



*Beth Johnson*

FOUNDATION

*looking at ageing in new ways*

**Guidance Materials**

**for**

**Intergenerational Mentoring**

**Project**





## FOREWORD

This pack captures the experience and knowledge that the Beth Johnson Foundation has gathered over five years of developing intergenerational approaches to school based mentoring programmes.

It is not intended that the pack form a definitive programme for people to replicate, as our experience is that programmes need to be developed based on identified local circumstances and need. It is our hope that people will find this material a useful starting point to adapt for their own programmes. As such the materials included can be copied and adapted freely subject to only two conditions:

- That the source is attributed in any published materials.
- That the materials are not used in any package produced to be made available commercially without our prior permission.

If you would like more background information and detail on intergenerational approaches, please contact us through The Centre for Intergenerational Practice, which is a project of the Foundation.

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## **School-Based Intergenerational Mentoring Project**

### **Introduction**

The Beth Johnson Foundation is a registered charity established by Deed of Trust in 1972. From its establishment the Foundation has concentrated on innovative and developmental work that has the potential to develop, influence and challenge the role and status of older people in society, throughout the United Kingdom.

Currently the Foundation is bringing an intergenerational approach to the issues of ageing as it is convinced of the potential of this approach in bringing together the two groups in society who are most likely to experience marginalisation and exclusion - namely the young and old - to influence and change society for their mutual benefit.

The Foundation has developed a number of intergenerational initiatives including a mentoring project across the reception year of Stoke High schools with three-year funding from a national Health Action Innovation Award.

### **About this pack**

This pack describes in detail the training programme that older volunteers involved in this mentoring project receive prior to being inducted to the school of their choice and partnered with a Y7 pupil. The pack also includes documentation developed during the life of the project to support the effective running of the scheme.

### **About the training programme**

The Foundation has been providing training to older adults wishing to become school-based mentors since 1997. The style and content of the training programme described in this pack have evolved during this time with valuable lessons being learned from the verbal and written feedback received from course participants. In addition the programme has benefited from two external evaluations carried out by Manchester Metropolitan University.

Over the years, the Foundation has run the training programme in a variety of ways to accommodate operational needs and the needs of different groups of mentors. For example, two consecutive full day sessions or four half-day sessions spread over a period of weeks.

The pack has been written to enable others to choose the format that best suits them. However, it is important to point out that whilst individual sessions do stand-alone, they have been used in the particular order presented, as each session builds on learning from the previous one.

The Project Co-ordinator developed the training along with experienced volunteers and is responsible for its delivery as well as the day-to-day management of the project. The training is provided by a team of people – project staff, experienced mentors and teaching practitioners – all grounded in the belief that older adults bring valuable skills, life experience and prior learning to this training and have the ability and desire to enrich and enhance their skill base.

## **Philosophy of training**

Older volunteers bring a wealth of life experience and skill to the activities they undertake. To ensure they can become effective and successful, the Foundation provides all of its volunteers with training that builds upon their own skills, validates their own experiences, and equips them with the confidence to take on new roles safely and consistently, whilst also having fun.

The Beth Johnson Foundation believes in providing opportunities for continual learning, development and growth for its paid staff and volunteers. Ongoing training and development opportunities are therefore provided throughout the year and build on the initial training and the experience volunteer mentors bring to the programme.

## **Aim of the initial mentor training**

As well as providing volunteers with support, guidance and encouragement to develop their skills and talents as mentors, the aim of the training programme is to provide the programme with older volunteer mentors who:

- Understand the process of mentoring within a high school, classroom based setting
- Understand the potential and benefits of ongoing intergenerational exchanges
- Are confident and skilled to mentor a Y7 student just starting out on their high school career

## **Characteristics of training**

Experience has shown that the approach that works best for this type of training is:

- An informal one with where possible, experienced mentors sharing the facilitation of sessions with project staff
- Plenty of interactive group work, peer support, and skill sharing
- A learning environment that values the particular skills knowledge and experience of the older volunteer whilst giving participants the opportunity to think about and discuss their own and other people's attitudes, prejudices and assumptions
- A comprehensive training pack and handouts provided for each volunteer.

## **Amount of hours**

There are twelve hours of training provided by the Foundation and approximately three hours of induction provided by participating schools. The induction session at school provides an opportunity for mentors to learn about the particular school they will be working at, meet their young partner, and take a guided tour of the school. The training programme is provided at times and venues appropriate to the needs of groups of new volunteers and all sessions take place prior to mentors starting work at their chosen school.

## Training Environment

Training sessions need to be provided in accessible, comfortable surroundings both in terms of venues and layout. The venue needs to be able to accommodate both large and small group activities.

Transport needs to be provided for those who require it and travel expenses paid. Refreshments, and where necessary lunch, also need to be provided taking into account a range of dietary requirements.

## Training Programme

The five sessions that make up this volunteer mentor training and induction programme are outlined below with individual session described in detail in the following separate sections.

<b><u>Session 1</u></b>  Welcome & Introductions Ground rules Getting to know one another Description of the training programme Description of the mentoring project Understanding intergenerational approaches Defining intergenerational mentoring Pocket history of mentoring Hopes and fears	<b><u>Session 2</u></b>  Life skills and the skills and qualities of a good mentor Mentoring explained in more detail What type of mentor am I? A day in the life of a mentor Keeping a mentoring diary Tips on mentoring Mentor profiles
<b><u>Session 3</u></b>  School life Past and Present School life today and where mentoring fits Starting secondary school	<b><u>Session 4</u></b>  The role of significant adults in young people's lives Health & Safety issues Children's Rights Evaluation of training programme
<b><u>Session 5 - School induction session</u></b>  Meeting key staff School policies and culture Lines of support Health & Safety Practical/Administration issues Matching process Meeting young partners Getting to know one another Orientation & Agreeing start times etc.	



**Accompanying WORKSHEETS, TRAINER'S HANDOUTS & OVERHEADS for all the above sessions are provided at the end of this document.**

## **SESSION 1**

**Whole group activity: session facilitated by project staff. (3 hours in total)**

The session covers:

1. Welcome & introductions
2. Agreeing ground rules for the sessions
3. Getting to know one another
4. Description of the training programme
5. Description of the project including:
  - Background
  - Philosophy
  - Administration
  - Project rationale and expected outcomes
  - Role of support staff
6. Understanding intergenerational approaches & defining intergenerational mentoring
7. Pocket history of mentoring
8. Hopes & Fears

### **Outcomes**

Participants will:

- ✓ Meet and get to know project staff and other volunteers
- ✓ Receive information on the training programme
- ✓ Gain an understanding of the project, its administration and support procedures
- ✓ Gain an understanding of a range of intergenerational approaches
- ✓ Gain an understanding of intergenerational mentoring
- ✓ Gain an insight into the history of mentoring
- ✓ Record and reflect on their hopes and fears for the new role they are taking on

### **Handouts**

Getting to know one another

Outline of training programme

Organisational Information such as:

- Organisational charts
- Mission statement
- Summaries of appropriate policies
- Project outline, rationale and expected outcomes
- Roles and responsibilities of project staff

Present thinking on Intergenerational Approaches

Definition of Intergenerational Mentoring

History of mentoring

Hopes & Fears - letter to myself

## **SESSION 1**

### **Activity 1 - Welcome & Introductions**

- The room should be prepared and the required layout arranged, so that people can sit down on arrival.
- Refreshments need to be available as it helps to break the ice if people can chat whilst helping themselves to teas and coffees etc.
- Interesting posters and supporting literature need to be set out so that participants can browse whilst having coffee.
- Sticky labels and large felt pens need to be available for participants to make a name badge.
- Project staff and experience volunteers introduce themselves.
- Housekeeping information is shared - toilets, emergency information, arrangements for breaks and refreshments throughout the day etc.
- New recruits are asked to introduce themselves, saying a few words about why they were attracted to the project and which school they hope to work at.

### **Outcomes for this activity**

- ✓ Participants are given an opportunity to settle in and 'break the ice'
- ✓ Participants have something to do whilst waiting for others to arrive
- ✓ Participants are enabled to get to know others on the course and are helped to feel comfortable in the training environment - which might be a new environment for some participants
- ✓ Participants begin to learn the names of other group members

## **SESSION 1**

### **Activity 2 - Agreeing ground rules for the sessions**

- Participants are asked to discuss in twos or small groups – depending on the room layout - the things that would help them throughout the training to learn/enjoy/feel valued/participate.
- The suggestions are discussed by the whole group and written up on a flip chart.
- These Ground Rules are then displayed throughout the training programme.

### **Outcomes of this activity**

- ✓ There is an agreed contract between all members of the group and the facilitators as to the culture and acceptable behaviour of the group.

Some examples of ground rules suggested by course participants:

*Actively listen to others  
Listen even harder if you disagree  
Talk one at a time  
Challenge the behaviour not the person  
Everyone has something to contribute  
There is no such thing as a stupid question  
Questions are welcome.  
Take part in problem solving  
Acknowledge the past and look to the future*

## **SESSION 1**

### **Activity 3 - Introduction to other volunteers - getting to know one another**

- **WORKSHEET (A)** is given out and the facilitator explains the introductory exercise.
- Participants work in pairs and take turns to answer the series of questions on the work sheet - making a few notes as they go along to help them remember key points about their partner.
- After a short time, participants choose a new partner and repeat the process.
- The course participants retain worksheets.

### **Outcomes of this activity**

- ✓ Participants settle in and get to know two people in the group in more depth
- ✓ Participants are helped to think about themselves as special and unique individuals
- ✓ A supportive, friendly and fun atmosphere is created which sets the tone for the whole training programme

## **SESSION 1**

### **Activity 4 - Description of the Training Programme**

- The facilitator uses **OVERHEAD (i)** to assist with giving a short recap on the training programme and explains what will be covered during each of the five sessions - pointing out that the final session is the induction and matching process which takes place in schools
- Participants are reminded of the style of training and the range of people involved in the programme
- It is explained that a comprehensive training pack will be given out along with worksheets and additional handouts and so it is not necessary to take notes - unless people really want to and feel more comfortable doing so.
- The range of additional resources on display for participants to browse through, are explained.

### **Outcomes of this activity**

- ✓ Participants gain more insight into the format of the training and are clear about the programme for each of the five sessions.

## **SESSION 1**

### **Activity 5 - Description of the project**

- This activity, presented by the facilitator, provides the managing organisation with an opportunity to explain about their work, the mentoring programme, volunteer support systems, and administrative procedures e.g. procedure for claiming expenses etc.
- It is useful to use organisational structure charts; mission statements and summaries of appropriate policies etc. It may also be helpful to provide volunteers with a recent annual report and copies of recent publicity about the project.
- Summaries of the two policies used at this point by the Beth Johnson Foundation are provided in the TRAINER'S HANDOUTS section at the end of this document:
  - The Rights of Older Adults
  - Policy on the Involvement of Volunteers
- This session also provides an opportunity to recap on the aims of the project. An outline of the Beth Johnson Foundation's Intergenerational Mentoring Project, along with a rationale and expected outcomes are provided as examples in the TRAINER'S HANDOUTS section at the end of this document.

### **Outcomes of this activity**

- ✓ Participants will have gained an understanding of the organisation managing the project, its staffing structure and administrative procedures as they impact mentoring volunteers.
- ✓ Participants will also have gained a greater understanding of the aims and objectives of the mentoring project.

## **SESSION 1**

### **Activity 6 - Understanding Intergenerational Approaches & DEFINING intergenerational mentoring**

- Participants are asked to discuss in small groups their views on how younger and older generations interact in their community, have these interactions changed since they were the young people and if so how?
- **OVERHEAD (ii)** is used to discuss present thinking on intergenerational approaches.
- **OVERHEAD (iii)** is used to give a working definition of intergenerational mentoring.

#### **Outcomes of this activity**

- ✓ Participants will have discussed some of the changes that have taken place in society during their lifetime and shared their views on the impact this has had on interactions between young and old generations.
- ✓ Participants will have developed an understanding of intergenerational approaches and gained a greater understanding of intergenerational mentoring and its potential for connecting generations.

## **SESSION 1**

### **Activity 7 - An introduction to mentoring and an historical perspective**

- Participants are asked to discuss in small group if they know where the word MENTOR comes from. The group with the answer closest to the truth as it is known gets a small prize - something from a 'lucky dip' bag containing small rubbers, pencil sharpeners, pencils etc.
- **OVERHEAD (iv - a & b)** is used to explain the origin of the word mentor and the development of mentoring throughout the ages.

### **Outcomes of this activity**

- ✓ Participants have fun discussing and learning about the history of mentoring and the development of mentoring over recent years.



## **SESSION 1**

### **Activity 8 - Hopes & Fears**

- A copy of **WORKSHEET (B)** and an envelope are handed out to each volunteer.
- The purpose of this activity is for volunteers to record, purely for themselves, the hopes and fears that they have, at this early stage in the recruitment and training process, about becoming a mentor.
- This activity also provides an opportunity for volunteers to reflect on personal strengths and to think about how these might be utilized: also to think about areas of weakness and to make plans for strengthening these.
- The letters are posted to the volunteers after they have been mentoring for a few weeks.

### **Outcomes of this activity**

- ✓ Participants have the opportunity to get and worries/concerns down on paper and to state their hopes.
- ✓ Receiving these letters after a few weeks of working with young partners helps volunteers to reflect on the extent to which their impressions of mentoring in school have changed.
- ✓ The letter also helps volunteers to see how they may have grown and developed since becoming a mentor and to what extent they carried out plans they made.

## **SESSION 2**

**Whole group activity: session facilitated by project staff and experienced mentoring volunteers. (3 hours in total)**

The session covers:

1. Life skills & personal qualities – exploring the skills and qualities older adults bring to their new volunteer role and discussion on how these fit with intergenerational mentoring
2. Mentoring explained in more detail - video\*
3. What kind of mentor am I?
4. A day in the life of a mentor – experienced mentors share information on a typical day at school
5. Mentor diaries – an explanation of how to keep a record of mentoring partnerships and discussion on the boundaries and limits of the mentoring role
6. Tips on mentoring
7. Mentor profiles

### **Outcomes**

Volunteers will:

- ✓ Recognise and focus on the life experience, skills and knowledge they bring to the role of mentor
- ✓ Identify the range of skills and qualities needed in the mentoring role
- ✓ Gain a clear understanding of the role of an intergenerational mentor in a high school situation and understand the boundaries to this role
- ✓ Understand the importance of maintaining a diary of the mentoring partnership and be clear about the type of things to record
- ✓ Write a profile of themselves for use by schools during the matching process

### **Handouts**

- What type of mentor am I?
- Mentor's stories
- Mentor diary
- Tips and hints for mentoring
- Advice for mentors working in schools
- Mentor profile sheet

\* Video Pack - New Chances New Horizons - *releasing potential through mentoring*  
Produced by Herts Tec for the National Mentoring Network  
First of two videos - What is mentoring? First section only

## **SESSION 2**

### **Activity 1 - Life skills and personal qualities**

- Participants are asked to work in small groups. The groups are given pieces of flip chart paper and large felt tip pens. Groups are asked to divide the paper into two columns. The column headings are SKILLS and QUALITIES
- Groups are asked to appoint a scribe and to fill in the columns with the skills and qualities they have. They can be skills and qualities they would not necessarily associate with mentoring. Groups sometimes need prompts as to the range of skills they possess e.g. parenting and caring skills, home management and budgeting, multi-tasking, playing a musical instrument, driving, communication, listening etc.
- Charts are put up around the room to demonstrate the wide range of skills that have been acquired and developed throughout the life course
- The list of qualities is discussed and volunteers are asked to reflect on which of these qualities they would particularly draw on in their new role as mentor.

### **Outcomes of this activity**

- ✓ Participants build up a picture of the skills and qualities that they bring to their new role as mentor.
- ✓ Participants share a common understanding of the qualities most useful when mentoring.

## **SESSION 2**

### **Activity 2 - Mentoring explained in more detail**

- A 15-minute segment of the video - **New Chances New Horizons - *releasing potential through mentoring*** - is shown and mentors are asked to listen out for the key skills and qualities discussed by mentees and mentors in the film.
- The group reflects again on their lists and is reassured that they already have the skills and qualities they need to be a good mentor.
- **WORKSHEET (C)** is given out and mentors are asked to answer the question - Which type of mentor am I? Mentors retain this sheet for themselves and for personal reflection.
- **OVERHEAD (v)** is used to further demonstrate that whilst mentoring draws on a range of skills from coaching, counselling and tutoring it goes beyond these and involves nurturing, encouraging and mutual respect.

### **Outcomes of this activity**

- ✓ Participants enhance their understanding of the skills and qualities needed in the mentoring role and again reflects on the fact that they already possess many of these attributes
- ✓ Participants have fun visualising the type of mentor they are going to be
- ✓ Participants enhance their understanding of the difference between mentoring and coaching, counselling and tutoring.

## **SESSION 2**

### **Activity 3 - A day in the life of a mentor**

- Experienced mentors share their experiences of mentoring Y7 pupils within class settings at High school.
- This session covers a wide range of topics including:
  - What to wear
  - What to take
  - What to do
  - What to avoid
  - How to keep in touch with what 'makes young people tick'
  - Listening skills
  - Thinking before speaking and acting - being non-judgmental
  - Boundaries to mentoring relationships
- Questions are encouraged throughout this sessions and mentors bring their 'survival bag' of things they take to their mentoring sessions, to share with the new recruits.

### **Outcomes of this activity**

- ✓ Participants gain a greater insight into what it will be like when they meet their young partners and begin their mentoring relationship.
- ✓ New recruits have fun discussing mentoring with people who are already doing it and enjoying it.
- ✓ Participants feel more confident that being a mentor is something **they can do.**
- ✓ Participants will understand that they can make a difference just by turning up each week and focusing on their young partner.

## **SESSION 2**

### **Activity 4 - mentors diaries - keeping a record of mentoring relationships**

- **OVERHEAD (vi)** is used to explain the format of the diary that mentors are asked to keep throughout their mentoring partnerships.
- The reasons for keeping a diary are explained:
  - It is a personal record of the building of a mutually respectful and rewarding relationship that will be interesting to look back on and reflect on in the months ahead
  - It is one of the tools used to monitor the process of mentoring and sections of diaries may from time to time be shared, with permission, with project staff and external evaluators
  - It is a place to record significant achievements in the life of the mentee and the mentoring relationship
- Examples of completed diaries are shown to mentors to provide further guidance on the type of thing mentors might record. Copies of sample diaries are provided in the TRAINER'S HANDOUTS section.

### **Outcomes of this activity**

- ✓ Participants gain an understanding of how to complete a mentoring diary and the types of things they might record.
- ✓ Participants understand that diaries are confidential but may be used anonymously from time to time by external researchers employed by the Foundation.

## **SESSION 2**

### **Activity 5 - Tips on mentoring**

- **OVERHEAD (vii - a & b)** is used to further demonstrate the boundaries to the mentoring relationships and the confines of this particular classroom based approach. Questions are encouraged and experienced mentors contribute examples of how they have developed intergenerational mentoring relationships within the set boundaries.
- A handout produced by the National Mentoring Network entitled **Advice for Mentors Working in Schools**, and adapted for this specific approach to mentoring by the project's co-ordinator, is included in the training pack and mentors are encouraged to read through this at their leisure.

### **Outcomes of this activity**

- ✓ Participants gain an understanding of the boundaries of individual mentoring relationships and the framework within which the Y7 Intergenerational programme works
- ✓ Participants gain an understanding of some useful approaches and techniques for establishing mentoring relationships within classroom settings and gain an insight into the not so useful approaches that are best avoided.
- ✓ Participants have a range of documents that explain what is expected of them as intergenerational mentors.

## **SESSION 3**

**Whole group activity: session facilitated by project and school staff (3 hours in total)**

The session covers:

### 1. School life past and present

- Through presentations, handouts, discussion and group activities, this session will explore the differences and similarities between the mentors' experiences of school and the experience of present day pupils.
- The session covers the culture of school life, teaching & learning styles, staff/pupil relationships, the national curriculum, education jargon, and school policies and procedures and how these might impact on volunteer mentors working in schools.

### 2. Starting Secondary School - **video\***

#### **Outcomes**

Volunteers will:

- ✓ Reflect on their own school experiences
- ✓ Discuss the differences and similarities between school life past and present
- ✓ Gain a better understanding of present day school life and the culture of the high school environment
- ✓ Gain an understanding of the high school curriculum and the language (jargon) used to describe it
- ✓ Gain an understanding of present day teaching styles
- ✓ Gain an insight into how people learn
- ✓ Gain an understanding of the policies and practices that govern school life today
- ✓ Gain further insight into where mentoring fits into the picture

#### **Handouts**

Jargon quiz

School life past and present

All about secondary schools 1

All about secondary schools 2

Learning styles questionnaire

#### **Video - Starting Secondary School**

Produced for the BBC Learning Zone series of programmes

Follows a group of young people from the last days of Primary school through to the first days at their new secondary school.



## **SESSION 3**

### **Activity 1 - School Life past and present**

- **WORKSHEET (D)** is given out. The facilitator explains that every profession has its own shorthand or jargon and the teaching profession is no exception. The worksheet is a quiz all about the jargon in schools today. Participants are asked to guess what the initials on the sheet stand for. People with the most correct answers get small prize - again something from the 'lucky dip' bag containing small rubbers, pencil sharpeners, pencils etc.
- **WORKSHEET (E)** is given out and the facilitator explains the exercise. Participants are asked to create a 'spider graph' showing their thoughts, memories, and recollections of their early school days. The following prompts are used:
  - What were the teachers like?
  - Were teachers approachable?
  - What was the building like?
  - How big was the school?
  - What was the discipline like?
  - Did you wear a uniform?
  - What sights sounds and smells do you remember? Etc.
- Participants are asked to share these recollections with the whole group and the facilitator writes up the shared memories, on a flip chart, which is displayed in the room.
- A similar exercise is undertaken, this time participants are asked to make a 'spider graph' of their thoughts and perceptions of school life today.

### **Outcomes of this activity**

- ✓ Participants have fun learning about the jargon/vocabulary used to describe a wide range of activity, personnel and issues in school today.
- ✓ Participants reflect on the good and bad things about their school life and share their experiences with others of a similar age.
- ✓ Participants recognise that whilst many things have changed, they will have many shared school experiences with the young people they will be mentoring.
- ✓ Participants produce a list of issues about school life for discussion in the next activity.

### **SESSION 3**

#### **Activity 2 - School life today & where mentoring fits**

- An experienced teaching practitioner takes participants on 'a guided tour' of present day school life using the information provided by the previous activity as a guide and reference point.
- Teaching & learning styles, staff/pupil relationships, the national curriculum, education jargon, school policies and procedures and how these might impact on volunteer mentors working in schools are all covered during this session.
- This session also covers an explanation of the range of mentoring approaches in schools and the benefits of mentoring interventions for high school students.

#### **Outcomes of this activity**

- ✓ Participants gain an understanding of the changes that have taken place in education, in teaching approaches, school culture and pupil teacher relations in the years since they were at school.
- ✓ Participants have a greater awareness of the present day culture and everyday life of a high school, typical building designs and classroom layout.
- ✓ Participants have an understanding of the range of mentoring approaches that exist in high schools and understand where Y7 intergenerational mentoring fits within the life of the school.

## **SESSION 3**

### **Activity 3 - Starting Secondary School**

- A 15 minute video - \* **Starting Secondary School** - is shown and participants are encouraged to imagine themselves alongside the young people featured in the film and to consider:
  - Where would they be?
  - What would it feel like to be in the lessons?
  - What would they be doing if they were there as mentor?
  - What memories of school days does the film trigger?
  - Does the film trigger any thoughts about the young people?
- A discussion session is facilitated, which encourages volunteers to explore the above questions. Project staff, experienced mentors and teaching practitioners are on hand to assist with the discussion.

### **Outcomes of this activity**

- ✓ Participants gain further insight to everyday school life and what it will be like to be in school alongside an Y7 pupil for half a day each week during a variety of different lessons.
- ✓ Participants have a better understanding of what the role of the mentor is on a day-to-day basis and what they might be doing during individual lessons.

### **Video - Starting Secondary School**

Produced for the BBC Learning Zone series of programmes

Follows a group of young people from their last days of Primary school through to their first days at their new secondary school.

## **SESSION 4**

**Whole group activity: session facilitated by project staff (3 hours in total)**

The session covers:

1. The role of significant adults in young people's lives
2. Health & Safety issues
3. Children's Rights
4. Evaluation of training programme

### **Outcomes**

Volunteers will:

- ✓ Discuss the good and not so good things they remember from their own childhood
- ✓ Discuss the significant adults in their lives and the things that made them special
- ✓ Relate these experiences to the role of mentor
- ✓ Gain an insight in the issue of child protection and understand best practice in supporting the young people they engage with as mentor
- ✓ Be aware of a range of appropriate responses to possible scenarios relating to child protection and equality issues
- ✓ Gain a greater awareness of the rights of children and young people and discuss their role in ensuring the young people they engage with are safe, valued and respected
- ✓ Complete a training programme evaluation questionnaire

### **Handouts**

Child Protection  
Summary of Policy - Working with Children & Young People  
Evaluation questionnaire

## **SESSION 4**

### **Activity 1 - The role of significant adults in young people's lives – Things I remember from my childhood**

- The facilitator explains that our views as to what children need in order to thrive physically and mentally will vary - very much dependent on our own experiences of being a child.
- Participants are asked to spend a few minutes exploring their own positive and negative experiences of childhood. They are asked to write down three things they enjoyed/liked about being a child and three things they disliked.
- Participants then come together in small groups and on a piece of flip chart paper, write up one column of likes and one of dislikes. Participants are reminded that when discussing childhood experiences it is important to value everyone's experiences and to avoid being judgmental.
- These flip charts are put up around the room and the whole group is asked to reflect on the list and then brainstorm a master list of what it is the children they will be working with will need from them. Listening and supporting are key words that often come from this activity and it is important to stress this as for a child who is not happy at home this can be a very important part of building a relationship with a significant adult.

### **Outcomes of this activity**

- ✓ Participants will have reflected on the things they liked and disliked as children and related this to what their young partners will need from them
- ✓ Participants will have gained a greater understanding of the importance of listening to and supporting young people.
- ✓ Participants will have a greater awareness of the need to be non-judgmental.

## **SESSION 4**

### **Activity 2 - The role of significant adults in young people's lives - Someone I remember from my childhood**

- Participants are again asked to think back to when they were quite young and, if possible, identify someone who was significant to them. (If they cannot think of anyone then they should be asked to imagine the sort of person they would have liked to have had support them)
- Participants are asked to think about:
  - The particular qualities of that person
  - How they felt when they were with this person
  - What effect they had on their lives.
- Having come together again in small groups, participants are asked to produce, on pieces of flip chart paper, columns listing the significant adults and their qualities.
- The whole group reflects on the range of their significant adults and their special qualities and discusses the importance of emulating these people within their mentoring relationship as mentors may be seen as significant adults' by their mentees.

### **Outcomes of this activity**

- ✓ Participants will be aware that having a significant, supportive adult in our lives, particularly when experiencing a difficult time, can make a vital difference to how we manage that process.
- ✓ Participants will have a greater awareness of the qualities of significant adults and the importance of emulating these in their relationships with young partners.

## **SESSION 4**

### **Activity 3 - Health and Safety Issues - Child Protection**

- **OVERHEAD (viii)** is used to explain why it is important to cover Child Protection issues even though mentors will be working in supervised settings with young people and with parental/guardian consent.
- It is important for facilitators to discuss with the group that this issue can trigger painful memories and that when expressing views, participants need to be sensitive to other people.
- It is also important that the facilitator seeks an agreement from group members to treat any information shared in the discussions as confidential and not to name particular families and/or children during discussions.

### **Outcomes of this activity**

- ✓ Participants will have a greater understanding of Child Protection issues and why this needs to be addressed during mentor training.
- ✓ Participants will gain an insight into Child Protection legislation and how this relates to school life and the role of mentor.

## SESSION 4

### Activity 4 - Health and Safety Issues - Mentor and Mentee staying safe

**It is important that someone facilitate this activity with knowledge of best practice as it relates to child protection.**

- Mentors may become aware of the possibility of abuse in a variety of ways, through disclosure, physical signs and/or behaviours, and need to be clear about their role and responsibilities in relation to their own and young people's safety. There may be other situations that crop up that, whilst not abuse, concern the mentor as to the young person's safety.
- The facilitator explains that the next activity will help to clarify the action required by mentors if they see or hear of things that concern them when at school.
- **CASE STUDIES** are given out and participants are asked to get into twos or small groups and having read their cases studies, work out the answer to the question: WHAT WOULD I DO? Copies of the case studies used appear in the TRAINER'S HANDOUTS SECTION of this document.
- Everyone comes together again to go through the case studies. Each pair or group is asked to give feedback on the action they thought was required of them and to discuss issues the studies had raised for them.

### Outcomes of this activity

- ✓ Participants understand the importance of passing on information quickly and know who the most appropriate person is for passing information to in a range of situations.
- ✓ Participants understand the importance of listening carefully to young people when they share information and know never to put probing questions.
- ✓ Participants understand that they must never promise complete confidentiality about a disclosure of abuse and further understand that they must maintain confidentiality outside school by not talking to anyone else about the issue.
- ✓ Participants are clear about their role and responsibilities in keeping young people and themselves safe whilst at school.
- ✓ Participants know how and where to get support and guidance on anything relating to this issue.



## **SESSION 4**

### **Activity 5 - Children and young people's rights**

- **OVERHEAD (ix)** is used to explain the policy that guides the Foundation's work with children and young people.
- Working in small groups, participants are given sections of this policy and asked to discuss how they would turn the statements into actions when at school as a mentor - What would they be doing? - What would it look like?
- Groups are asked to appoint a scribe and make notes on the outcomes of their discussions.
- Everyone comes together again and explains how they as mentors working in schools would bring the policy to life. The suggestions made are written up into a handout and circulated to participants following the training.

A copy of the outcome of one of these sessions, showing practical suggestion from experienced mentors for putting this policy into practice, is included in the TRAINER'S HANDOUTS SECTION at the end of this document.

### **Outcomes of this activity**

- ✓ Participants have a clear understanding of the Foundation's policy on working with children and young people and its commitment to ensuring their welfare, safety, wellbeing and enjoyment.
- ✓ Participants will have considered a range of statements and are aware of their own opinions. They may well have experienced a shift in their opinions during this activity.
- ✓ Participants will be aware of how their own and other people's attitudes, behaviours and prejudices could be a barrier to building mutually respectful mentoring relationships.
- ✓ Participants have gained an insight into the range of appropriate actions and behaviours that could turn this policy into practice.
- ✓ Participants know that there is an established framework that is there to ensure they are safe and have a positive experience as a volunteer.

## **SESSION 4**

### **Activity 6 - Evaluation**

- At the close of the training programme, participants are thanked for their attendance and asked to complete a course evaluation form. A copy of this form appears in the TRAINER'S HANDOUTS section of this document.
- A small gift - an inspirational card - is given to mentors at the end of the training programme. A certificate of achievement is awarded to each volunteer at a project support meeting. A copy of the card and the certificate used by the Foundation, appear in the TRAINER'S HANDOUTS section of this document.

### **Outcome of this activity**

- ✓ Participants know that their feedback on the training is valued and their comments will be noted and improvements made where possible.

## **SESSION 5**

**A three-hour session will take place in each school for the volunteer mentors working in that school. The school project coordinator will facilitate this session.**

The session covers:

1) Introduction to the school – this will include:

Meeting key school staff e.g. Headteacher, Head of Y7, Learning Mentors, Administration etc	Lines of support and reporting e.g. who to talk to re concerns on child protection, behaviour, & discipline issues etc
School policies and culture	Timing of the day and yearly calendar
Staff briefing sessions	Practical things - break time/toilets etc
Health & Safety – what to do in case of fire, accident etc	

2) Matching and meeting with young partners – this will include:

Discussion on why young people have been chosen and school expectations of the mentoring process	Orientation - young people showing their mentor around their school
Agreeing who will work with which young person	Agreeing which ½ day mentoring sessions will take place and agree where mentor and young partner will meet prior to going to lessons
Meeting young people and a 'getting to know you' activity	

### **Outcomes**

Volunteers will:

- ✓ Meet school staff
- ✓ Gain an understanding of the school's policies and culture
- ✓ Understand their responsibilities within the school and the lines of support and reporting
- ✓ Know what to do in case of an emergency
- ✓ Know the arrangements for breaks etc
- ✓ Be matched with their young partner
- ✓ Be shown around the school
- ✓ Know which 1/2-day they will be working alongside their young partners and where they will meet their young partner each time.

### **Handouts - provided by school**

School prospectus/timetable/handbook/map etc  
Mentees name and year group

# WORKSHEETS

## WORKSHEET A

### GETTING TO KNOW ONE ANOTHER

Partner up with another volunteer and take turns to answer the questions on this worksheet. Keep a few notes on your first partner in the column marked 'volunteer 1' just to help you remember key points about them. Repeat the process with another volunteer filling in the key points about them in the second column.

	<b>Volunteer 1</b>	<b>Volunteer 2</b>
<b>Name</b>		
<b>Family</b>		
<b>Work</b>		
<b>Greatest achievement</b>		
<b>Personal goal</b>		
<b>Something special about you</b>		

## **WORKSHEET B**

### **LETTER TO MYSELF EXERCISE**

The purpose of this exercise is to record your first impressions of getting involved in this new volunteer programme of work. Write a few words about:

- What do you think you are going to enjoy about this new challenge?
- Do you have any fears about taking on this new role?
- What are your strengths and how do you plan to put them to use?
- What are your weaknesses and do you have plans for strengthening them?

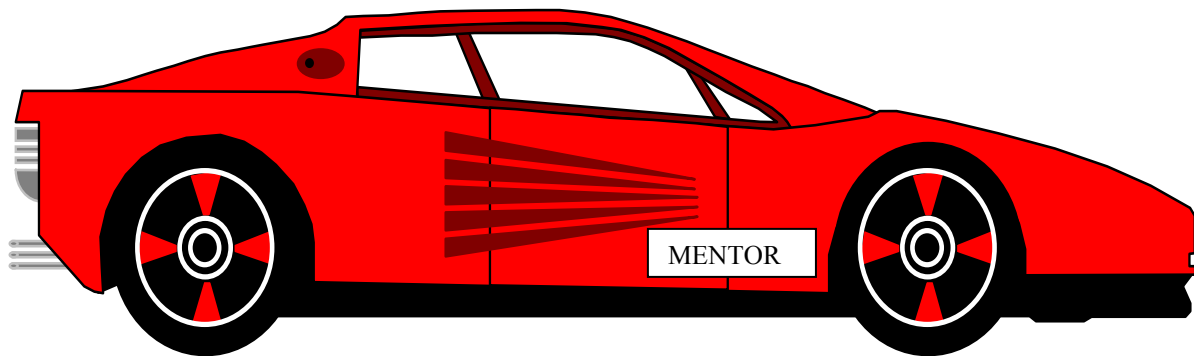
Your letter will be sent to you at the end of your first term of mentoring. It will hopefully help you to see to what extent your impressions have changed and to what extent you have carried out any plans you are making now.

Write here:

## WORKSHEET C

### WHICH TYPE OF MENTOR AM I?

The one with:



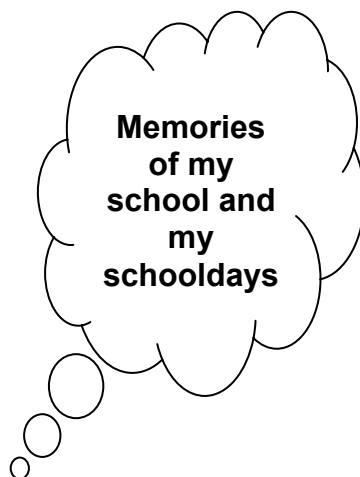
**Impressive style and sleek aerodynamic body that gets noticed?  
Multiple layers of chip-resistant 'paint-work' and high performance 'engine'?**

**OR**

The one with:

## WORKSHEET D

### SCHOOL LIFE PAST AND PRESENT





## WORKSHEET E

### SCHOOL LIFE PAST AND PRESENT



# OVERHEADS

## OVERHEAD (i)

### Training Programme

The five sessions that make up this volunteer mentor training and induction programme are outlined below with individual session described in detail in the following separate sections.

<b><u>Session 1</u></b>  Welcome & Introductions Ground rules Getting to know one another Description of the training programme Description of the mentoring project Understanding intergenerational approaches Defining intergenerational mentoring Pocket history of mentoring Hopes and fears	<b><u>Session 2</u></b>  Life skills and the skills and qualities of a good mentor Mentoring explained in more detail What type of mentor am I? A day in the life of a mentor Keeping a mentoring diary Tips on mentoring Mentor profiles
<b><u>Session 3</u></b>  School life Past and Present School life today and where mentoring fits Starting secondary school	<b><u>Session 4</u></b>  The role of significant adults in young people's lives Health & Safety issues Children's Rights Evaluation of training programme
<b><u>Session 5 - School induction session</u></b>  Meeting key staff School policies and culture Lines of support Health & Safety Practical/Administration issues Matching process Meeting young partners Getting to know one another Orientation & agreeing start times etc.	

## **OVERHEAD (ii)**

### **Intergenerational approaches**

Intergenerational practice (IP) aims to bring younger and older generations together to participate in planned activities of mutual interest and benefit. Key to the concept of intergenerational practice is the spirit of mutuality - of building mutual respect and understanding between generations.

Intergenerational approaches can be used to address a range of social issues - such as ageism, social exclusion, ill health, poor citizenship, community safety, regeneration, and dysfunctional communities - which have important regional and national policy implications. The links amongst intergenerational practice, research and policy initiatives are key to the development of IP in the UK and to the integration of intergenerational approaches in the range of policy areas.

Intergenerational initiatives also have direct impact on those involved. Both young and old participants may feel increased self-esteem from being able to give and receive attention from others. Both experience improvements in health and a greater sense of being involved members of their communities. Older people can provide younger people with positive role models of both engaged citizenship and of active ageing. Young people represent a link to the future for older people.

Intergenerational projects can take many forms. Some examples are:

- Older volunteers mentoring students in school
- Older and younger people coming together to find ways of reducing fear of crime in their neighbourhood
- Younger volunteers providing services to older people - helping them go to the shops, reading to them, visiting, running errands
- Older volunteers supporting young parents
- Toddlers visiting older people with dementia in residential settings
- Older people working with students on a history project
- Younger and older people working together to transform a waste area into a neighbourhood park.

## **OVERHEAD (iii)**

### **Definition of intergenerational mentoring**

"One who is experienced and seeks to develop the character and competence of a younger person; interaction occurs over an extended period of time; contact might include the use of demonstration, instruction, challenge and encouragement; relationships are characterised by mutual commitment, emotional respect, loyalty and identification."

Newman et al 1997 INTERGENERATIONAL PROGRAMS *Past, Present and Future*: Taylor & Francis USA

## OVERHEAD (iv) a

### The origin of the word mentor and the development of mentoring through the ages

The word *mentor* first appears as a character's name in Homer's *Odyssey* some seven hundred years before the birth of Christ. According to the *Odyssey* "Mentor was an old friend of Odysseus, to whom the king had entrusted his whole household when he sailed away." In particular, the king entrusted to this "wise and faithful friend" the safe keeping and development of his only son, Telemachus.

Mentor attends to this task, but it is only when the goddess Athena, the goddess associated with fortunate adventures, takes on the guise of mentor, that the elevated qualities of the role are revealed.

Not content to merely impart wisdom and encouragement, Mentor/Athena prepares the way for the boy to take on an important voyage. After making the promised provisions, the mentor/goddess beckons Telemachus to begin the journey by **taking the seat beside him.**

This final paragraph gives us a clear picture of how classroom-based intergenerational mentoring works: the older friend actually alongside their young partner within the classroom environment giving support and encouragement throughout the first and crucial year at high school.

Homer, *The Odyssey*. (E. V. Rieu, trans.) New York: Penguin Books, 1946, pp.37-51

## OVERHEAD (iv) b

**So mentoring is nothing new! It is a natural process found in all cultures and throughout history.**

In some communities mentors are proficient hunters or good mothers. The ancient Celtic *anam cara* or 'soul friend', crossed all social boundaries and was a 'critical friend'. In Africa, one role of the tribal elder is to mentor and act as role model and, extending this mentoring function still further, to initiate the young into the adult and spiritual worlds. Introducing a learner or mentee, to new ways of seeing the world is a classic hallmark of mentoring.

Although mentoring was a forgotten term until the late 1960s, it has become the subject of intense academic study and widespread experimentation, in the United States and, more recently, in Europe and the UK.

The use of mentoring in schools in this country has blossomed during recent years and many schools now have schemes that focus on a range of issues such as lifting barriers to success, reducing bullying and raising achievement.

This intergenerational approach is one of many approaches to mentoring being used in High schools today. However, it is one of a small number of programmes where mentoring takes place within the classroom alongside the young partner or learner.

## OVERHEAD (v)

"MENTORING OCCUPIES THE MIDDLE GROUND" - *comment made by a Headteacher*

**COACHING**

**MENTORING**

**TUTORING**

- Coaching tends to have a specific and tightly focused goal
- Tutoring tends to concentrate exclusively on one subject
- Mentoring is both of these and goes further in offering support and advice; it focuses on the whole young person and may touch on aspects of their life outside school.

### BEING A MENTOR MEANS:

Managing a relationship  
Encouraging your young partner  
Nurturing your young partner  
Teaching your young partner  
Offering mutual respect  
Responding to your young partner's needs



## OVERHEAD (vi)

### Mentoring diary - format

PAGE 1 - WHY KEEP A DIARY? THE AIM OF THE DIARY IS TO ENABLE YOU TO RECORD THE DEVELOPMENT OF YOUR RELATIONSHIP WITH THE YOUNG PEOPLE INVOLVED AND THE GOOD THINGS AND NOT SO GOOD THINGS ABOUT BEING A MENTOR. YOUR DIARY IS ALSO A PLACE TO REFLECT ON YOUR EXPERIENCES OF BEING A MENTOR AND TO COMMENT ON CHANGES THAT HAVE TAKEN PLACE BOTH FOR YOURSELF AND YOUR YOUNG PARTNER.

Tips for filling in the diary. You are more likely to fill in your diary if you write brief comments soon after your visit to school. Don't leave it until later in the week; you will forget how you felt on the day. Try to put something down under each section but don't be overly worried if you don't.

Each term project staff will discuss your diary with you and sections of it may be used as part of evaluating the progress of the project and mentoring relationships. The confidential nature of entries will be honoured and diaries won't be judged for neatness, spelling or grammar!

Page 2 - Here are some trigger words and expressions that you might find helpful

#### Trigger words

Capable	Confident	Disorderly	Great	Helped	Negative
Over-loaded	Sad	Questioning	Skilled	Uncertain	Vexed
Certain	Confused	Challenged	Dissatisfied	Happy	Interested
Not enjoyable	Positive	Relevant	Satisfied	Stimulating	Unfriendly
Well-ordered	Challenging	Demanding	Enjoyable	Hard work	Keen
OK	Puzzled	Responsible	Secure	Tired	Upset

#### Useful expressions

I made a difference	I learned something new
I handled that really well	I could have handled that better
Next time I'll do that differently	
My young partner really responded to what I said/did	
I feel better about myself/our mentoring relationship	

Page 3

Date

Good things about today?

Not so good things about today?

I was happy/not happy with how things went because?

What could I have done differently to get a better result?

The word that best describes today is?

Page 4

Notes

Use this section to record (from time to time) any significant situations or events that you feel are important to the mentoring relationship and/or the exchange between generations. You could note any life changes for you or your young partner - such as feeling more confident, feeling happier or healthier or that one of you learned

something new about another generation. You could also note here things you would like to discuss with project staff or other mentors.

## **OVERHEAD (vii) a**

### **Boundaries to mentoring relationships**

#### **Try to:**

- ✓ Encourage your mentee to do their best
- ✓ Encourage your mentee to think about their work
- ✓ Support your mentee whilst doing their work
- ✓ Listen and respond with interest and concern
- ✓ Value your mentee's opinions
- ✓ Draw on your experiences - good and bad
- ✓ Discuss your world and experiences with your mentee
- ✓ Be a friend
- ✓ Be reliable and punctual
- ✓ Follow school procedures and policies

#### **Try to avoid:**

- ✗ Telling your mentee what to do
- ✗ Doing everything for your mentee
- ✗ Being an expert on everything
- ✗ Counselling on personal problems
- ✗ Getting overly involved in the life of mentee outside school
- ✗ Creating false expectations
- ✗ Being judgmental
- ✗ Involving your mentee in your problems
- ✗ Trying to create a clone
- ✗ Missing a mentoring session without giving notice

## **OVERHEAD (vii) b**

### **Other things to consider when mentoring in the classroom**

- Try not to become just an extra pair of hands. However, getting involved in additional aspects of school life, such as attending performances or going on a school trip, can be a fun way of building your mentoring relationship.
- Do not make arrangements to meet your mentee away from school.
- Do give notice to the school if you are unable to attend for any reason.
- Do ask teachers for feedback on the progress of your mentee and your mentoring relationship but try not to take up too much time during lessons.
- Respect the teacher's role during lessons and if you have concerns find a way of discussing them away from the classroom.
- Do not promise to keep secrets. Depending on the nature of the information you may need to share this to keep the child and yourself safe.
- Do consider carefully when and how to show affection to the young people involved. Let them take the lead and respond to their body language. A good rule of thumb used by school staff is, try not to touch or cuddle a child if alone with them - this may seem hard but is again part of keeping safe.
- Don't buy expensive gifts for children - sweets or biscuits for the class on special occasions are fine but get the permission of staff before giving them out.
- Do dress casually and comfortably.
- Do have FUN and let the children see you have a sense of humour. However, don't let your sense of fun become a disrupting factor in lessons.
- Do be a positive role model and don't let hurtful remarks or behaviours go unchallenged.
- Whilst honouring your commitment to the project, don't miss opportunities to go on holiday and do exciting things during term time, the children will enjoy hearing all about it when you get back.
- Do let project staff know if you have a problem or are worried about anything - it's their job to give you help and support.

## OVERHEAD (viii)

### Child Protection

Why do we need to cover this issue during training?

- The abuse of children is a concern that occupies an increasingly important place on the national agenda. It is now recognised that it is the responsibility of all adults to ensure that children are safe wherever they are.
- Children spend more time in school than anywhere else except at home. Those who have close contact with them in both teaching and non-teaching capacities are therefore key people in keeping them safe.
- Children often see school support staff, which includes mentors, as someone they can trust and talk to. They are therefore often the people children turn to in times of trouble.

The Children Act highlights the unique and significant role schools play in promoting children's welfare and in their protection. It emphasises:

- The need to raise awareness of all staff about child abuse
- The need for **all** staff to know and understand the school's child protection policy and procedures
- The need for **all** staff to communicate clearly and share concerns about the children in their care at an early stage

Volunteer mentors may hear many confidences from young people and need to know how to react to a young person with sensitivity and in accordance with child protection procedures.

### Ground rules for this session

- Be aware that this is a sensitive issue, which can trigger painful memories
- When express views be sensitive to other people
- Any personal information shared in the discussions is confidential
- Do not name particular families and children during discussions

## OVERHEAD (ix)

### Working with children and young people policy

**"Mankind owes to the child the best it has to give"**  
*1924 Geneva Declaration on the Rights of the Child*

### Guiding Principles

In working with and involving children and young people the Foundation is committed to:

- Recognising that they have rights as individuals to be treated with dignity and respect;
- Acknowledging and respecting differences in terms of age, disability, race, gender, culture, religion and sexual preference;
- Involving them with older people in ways that promote intergenerational understanding and mutual respect
- Planning projects and activities in ways that minimise risks to their health, safety and general wellbeing;
- Respecting and listening to their opinions and values;
- Actively promoting their self-esteem and sense of personal worth;
- Never abusing their trust
- Being aware of the balance of power in child/young person/adult relationships.

Guidelines for good practice under each of the above points are set out in the full policy. Copies of this document are available from the Beth Johnson Foundation.

# TRAINERS' HANDOUTS

## **TRAINERS HANDOUT**

### **THE RIGHTS OF OLDER ADULTS**

The Foundation believes that an older adult has the same rights and freedoms as any other individual:

- To be treated with respect
- To avoid ageist practice
- To have their dignity safeguarded
- To have the right to privacy
- To have their life experience recognised
- To have their individuality acknowledged
- To be listened to by others
- To have the support of an independent advocate to ensure that their own interests and preferences are acknowledged and addressed
- To feel safe and secure from those who may do harm
- To have their need for a holistic approach to health and wellbeing recognised
- To have financial security to avoid living in poverty
- To be regarded as sexual beings without fear of harassment
- To have opportunities to interact with younger generations

These rights are seen as fundamental to any society that considers itself civilised, and applies to all members of that society, regardless of race, culture, gender, religion, sexual orientation, physical and mental disability.

The Foundation believes that the rights of older people would be further safeguarded if legislation were passed to make age discrimination illegal.

### **POLICY ON THE INVOLVEMENT OF VOLUNTEERS - SUMMARY**

The Foundation has produced this policy in consultation with its volunteers. Its purpose is to provide a safe, productive and supportive environment for everyone who volunteers with the Foundation. In an increasingly competitive field, it is also a necessary requirement of local authority funding and an expectation of good quality working practice.

This policy supports other policies produced by the Foundation, such as health and safety, equal opportunities, confidentiality and grievance.

Key points:

- Full liability insurance cover for all volunteers irrespective of age
- Volunteer expenses reimbursed at a set rate subject to annual review
- Transport provided to and from volunteer placements where necessary and appropriate
- An assurance of training and support in all areas of volunteering
- Volunteers enabled to undertake appropriate roles without exploitation
- An expectation that everyone will work within an equal opportunities framework
- A guarantee that all-volunteer practice will take place in accordance with current legislation
- 

Full copies of this policy are available from the Beth Johnson Foundation

## TRAINERS HANDOUTS

### Year 7 Intergenerational Mentoring Project Outline

The project was specifically aimed at a time of significant transition for young people, the move from their Primary school, with its distinctive culture and ethos, to the more demanding and daunting Secondary system.

#### RATIONALE

This particular transition was targeted for a number of reasons:

- A belief that, if this transition is handled well, then young people are likely to experience both educational and social benefits
- That a successful experience of being supported by Older People is likely to be most achievable at this stage in the young person's educational career
- That teachers and schools would perceive this as being of the greatest benefit both to pupils and in reassuring and encouraging parents
- That Older People would be particularly interested in supporting this young age group within the secondary system
- That, because this work bridges the Primary/Secondary transition it would stand the greatest chance of making a significant impact on the way the wider community perceives and understands the particular contribution of Older People
- The potential for demonstrating the benefits to the community of an approach that raises the status and perceived value of old and young.

#### OUTCOMES

- For **pupils** who are at risk of failure or marginalisation the scheme will promote self-confidence, self-esteem, and a successful transition to high school. It will support improved school attendance and attainment and assist the establishment of patterns of success and the reduction of disruptive behaviours. By exposure to positive role models of ageing, the project will address the issue of ageism and aim to change the negative stereotypes of older people held by many young people.
- For the **older volunteers** involvement in meaningful activity will promote a sense of personal identity and self worth and fulfil the need of older generations to nurture the young and pass on their experience of life to them. The project will give older people a positive experience of young people and aim to change the negative feelings that older people often experience for the young.
- **Schools** will be provided with the additional resources of skilled volunteers supporting new pupils across year seven. The presence of older people in the classroom will help to create a softer atmosphere where will pupils feel able to seek support. The model will also enable participating schools to address the new requirement to teach citizenship and will promote models of ageing that emphasise the potential value and contribution of older people to society.
- For **the wider community** the project will develop a sustainable community based initiative that brings young and old people together through the medium of the school. It will play a part in addressing the negative impact of social fragmentation across the generations and will go some way to addressing the 'rootlessness' that has such a negative effect on so many young people.



## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 1

**Date:** *Monday, October 30 - First session*

**Good things about today?**

*Well I did it! After so much anxiety I went to the school and I enjoyed the morning. The teachers were pleasant but very busy with the class. My mentee is a quiet boy and I think he enjoyed me being there.*

**Not so good things?**

*I am worried that I'm not doing things right and the teacher's don't say anything one-way or the other.*

**I was happy/not happy with how things went because?**

*I was happy when my mentee asked if I was coming next week and seemed pleased when I said yes.*

**What could I have done differently to get a better result?**

*I could have asked one of the teachers for a bit of guidance - there was a quiet time during one of the lessons when I could have done that.*

**The word that best describes today is?** *Challenging*

**Notes:**

*I was so tired when I got home that I slept in the afternoon and I never usually do that!*

*There were some very strange looks from some of the pupils when I was following my mentee from lesson to lesson. Hope my mentee doesn't get picked on because of me.*

*School was never like this when I was there but I think I will get used to it.*

## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 1

**Date:** *Monday, November 14*

**Good things about today?**

*I'm still getting the hang of this new job but I felt brighter today when one of the teachers said how important he thought the mentors were.*

**Not so good things about today?**

*There is never enough time to help my mentee complete his work and the other pupils distract him all the time.*

**I was happy/not happy with how things went because?**

*I could have been more patient this week and not been in too much of a hurry.*

**What could I have done differently to get a better result?**

*I need to remember I'm here as my mentees friend as well as his advisor. I don't have to nag him. I could be more light hearted with him.*

**The word that best describes today is?** *Dissatisfied*

**Notes:**

*In spite of what I've written I enjoyed today's visit. It's still tiring and so noisy but it's great.*

*My mentee told me today that his Dad had left home. I hope that me being a man will be helpful to this young chap.*

*Found a quiet moment to ask the teacher if she knew about the situation with Dad - she did and appreciated my mentioning it too.*

*I felt more confident today.*

## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 1

**Date:** *Monday, December 16*

**Good things about today?**

*I got a Christmas card from my mentee and his Mum. I hadn't realised that he had talked to his Mum about me. We worked well together today, lots of consulting the dictionary to explain difficult words in the book the class is reading - I learned some new words too!*

**I was happy/not so happy with how things went because?**

*I'm getting used to this job and the way the school works. The other children have started to ask for my help too.*

**What could I have done differently to get a better result?**

*Nothing - everything fine.*

**The word that best describes today is?** *Great!*

**Notes:**

*I guess I knew this already, but working with these young people has shown me they are just like us really. They are not all bad. Mind you, some of their language is choice!*

## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 2

<p><b>Date:</b> 28.10.99</p> <p><b>Good things about today?</b> <i>Nothing really good today. My mentee was acting silly and couldn't or wouldn't concentrate. I can see why the school suggested he might like a mentor but I'm not sure he is ever going to accept me. He was showing off so much today. He hasn't been quite like this before.</i></p> <p><b>I was happy/not happy with how things went because?</b> <i>I was happy when my mentee met me in reception and he seemed pleased to see me but then as soon as we got in to the class he changed.</i></p> <p><b>What could I have done differently to get a better result?</b> <i>Goodness only knows! Even the teachers seemed at a loss.</i></p> <p><b>The word that best describes today is?</b> <i>Depressed</i></p>	<p><b>Notes:</b></p> <p><i>I heard some of the children in class talking about drugs today. Could my mentee have taken something? I'm so naïve about such things. I must talk to the project staff and get some advice.</i></p> <p><i>Even though I've worked with young people before, this child is making me feel inadequate.</i></p>
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## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 2

**Date:** 5.11.99

**Good things about today?**

*My mentee met me in reception again and he seemed more comfortable with me. We worked well together in science and he did well in his test. However, he was still very fidgety. As the children were talking about drugs again I asked my mentee if he had ever taken anything. He said no and all the other boys laughed.*

**I was happy/not happy with how things went because?**

*I decided to talk to the Year Head about my concerns. She gave my mentee a right dressing down in front of everyone. Not good!*

**What could I have done differently to get a better result?**

*I think I was right to talk to one of the staff but don't think it went down well with my mentee.*

**The word that best describes today is?** *Depressed*

**Notes:**

*I'm not sure I can continue with this. I will call the project staff.*

## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 2

<p><b>Date:</b> 5.12.99</p> <p><b>Good things about today?</b> <i>The project co-ordinator came into school today and met with my mentee and me. We agreed that he would think about whether he wants to continue having a mentor. We told him that if he does want me to work with him, then his behaviour needs to change. It's Ok if he doesn't want a mentor, I'll work with another child after Christmas.</i></p> <p><b>I was happy/not happy with how things went because?</b> <i>I was pleased that we had had a frank discussion with my mentee. I feel more positive about being a mentor too. It's not me that is hopeless. It's just this partnership that's not working.</i></p> <p><b>What could I have done differently to get a better result?</b> <i>Think we did the right thing.</i></p> <p><b>The word that best describes today is?</b> <i>Settled</i></p>	<p><b>Notes:</b></p>
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## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 3

**Date:** 8.10.2000

**Good things about today?**

*I was looking forward to this because I enjoy showing things to my grandchildren. I thought it would be a good opportunity to help another child.*

*I like my mentee and I hope she likes me. She is a very slow learner and really very shy. I think she lacks confidence and this gives me something to work on.*

**I was happy/not happy with how things went because?**

*I felt that my mentee and the class were weighing me up today! Don't know what they thought of me.*

**What could I have done differently to get a better result?**

*I could have asked the kids, when they were changing lessons what they thought about having mentors in school. But there is plenty of time to do this.*

**The word that best describes today is?** *Alright*

**Notes:**

## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 3

<p><b>Date:</b> 10.11.2000</p> <p><b>Good things about today?</b> <i>My mentee was back at school after a couple of weeks off. She'd been to visit relatives somewhere. I had missed her even though I enjoyed working with another child. We worked well together in both Maths and English.</i></p> <p><i>Even though I'm hopeless at Maths, I was a real help today as my mentee had missed so much. She seemed to appreciate that I was trying to help her.</i></p> <p><b>I was happy/not happy with how things went because?</b> <i>I would have liked more time with my mentee but the whole group on our table wanted some of my time. I was happy when my mentee told me all about her holiday when we were walking between lessons. She has seemed too shy to say much before.</i></p> <p><b>What could I have done differently to get a better result?</b> <i>I was happy with how things went and that I let my mentee come to me.</i></p> <p><b>The word that best describes today is?</b> <i>Making progress</i></p>	<p><b>Notes:</b></p> <p><i>Being with my mentee today and being able to help her and see how she seemed to trust me made me realise that I am putting my experience to good use.</i></p> <p><i>I felt I was walking on air when I left school. However, the washing up waiting for me at home brought me down to earth with a bump!</i></p>
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## TRAINERS HANDOUTS

### MENTORING DIARIES

#### Mentor 3

**Date:** 20.1.2001

**Good things about today?**

*A happy morning. My mentee actually laughed out loud in English today. A real belly laugh. I have never heard her do that before. She seems to really be getting the hang of descriptive writing and her spelling is definitely improving. I'd like to think that this is at least partly due to my help.*

**I was happy/not happy with how things went because?**

*I was asked to work with children on a different table today. I felt pleased to be asked but it moved me away from my mentee. She seemed confused and I ended up feeling bad.*

**What could I have done differently to get a better result?**

*I could have reminded the teacher that I was there to help my mentee and other children around her but not really there for the whole class.*

**The word that best describes today is?** *A mixed up day.*

**Notes:**

*I could be in danger of becoming just another class helper and not a mentor. I must talk to the project staff about this. I was pleased to be asked to help another group today but then saw how it affected my mentee. Perhaps the teacher doesn't realise what a mentor should be doing. Perhaps the project staff can pick this up with the school.*

## TRAINERS HANDOUTS

### Health and Safety Issues - Case Studies

The young people in your class tell you that they have a new helper in the class who tickles people when the teacher goes out of the class.

One of the girls in your class tells you she has forgotten her lunch money and can you loan her some money 'til next week

Your young partner tells you her mum got in late last night and was still asleep when she left for school this morning. She had to take her younger brothers to school and it's always the same since Dad left.

One of the young people tells you that a teacher pushed him and held him against the wall because he was messing about in class. He has a bruise on his arm. He hasn't told anyone else because he feels it would cause trouble.

Your young partner tells you some older children in the school are picking on him and calling him names. He says it is because he is Black.

Your young partner tells you about an older child who has offered him pills when he was in the playground at lunchtime. The older child said he would wait for your young partner after school.

One of the children in the group you are working with calls his neighbour a smelly Paki.

## **TRAINERS HANDOUTS**

### **Health and Safety Issues - Case Studies**

Whilst walking between lessons, one of the girls in your class bursts into tears and tells you the taxi driver who brings her to school stopped the cab and touched her sexually. He told her not to tell anyone.

Your young partner is very thin and looks pale and tired. Although it's a cold November day, he is only wearing thin cotton trousers, his school shirt and trainers. You are worried about him.

## **TRAINERS HANDOUTS**

### **Working with children and young people policy**

*(Practical suggestions from experience intergenerational mentors for putting policy into practice.)*

Mentors were asked to consider the following statements from the Foundation's 'Working with Children and Young People' Policy and to discuss what they would do as mentors to turn the statements into actions.

### **TREAT YOUNG PEOPLE WITH RESPECT AND DIGNITY**

- Know the young person's proper name and use it – pronouncing it properly
- Suggest courses of action rather than dictate or insist
- Praise where appropriate
- Never use bribery – never use gratuities as an inducement
- Don't compare with others in a derogatory way
- Avoid the quick 'put down'

### **ACKNOWLEDGE AND RESPECT DIFFERENCE IN TERMS OF ABILITY AND GENDER**

- Support their preference
- Never criticise their ability
- Praise them when they do well/notice and encourage the things they do well
- Never use sexist language or behaviour

### **RESPECT THEIR OPINIONS AND VALUES**

- Never force our opinions and values on children – but we might discuss them and explain the difference in a non political way
- Never criticise or 'put down' the children's opinions – but we might disagree and encourage the children to discuss differences
- Try at all costs never to be patronising

### **PROMOTE INTERGENERATIONAL UNDERSTANDING AND RESPECT**

- Share our history with the young people
- Share our interests and discuss the equal value of their interests
- Be a friend
- Explain and give reasons for our beliefs and attitudes – "because I say so" isn't good enough
- Accept their respect and respectful behaviour – don't brush it aside or undervalue it
- Treat them as an equal

## **Working with children and young people policy - continued**

### **DEMONSTRATE THAT YOU ARE AWARE OF THE BALANCE OF POWER IN YOUNG PERSON/ADULT RELATIONSHIPS**

- Share knowledge willingly
- Give young people a chance to demonstrate their abilities
- Swap roles – be a learner sometimes/let the young person be the leader or teacher
- Let the young person know if we learn something new
- Don't be the 'expert' all the time
- Never arrange to meet them out of school
- Don't get too involved with their personal life and become intrusive

### **ACTIVELY PROMOTE THEIR SELF-ESTEEM AND SENSE OF PERSONAL WORTH**

- Don't criticise their abilities
- Take them seriously
- Encourage and praise – especially the every day small things
- Be willing to discuss things and show them they can teach you too

### **ACKNOWLEDGE AND RESPECT DIFFERENCE IN TERMS OF RACE, CULTURE, RELIGION AND SEXUAL PREFERENCE**

- Never try to directly influence young peoples' preferences – our ways are not necessarily best, just different
- Discuss and enjoy differences in culture, religion, race etc
- Never use language that could give offence
- Be open to learning about differences.

There was discussion on how language changes and an understanding that language considered acceptable many years ago could now be considered offensive or even racist. Black People/People of Asian/African/Caribbean origin is now considered more acceptable than 'coloured people'. Paki is considered derogatory and therefore totally unacceptable to this project.

When working with young people whose parents may not share the same culture, 'of mixed race' or 'of mixed parentage' is at present considered acceptable whereas 'half-caste' would be considered offensive.

Mentors were aware of the need for appropriate use of language in this sensitive area and the need to be a positive role model.

## TRAINERS HANDOUTS

### TRAINING PROGRAMME EVALUATION FORM

What did you like most about the course?

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What did you like least about the course?

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In which areas did you learn the most?

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Did you think the course was too long or too short?

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Are there any aspects of the course that you would like to see changed, excluded, and improved?

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Please rate the following by giving them a number (1 being very unhelpful through to 5 which would be very helpful)

Organisation and administration of course

Informal and interactive style of the course

Facilitator's presentation

Involvement of experienced mentors

Involvement of experienced teacher

### TRAINING PROGRAMME EVALUATION FORM - CONTINUED

Course content

Course materials and handouts

Anything else you would like to say?

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Thank you for taking time to fill in this form. Your comments will help to ensure that future training programmes best meet the needs of volunteer mentors joining the project.

# PROJECT DOCUMENTATION



## PROJECT DOCUMENTATION

### Project Outline

#### School based, (Year Seven) Intergenerational Mentoring project 1999 - 2002

#### Background

The Beth Johnson Foundation has a long tradition of concentrating on innovative and developmental work that has potential to develop, influence and challenge the role and status of Older People in Society. Currently the Foundation is bringing an intergenerational approach to the issue of ageing as it is convinced of the potential of this approach in bringing together the two groups in society who are most likely to experience marginalisation and exclusion - namely the young and the old - to influence and change society for their mutual benefit.

Based on the outcome of two pilot demonstration programmes - independently evaluated and assessed by Manchester Metropolitan University (Ellis, S 1998 & 1999) the Foundation is developing, for the first time in the United Kingdom, a sustainable Intergenerational Mentoring scheme across the reception year in the majority of High schools in one Local Education Authority.

Funding for this three-year project comes through a national Health Action Zone Innovation award.

#### Description of the project

The development of a sustainable intergenerational mentoring scheme across the reception year (year seven) in a minimum of ten High schools in the City of Stoke on Trent through a phased development programme over a three year period: a model of good practice that can be integrated into and sustained by the High school community of Stoke and capable of being promoted to, and taken up by, other LEAs.

The project is aimed at what is perceived as the most significant transition in a school pupil's educational career, the move from their primary school, with its distinct culture and ethos, to the more demanding and daunting Secondary system.

The project will promote educational, social and health benefits both for the younger and older participants and through the process of engaging the two generations will benefit the community and provide models of positive ageing for young people and the wider community.

#### Expected outcomes

The expected outcomes for pupils, older volunteers, participating schools and the wider community are as follows:

- For **pupils** who are at risk of failure or marginalisation the scheme will promote self-confidence, self-esteem and a successful transition to High School. It will support improved school attendance and attainment and assist the establishment of patterns of success and the reduction of disruptive behaviours. By exposure to positive role models of ageing the project will address the issue of ageism and aim to challenge the negative stereotype of older people that many young people hold.

## Project Outline- continued

- For the **older volunteers** purposeful involvement in meaningful activity will promote a sense of personal identity and self worth and fulfil the need of older generations to nurture the young and pass on their experience of life to them. The project will give older people a positive experience of young people and aim to challenge the negative feelings that older people often experience for the young.
- **Schools** will be provided with the additional resource of skilled volunteers supporting new pupils across the reception year. The presence of older people in the classroom will have a wider impact than just the prime mentoring relationship and will help to create a softer atmosphere where pupils feel able to seek out support. The model will also enable participating schools to address the new requirement to teach citizenship and will promote models of ageing that emphasise the potential value and contribution of older people to society.
- For the **wider community** the project will develop a sustainable community based initiative that brings young and old people together through the medium of the school. It will play a part in addressing the negative impact of social fragmentation across the generations and will go some way to addressing the 'rootlessness' that has such a negative effect on so many young people.

## Project outline

The project will specifically recruit older people, men and women over 50, to work as volunteer mentors - trusted friend and wise advisor - to young people in their first year of secondary school.

Mentors will be partnered with a particular young person and spend half a day per week for a school year working alongside them in the classroom, giving support and encouragement. Class teachers and the whole school community will support these special intergenerational partnerships.

Volunteer recruitment, screening, training and ongoing support will be undertaken by the Foundation's Project Staff. School partners will select the pupils to be involved and provide induction for mentors and pupils as well as ongoing monitoring of pupils' progress.

## Innovation

The project develops intergenerational work as an agent of social change that addresses the marginalisation of both young and old from and by Society. It develops a classroom-based model of mentoring, which is unique in the United Kingdom, to combat failure and exclusion. (National Foundation for Educational Research (NFER) - Evaluation of the National Mentoring Bursary programme 1998 - 1999)

The project also promotes and develops active ageing, with its related health benefits, for older people whose primary focus is providing service to the young. It also places the issue of teaching about ageing and being older, in a positive and non-discriminatory way, on the curriculum development agenda for the Local Education Authority and Schools.

## **Project Outline – continued**

### **Timescale**

The project begins in October 1999 with the identification of the first four participating schools. The process of volunteer mentor recruitment, induction and training for the first group of schools will be completed by the first half term of the school year, thereby enabling teachers to concentrate on getting to know new pupils. Mentors will begin their school placements following the half term. Three or four new schools will be recruited in each of the subsequent two years.

### **Sustainability**

During the first three years of the project the Foundation will hold lead responsibility for the recruitment and training of volunteers, their initial support in placements and the overall administrative co-ordination of the project. By the end of this period it is intended that the Foundation's role will be an arm's length one contributing to some aspects of training and holding a quality assurance role.

The project will run in partnership with Stoke LEA and the intention is to imbed the scheme to enable it to continue as a school based initiative, supported by the LEA, at the end of the project stage. During the project, mentor recruitment packs, guidance manuals, training manuals and an evaluation system will be produced to enable the scheme to be both integrated into the LEA but also promoted and taken up by other LEAs. The costing of the scheme will address a realistic appraisal of the resource implications for schools and how these can be met.

Two further issues to be addressed by the project will be to consider the organisation, on a consortium basis, of training and support for participating schools and secondly explore the potential for volunteers to exercise an increasing role in the overall management and support of the scheme.

### **Dissemination**

As a demonstration project, it is essential that the scheme is given high publicity and this will be achieved in a number of ways. These will include:

- Regular reports and papers through the National Mentoring Network and other interested groups;
- Articles in both specialist (Educational, Intergenerational and Gerontological) and general interest publications;
- Communication to the local communities and interested groups;
- Presentations to appropriate conferences
- Organisation of seminars

### **References**

Ellis SW (1989) THE INTERGENERATIONAL PROGRAMME MENTORING PROJECT: Final Research Report.

Ellis SW (1999) DEVELOPING WHOLE-SCHOOL APPROACHES TO INTERGENERATIONAL MENTORING: Stage Two Evaluation of the Intergenerational Mentoring Programme.

National Foundation of Educational Research (1998 - 1999) Evaluation of the National Mentoring Bursary Programme.

## **PROJECT DOCUMENTATION**

### **Project Staff Job Descriptions**

<b>Job Title:</b>	Mentoring Project Co-ordinator
<b>Status:</b>	Full time, fixed term contract for three years
<b>Responsible to:</b>	The Director
<b>Responsible for:</b>	Part -Time Volunteer Co-ordinator and Volunteers

#### **Main task**

Within the overall framework of the Foundation's Intergenerational Mentoring Project, and in accordance with the Foundation's principles and approach to Intergenerational Practice, to develop and deliver a school-based mentoring programme, which recruits men and women over the age of 50 to work as mentors alongside year seven pupils in High Schools.

#### **Desired Project Outcomes**

- A model of good practice that can be integrated into and sustained by the High school community of Stoke and capable of being promoted to, and taken up by, other LEAs.
- A programme that demonstrates the benefits to the community of an approach that raises the status and perceived value of old and young people and impacts positively on the health, wellbeing and self-esteem of those involved.
- Recruitment packs, support and guidance manuals, training manuals and a Quality Assurance system that will impact on the development of Intergenerational Mentoring nationally.

#### **Specific Responsibilities**

1. To undertake all duties and tasks in accordance with the Foundation's Values and commitment to Equal Opportunities.
2. To work in partnership with colleagues from Stoke LEA, Head Teachers and school Governors to recruit at least three High schools to the programme each year (resulting in at least 10 High schools being involved in the project by the end of year three) and to imbed the scheme into schools to enable it to continue as a school based initiative, supported by the LEA, at the end of the project.
3. To provide line management support and supervision to the project's part-time Volunteer Co-ordinator.
4. To explore and develop the potential for volunteers to exercise an increased role in the overall management and support of the scheme.
5. To lead the recruitment, selection and training of new, and existing volunteer mentors and implement and oversee the support and supervision programme provided for them by the Volunteer Co-ordinator.

## **Project Staff Job Descriptions - continued**

6. To develop a volunteer training programme and manual
7. To be actively involved with High schools in the recruitment and induction of young people (mentees) to the project.
8. To facilitate the appropriate involvement of both young and old people in the planning, organisation, and implementation of the Project.
9. To lead on the promotion of the Project amongst local communities, businesses and professionals; maintaining links with local agencies and community organisations in Stoke to ensure their support for the Project.
10. To develop and maintain a professional over-sight of developments relevant to this project.
11. To participate in the external evaluation of the project enabling ease of access to all project participants and partners.
12. Maintain a monitoring system for the project through record keeping, logbook and diaries.
13. To be a budget holder and be involved in the appraisal of the resource implications for schools and how these can be met at the end of the three-year project.
14. Prepare progress reports for the Director, project Advisory Group and funding bodies as required and attend and service Advisory Group meetings.
15. To participate in networks which promote the dissemination of the project's aims.
16. To participate in the Foundation's appraisal and staff development programme.
17. In consultation with the Director, to undertake relevant training as necessary to enhance personal skills and professional development and to keep up to date with trends and policies in this area of work.
18. To actively promote the philosophy and principles of the Beth Johnson Foundation.
19. To represent the Foundation on external groups as appropriate and as required.
20. To undertake from time to time at the request of the Director, other tasks and duties in the service of the Foundation commensurate with the roles and responsibilities of the post.

## PROJECT DOCUMENTATION

### Project Staff Job Descriptions

<b>Job Title:</b>	Part-time Volunteer Co-ordinator
<b>Status:</b>	Term time only (15 hours per week)
<b>Responsible to:</b>	Mentoring Project Co-ordinator
<b>Responsible for:</b>	Volunteer mentors
<b>Job Purpose:</b>	To assist with the delivery of support, supervision and training to a large (approximately 60) number of older volunteers recruited to work as school-based mentors to students in their first year at high school.

#### Main Tasks:

- 1) To operate at all times within the Foundation's equal opportunities policy and in accordance with its values and ethos.
- 2) To operate in accordance with all Foundation policies and procedures, seeking to reflect the principles of good practice in volunteer support, supervision, and training.
- 3) To assist with the provision of on-site, individual and group support for volunteer mentors recruited to the project. This will include:
  - Scheduling meeting dates
  - Liaising with school staff and volunteers
  - Inviting volunteers to attend
  - Encouraging the development of peer support
  - Co-ordinating refreshments, room hire and location arrangements etc as needed.
  - Following up volunteers who do not attend.
- 4) To develop and deliver an appropriate programme of individual supervision for older adults who are working as school-based, volunteer mentors. This will include:
  - Maintaining regular contact with volunteers
  - The maintenance of records of supervision sessions
  - Keeping track of results and follow-up
  - Liaising with/and feeding back to the project and school co-ordinators
- 5) To assist with the development and delivery of a programme of ongoing training for volunteer mentors, this will include:
  - Identifying needed or desired topics/speakers
  - Scheduling training dates
  - Inviting speakers
  - Inviting volunteers to attend
  - Co-ordinating refreshments, room hire and location arrangements etc.
  - Following up volunteers who do not attend.
  - Evaluating training.

## **Project Staff Job Descriptions – continued**

- 6) To assist with the production of a regularly published volunteer newsletter and other forms of written project communication. This will include:
  - Gathering articles and announcement data
  - Making design and layout decisions
  - Liaising with volunteers, school and project staff
- 7) To attend regular supervision sessions with the Project Co-ordinator and to provide regular written progress reports.
- 8) To undertake training and staff support to promote professional development and effectiveness.
- 9) To undertake from time to time at the request of the Director, other tasks and duties in the service of the Foundation commensurate with the roles and responsibilities of the post.

January 2001

## **PROJECT DOCUMENTATION**

### **Protocol**

The following agreement explains the responsibilities of the organisations involved in this project - the Beth Johnson Foundation and the participating high schools.

#### **The responsibilities of The Beth Johnson Foundation:**

- To secure and manage adequate programme funding
- To employ project staff
- To recruit, select and screen volunteer mentors
- To provide induction and on-going training for volunteer mentors
- To provide regular support and supervision for volunteer mentors
- To facilitate the establishment and monitor the development of mentoring partnerships
- To monitor and evaluate the programme

#### **The responsibilities of participating schools:**

- To provide a supportive environment for the development of the intergenerational mentoring programme
- To provide a named senior member of staff to programme co-ordination
- To recruit, select and prepare Y7 pupils for involvement in the programme
- To facilitate the establishment and monitor the development of mentoring partnerships
- To assist with monitoring and evaluation of the programme



# INTERGENERATIONAL MENTORING

## PARTNERSHIP AGREEMENT

THE BETH JOHNSON FOUNDATION  
AND  
.....HIGH SCHOOL

Agree to work in partnership to support the development of classroom based intergenerational mentoring across the reception year at the school.

The partnership agencies will work together to promote educational, social and health benefits for the younger and older participants of the intergenerational mentoring project and through the process of engaging these two separated generations benefit the whole school by providing models of positive ageing and active citizenship for young people.

Signed:

\_\_\_\_\_  
**Director**  
The Beth Johnson

\_\_\_\_\_  
**Headteacher**  
High School

Date: \_\_\_\_\_

## **PROJECT DOCUMENTATION**

### **Pre-planning sheet**

The following information has been produced to help schools plan for the launch of the intergenerational mentoring project in their school.

#### **Action needed before end of summer term:**

1. Assign a senior member of staff to the role of project co-ordination
2. Confirm in writing to the Beth Johnson Foundation that the school wishes to join the project and understands its responsibilities in term of the development of the project in their school
3. Facilitate an early opportunity for project staff to present the project and its aims to the whole school team. *(Previous experience proves that 15 to 20 minutes at a staff meeting / training session, prior to the project being launched in school will accommodate this requirement)*
4. Check school Public Liability Insurance covers volunteer mentors whilst working at school
5. Facilitate a pre-launch planning meeting with project staff and key school staff
6. Ensure the wider school community is aware of the project coming into school.

#### **Action needed at the beginning of autumn term:**

1. Ensure that all Y7 students are informed about the project and given guidance on what mentors will be doing in their classes
2. Ensure those students who are to be partnered with a mentor have written consent from their parent/guardian.
3. Facilitate the matching of mentors and mentees. This will involve working with project staff to ensure this happens in a sensitive manner appropriate to the needs of both younger and older participants.
4. Plan and provide a half-day (2 - 3 hour) induction/orientation session for mentors prior to their introduction to the classroom situation - see Induction and Matching Process.
5. Liaise with colleagues who will be having mentors in their class to ensure they are fully aware and supportive of the project and its aims.

## **PROJECT DOCUMENTATION**

### **Mentee Selection Criteria**

The following criteria were developed in partnership with the participating schools.

Selection Criteria:

- Pupils who are finding it difficult to settle into the secondary school environment
- Pupils with a high level of ability but de-motivated and needing encouragement and support to get the best from school life
- Pupils lacking in the literacy skills necessary to access the curriculum - often resulting in frustration and/or lack of motivation
- Pupils with weak social skills and/or an inability to function as part of a group
- Pupils with high levels of ability but unfocused and easily distracted or distracts other pupils
- Pupils with poor organisational skills
- Pupils who find it difficult to talk to parents or teachers and who may respond to the quiet support of an older adult
- Pupils with low self-esteem and lacking in confidence
- Pupils with a need to feel valued and important within a large year group - for pupils who may have come from small primary environments
- Pupils lacking family support and/or regular contact with a significant older adult
- Pupils who would not otherwise qualify for other forms of regular support in school.

All the young people involved in this project will be from year seven.

## PROJECT DOCUMENTATION

### Induction and Matching Process

A three-hour induction session takes place in each school, which includes the matching of volunteer mentors with the young people involved in the project.

The school co-ordinator and project staff facilitate this session.

The session covers:

1) Introduction to the school - this will include:

a) Meeting key school staff e.g. Headteacher, Head of Y7, Learning Mentors, School Administrators etc.	e) Explanation of lines of support e.g. who to talk to regarding concerns on child protection, behaviour and/or discipline issues etc.
b) Discussion on school policies and culture.	f) Explanation of school timetable - daily timetables and yearly calendar.
c) An explanation of staff briefing sessions.	g) Practical issues are discussed e.g. what to do at break times, what are the arrangements for tea and coffee, where are the toilets etc.
d) Discussion on Health & Safety procedures - what to do in case of fire, accidents etc.	

2) Matching and meeting with young partners - this will include:

a) Discussion on why young people have been chosen and school expectations of the outcomes of the mentoring process.	d) Orientation session. The pupils take their mentor on a tour of their school.
b) Agreeing which mentor will work with which young person - this takes place prior to the pupils joining the meeting.	e) Mentors and pupils agree which 1/2-day the mentoring session will take place each week and agree where they will meet prior to going to lessons together.
c) Meeting young people and a 'getting to know one another' activity.	

## PROJECT DOCUMENTATION

### Information for school handbook

**Y7 Intergenerational Mentoring Programme** – *working in partnership with the Beth Johnson Foundation to promote intergenerational understanding & learning and the health and wellbeing of the older and younger participants.*

**Definitions:**

**Intergenerational Mentoring:** An effective vehicle for the purposeful and ongoing exchange of resources and learning among older and younger people.

An Intergenerational Mentor: One who is experienced and seeks to develop the character and competence of a younger person; interaction occurs over an extended period of time; contact might include the use of demonstration, instruction, challenge and encouragement; relationships are characterised by mutual commitment, emotional respect, loyalty and identification.

**Programme Design** – We are fortunate to have an intergenerational mentoring programme operating in our school, which specifically recruits people over 50 from the community and matches them with individual Y7 students. These intergenerational mentors work alongside their young partners within the classroom situation for half a day per week throughout this crucial first year of the student's high school career.

The Beth Johnson Foundation recruits, selects, screens and trains the volunteers prior to their being introduced to school and matched with their mentee. The school selects the Y7 students to be partnered with the intergenerational mentor and secures parental/guardian consent and provides a supportive environment for the development of this important programme.

**The Mentor's Role** – the intergenerational mentor's role within the classroom is to give ongoing support, encouragement, and positive reinforcement to their young partners whilst focusing on general development rather than on the completion of specific tasks, or the attainment of specific targets. Whilst this is a model of 'one on one' mentoring, these older and experienced volunteers are encouraged to build supportive relationships with all of the young people within the class and so the programme is perhaps more appropriately described as 'one on one mentoring plus'.

**These intergenerational mentors are:**

- Critical friends
- Positive role models
- Trusted friends
- Wise advisors
- Advocates
- Enablers and nurturers

## Information for school handbook – continued

### They are not:

- Teachers
- Counsellors
- Education Welfare Officers
- Classroom Assistants
- Special Needs Support Workers
- HERE TO DEAL WITH DISRUPTIVE OR 'NAUGHTY' STUDENTS
- Just an extra pair of hands

These volunteer mentors are reliable, interested, approachable, good listeners, non-judgmental, and realistic and give their time freely to our school and young people.

They are a valuable resource and so it is important that you **PLEASE:**

- Greet mentors and make them feel welcome – they are valued visitors to our school
- Acknowledge and respect their voluntary contribution to our school
- Include them in what you are doing – they can add a different dimension to your lesson by being enabled to share their experience and insights
- Ensure they can sit next to their mentee
- Ensure they know what you hope to achieve by the end of your lesson – they will then be able to help you to achieve this by keeping their mentee and other students focused, interested and on task
- Ensure they have learning opportunities too – their commitment to lifelong learning can inspire the young students in the class
- Give them regular feedback on the impact they are making
- Try to give mentors and their partners the opportunity to move on to the next lesson just ahead of the 'crush' in the corridors
- Tell mentors about changes to the time table or lesson plan that will impact their visits to school – mentors are busy people and won't want to waste time attending school when their mentee is on a field trip or sitting an exam for instance
- Tell them about curriculum activities that they might like to get involved in – this will not only help the development of mentoring relationships but will also provide you with an extra adult helper whilst helping school maintain strong links with supportive members of the wider community.

Because they are a valuable resource **PLEASE DON'T:**

- IGNORE THEM – THEY WILL TAKE THEIR IMPRESSIONS AND EXPERIENCES OF OUR SCHOOL WITH THEM OUT INTO THE WIDER COMMUNITY
- Move them unnecessarily from the student they have been assigned to
- Leave them to sort out where they sit and/or to find their own chair
- Leave them alone in the classroom
- Expect them to take responsibility for class discipline.

**THE STAFF MEMBER RESPONSIBLE FOR THIS PROGRAMME IN SCHOOL IS:** \_\_\_\_\_

## **PROJECT DOCUMENTATION**

### **Draft article for school newsletter**

#### **People Over 50 Making A Difference in Our School**

In September the school is hoping to work in partnership with the Beth Johnson Foundation to launch a mentoring project aimed at supporting our new, year seven pupils.

The Foundation - a well respected and nationally recognised charity that works to develop and promote the value and contribution of older people to society - has developed a mentoring project that provides an opportunity for older members of the community, men and women over 50, to give support and encouragement to young people in their first year at secondary school by becoming a volunteer mentor - trusted friend and wise advisor.

We believe that having this kind of scheme in our school will make a real difference to pupils and help them better manage challenging and difficult situations such as the move up to High school. It will also help our school to build a stronger sense of community and connection across different generations.

For the scheme to be launched here at \_\_\_\_\_ High we need at least 3 or 4 (more would be better) local people over the age of 50 with 1/2 a day to spare during term time to get involved.

If you would like to know more about the scheme or know of someone who would like to get involved, please contact \_\_\_\_\_ here at school.

## **PROJECT DOCUMENTATION**

### **Draft Letter for parents/guardians etc**

Dear

#### **PEOPLE OVER 50 MAKING A DIFFERENCE IN OUR SCHOOL**

As you know our school is always looking for ways to develop the network of support available to help our students succeed at school. I am therefore delighted to be able to tell you about a new and exciting mentoring scheme that is to be made available to our year seven pupils.

This new mentoring scheme provides our school with an opportunity to work in partnership with the Beth Johnson Foundation – a well-respected and nationally recognised local charity that works to develop and promote the value and contribution of older people to society. The Foundation's Intergenerational Mentoring Project recruits older people, men and women over 50, to work as volunteer mentors – trusted friends and wise advisors - to young people in their first year at High School. (See attached information leaflet)

I believe that having this kind of scheme in our school will make a real difference to pupils and help them better manage challenging and difficult situations such as the transition from primary to secondary school. Further more, having older people in our school on a regular basis will help to create a stronger sense of community and connection across generations.

As I am keen to see older members of the local community getting involved with this new initiative, I would ask you to spread the word to older family members, friends and colleagues and if you know of someone who would like to get involved with our school in this innovative way then contact either \_\_\_\_\_ here at the school, or the Mentoring Project Co-ordinator at \_\_\_\_\_.

Yours Sincerely

Headteacher



## **PROJECT DOCUMENTATION**

### **Project information for parents/ guardians**

#### **Y7 INTERGENERATIONAL MENTORING PROJECT** **Our school working in partnership with the Beth Johnson Foundation**

#### **Information for Parents/Guardians**

##### **Why is our school supporting this new school-based mentoring scheme?**

All young people find schoolwork and school life challenging or difficult at some time. Most young people develop ways of coping with new life situations; however, some young people struggle with these challenges and need help. Research shows that having significant, supportive adults in their life makes a real difference to young people and helps them better manage challenging or difficult situations.

We are therefore happy to support the development of the Beth Johnson Foundation's Mentoring Project as it partners some of our young people with an older person with time to listen, someone with skills to share and support and encouragement to give. Mentoring schemes in other schools have shown that young people greatly value this additional support and benefit from it. Further more, having older people in our school is helping us to create a stronger sense of community and connection across generations.

##### **What is a mentor?**

The dictionary describes a mentor as a wise friend and considerate advisor: a more experienced, person who seeks to further the development of character and competence in a less experienced person. Specifically, Beth Johnson Foundation mentors are men and women over 50 who have a love of learning and feel they have experience and life skills to share with young people that will be of benefit to them. Mentors are friends, advisors, counsellors, tutors, supporters and motivators at some time during their work with our young people.

These 'intergenerational' mentors make a yearlong commitment to the project and spend one 1/2 day per week in the school working along side the year 7 pupil they are partnered with.

Mentors are trained for this volunteer job and as child protection is of the utmost importance, mentors undergo checks for their suitability to work with young a person, which includes a police clearance check and references.

##### **What do mentors do?**

Mentors are partnered with a particular young person and work along-side them in the classroom. They give help and support in all areas of the school curriculum with the aim of enhancing the pupil's self-esteem, building up their self-confidence and improving their academic skills by helping them to learn to learn and experience the feeling of being successful. Mentors do this by giving time and attention to the young person by being an active listener and by sharing their life experience and skills with the young person. This special partnership is supported and monitored by the class teachers involved, the wider school community and the Foundation's Mentoring Project Co-ordinator.

## **What are the benefits of this particular mentoring project?**

We believe that everyone involved in the project benefits in a variety of ways. Our students benefit from having someone to offer help and confide in, other than family members and teachers. By having more individual attention and access to people who have time to listen and skills to share they are helped to learn to learn, develop positive attitudes to school and improve their social skills. They also greatly benefit from meeting older people on a regular basis, something they may not experience within the family circle. This regular contact, over a period of an academic year, helps them develop a positive approach to ageing and gain a better understanding of older people by being exposed to positive role models.

Our teacher's benefit by having more one-to-one support for the young people in their class and the whole school benefits from the invaluable resource of knowledge, skills and understanding of the community the mentors bring into the school. Being involved in this project will enable our school to forge new links with members of the community by the introduction of a group of older people who are committed to learning.

The mentors who volunteer their time to this project also benefit from being involved. They are enabled to use their skills to develop one-to-one relationships with young people and pass on their love of learning to them through the sharing of their life experiences, and knowledge. Through being involved, they develop their awareness of young people's social and educational needs and acquired a more positive attitude to young people. The mentors also benefit from having regular and stimulating contact with our young people, something they don't all experience in their everyday lives. They also enjoy the fresh challenge of working alongside young people in a structured and supervised setting and participating more fully in the life of the community.

Even though this is a school based mentoring project, we believe it will have benefits for the wider community too. It facilitates the process of breaking down of prejudiced and ageist attitudes and improves understanding between generations; it promotes the concept of good citizenship and civic responsibility and the development of a sense of community and social interdependence. It is because we see so many benefits to this project that we are happy to work in partnership with the Beth Johnson Foundation and recommend this scheme to you.

Who or what is the Beth Johnson Foundation?

The Beth Johnson Foundation is a charitable organisation that has a long tradition of working with older people to develop and promote their value and contribution to society through innovative projects that challenge traditional stereotypes of ageing.

The aims of their intergenerational mentoring project are to highlight the positive contribution older people can make, strengthen links between generations and enable older people to play an active role in community life. It is providing opportunities for older and younger people to enjoy working together in a learning environment for the mutual benefit of each group and thereby promote better understanding between generations.

**Signed.....Headteacher**

## PROJECT DOCUMENTATION

### Parent/Guardian Consent Form

#### \_\_\_\_\_ High School & Beth Johnson Foundation Y7 Intergenerational Mentoring Project

#### PARENTAL/GUARDIAN CONSENT FORM

I have read the information provided about this partnership project and understand that if I have any queries I can discuss them with Staff at the school.

I give my consent for \_\_\_\_\_ (*young person's full name*) to be involved in the project. I understand that a volunteer mentor will be working alongside \_\_\_\_\_ as wise friend and considerate advisor for one ½ day per week for a school year.

I further understand that the volunteer mentor will be working only within the classroom environment and the mentoring relationship with \_\_\_\_\_ is being supported and monitored by class teachers, the wider school community and the Project Co-ordinator from the Beth Johnson Foundation.

Parent/Guardian

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PROJECT DOCUMENTATION

### Mentor Feedback Sheet

#### Y7 Intergenerational Mentoring Project - Mentor Feedback Sheet

To be completed by the school co-ordinator on a termly basis for each intergenerational mentor.

NAME OF SCHOOL:

\_\_\_\_\_

NAME OF MENTOR: \_\_\_\_\_ NAME OF MENTEE:

\_\_\_\_\_

Is the mentor having an effect on:

Their mentee  
Other pupils in the class/set  
The whole class/set  
Teacher/s  
The whole school  
(Please tick appropriate boxes)

Describe briefly what this effect is:

Does this effect last longer than the time the mentor is with the mentee YE/NO?

If YES, briefly describe how:

The box below provides space to pass on tips and/or suggestions to mentors to help them improve mentoring relationships.

The box below provides space for other comments you may wish to make about the Y7 Intergenerational Mentoring Project in your school.

Signed:

\_\_\_\_\_  
(Please make a copy of this form for school records and send the original to the Volunteer Co-ordinator at the Beth Johnson Foundation. She will ensure mentors receive their copy.)

## **PROJECT DOCUMENTATION**

### **Volunteer Recruitment Pack**

#### **Year Seven Intergenerational Mentoring Project**

**Information for people interested in becoming a volunteer with this exciting new project.**

Enclosed is:

- An explanation of the mentor role and benefits of this approach to mentoring
- An explanation of what to do next for those who wish to get involved
- An application form
- A Summary of the Foundation's volunteer policy

#### **Mentoring Project Co-ordinator**

**The Beth Johnson Foundation**

**Parkfield House**

**64 Princes Road**

**Hartshill**

**Stoke on Trent**

**ST4 7JL**

**TEL: 01782 844036**

#### **An explanation of the mentor role and benefits of this approach to mentoring**

##### What is a mentor?

The Oxford English dictionary describes a mentor as an experienced and trusted advisor. Mentors are people who assist others to grow, acquire new skills and insights and develop their potential. They are wise friends and in the Foundation's case, older, more experienced people who wish to nurture a young person and help them further development their character and competence.

Specifically, Beth Johnson Foundation mentors are men and women over 50 who have experience and life skills to share with young people that will be of benefit to them.

##### Who can be a mentor?

Foundation mentors are men and women over 50 (there is no upper age limit) who are sensitive to the needs of young people and prepared to spend time developing a relationship that both find fulfilling. They are active older adults who are looking for a new challenge and have half a day per week for at least a school year to give to the project. Mentors are dependable people who make time to support young people.

Volunteer mentors are asked to undertake induction and on-going training sessions and to bring their sense of humour, common sense and life experience to the work. (Mentors do not need to have teaching, coaching or tutoring experience).

## **Volunteer Recruitment Pack - continued**

The Foundation is presently recruiting volunteer mentors to work with students in the majority of High Schools in the City of Stoke on Trent. It is particularly keen to recruit more men and people from minority ethnic communities as they have a vital part to play in ensuring that the young people involved are exposed to a diverse group of positive, active older role models.

### What do mentors do?

Mentors are partnered with a particular young person - a student who will be in their first year at High school. (This first year is known as Year 7 and the pupils are 12 years old) The Foundation believes that this time of transition from Primary to High school is where its older volunteers can make a great deal of difference to a young person's experience of a new, demanding and perhaps daunting school environment.

Mentors work alongside their student in the classroom giving help and support to them in all areas of the school curriculum. They aim to enhance the young person's self-esteem, build up their self-confidence and improve their academic skills by helping them to enjoy learning and experience the feeling of being successful.

Mentors do this by giving time and attention to the young people: by being active listeners and by sensitively sharing their life experience and skills with the young person. These special partnerships are supported and monitored by the class teachers, the wider school community and the Foundation's Project Coordinator.

The young people who come forward to be involved with the project are chosen because the school feels they would benefit from help and encouragement with schoolwork, school life and relationships.

### Why is the Beth Johnson Foundation piloting a mentoring project?

The Foundation has a long tradition of working with older people to develop and promote their value and contribution to society through innovative projects that challenge traditional stereotypes of ageing. Currently the Foundation is exploring an intergenerational approach to the issues of ageing. It defines intergenerational activity as bringing together the old and young generations in order to close the gap between them. The Foundation believes that if these two generations are brought together in positive ways, the barriers and misunderstandings between them disappear and an exchange takes place that has benefits for all. This approach also has the potential to promote the concepts of active citizenship and good community connections. Further to this, the Foundation believes that:

- Older mentors demonstrate maturity by encouraging young people to practice being an adult – they take young people seriously and give them respect
- Older mentors bring diversity into classrooms that can have a softening effect on the whole school.

- Older adults have developed coping strategies – they have experienced the ups and downs of life and learned how to cope and to survive personal problems and difficulties. They are therefore excellent instructors in the art of living and ageing.
- Independence, maturity and experience of life enables older volunteers to move comfortably between the different roles of mentor, friend, tutor, confident and advocate. Their independence shows in the comfortable way they move around schools.
- A special empathy can develop between young and old if older adults are enabled to nurture the young and pass on their accumulated experience, knowledge and skills to them.
- Our older mentors are a quiet revolution in the schools of Stoke on Trent, demonstrating caring, communication, collaboration, learning, positive role modeling and relationship building.

### What are the benefits of this approach to mentoring?

Research shows that having a significant, supportive adult in their life can make a real difference to a child and help them better manage challenging or difficult situations. Evaluation of the Foundation's previous pilot mentoring projects showed that having an older person there with time to listen, someone with skills to share and support and encouragement to give was greatly valued by the young people involved. Further more, having older people in schools can create a stronger sense of community and connection across generations

Listed here are some of the benefits of this approach to intergenerational mentoring as described by those involved in our previous pilot projects.

Benefits for the volunteer mentors: Our older volunteers are very positive about being 'back at school' with the young people and enjoy the mutual interaction and appreciation of the young people.

They say that working for the Foundation as a volunteer mentor has enabled them to: feel better about themselves; learn more; do more; use time more productively and increase their circle of friends.

Mentors also say that being involved with the project has enabled them to: get to know a wide range of people from a variety of different backgrounds, enrich other people's lives and improve their own lives through a sense of personal satisfaction and reward. Our older volunteers say they get great satisfaction from helping young people to improve their social and academic skills.

### Typical quotes from mentors:

*"It does give me a thrill to see the children develop, it always has done and I've seen it this year with my child".*

*"It's the feeling of well-being that you get to see the change in a child".*

*"The work keeps me young and hearty, I'm often faced with difficult questions which I enjoy"*

*"It gets me out in the morning, provides structure to the day and you feel you're doing a good job".*

## Volunteer Recruitment Pack - continued

### Benefits for the young people:

Both the young people partnered with an older mentor and other students in the classes are very positive about having older mentors in their school.

Young people say that mentors help and befriend them. They say that mentors like children, and that they are people who will listen to their problems. The young people also say that the older people have helped them to improve their academic and social skills and that they like having older people in their school.

The young people involved know that our mentors are older people but don't associate them with the often-negative stereotypes of older age that many young people have. They see the mentors as their friends, as special, intelligent, wise, funny, kind and significant people in their lives.

At the Foundation we believe that having older adults involved with young people in this way can make a positive impact on the attitudes of young people towards older people in general.

### Typical quotes from young people:

*"My mentor is a gentle quiet man with a low voice. He helps me with reading and writing and especially with math's which I hated but now its OK and I feel better about the work."*

*"We've know the mentors for a long time, so we know what they are like. We talk to them about schoolwork and our problems. The rest of the class talks to my mentor as well, but our talk is special."*

*"They have got used to everyone during the year and seem comfortable in the classroom. I feel they are more educated, more wise. Other people are not the same."*

*"I used to think older people were boring, but since beginning with the mentors I think they are great!"*

### Benefits for the schools and wider community:

The schools and teachers involved are very supportive of this project and have commented that it helps them with forging positive links between different generations within their local community.

Teacher's say that older mentors bring a maturity and respect to the classroom environment and that there is a different and positive classroom dynamic when mentors are present. Teachers say that mentors work at a number of different and complementary levels, becoming part of the whole-school community integrated into and part of the system.



### Typical quotes from teachers.

*"We have been impressed by the consistency and the kind of steadfast support that these people can offer. It helps the children to develop and grow. They are very calm and many of our children do not experience that. They have become a supportive friend who is not suddenly going to disappear, a person they can rely on."*

*"The mentors are very aware of their role. They build up a rapport with the pupils but do not overstep the mark...they are friendly to the children but realise they have responsibilities and yet they are not a teacher, they occupy this middle ground."*

*"The mentors help to develop and enhance pupil's values associated with experience. They provide role models through positive life experiences; through the promotion of values; through the kind of individuals the mentors encapsulate."*

*"I think the scheme is an excellent idea because it's part of breaking down barriers between schools and families. The mentors have become grand-parental figures for the children and some of these children don't have such a thing. Some of the children don't have much of what I would call family at all."*

*"High School is not naturally the most civilised environment, it needs softening...we need to provide positive role models and this scheme makes a significant contribution here...for these reasons the secondary sector is a much more challenging task."*

An explanation of what to do next for those who wish to get involved:



We do hope that having read this pack you will be inspired to become a volunteer mentor. If so, then complete the enclosed application form and return it to me - The Mentoring Project Coordinator at the address on the front of the pack.

Whilst references are being taken up, I will invite you to an interview where we can discuss your application. I will explain, at the interview, why a police clearance check is undertaken for each volunteer.

Once this process has been successfully completed and pending police clearance, you will be invited to join the project and to take part in an induction and training programme. Mentors will be introduced to their school and partnered with their young student after the training programme is completed.

Thank you for your interest in this exciting and worthwhile work. I look forward to hearing from you soon.

Mentoring Project Coordinator