows.  
The feeling of it being hard is the feeling of your brain growing!*

**PRAISE FOR:**  
EFFORT  
STRATEGIES  
PROGRESS  
HARD WORK  
PERSISTENCE  
RISING TO A CHALLENGE  
LEARNING FROM A MISTAKE

**NOT FOR**  
TALENT  
BEING SMART  
BORN GIFTED  
FIXED ABILITIES  
NOT MAKING MISTAKES

**THE POWER OF "YET" SAY**  
"YOU CAN'T DO IT YET."  
"YOU DON'T KNOW IT YET."  
"IF YOU LEARN AND PRACTICE, YOU WILL!"



### RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.



### ASK

"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"

"WHAT NEW STRATEGIES DID YOU TRY?"

"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"

"WHAT DID YOU TRY THAT WAS HARD TODAY?"



# Social Awareness

- ▶ **The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.**



# What does a session look like?

|                                 |   |
|---------------------------------|---|
| <b>Introductory Activities:</b> | <u>Opening Circle:</u> <ul style="list-style-type: none"><li>• “1-10 Scale” Temperature Check: On a scale of 1-10 with 1 being bad and 10 being great</li><li>• Energizer Activity: “How are you?”</li><li>• Group Check-in</li></ul>   |
| <b>Workshop Activities:</b>     | <u>Variety of Activities—changes week to week</u> <ul style="list-style-type: none"><li>• Reading: folktales, short stories, poems</li><li>• Poetry and creative writing</li><li>• Storytelling</li><li>• Social Justice Awareness</li><li>• Theatre games</li><li>• Creative and challenging conversations</li><li>• Active Listening challenge</li><li>• Memory games</li><li>• Word games</li><li>• Puzzle challenges</li><li>• Etiquette and social interaction training</li></ul> <u>Workshop Reflections:</u> <ul style="list-style-type: none"><li>• Written on index cards: About today: What did you like? What did you learn? What are you proud of? What did you not like?</li></ul> |
| <b>Exit Activities:</b>         | <u>Last 5 Minutes:</u> <ul style="list-style-type: none"><li>• Clean up and final conversations</li></ul> <u>Closing Circle:</u> <ul style="list-style-type: none"><li>• “1-10 Scale” Temperature Check: “I was a ___ and I am now a ___” or “I was a ___ and I am still a ___”</li><li>• “From my heart to your heart...” - One positive word or thought</li></ul>   |

# Behavioral Expectations: TeRRiFiCC



- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

# Beloved Community Agreements

## **Mutual Respect**

We recognize and appreciate our differences and similarities without making assumptions.

## **Attentive Listening**

We pay close attention to others and let them know they have been heard.

## **Appreciation**

We show kindness and respect. We avoid negativity and mean remarks.

## **Right to Pass**

We have the right to share or pass while still participating.

## **Growth Mindset**

We are open to new ideas and challenges. We learn from setbacks and make necessary adjustments to succeed.

I agree to abide by these agreements and be a TeRRiFiC participant.

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

These agreements were adapted from the Tribes Learning Community.

# Things to Remember:

- ▶ The overall goals and objectives are determined by a Mentoring Leadership team made up of mentors and GBCI staff. Each program has a facilitator who plans the sessions, facilitates activities and conversation, and redirects or intervenes, as needed.
- ▶ We use an **Ask-Listen-Encourage** model: we encourage volunteers to use this method for carrying out positive, purposeful interactions with young people. The method includes practices that can both foster positive relationships with youth and support young people in learning new skills. More on next slide about this.



# Ask-Listen-Encourage Model



## ASK

- Ask lots of great questions
- Balance questions with comments and dialogue
- Make sure every youth in a group has input



## LISTEN

- Show that you are listening— identify feelings and empathize
- Hold back and let youth speak
- Remember context and details



## ENCOURAGE

- Participate alongside youth
- Encourage youth to describe plans, feelings and goals
- Make specific comments
- Avoid judgement and be honest

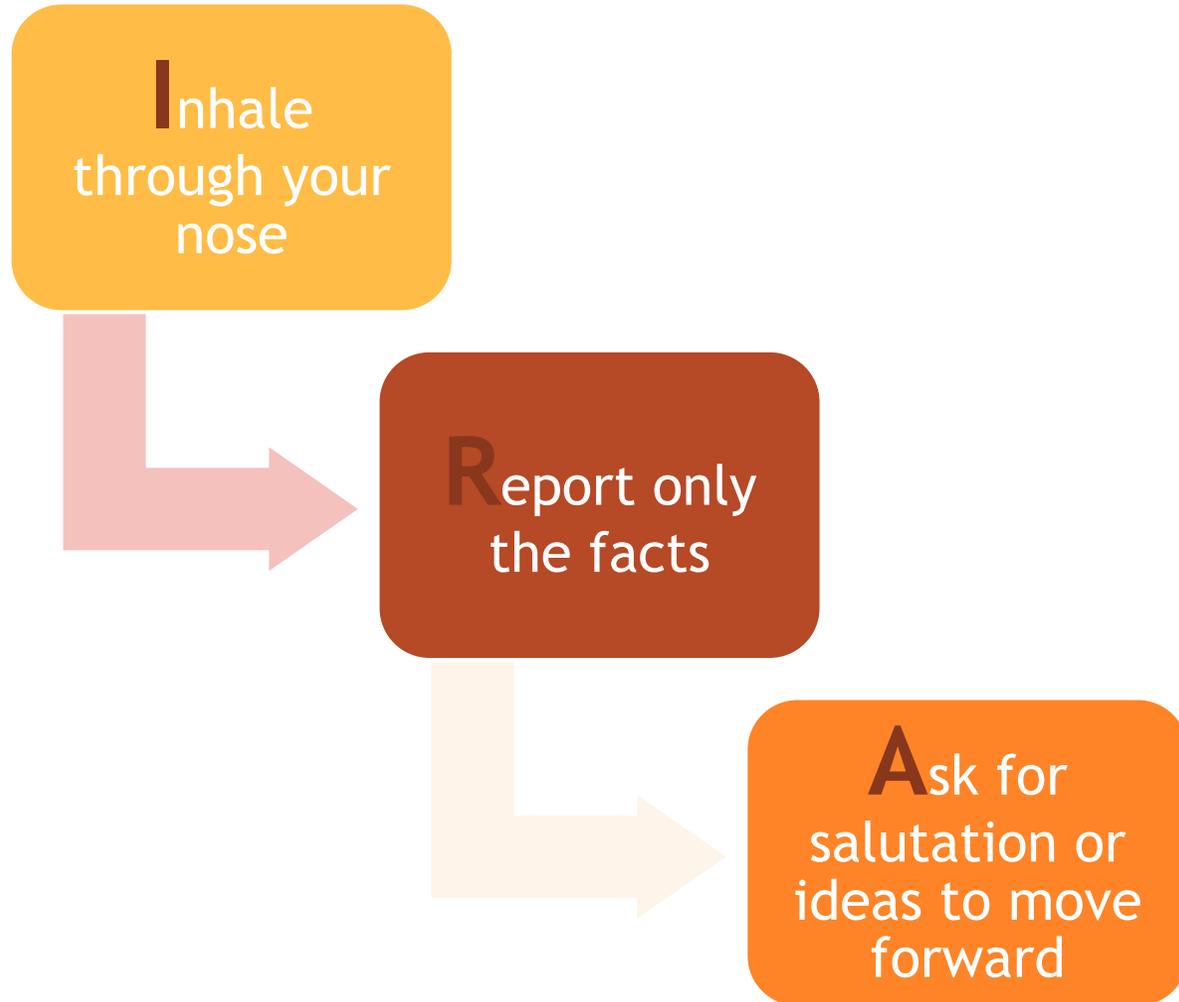


# Methods and keys to success

- ▶ Mention list with active listening, etc,

# IRA = De-escalation Strategy

Used if you are working with a student who is acting up or not cooperating



**2019/20 Elementary Mentoring Pgm: GES Tues | SLES Wed**  
 3:45-5:15 (time with students) 3:25 pick up Hefner / 5:30 drop off

= Trainings & Friday Sessions   
  = Sessions at the schools   
  = holidays

| August 2019 |    |    |    |    |    |    | September 2019 |    |    |    |    |    |    | October 2019 |    |    |    |    |    |    | November 2019 |    |    |    |    |    |    |
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|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |
|             |    |    |    |    |    |    |                |    |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |

# 2019/20 Middle School Program

3:00-4:20 at Gaithersburg Middle School/Carpool departure time TBD

= Special Pgm Days

= Sessions at the schools

= holidays

| August 2019 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

| September 2019     |    |    |    |    |    |    |
|--------------------|----|----|----|----|----|----|
| Su                 | Mo | Tu | We | Th | Fr | Sa |
| 1                  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8                  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15                 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22                 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29                 | 30 |    |    |    |    |    |
| Volunteer Training |    |    |    |    |    |    |

| October 2019        |    |    |    |    |    |    |
|---------------------|----|----|----|----|----|----|
| Su                  | Mo | Tu | We | Th | Fr | Sa |
|                     |    | 1  | 2  | 3  | 4  | 5  |
| 6                   | 7  | 8  | 9  | 10 | 11 | 12 |
| 13                  | 14 | 15 | 16 | 17 | 18 | 19 |
| 20                  | 21 | 22 | 23 | 24 | 25 | 26 |
| 27                  | 28 | 29 | 30 | 31 |    |    |
| Student Orientation |    |    |    |    |    |    |

| November 2019      |    |    |    |    |    |    |
|--------------------|----|----|----|----|----|----|
| Su                 | Mo | Tu | We | Th | Fr | Sa |
|                    |    |    |    |    | 1  | 2  |
| 3                  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10                 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17                 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24                 | 25 | 26 | 27 | 28 | 29 | 30 |
| Nov 14 Celebration |    |    |    |    |    |    |

| December 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

| January 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

| February 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |

| March 2020 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |

| April 2020 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |

| May 2020 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
|          |    |    |    |    | 1  | 2  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 |
| 31       |    |    |    |    |    |    |

| June 2020 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 |    |    |    |    |

| July 2020 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |

# Aligning curriculum with program focus:

## Building on strong foundations:

- Mentors
- Mentor leaders



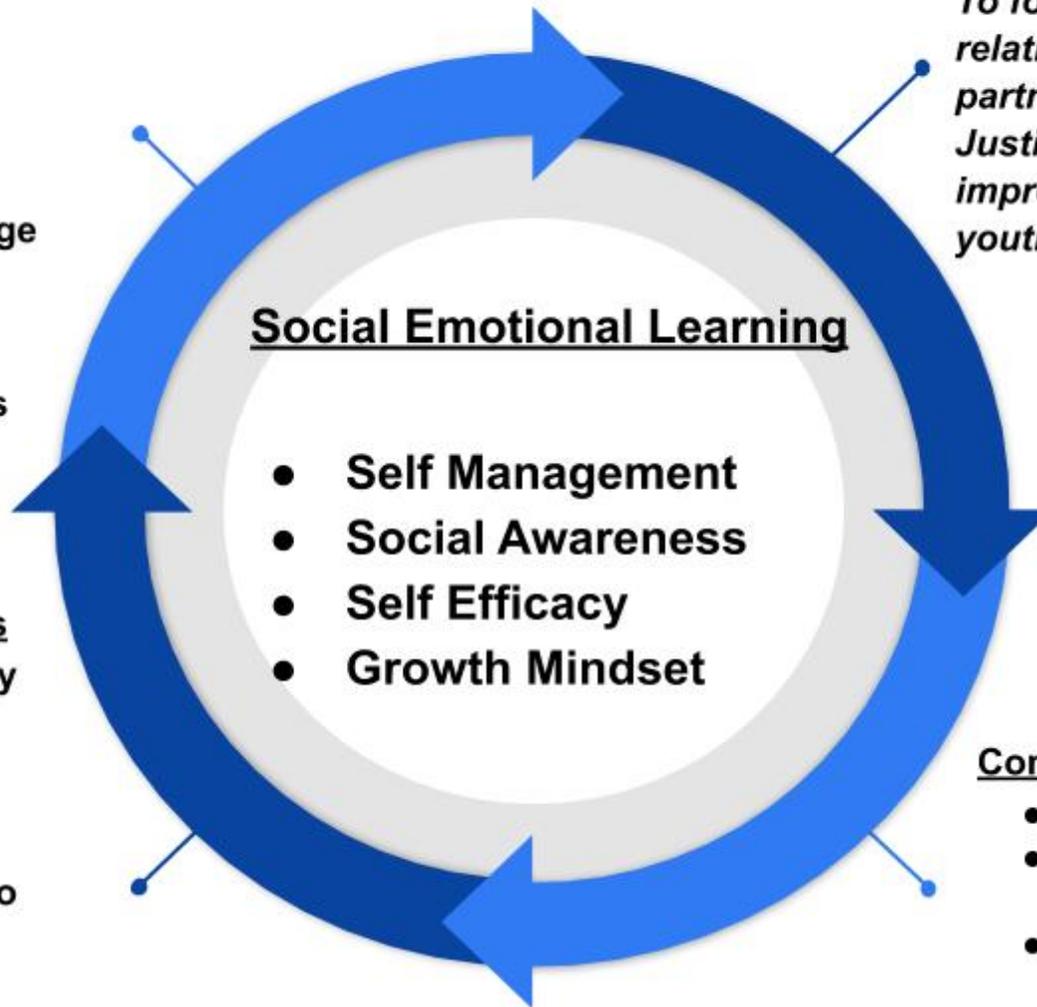
**“Sankofa”**

## LITERACY & CREATIVITY

- Communicating
- Listening
- Reading
- Writing
- Interpreting
- Understanding
- Gaining Knowledge
- Creating
- Problem-solving
- Decision-making
- Developing Skills

## Connection with others

- Develop empathy
- Form caring community
- Teamwork
- Kindness
- Improve ability to relate to aging community
- Improve ability to relate to youth community
- Appreciate diversity
- Cultural competency



## GBCI Mission Statement:

*To forge intergenerational relationships and community partnerships to promote Social Justice, build resilience and improve the lives of children, youth and older adults.*

## Connection with Self

- Develop resilience
- Emotional management
- Higher level of self-confidence
- Improve self-image
- Responsibility
- Flexibility
- Taking Initiative
- Problem-solving

“  
—



# “Q – TIP”

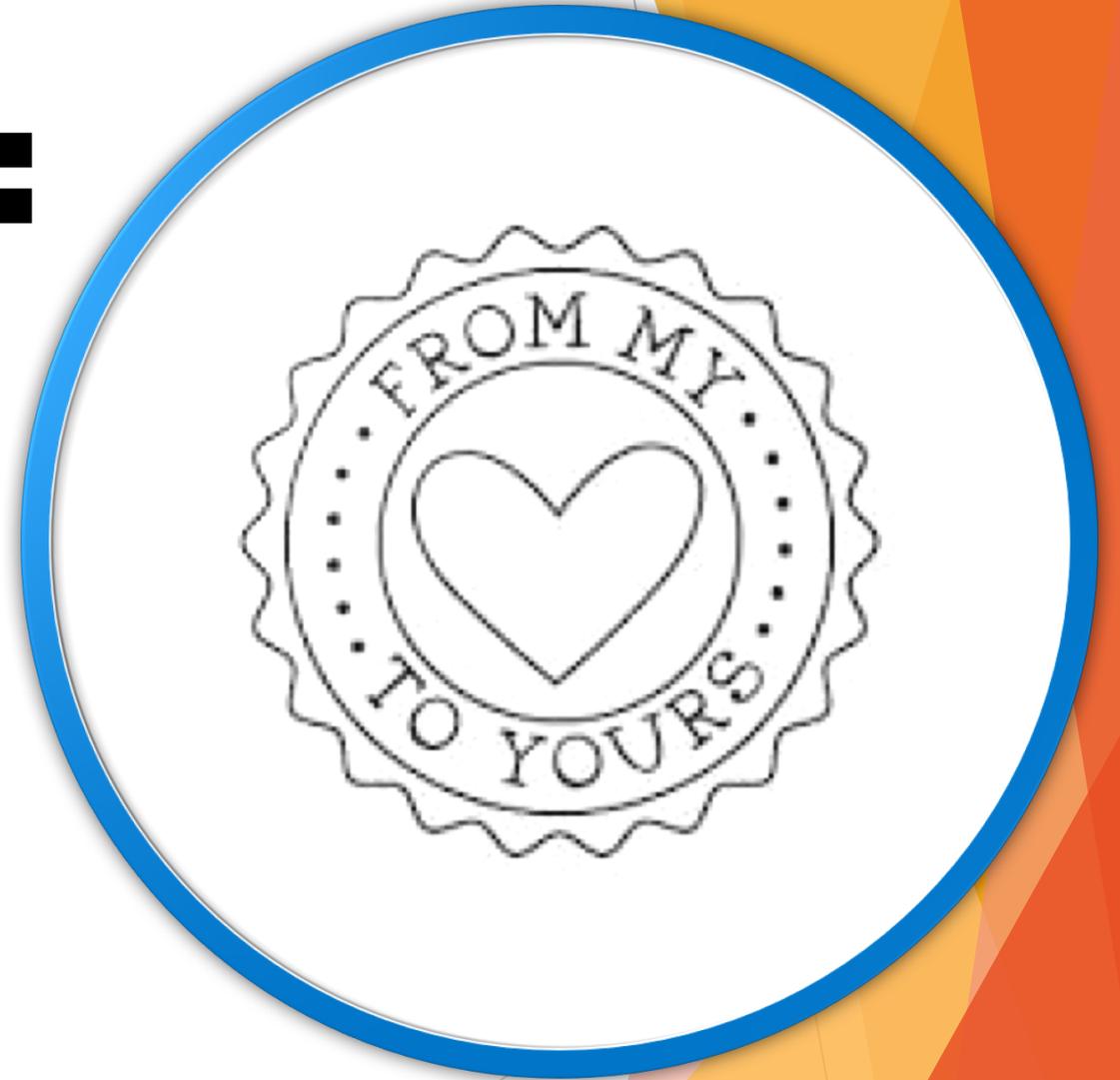
**Quit - Taking it Personally!!!**

# Closing Circle:

**Pass it on:**

**From my heart to  
yours...**

**One positive word**





# Mentor Orientation Today's Roadmap:

**Introductions & Icebreaker**

**Review Calendars**

**Student Evaluations:  
Program Focus**

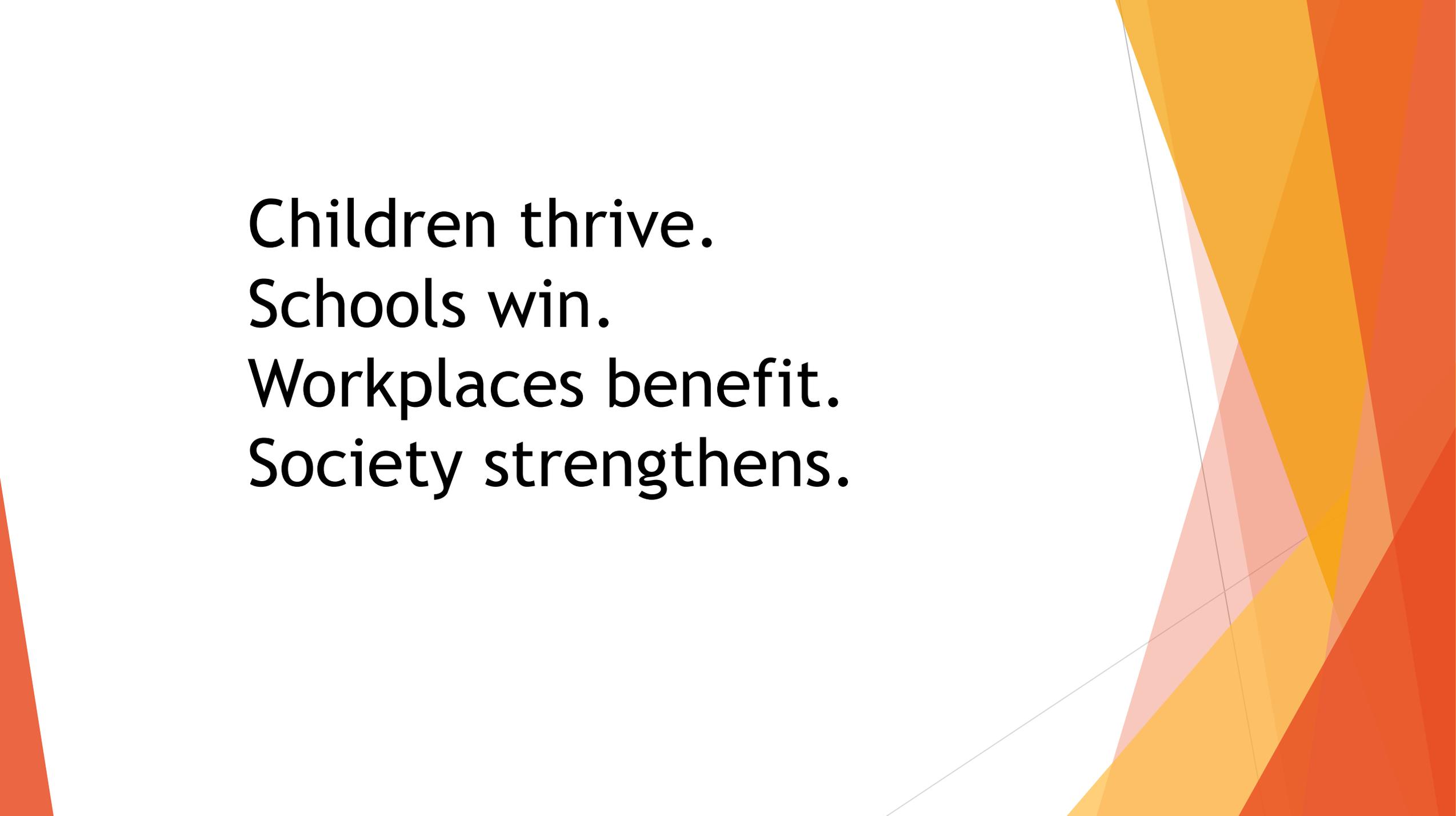
- **Self-Management**
- **Growth Mindset**
- **Self-Efficacy**
- **Social Awareness**

**Goals and Curriculum**

- **Aligning the Curriculum with program goals and focus**
- **Behavioral expectations**
- **Ask-Listen-Encourage Model**
- **IRA strategy**

**Role Play Activity**

**Reflections: Q & A**



Children thrive.  
Schools win.  
Workplaces benefit.  
Society strengthens.

