

Ministering to Single Parent Families through Mentoring

A key component to effectively minister to the single-parent family is child mentoring. The following is the complete manual to help you start a mentoring program in your church. As you read through the manual you will notice the title *PC*, which means program coordinator. This is the person that will facilitate the mentoring program in your church. The manual contains five sections, which includes the instructions, forms and handouts. You are free to duplicate and reproduce the manual in part or in its entirety. Feel free to make any changes you deem necessary to fit your ministry plan. The Master Plan flow chart explains ministry to the single-parent family as a whole. The instructions will tell you how the process works. We pray that God will use this manual to bring glory to His name.

Master Plan: This is the Family Support Foundation master plan flow chart for ministering to single-parent families and youth through mentoring, one-to-one parent discipleship and counseling.

Program Coordinator's Instructions: Section 1 of the *Program Coordinator's Manual* - this section is the program coordinator's step-by-step guide to starting a mentor program.

Program Coordinator's Master Forms: Section 2 of the *Program Coordinator's Manual* - this section contains all of the forms necessary for your mentoring program.

Program Coordinator's Orientation Handout: Section 3 of the *Program Coordinator's Manual* - this section is a guideline that will walk you step-by-step through the mentor orientations.

Mentor Orientation Handout: This is similar to *Program Coordinator's Manual* above but does not include the notes. This is to be copied and given to each mentor.

Program Coordinator's Mentor Manual for Training: Section 4 of the *Program Coordinator's Manual* - this section is the coordinator's copy of the *Mentor Manual*. It is identical to the Mentor's Manual except it has notes for conducting the mentor training classes. This is the section you will use during the mentor training.

Mentor Manual: This is to be copied and reproduced for each mentor.

Program Coordinator's Discipleship Material: Section 5 of the *Program Coordinator's Manual* - this is a list of recommended discipleship materials. We do not provide this material.

YOUTH MENTORING MASTER PLAN

SINGLE PARENT
FAMILY

CHILDREN FROM GROUP
HOMES OR FOSTER CARE

MAIL OUT
APPLICATION

MENTEE APPLICATION
RECEIVED
LEVEL 1

MENTOR RECRUITMENT

MENTOR
ORIENTATION

MENTOR TRAINING
LEVEL 1

MENTOR WAITING
(Security Procedures
completed)
LEVEL 2

PARENT ORIENTATION

MENTEE ORIENTATION
LEVEL 2

WAITING TO BE
MATCHED
LEVEL 2

MENTOR/MENTEE MATCH
MONITOR 1 YEAR
LEVEL 3

GRADUATE
LEVEL 4

MATCH WITH
DISCIPLER

PARENTING CLASSES
OR "PARENTING IS A
MINISTRY" STUDY

HEALTHY MEMBER OF
THE BODY OF CHRIST
MATTHEW 28:19,20

YOUTH MENTORING FOR FAMILY MINISTRY

Program Coordinator's Manual

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SECTION 1

Program Coordinator's Instructions

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I. INTRODUCTION TO THE MINISTRY

Welcome to mentoring! We pray the information we provide will help you establish a powerful and effective ministry discipling children. God's Word reveals that it is His will for the body of Christ to reach out to both parents and children of single-parent homes. We thank the Lord for your response to His commission. God cares very much for all children, but many times in His word He singles out the fatherless. Statistics show that mothers are the heads of the household in 81% of all single-parent families. More than 55% of the children rarely or never see their fathers.

*"A father of the fatherless, a defender of widows, is God in His holy habitation."
-Psalm 68:5*

*"Pure and undefiled religion before God and the Father is this: to visit orphans and widows in their time of trouble..."
-James 1:27a*

A. Statement of Purpose

The purpose of a mentoring ministry is to provide a consistent role model for at-risk children. The mentoring program provides an avenue for children to be introduced to healthy experiences in church, community and home life, being disciplined in God's Word and an opportunity to instill a sense of value to the child's self-worth.

B. Mission Statement

The focus and direction of a mentoring ministry is to minister to single-parent families and parentless children. The mission of mentoring is to provide support to the single-parent family, youth in alternative care homes and families affected by divorce (blended families).

C. The Biblical Basis for Mentoring

It is important to understand the biblical reason for mentoring. Mentoring is another word for **discipling**. In Matthew 28:19-20, the Great Commission is given by Jesus to go and make disciples of all nations. The word *disciple* appears 269 times in the New Testament, the word *Christian* only three times and the word *believer* only twice. This is only one of the many ways God's Word indicates that the task of the church is not so much to make *Christians* or *believers*, but to make disciples. In Deuteronomy 6:7-9, and again in Titus 2:2-7, God's Word instructs parents and adults to disciple the children.

In Mark 9:33-37, Jesus teaches His disciples a lesson on who is the greatest of all by taking a child into His lap and saying, "*Whoever receives one of these little children in My name receives Me.*" The word *receive* does not mean to just *welcome* or *accept*, but also to *meet the needs of*.

The most powerful way to teach is by example. There is no such thing as easy and instant discipling or mentoring. Giving is always much harder to do when we are giving of *ourselves*. Discipleship or mentoring requires time, commitment, empowerment by the Holy Spirit, a personal relationship with Jesus Christ, and abiding in Him daily.

In addition, God's Word commissions the church to minister to the fatherless and motherless. God speaks of the fatherless 41 times in Scripture and also speaks of ministering to widows 74 times throughout Scripture.

*"A father of the fatherless, a defender of widows, is God in His holy habitation."
-Psalm 68:5*

D. Mentoring for the Right Reason

There are many people who respond to the opportunity of mentoring a child, but end the relationship prematurely, due to wrong motives, selfish expectations, and/or lack of a healthy, strong relationship with the Lord. For example, when people respond for one or more of the following reasons:

- To impart their wisdom to a child in an attempt to keep the child from making the same mistakes they made.
- Out of pity for the child
- An attempt to fulfill their personal need for friendship.
- Thinking they are a fun or cool person.
- Just because they like kids.
- Because they did not have a father or mother.

If any of the above reasons is the main motive to mentor a child, there is a strong possibility the commitment will not last and will leave the child with one more adult who abandoned them. It will also tarnish the body of Christ.

The most powerful motive for mentoring must be a calling from God to fulfill His Great Commission and to see this relationship as a **ministry**. The commitment must be to the Lord Jesus Christ in order to fulfill this undertaking. It is Jesus Christ and the power of the Holy Spirit that gives the wisdom, strength and love to disciple a child. God gives gifts and abilities and in Him, these gifts can be shared in ministering to a child.

II. BEFORE YOU BEGIN

A. Establish A Program Coordinator

The program coordinator can be a volunteer; however, he/she must have pastoral accountability, and be reliable and mature in the Lord for liability and safety reasons. Pastoral accountability allows for a grounded individual to make responsible decisions in regards to the children and the mentors.

B. Program Coordinator's Roles and Responsibilities

- Mentee and Mentor Recruitment
- Mentee and Mentor Application Processing
- Mentor Reference and Background Checks
- Mentee, Parent and Mentor Orientations
- Mentor Training
- Mentor Interviews
- Monthly Follow-up calls
- Interventions

- Graduations
- Quarterly/Monthly Meetings and/or Activities

The nature of the mentor coordinator position, because of the interaction and involvement with children, is one that requires a responsible and accountable individual. Following procedure is absolutely imperative.

C. Establish Your Team and Focus

Team

Once the program coordinator has been established, pull together one or two committed volunteers to assist you with your roles and responsibilities.

Focus

- What age group will you be working with? For example, 8 to 12 year olds.
- Are you going to mentor church children only or do you also want to reach out to the community as a mission field?

If you are considering reaching out to the community, we suggest you develop a brochure with a mission statement (see *Program Coordinator's Forms, Sample Brochure, page 2-5*) and establish relationships with schools, local social service agencies, and community associations/boards (see *Program Coordinator's Forms, Non-Responsibility Agreement, page 21*).

D. Discuss Confidentiality Policies and Procedures

Due to the nature of the information obtained during the background check and criminal reporting, confidentiality policies are necessary (see *Program Coordinator's Forms, page 13-14* for a sample confidentiality agreement).

E. Establish Procedures for Reporting Suspected Child Abuse

Each state has different legal definitions of child abuse with different reporting requirements. It is imperative that you call your local Child Protective Agency to find out what their requirements are for reporting suspected child abuse.

F. Review the Materials

Review the entire *Program Coordinator's Manual* including all the forms. Make sure that you and your team understand the program. The program coordinator should choose the discipleship materials that best meet the nature and desired goals of the program. The general goal of the materials should be to build relationships and to get to know one another. See *Section Five* of the *Mentor Manual* for samples.

G. Get the Word Out

Once the senior pastor has endorsed and embraced this ministry, it is time to get the word out to the congregation. An announcement from the pulpit, a note in the bulletin, posters, and possibly a direct mailer to single-parent families are all successful methods of recruiting both mentors and mentees.

III. RECRUITING MENTORS

The main method used in recruiting mentors is through the body of Christ. The most effective method is to have the program coordinator make a brief announcement from the pulpit, with an exhortation for involvement from the senior pastor. In addition, have a table set up with a sign-up sheet, pencils, brochures and information sheets. An orientation should already be scheduled to occur within 5 to 10 days after the presentation and the training the following week. Make sure you include the date, time, and location of the orientation and the training in your information, which you will want to give to each interested person.

Men's and women's groups, prayer breakfasts, and other Christian gatherings are also good avenues for recruiting mentors.

IV. MENTOR ORIENTATION

The mentor orientation is probably the most important part of your mentorship program. Simply stated, it is the first part of a four-part training and screening process. The way you conduct and implement the orientation will have a strong impact on the successfulness of your mentors and the fulfilling of your program goals. Be sure to cover all the points in the orientation packet.

- Motives
- Biblical Reasons of Mentoring
- Requirements, Guidelines, Goals and Objectives
- Screening Process

The mentor orientation will help you educate prospective mentors on the program guidelines and expectations. After educating the prospective mentors in the program guidelines, the decision is up to them as to whether or not they want to continue. The orientation will help determine who is sincere about mentoring. In addition, the orientation will allow you the opportunity to get to know the prospective mentors.

At the conclusion of the orientation, discuss the screening process and then offer *Mentor Applications* (see *Program Coordinator's Forms, pages 7-12*) to those who are still interested in becoming mentors. Instruct them to complete all information on the forms and to bring them to the training. You may need to give some clarity on the reference expectations.

V. PREPARING FOR TRAINING DAY

1. Call to remind the potential mentors of the date, time, and place of training.
2. Be sure you have enough copies of the *Mentor Manuals* and black ink pens to fill out fingerprint cards.
3. Have a Polaroid camera and enough film.
4. Plan on approximately 2 hours for training, fingerprinting, and photographing.

VI. TRAINING DAY

1. Encourage the trainees in their response to the call of mentoring.
2. Distribute *Mentor Manuals*, fingerprint cards and black pens.
3. Pray.

4. Begin training.
5. Discuss the eligibility requirements for the program and what happens next.
6. Give trainees an opportunity to ask questions.
7. Collect applications.
8. Before closing, give the trainees an opportunity to fill out their fingerprint cards in black ink and line up to be fingerprinted and photographed.

VII. FINGERPRINTING

It is advisable to perform a local and a national search. In order to be authorized to perform and receive fingerprint reports in the state of California (under penal code 11105.3); you will need to fax a request to the Department of Justice at (916) 227-4815. Be sure to provide a return address. Once you are authorized, the Department of Justice will supply you with fingerprint cards as you request them.

Another option for fingerprinting is to utilize *Live Scan*, which is available at no cost to organizations with a non-profit status. To obtain information regarding specific *Live Scan* locations in California, please log on to the Department of Justice web site at www.caag.state.ca.us.

There are some instances when an applicant's past convictions will disqualify them from mentoring. Specifically, these include any conviction of child abuse, and/or violent crimes. Keep in mind that you may have an applicant who has a tainted past. Carefully consider their personal, professional and pastoral references, as well as their own testimony, but understand that there is an underlying liability issue and you need to have the best interest of the child and the church or organization in mind.

VIII. WHAT HAPPENS NEXT?

Immediately following the training, begin processing and reviewing all applications. Processing the applications will take approximately two to four weeks. The timeframe is contingent upon the availability of references, background checks, etc. When the review process is completed, call the potential mentor to set up an interview. After receiving the approved fingerprint report, have the pastor review the application, references, and interview sheet. The pastor should approve all matches. Contact the potential mentor to discuss some of the mentees in his/her geographical area. When you believe you have a potential match, contact the student, the student's parents and the mentor to arrange a mutually agreeable time to meet.

IX. INTERVIEWS

The interview is a one-on-one meeting with the program coordinator and the potential mentor. The purpose of this meeting is to gain an understanding of their personal and spiritual life and to detect potential problems that would effect their ability to mentor a child. Use discernment and allow the Holy Spirit to lead in asking any additional questions (see *Program Coordinator's Forms* page 17).

X. RECRUITING MENTEES/STUDENTS

Once you have determined your target youth and age (i.e., churches, schools and agencies), you can then choose the appropriate avenues for recruiting.

A. Within Your Church Body

Contact pastors or leaders in your church. For example, youth pastors, Sunday school directors or family ministries. You may also want to distribute a brochure with other church service materials and announcements from the pulpit.

B. Neighborhood Outreach

Areas of low-income housing and day-care facilities, where single-parent families generally comprise about 50% of the families, are other great mission fields. Flyers, posters, and knocking on doors are all wonderful ways to recruit children.

C. Contacting Schools

Contact the principal of a nearby school and schedule a meeting with them and the counselors to present the program. Do not hesitate to let them know this is a biblically-based program. You must ensure the school that their only role is to *offer* this program to children from single-parent homes. It is the parent who makes the final decision regarding the child's involvement.

D. Contacting Local Social Service Agencies

Probation, social services, and other community/family-based organizations can also be contacted to schedule presentations. The same procedure used with the schools can be used with these agencies. This mission field is rich with possibilities, not only with the children and families, but also with the people from the agency itself.

XI. STUDENT INTAKE PROCESS

When you discuss the program with an interested party over the phone or in written form, inform them of the program requirements and components and be sure to mention the spiritual aspects.

A. The recommended requirements for the child are as follows:

1. They must come from a single-parent family or alternative care homes.
2. They must be between the ages of ___ and ___.
3. They must be willing to make a one-year commitment, meeting a minimum of two hours per week.

B. The recommended components of the program are as follows:

1. Friendship – exploring each other's hobbies and interests.
2. Vocational – establishing career interests, setting goals, and vocational day visits.
3. Morals/Values – helping the child understand the difference between right and wrong, and discovering why they believe what they believe about God and the world.

If the person is interested in the program, send them the *Student Application*, the *Student Expectation Form* and the *Parent Questionnaire* (see *Program Coordinator's Forms*, pages 23-25). Let them know you will contact them after the forms have been completed and returned, to set up the student orientation.

XII. STUDENT ORIENTATION

After the application packet has been returned:

A. Call the parent or guardian to schedule a convenient time to meet.

B. When you meet with the student, explain that the mentor program:

1. Consists of a one-year long commitment wherein the mentor and mentee spend 2-3 hours a week together.
2. Emphasizes friendship, discipleship, vocational interests, and morals/values.

C. Ask the student what they think a mentor is (clarify the true meaning if necessary, i.e., a friend, wise advisor, teacher or coach). Explain that everybody could use a mentor not just young people; you may want to use the following illustration.

Let's say you and a friend have an opportunity to learn karate. You are going to study from a book one-hour a week, while your friend is going to study with an expert one hour a week. Two months later, who do you think will win at a match, you or your friend? Obviously the one who learned from the expert, because although we can learn a lot about life by reading a book, we have an advantage if we learn from someone who has been through it, especially when it's a friend or mentor.

D. Paint a picture of the program, i.e., what kind of things the student will do with their mentor. Give examples - discuss any activities you do as a group.

E. Explain why we teach about God and morals and values. The purpose of our existence is to have a relationship with God and in this relationship, we receive the power to love others and know right from wrong.

F. Give the student the chance to make the decision to be mentored and make the commitment.

G. Go through the *Student Orientation/Evaluation* (see *Program Coordinator's Forms*, page 27) and complete it with his/her answers making notes as you go to better assist in making a match. It might be necessary to inform the child that the answers will be kept between you and the child.

H. Close in prayer if appropriate (use discernment in non-Christian environments).

XIII. PARENT ORIENTATION

A. Discuss the overview of the program and child orientation.

B. See page 28 on the recommended points to cover.

C. The parent should be present for child orientation, but not for child evaluation questions. The reason the parent should not be present is because the presence of the parent intimidates the child and honest answers are not as likely.

Note: We have found that you will have a much more effective youth mentoring program if you are able to offer the components of biblical parenting classes and one-on-one spiritual discipleship to the parent. Please see the Family Support Foundation web site, www.parentingministry.org for information on how to establish these ministries in your church.

XIV. MATCHING A MENTOR WITH A MENTEE

After discussing and receiving approval from the pastor for the match, contact the mentor to review the prospective mentee's profile (i.e., age, hobbies, vocational interests, spirituality, behavior, etc.). You want the mentor to be involved in the decision of the match. At this point, do not divulge the mentee's name. If the match looks good, schedule a mutually agreeable time between the mentor, mentee, and the parent to conduct the match.

Matches are to be done at the home of the mentee or a neutral location. This meeting takes approximately 30 minutes depending on the amount of question and dialogue time. The mentor coordinator leads the match by first introducing the mentor to the mentee and parent. After introductions have been made, the mentor coordinator should ask the mentor to share a couple of minutes about themselves, i.e., what kind of work they are in, hobbies and interests, etc.

Next, the mentor coordinator should encourage the mentee to share a little about themselves, i.e., what grade they are in, favorite subject, interests, etc. (Prior to the meeting, the mentor coordinator should determine the mentee's personal situation in guiding these questions.)

After this time of sharing, encourage the parent to ask any questions they may have about the mentor. Then recap the program guidelines and commitment levels and ask if there are any other questions. Take some time for the mentor and mentee to exchange phone numbers and addresses and discuss their first meeting time (bring a couple of extra pens and paper or business cards).

Close with prayer, but be sensitive to non-Christian homes or those of other religious preferences.

Immediately after making a match, send out a letter to the mentor encouraging him/her in the commitment he/she has made to a child (see *Program Coordinator's Forms, Match Letter, page 29*).

XV. FOLLOW-UP AND REPORTING

A. Phone Calls

During the first month, it is important to speak with the mentor and the mentee a couple of times to help get the relationship going in the right direction. After 60 days, one call per month is usually adequate. Ask questions regarding the activities they

have been doing, vocational objectives, discipleship materials, etc. Give them an opportunity to ask questions, take their prayer requests, and pray with them before hanging up. Make sure you make notes including the date and your initials on the *Mentor/Mentee Tracking Form* (see *Program Coordinator's Forms*, page 30).

In some cases, especially with younger children, it is a good idea to talk with the parent or guardian to get their input on how things are going.

B. On-Going Support

It is always important to have on-going educational opportunities for mentors. However, our experience has been that only a fraction of mentors will make it to any further training or planned educational events. Therefore, mailing information to them has proven to be more effective. A monthly one-page newsletter works very well. Keep the letters short enough to hold their attention, but long enough to equip them. Information should include the following:

- Encouragement.
- Helpful tips for mentoring.
- Inspirational stories.
- Ministry updates and prayer requests.
- Scriptural devotionals relevant to youth mentorship and discipling.

Having quarterly meetings allows a time for encouragement and sharing. A suggested format is: begin with prayer, allow mentors to introduce themselves and share about their mentee – age, length matched, etc. (3 minutes each), 15 minutes of biblical inspiration and close with question and answer time. It is a good idea to have refreshments on hand.

Also, quarterly outreaches are always a hit and provide an atmosphere for mentors and mentees to gather as a group and get to know one another – baseball games, plays, barbaques, picnics, etc.

C. Intervention Meetings

Occasionally, a mentee may begin to “back off” from the relationship and the relationship begins to struggle, whereby, an intervention is needed. The staff person must be lead by the Holy Spirit and be sensitive when entering into this situation.

The following are suggestions for a successful intervention meeting:

- Review with the mentor the sequence of events that led up to the time when the mentee began to back off.
- Pray with the mentor before entering into the meeting. It is not always a good idea to bring the mentor to the intervention meeting.
- Ask the child if there is a problem or how he/she thinks things are going.
- During the meeting, review the program requirements, the student orientation material, the personal commitment and the value of such a relationship.
- Share personal testimony with the mentee, and discuss the benefits of having a mentor.
- Give the mentee the opportunity to continue the relationship.

- Close in prayer.

Note: If the mentee doesn't want to continue or the behavior does not change within 30 days, rematch the mentor with another student as soon as possible.

XVI. GRADUATION

The mentoring relationship is encouraged to become a friendship that lasts a lifetime. However, the staff person will only monitor the relationship for one year. Contact the mentor and mentee with a final phone call. Encourage the mentor to continue the relationship. Congratulate them on faithfully completing the one-year commitment, and let them know that their certificates are on their way. The following items should be completed at the end of the one-year commitment:

- Send a letter of congratulations and a *Certificate of Completion* (see *Program Coordinator's Forms, page 31*) to both parties for completing the one-year program requirements and encourage the relationship to continue.

SECTION 2

Program Coordinator's Forms

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Mentoring Flow Chart..... 1

Each item listed needs to be completed before moving to the next level. The following is our code in identifying the mentor and mentee progress:

Level 1	Attended Orientation, paperwork has been completed and returned.
Level 2	Trained, fingerprinted, references checked, ready to match.
Level 3	Matched.
Level 4	Graduated.
Level 5	Closed, moved away, quit, etc.

Sample Brochure (Ministry) 2

This brochure which explains the ministry is intended for use within the faith community. The mission statement, goals and methods should be included to provide a better understanding of a mentoring ministry.

Sample Brochure (Secular)..... 4

This brochure explains that the program is faith based, but appeals to the secular agencies like social services, group homes, school districts, etc.

Mentor Training Sign-Up Sheet 6

Use this form for signing up mentors. It is important that they write neatly, as you will be using this information to contact them for the orientation.

Mentor Application 7

All the information on this application is very important, and therefore, it must be fully completed.

1. **Age.** Persons under the age of 25 tend to have a higher rate of failure with consistency and/or their ability to participate in appropriate activities.
2. **Employment.** This information will assist you in matching a mentee with future career goals similar to the mentor's occupation, although a direct match is not necessary.
3. **Future Career Goals.** Look for major career changes, and/or work-related commitments that may hinder the relationship.
4. **Hobbies and Interests.** This information will be very helpful during the matching procedure.
5. **Major Life Changes.** Again, this information is important for consistency – remember that people respond to being a mentor for a lot of reasons, and for some, it may not be the right time to take on the commitment.
6. **Church Attendance/Personal Testimony.** It is extremely important to determine whether or not this person has a healthy, intimate relationship with Christ. If the mentor does not have a close relationship with the Lord, the commitment, the consistency, and the maintenance of the mentor relationship suffers.
7. **Marriage.** This information is important in determining marital stability and the degree of support the spouse will bring to the mentoring commitment. Look for signs that the spouse feels the potential mentor is over-committed to activities outside the home. If so, discuss it.
8. **Why Do You Want To Be a Mentor?** You will get many different responses to this question. The information you receive will help you determine the mentor's motivation.

9. **References.** This is one of the most powerful tools in assessing the mentor's ability to be faithful in their commitment. All four references must be checked, with three out of the four having known the mentor for at least five years.
10. **Statement of Faith.** It is important to weed out anyone who has a problem with the true, biblical gospel message of Jesus Christ. The liability disclosure and agreement is included here.
11. **Conviction Report Form.** It is important to contact your local law enforcement agency and/or state department to find out what your code requirements are for adults working with youth.

This form is important to your program for three reasons. One, it reveals whether or not the person is honest. Any serious crimes in the life of a Christian should show up in their personal testimony. If they do not reveal past legal problems, the mere fact that they were not honest about it may conclude some problems with personal integrity. Secondly, this form provides you with a signed document by the applicant. Thirdly, this form can be used as a tool to weed out people who are not mentor material. **Note:** The information is confidential, but absolutely necessary. The main emphasis is that the applicant should have a clear record for at least the last five years. However, never allow anyone who has had any prior convictions of physical or sexual abuse with children to be a mentor.

Security Agreement 13

This form is for the program coordinator and anyone on the mentor ministry team who will have access to the databases, files and other materials.

Employee Confidentiality Form 14

This form is for the director/pastor, program coordinator and other staff that will have access to the files and fingerprint reports. Confidentiality must be taken very seriously.

Applicant Rejection Letter 15

This is a sample letter used in rejecting an applicant for the mentoring program. If you have determined that the applicant is immature, inconsistent, over-committed, etc., you will need to be compassionate, but firm, in letting them know that, based on the level of commitment necessary to be a mentor, this ministry may not be the right one for them at this time. It is important to be compassionate, but very honest in this process.

Reference Interview Questions 16

This form will help you get to know the mentor and his/her lifestyle. The questions are designed to determine a lack of commitment in areas, and/or over-commitment. Both are detrimental to being a qualified mentor. Generally there will be a common thread in the answers given by the references if a potential problem or red flag is going to come up. Be sure to ask additional questions or ask for further explanation to satisfy any concerns you may have from reference checks.

Mentor Interview Questions 17

This is a very important tool to help determine the stability and integrity of the potential mentor. The potential mentor must meet with the coordinator to review the questions. These questions are designed to cover spiritual, personal and professional areas of the mentor's life.

Mentor Security Procedures 18

This is a suggested list of security procedures to follow. The list is not comprehensive; therefore, additions and changes may be necessary to fit the individual mentoring ministries.

Safety Guidelines 19

This is a list of some recommended safety guidelines for ministry activities. This list is not comprehensive and can be changed or added to in order to meet the needs of the individual ministry.

Non-Responsibility Agreement..... 21

This form is for a school district and/or social service agency. It is important that the school/agency know they can hand out brochures and mentee packages, but that it is the responsibility of the parent(s) to determine participation.

Authorization for Release of Student Information..... 22

This form is used to obtain school record information for the student. This information will help you determine how the student is actually performing in school, versus their opinion or their parent's opinion.

Student Application 23

This form is to collect information about the student, his/her school, and the parent's general information. The student and parent signature is required as an indicator that both agree to the program.

Student Expectations 24

This form is useful in establishing what the student is expecting from a mentor. For students 11 years old and younger an adult may need to assist in completing the form. Many times a student has a distorted idea of what a mentor does, therefore, it is important to know what the student's expectations are and ensure they understand the role of a mentor. However, do not match the child until they have completed this form as it is an indicator of the child's interest level in the program.

Parent Questionnaire..... 25

Getting the history of the child's parental situation is critical. This form will help you obtain the information you need and also work as a tool for potentially discipling the parent. Offering one-to-one discipleship where mature women of faith volunteer to disciple single moms is one way to build up the body of Christ. Parenting classes is another tool to equip single moms. **Note:** For more information on obtaining these tools, please contact Family Support Foundation.

Parent/Student Application Letter 26

This is a sample of the letter to send to the parent or guardian inquiring about the mentoring program for their child. The letter should explain the mission and purpose of the program and any requirement and/or expectations such as parenting classes or parenting Bible study.

Student Orientation/Evaluation..... 27

This form is to be filled out during the orientation. The information obtained during this evaluation will provide important base-line statistics that will give you reference points for measuring improvement during the course of the year. **Note:** This information is confidential and should be kept in the student's file.

Parent Orientation..... 28

This form is a list of suggested topics to cover with the parent outlining the program and the guidelines for the parent and what they can expect. This list is not comprehensive and can be added to or changed to meet the individual ministry.

Match Letter..... 29

This is a sample of the letter to be sent to the mentor after the match is completed. The letter is a way to thank the mentor for the commitment he/she has made to the Lord and the student and to encourage him/her to remain consistent.

Mentor/Mentee Tracking Form 30

This form should be attached to the front of each mentor's file. It is important to date and initial each process.

Certificate of Completion 31

This is a sample graduation certificate. A tangible item for the completion of the program is a strong encouragement for young people.

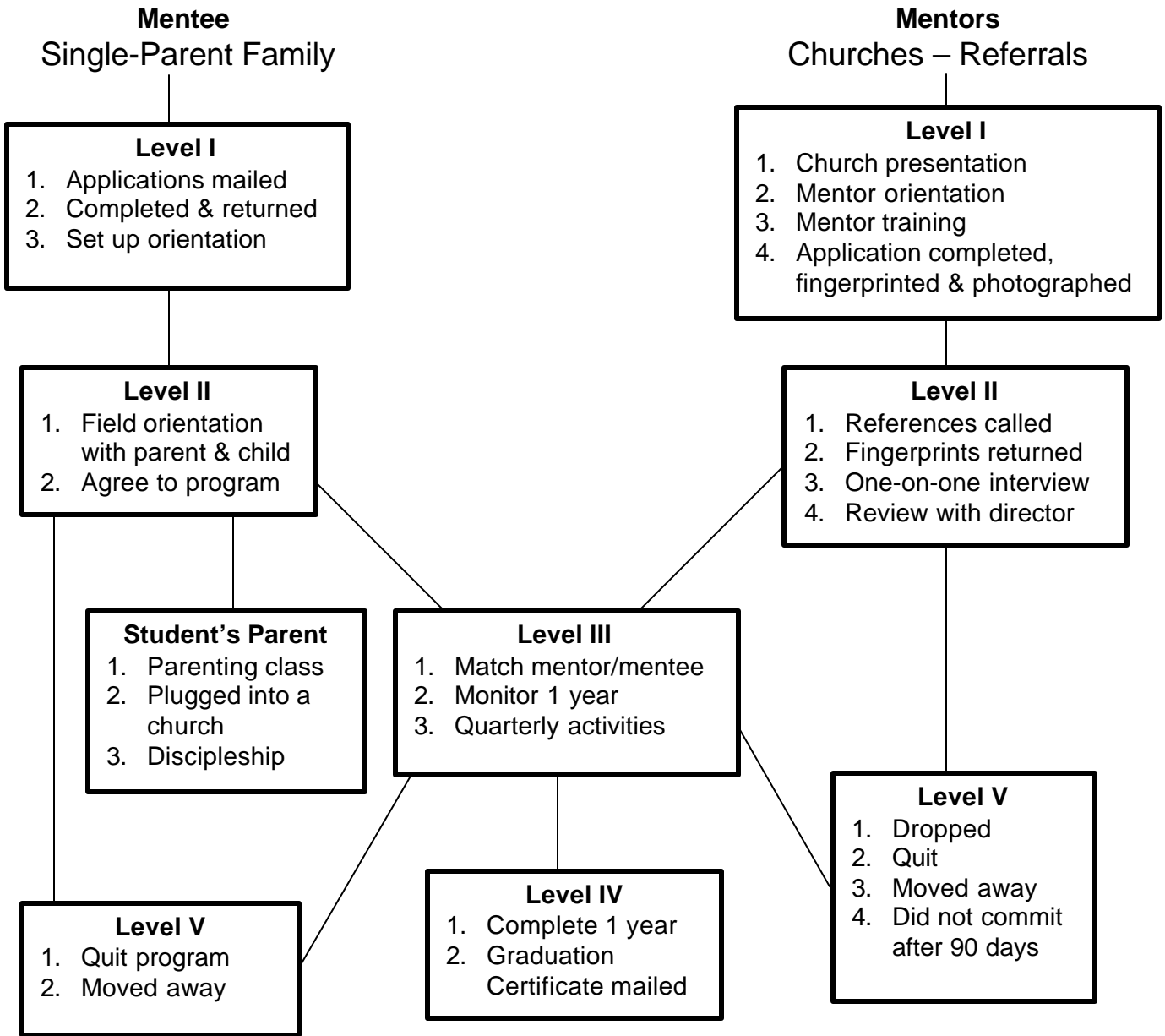
Mentee Graduation Letter..... 32

This is a sample letter to send with the graduation certificate explaining to the student that he/she did a great job being faithful and completing the one-year commitment. The letter also explains that the mentoring ministry will no longer monitor the relationship, which closes the liability for that match.

Mentor Graduation Letter 33

This is a sample letter to the mentor to thank him/her for his/her faithfulness to the ministry and the student. Also in the letter, mentors are encouraged to continue the friendship established with the mentee, and that there is always a need for mentors if he/she would like to mentor another student.

MENTOR/MENTEE TRACKING FLOW CHART



WHAT'S NEXT?

Do you know a youth who needs a mentor?

- If you are a single parent, contact the *FSF* office to arrange a program orientation.
 - If you are church and would like to refer young people to *FSF*'s mentoring program, please call our office to arrange to receive more information and/or to arrange an *FSF* presentation in your church to recruit mentors.
- **NOTE:** Please make preliminary arrangements with the *FSF* office before making program referrals to insure the availability and status of services in the area you require.
- Be advised that there is a waiting list.
 - If you are a parent interested in parenting classes, please call the *FSF* office for an initial consultation.

698 West Main Street
El Cajon, CA 92020
(619) 590-1901
www.fsfministries.org
Email: fsf@iol7.org



*"...for the equipping of the saints for the work of the ministry, for the edifying of the body of Christ."
Ephesians 4:12*



YOUTH MENTORING/ DISCIPLESHIP PROGRAM

A ministry
dedicated to serving
children of
single-parent families
and orphans

"Behold, children are a gift from the Lord." Psalm 127:3

OUR MISSION

The mission of the Family Support Foundation (FSF) is to provide support and education for single-parent families, youth in alternative care homes and families that have been affected by divorce. The goal of our program is to supply practical tools and guidance to strengthen the family unit by equipping parents with hope, love and the message of Jesus Christ using His word as our guide and instructions. We offer a strong mentoring program, parenting classes, and intervention counseling.

"Whoever receives one of these little children in My name receives Me..."
Mark 9:37

PARENT TRAINING CLASSES & PARENT SUPPORT

FSF offers parenting classes. People generally parent in the same way they were parented -- negative or positive! Because single parents have the difficult job of raising their children alone, FSF offers knowledge, understanding, support, and tools through mentoring and parent training.

MENTORING PROGRAM

FSF mentoring program works with at-risk youth, ages 8 to 15, from the community and the church. FSF recruits, trains, fingerprints and performs thorough background checks on Christian volunteer mentors who make a one-year commitment. The youths are referred to our program from local churches, group homes, and other social service agencies. To participate in the program, the youth must express a desire to be mentored, disciplined and are willing to make a one-year commitment. FSF matches the youth with a compatible mentor, who befriends them and takes them through a Life Skills Manual that focuses on vocational goals, morals, and values.

Student responses to "Why do you want a Mentor?"

- *"To teach me how to make friends."* Eric, 12
- *"Because I have no good family."* Teresa, 12
- *"To give me some advice about college and how I can achieve my goals."* Sarah, 15
- *"Because they try and help you like a dad would."* Nathan, 11
- *"To have someone to help me with my growing up."* Phillip, 12

ENDORSEMENTS

- *"FSF is an excellent organization that is effective and faithful..."*
Pastor Mike MacIntosh, Horizon Christian Fellowship
- *"Your program offers a very well thought out plan that is both practical and attainable."* **Bob McClellan, Mayor Pro Tem, City of El Cajon**
- *"... The programs offered by FSF are well thought out and are comprehensive to effectively produce long-term positive results for "at risk" families ..."* **Joan Shoemaker, Major, City of El Cajon**
- *"I've seen in my own church how many people have been touched, blessed and healed... and in our own community tremendously ministered to through FSF."* **Bryan Newberry, Calvary Chapel San Diego**
- *"...I offer my enthusiastic support for FSF."* **Laura Sisulak, Program Development, Partners for Prevention**

WHAT'S NEXT?

Do you know a youth who needs a mentor?

- If you are a single parent, contact the *FSF* office to arrange a program orientation.
- If you are an agency representative and would like to refer young people to *FSF*'s mentoring program, please call the office to arrange for a collaborating agreement to be established. NOTE: Please make preliminary arrangements with the *FSF* office before making program referrals to insure the availability and status of services in the area you require.
- Be advised that there is a waiting list.
- If you are a parent interested in parenting classes, please call the *FSF* office for an initial consultation.

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ENDORSEMENTS

- "Your program offers a very well thought out plan that is both practical and attainable." **Bob McClellan, Mayor Pro Tem, City of El Cajon**
- "I express my strong support of FSF for its continuing efforts to offer comprehensive and effective mentoring ..." **Casey G. Gwinn, San Diego City Attorney**
- "... The programs offered by FSF are well thought out and are comprehensive to effectively produce long-term positive results for "at risk" families ..." **Joan Shoemaker, Major, City of El Cajon**
- "...I offer my enthusiastic support for FSF." **Laura Sisulak, Program Development, Partners for Prevention**
- "FSF is an excellent organization that is effective and faithful..." **Pastor Mike MacIntosh, Horizon Christian Fellowship**

Date: _____

Mentor training completed: _____

Class location: _____

Field location: _____

References checked: _____

Comments: _____

MENTOR APPLICATION

PERSONAL INFORMATION:

Social Security #: _____ Date of Birth: _____

Name: _____
(Last) (First) (MI)

Address: _____
(Number & Street) (Apt. #)

_____ (City) (State) (Zip Code)

Telephone: _____ (Home) _____ (Cell)

Marital Status: S M D W If divorced, when? _____ (include year)

If single, do you have roommates? Y N How many? _____ Gender: M F

If married, how long? _____ Spouse's Name: _____

Number of Children: _____ How many at home? _____ Ages: _____

***Optional Information:** (For nondiscrimination reporting purposes)

Race: African American Asian Hispanic Caucasian Other: _____

EMPLOYMENT INFORMATION:

Company/School: _____ Position/Title: _____

Address: _____
(Number & Street)

_____ (City) (State) (Zip Code)

Telephone: _____ Hours/Days: _____ F/T P/T

Brief Job Description: _____

Future Career Goals: _____

EDUCATION: (Please circle last grade completed)

High School: 9 10 11 12

College: 1 2 3 4 Degree: _____ Post Graduate: _____

Other Training: _____

CHURCH AFFILIATION:

Name: _____ Pastor: _____

Address: _____
(Number & Street)

(City) (State) (Zip)

Phone: _____ How long have you attended? _____

Please give a brief explanation of previous & current involvement: _____

LEGAL:

Have you ever been convicted of a felony? Yes No

If yes, please specify on Conviction Report Form.

GENERAL :

Please list your hobbies and interests: _____

Do you see any major changes taking place in your life or family in the next 12 months (i.e., moves, job change, birth of a child, separation/divorce, etc.)? Please explain: _____

Write out a brief personal testimony of how you came to Christ. _____

If applicable, how would you rate your marriage? Great Okay Working On It

Please explain: _____

Why do you want to be a mentor? _____

REFERENCES:

(NOTE: At least three must have had ongoing contact with you within the last five years.)

For Office
Use

Character Reference #1:

Name: _____ Relationship: _____
(Last) (First)

Address: _____
(Number & Street) (Apt. #)

(City) (State) (Zip Code)

Telephone: _____
(Home) (Work)

Character Reference #2:

Name: _____ Relationship: _____
(Last) (First)

Address: _____
(Number & Street) (Apt. #)

(City) (State) (Zip Code)

Telephone: _____
(Home) (Work)

Pastoral Reference: (Pastor, Home Fellowship Leader, etc. from your current church)

Name: _____ Relationship: _____
(Last) (First)

Address: _____
(Number & Street) (Apt. #)

(City) (State) (Zip Code)

Telephone: _____
(Home) (Work)

Professional Reference:

Name: _____ Relationship: _____
(Last) (First)

Address: _____
(Number & Street) (Apt. #)

(City) (State) (Zip Code)

Telephone: _____
(Home) (Work)

For the safety of the students, employment verification, contacting references and criminal background checks will occur. Your signature below authorizes us to make these verifications.

Signature: _____ Date: _____

STATEMENT OF FAITH

We Believe...

- the Bible to be the only inspired, infallible and authoritative Word of God.
- that there is only one God, Creator and Lord of all, who has revealed Himself as Father, Son and Holy Spirit.
- in the deity of our Lord Jesus Christ as true God and true man, His incarnation and virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and in His imminent personal return to earth.
- that the Lord Jesus Christ died and shed His blood as a sacrifice for sin, and that we are justified by grace through faith in Christ alone, apart from any human merit.
- that the regeneration by the Holy Spirit is absolutely essential for the salvation of lost and sinful man, through the repentance from sin and the acceptance of Jesus Christ as Savior and Lord.
- in the present ministry and gifts of the Holy Spirit, by whose indwelling the Christian is able to live a godly life.
- in the resurrection of both the saved and the lost: they that are saved unto the resurrection of eternal life and they that are lost unto the resurrection of eternal separation.
- that the church, the spiritual body of which Jesus Christ is the head, is bound together by the Holy Spirit consisting of all who are born again, and that, He is constantly purifying and preparing the body of Christ for His return.

The undersigned hereby accepts and agrees to uphold and practice, on a daily basis, the foregoing Statement of Faith.

LIABILITY STATEMENT

Further, the undersigned agrees to indemnify, defend and hold harmless _____, its officers, directors, agents, employees, independent contractors, and their respective assets from and against any and all liabilities, losses, damages, costs and expenses (including, without limitation, attorneys' fees and court costs) which any of such parties may have liability for as a result of the undersigned's performance of services on behalf of _____ as mentor or otherwise, including, without limitation, the transportation of any individual(s) which _____ places the undersigned in contact with. The undersigned carries current automobile liability insurance with limits of at least \$ _____ and will keep such insurance in force at all times.

Print Name

Date

Signature

SECURITY AGREEMENT

This form is for the program coordinator and anyone on the mentor ministry team who will have access to the databases, files and other materials.

1. As an employee of _____ you may access information only when necessary to perform work assigned by a supervisor to accomplish _____ mission and purpose. You may not access or use information from the _____ databases or any other data accessible through the database for personal or any other reason.

2. You may disclose confidential information from files or databases only to individuals who have been authorized to receive it through the appropriate procedures. You shall not divulge or make use of confidential information, data, or records for a mailing list or any other purpose unless the same has been authorized. Such misuse is a misdemeanor under California law.

3. You may not deliberately enter false or incomplete data or delete existing valid data on any of the databases or files. You may not deliberately take an unauthorized action that would adversely affect the performance of the database system or cause the interruption of electronic data processing services, or the destruction or alteration of data files or software.

4. As a precaution against misuse or destruction of criminal record information, you will not remove any work-related materials from the work site without specific authorization to do so. Work in process is to be stored and maintained in areas designated as appropriate for such storage and maintenance on the premises.

5. You must take reasonable precautions to protect data entry terminals and equipment from unauthorized access. Reasonable precautions include the following: ensure that your terminal is inaccessible when you leave it unattended; store user documentation to sensitive programs in a secure place; and report any suspicious circumstances or unauthorized individuals you observe in the work area to your supervisor.

I have read and understand the security policies stated above and have received a copy of them. I understand that failure to comply with these policies may result in disciplinary action up to and including dismissal, and/or civil or criminal prosecution in accordance with applicable statutes.

Employee's name

Social Security #

Date

Employee's Signature

Position

EMPLOYEE CONFIDENTIALITY FORM

USE OF CRIMINAL JUSTICE INFORMATION AND DEPARTMENT OF MOTOR VEHICLE RECORD INFORMATION

As an employee of _____ you may have access to confidential criminal record and/or Department of Motor Vehicle record information which is controlled by statute. Misuse of such information may adversely affect the individual's civil rights and violates the law. Penal Code Section 502 prescribes the penalties relating to computer crimes. Penal Code Section 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be released.

Penal Code Sections 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information.

Government Code Section 6200 prescribes the felony penalties for misuse of public record and CIETS information. Penal Code Sections 11142 and 13303 state:

“Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor.”

California Vehicle Code Section 1808.45 prescribes the penalties relating to misuse of Department of Motor Vehicle record information.

Any employee who is responsible for such misuse is subject to immediate dismissal. Violations of this law may also result in criminal and/or civil action.

I have read the above and understand the policy regarding misuse of criminal record information and Department of Motor Vehicle record information.

Employee's Signature

Date

Director's Signature

Date

APPLICANT REJECTION LETTER

Date

Applicant's Name
Address
City, State Zip

Dear (Applicant's Name),

Thank you for your interest in mentoring a child. Unfortunately, based upon the criteria for mentoring through (your organization's name), you are not eligible at this time. Eligibility for our program is based primarily on personal, professional, and pastoral references.

If the Lord has truly put this desire in your heart, He will continue to guide and direct you to His perfect timing. If you have any questions or need clarification, please contact our office.

In His Service,

(Your Name)
Mentor Coordinator

REFERENCE INTERVIEW QUESTIONS

Applicant: _____

Reference: _____ Phone: _____

- How long have you known the applicant? _____
- What is your relationship to the applicant? Family Friend Business Other _____
- Is he/she involved in the community? Y N Unsure Over involved? Y N Unsure
- Have they been involved in youth work before? Y N Unsure _____

If yes, how long? _____ What was there role? _____

How would you describe their involvement? (active, leader, volunteer, etc...) _____

- Do you feel the applicant is qualified for this role? Y N Unsure Give 2 reasons.

- Can you think of any reasons the applicant would not be qualified? Y N

- Is the applicant reliable and dependable? Y N Unsure
- The applicant follow through on what he/she says? Y N Unsure
- Is there anything else you would like to add? _____

Thank you for your time.

Reference: _____ Phone: _____

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- What is your relationship to the applicant? Family Friend Business Other _____
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- Have they been involved in youth work before? Y N Unsure _____

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- Can you think of any reasons the applicant would not be qualified? Y N

- Is the applicant reliable and dependable? Y N Unsure
- The applicant follow through on what he/she says? Y N Unsure
- Is there anything else you would like to add? _____

Thank you for your time.

MENTOR INTERVIEW QUESTIONS

SPIRITUAL

How would you grade your spiritual life (A, B, C, D or F) in the following areas?

1. Your prayer life
2. Daily reading the Word of God
3. Your priorities being in order (God, family, job, church and leisure time)
4. Your consistency in fellowship and accountability with other believers (meeting with a prayer partner or home fellowship). For example, if you were struggling in your walk, do you have somebody in your life that you would go to for help or who would approach you if they noticed you were struggling?

PERSONAL

1. Married Single Dating

If single, are you dating? How long? Have you sought out accountability for this relationship?

2. Do you have children? If yes, describe your relationship with them.
3. If single, do you live alone? If not, who lives with you?
4. What do you do in your free time, and what are your hobbies?
5. How would you describe yourself?
 Social & outgoing Friendly & easy to talk to Quiet & enjoy staying at home

PROFESSIONAL

1. How long have you been at your current job? (if less than a year, see #2)
2. Where did you work prior? How long? Why did you quit?
3. Do you enjoy your work?
4. What kind of hours do you work?
5. Do you foresee any job changes in the near future?

- | | |
|----------------------------|--------------------------|
| Picture Taken | <input type="checkbox"/> |
| Copy of Driver's License | <input type="checkbox"/> |
| Copy of Proof of Insurance | <input type="checkbox"/> |

MENTOR SECURITY PROCEDURES

Prior to a child being matched:

- ◆ Fill out Mentor Application completely.
- ◆ Provide four strong references.
- ◆ Complete orientation, training and a one-on-one interview.
- ◆ Four references called and complete reference questionnaire.
- ◆ Photographed, fingerprinted, and report received from the Department of Justice or local police department.
- ◆ Discussion with and approval from director/pastor.

SAFETY GUIDELINES

RECOMMENDED GUIDELINES FOR CHURCH AND SCHOOL RECREATIONAL ACTIVITIES

Bicycling:

- ◆ Bike helmets meeting the March 1999 Consumer Product Safety Commission safety standard should be used.
- ◆ Riders should wear fluorescent and brightly colored clothing.
- ◆ Bikes should have a reflector.
- ◆ Bikes should be inspected prior to trips and repaired as necessary.
- ◆ Obey laws for motorized vehicles.

Basketball:

- ◆ Secure padded mats on the wall behind goals.
- ◆ Use breakaway rims. "NO DUNKING" signs should be posted.
- ◆ Soft nets should be maintained in good repair.
- ◆ Outdoor goal poles should be located outside the playing area and equipped with waterproof padding.
- ◆ Players should remove jewelry, wear eye gear and mouth guards to prevent eye and mouth injuries.

Flag-Touch Football:

- ◆ Playing areas should be free of hazards, including a buffer zone.
- ◆ Metal cleats should not be permitted.
- ◆ Jewelry should be removed and mouth guards should be used.
- ◆ Games should be supervised and inappropriate behavior corrected immediately.

Swimming:

- ◆ Signed parental permission slips should be obtained prior to swimming activities.
- ◆ Test each child for his/her swimming ability.
- ◆ Pools should be fenced, minimum 5 feet high, no footholds for climbing and should be equipped with a self-closing gate.
- ◆ Drains should be equipped with dome shaped covers to reduce the exposure of entrapment.
- ◆ Life saving equipment should be easily accessible, including a telephone.
- ◆ Swimming activities require close supervision. Certified lifeguards should be provided or at least leaders should be trained in CPR.

Softball/Baseball:

- ◆ Helmets with face guards which meet the ASTM F910 Standard Specification for Face Guards for Youth Baseball should be used.
- ◆ Softer than standard baseballs and softballs should be used.
- ◆ Safety bases that release from the ground upon impact and leave a smooth area where they were located should be used.

Soccer:

- ◆ Goals should be anchored to prevent them from tipping over.
- ◆ Moveable goals should be stored securely to prevent injuries during unsupervised activities.

Volleyball:

- ◆ Outdoor play areas should be free of hazards – holes, sprinklers, tree roots, etc.
- ◆ A safe buffer zone of 10 feet around the playing area should be provided.
- ◆ Stakes to the net poles should not protrude from the ground.
- ◆ Indoor pole standards should be secure and not tip over. They should be positioned at least 3 feet outside the playing area.
- ◆ Top of the net should be covered with a protective surface; no wire should ever be exposed.
- ◆ Players should remove jewelry.
- ◆ Kneepads can reduce bruises from falls.

Aerobics:

- ◆ Participants should consult with his/her physician as to the level and type of exercises that is wise and beneficial.
- ◆ Participants should fully understand the risks involved and should sign a legally valid release prepared by the institutions legal counsel.
- ◆ Aerobics leaders should be certified.
- ◆ Facilities should be routinely inspected and equipment properly stored.

Hayrides:

- ◆ Equipment should be in good repair. Wagons should have sidewalls. Hitches should be equipped with safety chains.
- ◆ Drivers should be fully trained and experienced.
- ◆ The route should be selected in advance and inspected for hazards.
- ◆ Riders should not be seated with any part of the body extended from the wagon.
- ◆ A trailing car should follow at a safe distance with the headlights on the wagon. The car should have on its headlights. The car provides protection from rear collisions, provides back-up transportation should there be mechanical problems, and the car can serve as a spotter to monitor the back of the wagon.
- ◆ The vehicle should have headlights and warning flashers on, and the supervisor should be equipped with flashlights.
- ◆ Adequate adult supervision should be provided. Safety instructions should be clearly presented prior to the trip.
- ◆ Speed should be kept low, main roads should be avoided.
- ◆ The driver, supervisors, and driver of the following car should have walkie-talkies or cell phones for communication.
- ◆ An emergency first aid kit should be provided. Emergency phone numbers should be easily accessible.

These introductory precautionary items do not replace a thorough pre-event planning session before any of these activities are scheduled by your institution. These suggestions are not all-inclusive and are only intended to provide a starting place for planning activities. Before initiating any recreational activity, research should be made to implement appropriate safety policies and procedures.

NON-RESPONSIBILITY AGREEMENT

_____ will coordinate mentoring services to students who request to participate in the mentorship program and who receive parent/guardian permission to enter the program.

All mentors will be matched with students of the same gender and will have been trained, fingerprinted, and had completed background checks prior to being matched. Mentors have agreed to work with their mentees at least one year so that rapport and consistency can be established. Mentors and mentees will meet a minimum of once a week for approximately two hours.

By signing below, you give permission for your student to participate in the mentorship program. _____ assumes no responsibility for this voluntary service.

Student's Name

Parent/Guardian's Name

Parent/Guardian's Signature

Date

AUTHORIZATION FOR RELEASE OF STUDENT INFORMATION

TO: Agency/Individual: _____

Address: _____

RE: Student's Name: _____

Birthdate: _____

I authorize the above named agency to provide information from the record of

(Student's Name)

This information will be used for the following purpose:

and shall be limited to the following types of information:

Please send the information to:

Name and Title: _____

Department: _____

Address: _____

This authorization will become null and void after ninety (90) days from the date signed.

I understand I may receive a copy of this authorization and the resulting information if desired.

Signature: _____

Relationship to Student: _____

Date: _____

STUDENT APPLICATION

PERSONAL INFORMATION

Name: _____ Date of Birth: _____

Address: _____

City: _____ State: _____ Zip code: _____

Telephone: _____

The following information is optional (for non-discriminatory purposes only):

Race: _____ Sex: Male Female

SCHOOL INFORMATION

Name of School: _____ Grade: _____

Address: _____

City: _____ State: _____ Zip code: _____

Telephone: _____

GENERAL INFORMATION

Why do you want a mentor? _____

What are your hobbies? _____

List your top 3 career interests: _____

PARENT/GUARDIAN ACKNOWLEDGMENT/APPROVAL

Parent/Guardian's Name: _____

Address: _____

City: _____ State: _____ Zip code: _____

Telephone: _____

Student Signature: _____ *Date:* _____

Parent/Guardian Signature: _____ *Date:* _____

The Parent/Guardian signature authorizes _____ to use photographs taken at group activities for our newsletter only. We will not use pictures for fundraising or advertising.

STUDENT EXPECTATIONS

Name: _____ Date of Birth: _____

Address: _____

Telephone: _____

What activities would you do with a mentor? _____

What do you think a mentor could teach you? _____

How do you think a mentor could help you? _____

When completed, please mail to: _____

PARENT QUESTIONNAIRE

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Nearest Cross Street: _____

Phone: _____

Employer: _____

Employer Address: _____

Work Phone: _____

Marital Status: Single Married Divorced Widowed Separated

Spouse/Ex-Spouse's Name: _____

How did you hear about us? _____

Do you attend church? If so, where? _____

Pastor's Name: _____ Phone: _____

Children's Names & Ages:

Are you interested in our mentoring program for children ages 8-17? Yes No

If yes, please give a brief description of your child/children:

Are you interested in a biblical parenting class? Yes No

Are you interested in our other single parent services? Yes No

What other type of assistance could you use as a single parent?

For Office Use Only

Interview completed by: _____ Date: _____

Comments: _____

Follow up with pastor/church: _____ Date: _____

Signed up for parenting classes? Yes No

Location: _____ Date: _____

PARENT/STUDENT APPLICATION LETTER

Date

Name
Address
City, STATE Zip

Dear Parent,

Thank you for your inquiry into our mentoring program. (your organization name) is a Christian ministry dedicated to serving children from single-parent families.

It is our desire to serve the *entire* family. We believe it is the combination of involving the child *and* the parent that positively impacts the family unit. In an effort to be more effective, we are only providing mentors to those children whose families are willing to receive both components of our program, which includes the parenting classes.

These classes are conducted several times each year at hosting churches throughout the county. In order to assist you in this process, we also make the classes available one-on-one in our office in a counseling setting.

If you are interested in having an adult mentor for (student's name) through (your organization name) and are willing to participate in the parenting classes, please complete the enclosed parent questionnaire and if necessary, assist your child in completing the student application. Upon receiving your completed paperwork, our office will contact you within three weeks to arrange an orientation meeting with you and your child.

God bless you and your family!

In Christ,

(Your Name)
Program Coordinator

STUDENT ORIENTATION/EVALUATION

Name: _____ Date: _____

Telephone: _____ Age: _____ Sex: Male Female

Please answer questions honestly. All information will be kept confidential.

- | | | EXCELLENT | GOOD | FAIR | POOR |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How would you rate your overall relationship with your parents? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. What level of friendship do you share with you parent/guardian? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. How well do you feel your parent/guardian understands you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. How would you rate the advice your parent/guardian gives you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Do you enjoy school? YES NO SOMETIMES
6. Is school important to you? YES NO SOMETIMES
7. Do you have difficulty understanding your schoolwork? YES NO SOMETIMES
8. Do you have plans to go to college? YES NO MAYBE
9. Do you know what type of work you would like to do when you get older?
 YES NO MAYBE If so, what? _____

10. In your own words, what is the definition of a mature adult? _____
11. What is your definition of morals and values? _____
12. Do you think these are important? YES NO Why? _____
13. Do you know who God is? _____
14. Is it important to seek God? _____
15. Is it important to go to church? _____

16. Please describe how you have felt over the last six months.
- | | | FREQUENTLY | SOMETIMES | NEVER |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Angry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Suicidal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quitting School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Running Away | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hopeless | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lonely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Confused | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depressed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Out of Control | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Happy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Confident | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. Do you feel you could use some help in your life right now? YES NO
18. What are some of the things you would like to get out of being mentored? _____
19. Any concerns with us using Biblical references in our program? YES NO

PARENT ORIENTATION

- _____ is a Christian program. We encourage mentors to share their faith and the Bible with their mentee.
- _____ strongly encourages parents to not withhold their child's time with their mentor as a discipline or punishment.
- The mentors will make every effort to meet with the child at least once each week for approximately two hours for one year. We ask that the parent and child remain flexible when the mentor's schedule occasionally requires exceptions to this standard.
- The parent should always be informed of the days and times that their child will meet with their mentor. The parent must approve all meetings and activities at or away from home.
- Remember that the mentor is there for your child. Therefore, please refrain from discussing your child's failures with the mentor in the presence of your child.
- At the end of the one-year commitment your child and their mentor will graduate from the program. Any and all further contact and involvement between your child and the mentor will be entirely subject to your approval.
- It is our hope that their friendship would continue for a lifetime, however we will no longer monitor the relationship after their graduation.
- If you have any questions or concerns about the mentoring ministry program, please contact our office.
- We ask that you promptly return all calls from our office. We will be contacting you and your child periodically for up-dates on their relationship with their mentor.

Parent Signature

Date

Mentor Coordinator Signature

Date

MATCH LETTER

Date

Mentor
Mentor's Address
City, State, Zip

Dear (Mentor Name),

I want to personally say thank you for making the commitment to mentor (name of child).

In Matthew 28:19, God instructs us to, *'Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit. Teaching them to observe all that I have commanded you.'*

By making a commitment to mentor (name of child) you are taking part in the Great Commission. Over the next year you will have the incredible opportunity to touch (his/her) life in a way that (he/she) will remember for the rest of (his/her) life. You will be (his/her) role model, loving and encouraging (him/her) to become all that (he/she) was created to be. You will be helping (him/her) see beyond (his/her) fears and self-imposed limitations by encouraging (him/her) spiritually, socially and academically through the Word of God. Remember to lead by example. It's not what you say as much as it is what you do. Be sure to faithfully stick to the discipleship guidelines. Have a great time and thank you again for your commitment to make a difference in (name of child)'s life.

In His Service,

(Your Name)
Program Coordinator

Youth Mentorship Program Certificate of Completion

This certificate is awarded to

(Mentee/Mentor's Name)

For outstanding commitment and completion of the one year Mentorship Program.

Presented By:

(Your Organization's Name)

(Director's Name), Director

Date

(Program Coordinator's Name), Mentor Coordinator

Date

MENTEE GRADUATION LETTER

Date

Mentee
Address
City, ST Zip

Dear (Mentee Name),

In appreciation for your commitment to your mentor, (Mentor's Name), during the last year, we would like to congratulate you and present you with the enclosed certificate of completion. Your faithfulness and dedication to your relationship has been a blessing to (him/her) and to (your organization name).

We are confident that you and (Mentor's name) have shared some great times together. Hopefully your friendship will continue. As graduates of our program you and your mentor are always welcome to participate in any future (your organization name) activities, however we will no longer monitor your friendship.

If there is anything we can do for you in the future please do not hesitate to call on us.

May the Lord bless and keep you always.

In His Service,

(Your Name)
Mentor Coordinator

MENTOR GRADUATION LETTER

Date

Mentor
Address
City, ST Zip

Dear (Mentor Name),

We would like to thank you for your commitment to this ministry, and your faithfulness and dedication to (Mentee's Name). We are confident that the Lord did an awesome work in (him/her) in the past year and would like to encourage you, if possible, to stay in touch.

As graduates of this program you both are always welcome to participate in any future (your organization name) activities, however, we will no longer monitor your friendship with (mentee's name).

We would also like to remind you that we are always in need of quality men and women mentors. We would welcome the opportunity to rematch you with one of the many children in your community who are in need of our ministry. We covet your prayers and any contacts you send our way.

May the Lord bless and keep you as you seek Him daily.

In His Service,

(Your Name)
Mentor Coordinator

SECTION 3 A & B

Program Coordinator's

MENTOR
ORIENTATION

As you begin orientation, you might want to start with an introduction and a brief summary of your experience in the ministry or serving at the church. After an introduction, explain your statement of purpose and mission statement for the mentoring ministry.

I. STATEMENT OF PURPOSE

Explain the goal of your mentoring ministry.

II. MISSION STATEMENT

Explain the task of the mentoring ministry in order to meet the goal of the ministry.

III. MENTORING FOR THE RIGHT REASONS

Many people respond to the opportunity of mentoring a child only to end the relationship prematurely due to wrong motives, selfish expectations, and/or the lack of a healthy, strong relationship with the Lord. For example, when people respond for one or more of the following reasons:

- To impart their wisdom to the child in an attempt to keep the child from making the same mistakes they made.
- Out of pity for the child.
- An attempt to fulfill their personal need for friendship.
- Just because they like kids.
- Because they did not have a father or mother.

If any of the above reasons is the main motive to mentor a child, there is a strong possibility that the commitment will not last and will leave the child with one more adult who abandoned them. It will also tarnish the body of Christ.

The most powerful motive for mentoring must be a calling from God to fulfill His Great Commission and to see this relationship as a ministry. The commitment must be to the Lord Jesus Christ in order to fulfill this undertaking. It is Jesus Christ and the power of the Holy Spirit that gives the wisdom, strength, and love to disciple a child. God gives gifts and abilities and in Him, these gifts can be shared in ministering to a child.

IV. OPENING EXERCISE

Today in America and across the world it's easy to see the destruction of the family. As God's first institution, it is often the focus of attack. God's Word tells us that one solution is discipling. Discipling is part of God's plan for a healthy and fruitful family, both in the physical family unit and in the spiritual family unit.

Discipling Illustration

Suppose a person has an incredible gift of evangelism and can win 100,000 souls to the Lord every day. It would take over 150 years to reach the population of the world. But suppose that same evangelist were to pray and ask God to train up one disciple over the next year to do the same thing, and that disciple would disciple another person for one year, and so on. The world would be disciplined in less than 35 years! All mentoring takes is the sacrifice of a couple of hours per week and asking the Lord to help us "make a disciple" for Him.

Have the participants break up the group into small groups of three. If the group is seven people or less, stay as one group with yourself as the facilitator, and discuss each question instead of recapping each. Ask each person to share the following:

1. Name, family information, and where they went to high school
(allow two minutes per person = 6 minutes).
2. Share a time when someone made them feel really good about themselves.
(allow one minute per person = 3 minutes).
3. Share a time when they felt abandoned (allow one minute per person = 3 minutes).
4. Share a time when they felt lonely (allow one minute per person = 3 minutes).

Note: If you broke up into groups, recap questions after group time is finished and have participants come back into one large group.

Recap Question #2 - A Time Someone Made You Feel Really Good About Yourself. Ask for responses.

The lesson here is that we have the ability to bless others. A survey was taken in 1955 and again in 1995 asking teens what, or who, was the most powerful, positive influence in their lives. The results were as follows:

1. Parents
2. Extended Family
3. An Adult Role Model
4. Peers
5. Media

Instinctively, a child will gravitate toward an adult role model if offered (a mentor, if available) before turning to peers or the media!

Recap Question #3 - Feeling Abandoned. Ask for responses.

Statistics tell us that single mothers head 81% of single-parent homes and that 55% of their children rarely, or never, see their fathers. This gives the child a strong sense of abandonment. Mothers are leaving more and more. The percentage of single-parent fathers has increased from 6% in 1993 to 19% in 1998.

Recap Question #4 - Feeling Lonely. Ask for responses.

Across the board, for both boys and girls who come from single-parent homes, the number one emotional pain is the sense of being lonely. The University of Minnesota and the Division of General Pediatrics and Adolescent Health Medical School published a report in 1997 that stated the best and most effective intervention and prevention method to detour at-risk behaviors in the areas of school, drugs, sex, and suicide was a healthy, connected family. Whenever the family is out of order or is unable to provide a healthy, connected environment, the body of Christ should reach out and invite them to be a part of God's Family.

V. THE BIBLICAL BASIS FOR MENTORING

In Titus 2:2-7, Scripture states, *“Teach the older men to be temperate, worthy of respect, self-controlled, and sound in faith, in love and in endurance. Likewise, teach the older women to be reverent in the way they live, not to be slanderers or addicted to much wine, but to teach what is good. Then they can train the younger women to love their husbands and children, to be self-controlled and pure, to be busy at home, to be kind, and to be subject to their husbands, so that no one will malign the word of God. Similarly, encourage the young men to be self-controlled. In everything set them an example by doing what is good. In your teaching show integrity, seriousness...”*

1. **“...teach what is good...” To teach or train means:**

An organized effort or game plan in discipleship. Teaching them God’s Word and His ways of life. The mentoring ministry is not a new program, but clear instruction from the Word of God to the body of Christ.

2. **Disciple others “...so that no one will malign the word of God...” To malign means:**

Being spoken evil of (malignant); harmful or likely to cause death. Is the church as a whole a place where these young hurting people can find help? Are we the light and the salt for our communities, a lighthouse directing people to safe and abundant lives? Is ministering to the family important to God?

3. **“...set them an example...” Setting an examples means:**

It is important that mentors be mature in the faith with lives that glorify God. Mentors must have a healthy, intimate relationship with our Lord Jesus Christ.

4. **The biblical basis for mentoring is to teach. “...In your teaching show integrity...” Integrity means:**

Being consistent and serious about a matter. There is no such thing as instant discipleship or mentoring! It requires commitment. Ministering to a child cannot be squeezed in.

5. **The biblical basis for mentoring is to make disciples.**

In Matthew 28:19, Scripture teaches us, *“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit...”*

The ministry work of discipling a child is so important. The word “disciple” occurs 269 times in the New Testament, the word “Christian” only 3 times, and the word “believers” only twice. This is only one of the many ways God’s Word indicates that the main task of a church is not so much to make Christians or believers, but rather, disciples. Mentoring must be viewed as a ministry.

In James 1:27, we learn that, *“Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world.”* (NIV)

6. “...to look after orphans and widows in their distress...”

God speaks in Scripture 74 times about ministering to widows. Widows and orphans are not new to the Lord, they have been around since the beginning. See Genesis 16:6,7 - Hagar is the first noted single mom in the Bible.

7. “...to keep oneself from being polluted by the world...” means:

Not allowing the cares of the world and our own selfishness to consume our time so that we have nothing of ourselves left to give to others. Busyness. Ministering to the needs of others is a powerful way of giving our time to the ways of God.

VI. COMMITMENT AND GAME PLAN

The mentor is the most important component of the mentoring process. He or she has the incredible opportunity to touch the life of a young person in a way the student will remember for the rest of his/her life. The mentor serves as a role model, loving and encouraging the student, helping them become all they were created to be, and helping them deal with the disappointments that life brings their way. The reward is seeing one small miracle after another.

The **purpose** of your involvement as a mentor is:

- To be a role model for a young person between the ages of ____ and ____.
- To be a stable influence in their life – being consistent.
- To share the gospel by deed and instruction.

Your **goals** as a mentor should be:

- To help the student see beyond their fears and self-imposed limitations. To assist in understanding the dynamics of loss and disappointment from being in a single-parent family and/or a group home.
- To help them better themselves by encouraging them academically, socially, and spiritually.
- To help them identify career interests and expose them to those areas of interest for children 13 and older.

The **methods** you use include:

- Making a one-year commitment to the student meeting at least two to three hours a week.
- Leading them by example, demonstrating the proper behavior for different settings.
- Faithfully sticking to the plan of this ministry, including discipleship.
- Monitoring and reporting progress, or lack of, to the program coordinator.

Discuss with the potential mentors:

- Where the students in the program come from, i.e. single-parent families (Christian and/or non-Christian homes), group homes and children in foster care.
- That both the parents and the students will be orientated.
- That the mentor and the parent will arrange a convenient time for the weekly visits.
- That the mentor coordinator will be present when the match takes place.

VII. SCREENING AND ELIGIBILITY

The Orientation is the first part of a four-part process. Next the potential mentors will attend the training and turn in the application. After the training, they will be fingerprinted and the references will be contacted. When the fingerprints are returned and the references are completed, the potential mentor will be contacted to set up an interview, which is the final step in the process.

VIII. QUESTIONS AND ANSWERS

Common questions:

1. _____

2. _____

3. _____

4. _____

5. _____

MENTOR
ORIENTATION
Hand out

INTRODUCTION

I. STATEMENT OF PURPOSE

II. MISSION STATEMENT

III. MENTORING FOR THE RIGHT REASONS

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1. Your name, family information, and where you went to high school.
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3. A time when you felt abandoned.
4. A time when you felt lonely.

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Notes: _____

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1. “...teach what is good...”

2. Disciple others “...so that no one will malign the word of God...”

3. “...set them an example...”

4. The biblical basis for mentoring is to teach and “...In your teaching show integrity...”

5. The biblical basis for mentoring is to make disciples.

In Matthew 28:19, Scripture teaches us, *“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit...”*

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6. “...to look after orphans and widows in their distress...”

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- To be a stable influence in their life – being consistent.
- To share the gospel by deed and instruction.

Your **goals** as a mentor should be:

- To help the student see beyond their fears and self-imposed limitations. To assist in understanding the dynamics of loss and disappointment from being in a single-parent family and/or a group home.
- To help them better themselves by encouraging them academically, socially, and spiritually.
- To help them identify career interests and expose them to those areas of interest for children 13 and older.

The **methods** you use include:

- Making a one-year commitment to the student meeting at least two to three hours a week.
- Leading them by example, demonstrating the proper behavior for different settings.
- Faithfully sticking to the plan of this ministry, including discipleship.
- Monitoring and reporting progress, or lack of, to the program coordinator.

VII. SCREENING AND ELIGIBILITY

If God has confirmed this calling in your life, take a mentor application and let the program coordinator know you are interested in completing the training. You will need to bring your completed mentor application to the training, which will last approximately two hours and will include fingerprinting. After you have been trained, it will be approximately two to four weeks until you are matched with a student. This time is used to follow-up with your references and wait for your fingerprint report to be received. At the completion of this process, a member of the staff will contact you to make an appointment for the one-on-one interview.

NOTES: _____

SECTION 4 A & B

Program Coordinator's

MENTOR MANUAL

for Mentor Training

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I. THE COMMISSION

In Mark 9:33-37, Jesus teaches His disciples a lesson on who is the greatest of all by taking a child into His lap and saying, "...*whoever receives one of these little children in My name receives Me.*" The word *receive* does not mean to simply *welcome* or *accept*, but also to *meet the needs of*. The feelings of abandonment and loneliness are two emotions that a mentor can minister to along with the introduction to Christ and discipleship in righteousness.

The most powerful way to teach is by example. There is no such thing as easy and instant discipling or mentoring. Giving is always much harder to do when we are giving of *ourselves*. Mentoring requires time, commitment, empowerment by the Holy Spirit, a personal relationship with Jesus Christ, and a life abiding in Him daily.

As mentioned in orientation, a life abiding in Him daily is so very important. A. W. Tozer discussed the difficulty of devoting time to the Lord and offered some great advice. Tozer's instructions were given over 35 years ago, which is before the time of internet, fax machines and cell phones – all time saving devices. Tozer writes, "*Modern civilization is so complex as to make the devotional life all but impossible. More often than not, the biggest hindrance to establishing an intimate time with God is not something outside of ourselves. It's our own reluctance to choose to spend time in prayer and Bible reading.*" He then gives three easy steps to begin, "*First, confess our failure to make time for God. Second, recognize that spending time with God is essential for our spiritual lives, just as food every day. Third, develop a plan. For example, David in Psalm 5:3 scheduled special time with God in the mornings.*"

II. THE COMMITMENT

"And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart." Galatians 6:9

A. Make a one-year commitment to your mentee.

The majority of children coming from single-parent and group homes have been let down by one or more adult figures in their life. As representatives of Christ, we must not fail them in this area. It is so important to be consistent.

B. Meet at least once a week for approximately two hours. Always be on time, be reliable and consistent. Be sure to coordinate outings with parent or guardian.

C. Love, listen to, and encourage your mentee by:

1. Being an adult role model/friend, and having fun, but not trying to parent them.
2. Helping them explore possible career interests by taking them through the *Strengths Inventory Evaluation*, and taking them on vocational day visits for students 13 years old and older.
3. Helping them establish morals and values through discipleship and example.
4. Helping them establish a relationship with God. (John 6:44 "*No one can come to me unless the Father who sent me draws him and I will raise him up.*" It is not our responsibility to *get* them saved, only Jesus can draw them near.)

D. The program coordinator will contact you monthly to check on progress.

- E. Pray daily for your mentee's needs and concerns and also for yourself, that God will give you the grace and wisdom to make a disciple out of your mentee, who will mature in the things of the Lord and have a fruitful life in Him.**
- F. Get a prayer partner to pray for your relationship and the mentee's family.**
Discuss the importance of prayer and having a prayer partner. 2 Timothy 2:3-4 "Suffer hardship with me, as a good soldier of Christ Jesus. No soldier in active service entangles himself in the affairs of everyday life, so that he may please the one who enlisted him as a soldier." We are called to suffer with Him and endure. Entering in to service for the Lord requires the armor of God to withstand the trials.

III. UNDERSTANDING BOUNDARIES

"See then that you walk circumspectly, not as fools but as wise." Ephesians 5:15

A. With The Parent:

- 1. Avoid situations where the parent discusses the child's disciplinary problems or other issues with you in the presence of your mentee.**

It is vital that you do not take on a paternal role as a mentor. This will allow the mentee to remain open to you and keep from closing up. (Staff will help in communicating this to the parent.) Some parents are ignorant as to how damaging it is to their child and to the relationship with their child when they discuss the child's faults with others in front of them. Refer parental counseling situations to the staff.

- 2. Try to avoid lengthy conversations with the parent regarding subjects outside your involvement and avoid compromising situations. Refer them to the church for counsel. Remember that you are the child's mentor, not the parent's advisor.**

It's important for the mentee to know that the reason for your visit is to see them. Not their parent! Keep the visiting time with the parent brief. Refer parental counseling situations to staff. Whether single or married, maintain healthy boundaries and subject matter with your mentee's parent. It is very important that the mentor does not develop emotional ties or mislead the parent.

B. In The Home:

- 1. Never leave the living room of the mentee's home unless the parent or someone else is present. Use discernment, avoid bedrooms, etc.**

Using discernment is important! Remaining in open areas of the home is wise.

- 2. Avoid attending special family occasions in or out of the home, especially if you are married! Recognize limits, boundaries, etc.**

As Christians, it is important to stay above reproach. We must not give anyone reason for suspicion. Special occasions should include other friends or your spouse for accountability purposes. Graduation, ball games, plays, etc. are appropriate outings to attend with the mentee.

C. Outside The Home:

- 1. Always inform the parent of where you are going and how long you will be. It's a good idea to keep a log or journal of the times you spend with your mentee.**

Bring a watch and keep track of the time. You don't want an angry parent on your hands. Journaling is a great way to monitor how things are progressing, how much time you're spending together and the type of activities you're doing.

- 2. Exemplify good moral character and judgment in all activities, i.e., dancing, art shows, movies, etc. Never consume alcoholic beverages in the presence of your mentee.**

It is important to realize the influence you may have over a young person. We must be sensitive to children and how alcohol has affected them in their past. Going to see a movie with vulgar language or immoral behavior does not set a good example.

- 3. Always maintain current auto insurance.**

You never want to be in the position of having an accident, and not having been responsible enough to be insured!

- 4. Always get parental permission for your outings. We strongly discourage dangerous activities such as skydiving, motorcycling, rock climbing, etc.**

Use common sense and discuss all activities with the parent to let them know that you respect their views and want their input.

- 5. Don't get in the habit of bringing a friend.**

It is important for your mentee to experience how you interact with others; however, the effectiveness of this program is the time spent one-on-one. Don't let the mentee always bring a friend either.

- 6. Don't get in the habit of going places that cost money.**

You want to encourage interaction in the relationship, therefore, activities that involve spending money can distract from the main reason for getting together. Your mentee may keep from opening up to you if they feel you'll stop buying things. Encourage them to earn money by way of helping with chores, etc. At holidays and other gift giving times, remember siblings.

- 7. Contact mentor coordinator with concerns about your mentee's behavior.**

If mentee represents any unhealthy behavior and/or says something to you that may concern you (e.g. drug use, sexual behavior, hurting themselves, someone hurting them), contact mentor coordinator's office immediately. Do not let things like that go and do not act as a counselor, please seek help.

IV. **LEGALITIES** - Reporting Possible Child Abuse

If you suspect the mentee is being abused in some way, including physically, sexually, or by neglect, seek the Lord in prayer and call your program coordinator right away.

If the mentee ever starts a conversation with, “If I tell you something do you promise not to tell anyone?”, always respond with, “Only if it does not involve anyone being hurt or in danger.”

You need to establish your position from the very start. You are their mentor, and thereby, the leader in the relationship.

Whenever you are in question on any of the boundary issues, contact a staff member for clarification. If serious, contact the program coordinator, child protective services and/or your local police department immediately.

V. **GETTING TOGETHER**

A. Initially

Get together and spend a couple of hours doing something fun, i.e., sports, or possibly a hobby. Be creative and use the time to discover common areas of interest. Be sure to include Christ in all activities and consider opening all meetings with prayer (if the mentee is comfortable).

B. Using the Strengths Inventory

This fun and educational evaluation will help establish your position as mentor and spark meaningful dialogue. (Plan on doing an additional activity because the *Strengths Inventory and Evaluation* will take approximately one half hour.)

Some young people have no idea what they want to do when they *grow up*, while others know exactly what they want to do. The *Strengths Inventory and Evaluation* will help the mentee focus on their strengths and show them which strengths they should develop in order to achieve the career goal they desire. This evaluation also helps them consider career ideas based on their natural strengths.

Example: Let's say Johnny wants to be a lawyer. He has natural strengths in the areas of communication, and working with people and information, yet he lacks the essential skills. Your job would be to encourage Johnny to develop the skills he needs to become a lawyer, (i.e. schooling, etc.).

As the mentor your role is simply to guide the mentee through the evaluation, encourage them to pursue their interests, and try to answer any questions they may have. Take notes on the results of your mentee's evaluation for future use. You'll find the information helpful in planning vocational days and when discussing career ideas.

STRENGTHS INVENTORY

The main goal is to get a clear picture of your strengths and weaknesses as they pertain to your career plans. This is an opportunity for you to take an inventory of what you can do and what you would like to improve on. Check everything you already know you can do, being careful not to leave out any of your abilities. Then discuss with your Mentor.

- 1 = A strength I have and enjoy.
- 2 = A strength I want to develop.
- 3 = A strength I don't have.

A. WORKING WITH PEOPLE

	1	2	3
Following directions			
Giving directions			
Being a leader			
Supervising other people's work			
Explaining things to others			
Giving information			
Giving advice			
Helping other people help themselves			
Encouraging other people to try new things			
Totals:			

B. CREATIVITY — PERFORMING

Inventive – willing to experiment			
Designing – clothes, models, pictures, statues, signs, etc.			
Drawing – pencil, pen, pastels, etc.			
Painting – watercolor, oil, etc.			
Sculpting			
Photography			
Design clothes, crafts, decorations, etc.			
Decorate – rooms, tables, packages, etc.			
Arrange flowers			
Play a musical instrument			
Sing, Dance, Act			
Make-up – design, apply, style hair			
Totals:			

C. WORKING WITH DETAILS

Precision work			
Counting or calculating			
Organization - details, people, etc.			
Following through on assignments			
Keeping a deadline			
Managing money			
Memorizing facts and figures			
Totals:			

- 1 = A strength I have and enjoy.
- 2 = A strength I want to develop.
- 3 = A strength I don't have.

D. WORKING WITH MY HANDS

	1	2	3
Using or operating machines			
Repairing machines - cars, stereos, TV's, appliances, etc.			
Cleaning and maintenance			
Sewing - hand or machine			
Typing - typewriter, adding machine, computer, etc.			
Operating a cash register or other business machines			
Gardening - weeding, pruning, mowing, etc.			
Building - models, furniture, houses, etc.			
Cooking, preparing meals, serving food			
Painting			
Sports that require hand-eye coordination, football, baseball, etc.			
Manipulating objects - puzzles, etc.			
Totals:			

E. COMMUNICATION

Talking in front of a group			
Using stories or humor to get a point across			
Selling products			
Writing – reports, letters, essays, poetry, etc.			
Totals:			

F. HELPING OTHER PEOPLE

Helping someone do something they can't or need help with			
Helping someone when they are in a difficult situation			
Willing to listen to someone else's problems			
Understanding - sympathetic, empathetic			
Work as a team member			
Caring for someone when they are sick			
Caring for children - baby-sitting			
Totals:			

G. WORKING WITH INFORMATION

Do research			
Evaluating all available information before making a decision			
Curious - willing to search out a solution			
Ability to concentrate - study			
Create and develop new ideas			
Totals:			

STRENGTHS INVENTORY EVALUATION

In this part of the evaluation we will review your answers from your *Strengths Inventory*. Remember that there are no wrong answers. This evaluation is simply to help you clarify and establish a possible career direction.

- Count the number of 1's, 2's, and 3's you put in each section.
- Put that number into the corresponding blanks below.
- Look at the areas where you have the highest number of 1's.

A. WORKING WITH PEOPLE:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

B. CREATIVITY — PERFORMING:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

C. WORKING WITH DETAILS:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

D. WORKING WITH MY HANDS:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

E. COMMUNICATION:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

F. HELPING OTHER PEOPLE:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

G. WORKING WITH INFORMATION:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

In which three sections did you score the most 1's? _____

It's good to evaluate what you like or dislike doing, the abilities or skills you are naturally good at, and those things you'd like to do better. It wouldn't be considered very wise to become a teacher if you didn't like children, or an accountant or engineer if you hated math. With a little research you will be able to find out what will be required for you to pursue a career that will be both fulfilling and challenging.

Did you find out anything new about yourself? _____

Explain. _____

WHAT DO YOU THINK?

(Mentor to Interview Mentee)

The main goal of this interview is to outline the mentee's thoughts about their career interests.

What are your top three career choices?

1. _____
2. _____
3. _____

What satisfaction (happiness) do you think you will get from your #1 choice?

What do you think you will spend most of your time doing in this career?

Do you anticipate any obstacles (problems)? If so, what?

How will you overcome or prevent these obstacles?

What kind of preparation do you think it would take to reach your dream? (schooling, special training, etc.)

What do you think the negatives of this job/career might be?

List three reasons why you think someone should hire you:

1. _____
2. _____
3. _____

What do you think are your top three character strengths?

1. _____
2. _____
3. _____

C. Vocational Days

Start discussing and planning the vocational days as soon as possible. Allow the mentee to help in the planning if they are able.

1. Once the mentee has completed the *Strength's Inventory*, contact a local businessperson in the career field that the mentee is interested in to discuss a possible visit. The visit could include an interview and discussion time followed by a tour of the facility. It's best to choose a potential businessperson from your own church, as a Christian would provide the ideal interview for the student. If you need help in this area contact the program coordinator. You may also utilize friends, family, or business acquaintances.
2. Discuss the available dates and times with the mentee and contact the businessperson for a mutually acceptable time (keep the length of the visit to about 45 minutes to an hour).
3. Make a copy of the *Interviewing the Business Mentor* (see Page 10) form and go over it with the mentee. (Keep the master form in your manual for future vocational days.)
4. Discuss professional demeanor, i.e., handshaking, appropriate language, dress, etc.

D. Interviewing The Business Mentor

1. Make sure the mentee has their copy of the *Interviewing the Business Mentor* form.
2. Encourage the mentee to ask the business mentor the questions and fill in the blanks. If the mentee is shy you can ask the questions for them, however, without forcing them, encourage them to ask the questions themselves.
3. When you arrive for the visit, introduce yourselves to the businessperson and allow them to set the pace. You and the mentee should stay together during the entire vocational day visit. Remember to maintain a professional demeanor.

INTERVIEWING THE BUSINESS MENTOR

What personal satisfaction or happiness do you receive in this field of work?

How do you spend the majority of your time?

What are some of the negatives of this job/career?

Did you experience any obstacles or problems getting into this career?

If so, how did you overcome them?

What kind of preparation, schooling, or special training did you need to obtain this career?

What are the three main things you look for in hiring someone in this field?

1.

2.

3.

E. After The Vocational Day Visit

1. Sit down with the mentee and help them compose a thank you note.
2. Using the *Vocational Day Notes* (see *Page 12*), discuss the interview with the mentee, and write down a possible game plan to help develop and prepare them for that type of career.
3. Review the *Strengths Inventory* again. Revisit prior expectations comparing them to the realities that face the business mentor on a day to day level.
4. Using *What Do You Think* (see *Page 8*) interview the mentee.
5. Start planning your next vocational day.

F. Using Discipleship Materials

The discipleship materials are key and should be considered the most important component of the program. The use of interactive discipleship materials helps you get to know your mentee and monitor their spiritual growth.

1. Discipleship is a tool for you and your mentee to use to establish a relationship! Please keep that in mind as you work through these lessons; neither of you has the market on right answers. In the end, you will learn from one another.
2. Each lesson should be no more than the mentee can handle for their age and should usually be completed in about 20-30 minutes. We are not forcing Christianity on them but living it out before them by example. Your mentee needs to see God's love and grace for them through you and your relationship with them.
3. Review each lesson before you work on it with your mentee. This will help give you an idea of how to approach it.
4. Practice active listening. Pay attention to your mentee's responses during the discussion - what they say and do.
5. Take notes and encourage your mentee to take notes also.
6. Allow your mentee to give their answer. If they do not understand a question, feel free to provide suggestions but don't give the answers.
7. Do not monopolize the discussion. God gave us two ears and only one mouth – listen to your mentee.
8. Discourage the idea that you're "the authority."
9. Be encouraging - look for, and comment on, positive things you see in your mentee's desire to learn and improve.
10. Don't use this time to show your mentee your "awesome theological insights." Remember 1 Corinthians 8:1, "*Knowledge puffs up, but love edifies.*" Use this time to love, listen, encourage and have fun.

VI. CALENDAR

The *Calendar* (see *Page 14*) is an important tool in helping you keep the relationship on track. Be sure to fill in the blanks as soon as you are matched and keep the calendar in a place where you will be reminded to stay on track.

VII. GRADUATION

At the end of your one-year commitment, the program coordinator will contact you, the mentee, and their parents. You will receive a *Certificate of Completion* and your file will be closed. At this point, you are free to continue a personal friendship and possibly become a mentor to a new student!

CALENDAR

Student's Name: _____ Phone: _____

Parent's Name: _____ Phone: _____

Date Matched: _____

Reviewed with: _____ (Staff Member)

MONTH 1	MONTH 2	MONTH 3
<input type="checkbox"/> Week 1 – Get Together <input type="checkbox"/> Week 2 – Strengths Inventory <input type="checkbox"/> Week 3 – Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – Plan 1 st Vocational Day <input type="checkbox"/> Week 2 – Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 – Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 1 st Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call
MONTH 4	MONTH 5	MONTH 6
<input type="checkbox"/> Week 1 - Get Together <input type="checkbox"/> Week 2 – Discipleship <input type="checkbox"/> Week 3 - Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1- Plan 2 nd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 2 nd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call
MONTH 7	MONTH 8	MONTH 9
<input type="checkbox"/> Week 1 - Get Together <input type="checkbox"/> Week 2 – Discipleship <input type="checkbox"/> Week 3 - Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 - Plan 3 rd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 3 rd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call
MONTH 10	MONTH 11	MONTH 12
<input type="checkbox"/> Week 1 - Get Together <input type="checkbox"/> Week 2 – Discipleship <input type="checkbox"/> Week 3 - Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 - Plan 4 th Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> - Follow-up Call	<input type="checkbox"/> Week 1 – 4 th Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Graduation <input type="checkbox"/> Follow-up Call

NOTE: If your child is under the age of 12 you may use the discipleship materials instead of the vocational lessons.

MENTOR MANUAL

**Ministering To Single-Parent Families and Orphans
Through Mentoring**

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I. THE COMMISSION

In Mark 9:33-37, Jesus teaches His disciples a lesson on who is the greatest of all by taking a child into His lap and saying, "...*whoever receives one of these little children in My name receives Me.*" The word *receive* does not mean to simply *welcome* or *accept*, but also to *meet the needs of*. The feelings of abandonment and loneliness are two emotional needs that a mentor can minister to, along with the introduction to Christ and discipleship in righteousness.

The most powerful way to teach is by example. There is no such thing as easy and instant discipling or mentoring. Giving is always much harder to do when we are giving of *ourselves*. Mentoring requires time, commitment, empowerment by the Holy Spirit, a personal relationship with Jesus Christ, and a life abiding in Him daily.

As mentioned in mentor orientation, a life abiding in Him daily is so very important. The late A.W. Tozer discussed the difficulty of devoting time to the Lord and offered some great advice. Tozer's instructions were given over 35 years ago, which is before the time of internet, fax machines and cell phones – all time saving devices. Tozer writes, "*Modern civilization is so complex as to make the devotional life all but impossible. More often than not, the biggest hindrance to establishing an intimate time with God is not something outside of ourselves. It's our own reluctance to choose to spend time in prayer and Bible reading.*" He then gives three easy steps to begin, "*First, confess our failure to make time for God. Second, recognize that spending time with God is essential for our spiritual lives, just as food every day. Third, develop a plan. For example, David in Psalm 5:3 scheduled special time with God in the mornings.*"

II. THE COMMITMENT

"And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart." Galatians 6:9

A. Make a one-year commitment to your mentee.

B. Meet at least once a week for approximately two hours. Always be on time, be reliable and consistent.

C. Love, listen to, and encourage your mentee by:

1. Being an adult role model/friend and having fun, but not trying to parent them.
2. Helping them explore possible career interests by taking them through the *Strengths Inventory Evaluation* (see *Pages 6-8*), and taking them on vocational day visits for students 13 years old and older.
3. Helping them establish morals and values through discipleship and example.
4. Helping them establish a relationship with God.

D. The program coordinator will contact you monthly to check on progress.

- E. Pray daily for your mentee's needs and concerns and also for yourself, that God will give you the grace and wisdom to make a disciple out of your mentee, who will mature in the things of the Lord and have a fruitful life in Him.
- F. Get a prayer partner to pray for your relationship and the mentee's family.

III. **UNDERSTANDING BOUNDARIES**

"See then that you walk circumspectly, not as fools but as wise." Ephesians 5:15

A With The Parent:

- 1. Avoid situations where the parent discusses the child's disciplinary problems or other issues with you in the presence of your mentee.

- 2. Try to avoid lengthy conversations with the parent regarding subjects outside your involvement and avoid compromising situations. Refer them to the church for counsel. Remember that you are the child's mentor, not the parent's advisor.

B. In The Home:

- 1. Never leave the living room of the mentee's home unless the parent or someone else is present. Use discernment, avoid bedrooms, etc.

- 2. Avoid attending special family occasions in or out of the home, especially if you are married! Recognize limits, boundaries, etc.

C. Outside The Home:

- 1. Always inform the parent of where you are going and how long you will be. It's a good idea to keep a log or journal of the times you spend with your mentee.

2. Exemplify good moral character and judgment in all activities, i.e., dancing, art shows, movies, etc. Never consume alcoholic beverages in the presence of your mentee.

3. Always maintain current auto insurance.

4. Always get parental permission for your outings. We strongly discourage dangerous activities such as skydiving, motorcycling, rock climbing, etc.

5. Don't get in the habit of bringing a friend.

6. Don't get in the habit of going places that cost money.

7. Contact program coordinator with any concerns about your mentee's behavior.

IV. **LEGALITIES - Reporting Possible Child Abuse**

If you suspect the mentee is being abused in some way, including physically, sexually, or by neglect, seek the Lord in prayer and call your program coordinator right away.

If the mentee ever starts a conversation with, "If I tell you something do you promise not to tell anyone?" always respond with, "Only if it does not involve anyone being hurt or in danger."

You need to establish your position from the very start. You are their mentor, and thereby, the leader in the relationship.

Whenever you are in question on any of the boundary issues, contact a staff member for clarification. If serious, contact program coordinator, child protective services, and/or your local police department immediately.

V. **GETTING TOGETHER**

A. Initially

Get together and spend a couple of hours doing something fun, i.e., sports, or possibly a hobby. Be creative and use the time to discover common areas of interest. Be sure to include Christ in all activities and consider opening all meetings with prayer (if the mentee is comfortable).

B. Using the Strengths Inventory

This fun and educational evaluation will help establish your position as mentor and spark meaningful dialogue. (Plan on doing an additional activity because the *Strengths Inventory and Evaluation* will take approximately one-half hour.)

Some young people have no idea what they want to do when they grow up, while others know exactly what they want to do. The *Strengths Inventory and Evaluation* will help the mentee focus on their strengths and show them which strengths they should develop in order to achieve the career goal they desire. This evaluation also helps them consider career ideas based on their natural strengths.

As the mentor your role is simply to guide the mentee through the evaluation, encourage them to pursue their interests, and try to answer any questions they may have. Take notes on the results of your mentee's evaluation for future use. You'll find the information helpful in planning vocational days and when discussing career ideas.

STRENGTHS INVENTORY

The main goal is to get a clear picture of your strengths and weaknesses as they pertain to your career plans. This is an opportunity for you to take an inventory of what you can do and what you would like to improve on. Check everything you already know you can do, being careful not to leave out any of your abilities. Then discuss with your Mentor.

- 1 = A strength I have and enjoy.
- 2 = A strength I want to develop.
- 3 = A strength I don't have.

A. WORKING WITH PEOPLE	1	2	3
Following directions			
Giving directions			
Being a leader			
Supervising other people's work			
Explaining things to others			
Giving information			
Giving advice			
Helping other people help themselves			
Encouraging other people to try new things			
Totals			

B. CREATIVITY — PERFORMING			
Inventive – willing to experiment			
Designing – clothes, models, pictures, statues, signs, etc.			
Drawing – pencil, pen, pastels, etc.			
Painting – watercolor, oil, etc.			
Sculpting			
Photography			
Design clothes, crafts, decorations, etc.			
Decorate – rooms, tables, packages, etc.			
Arrange flowers			
Play a musical instrument			
Sing, Dance, Act			
Make-up – design, apply, style hair			
Totals			

C. WORKING WITH DETAILS			
Precision work			
Counting or calculating			
Organization - details, people, etc.			
Following through on assignments			
Keeping a deadline			
Managing money			
Memorizing facts and figures			
Totals:			

- 1 = A strength I have and enjoy.
- 2 = A strength I want to develop.
- 3 = A strength I don't have.

D. WORKING WITH MY HANDS

	1	2	3
Using or operating machines			
Repairing machines - cars, stereos, TV's, appliances, etc.			
Cleaning and maintenance			
Sewing – hand or machine			
Typing – typewriter, adding machine, computer, etc.			
Operating a cash register or other business machines			
Gardening - weeding, pruning, mowing, etc.			
Building - models, furniture, houses, etc.			
Cooking, preparing meals, serving food			
Painting			
Sports that require hand-eye coordination, football, baseball, etc.			
Manipulating objects - puzzles, etc.			
Totals:			

E. COMMUNICATION

Talking in front of a group			
Using stories or humor to get a point across			
Selling products			
Writing – reports, letters, essays, poetry, etc.			
Totals:			

F. HELPING OTHER PEOPLE

Helping someone do something they can't or need help with			
Helping someone when they are in a difficult situation			
Willing to listen to someone else's problems			
Understanding - sympathetic, empathetic			
Work as a team member			
Caring for someone when they are sick			
Caring for children - baby-sitting			
Totals:			

G. WORKING WITH INFORMATION

Do research			
Evaluating all available information before making a decision			
Curious - willing to search out a solution			
Ability to concentrate - study			
Create and develop new ideas			
Totals:			

STRENGTHS INVENTORY EVALUATION

In this part of the evaluation we will review your answers from your *Strengths Inventory*. Remember that there are no wrong answers. This evaluation is simply to help you clarify and establish a possible career direction.

- Count the number of 1's, 2's, and 3's you put in each section.
- Put that number into the corresponding blanks below.
- Look at the areas where you have the highest number of 1's.

A. WORKING WITH PEOPLE:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

E. COMMUNICATION:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

B. CREATIVITY — PERFORMING:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

F. HELPING OTHER PEOPLE:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

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- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

G. WORKING WITH INFORMATION:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

D. WORKING WITH MY HANDS:

- _____ A STRENGTH I HAVE & ENJOY
- _____ A STRENGTH I WANT TO DEVELOP
- _____ A STRENGTH I DO NOT HAVE

In which three sections did you score the most 1's? _____

It's good to evaluate what you like or dislike doing, the abilities or skills you are naturally good at, and those things you'd like to do better. For example, it wouldn't be considered very wise to become a teacher if you didn't like children, or an accountant or engineer if you hated math. With a little research you will be able to find out what will be required for you to pursue a career that will be both fulfilling and challenging.

Did you find out anything new about yourself? _____

Explain. _____

WHAT DO YOU THINK?

(Mentor to Interview Mentee)

MAIN GOAL: To outline the mentee's thoughts about their career interests.

What are your top three career choices?

1. _____
2. _____
3. _____

What satisfaction (happiness) do you think you will get from your #1 choice?

What do you think you will spend most of your time doing in this career?

Do you anticipate any obstacles (problems)? If so, what?

How will you overcome or prevent these obstacles?

What kind of preparation do you think it would take to reach your dream? (schooling, special training, etc.)

What do you think the negatives of this job/career might be?

List three reasons why you think someone should hire you:

1. _____
2. _____
3. _____

What do you think are your top three character strengths?

1. _____
2. _____
3. _____

C. Vocational Days

Start discussing and planning the vocational days as soon as possible. Allow the mentee to help in the planning if they are able.

1. Once the mentee has completed the *Strength's Inventory*, contact a local businessperson in the career field that the mentee is interested in to discuss a possible visit. The visit could include an interview and discussion time followed by a tour of the facility. It's best to choose a potential businessperson from your own church, as a Christian would provide the ideal interview for the student. If you need help in this area contact the program coordinator. You may also utilize friends, family, or business acquaintances.
2. Discuss the available dates and times with the mentee and contact the businessperson for a mutually acceptable time (keep the length of the visit to about 45 minutes to an hour).
3. Make a copy of the *Interviewing the Business Mentor* (see Page 11) form and go over it with the mentee. Keep the master form in your manual for future vocational days.
4. Discuss professional demeanor, i.e. handshaking, appropriate language, dress, etc.

D. Interviewing the Business Mentor

1. Make sure the mentee has their copy of the *Interviewing the Business Mentor* form.
2. Encourage the mentee to ask the business mentor the questions and fill in the blanks. If the mentee is shy you can ask the questions for them, however, without forcing them, encourage them to ask the questions themselves.
3. When you arrive for the visit, introduce yourselves to the businessperson and allow them to set the pace. You and the mentee should stay together during the entire vocational day visit. Remember to maintain a professional demeanor.

INTERVIEWING THE BUSINESS MENTOR

What personal satisfaction or happiness do you receive in this field of work?

How do you spend the majority of your time?

What are some of the negatives of this job/career?

Did you experience any obstacles or problems getting into this career?

If so, how did you overcome them?

What kind of preparation, schooling, or special training did you need to obtain this career?

What are the three main things you look for in hiring someone in this field?

1. _____
2. _____
3. _____

E. After The Vocational Day Visit

1. Sit down with the mentee and help them compose a thank you note.
2. Using the *Vocational Day Notes* (see *Page 13*), discuss the interview with the mentee, and write down a possible game plan to help develop and prepare them for that type of career.
3. Review the *Strengths Inventory* again. Revisit prior expectations comparing them to the realities that face the business mentor on a day-to-day level.
4. Using *What Do You Think* (see *Page 9*) interview the mentee.
5. Start planning your next vocational day!

F. Using Discipleship Materials

The discipleship materials are key and should be considered the most important component of the program. The use of interactive discipleship materials helps you get to know your mentee and monitor their spiritual growth.

1. Discipleship is a tool for you and your mentee to use to establish a relationship! Please keep that in mind as you work through these lessons; neither of you has the market on right answers. In the end, you will learn from one another.
2. Each lesson should be no more than the mentee can handle for their age and should usually be completed in about 20-30 minutes. We are not forcing Christianity on them but living it out before them by example. Your mentee needs to see God's love and grace for them through you and your relationship with them.
3. Review each lesson before you work on it with your mentee. This will help give you an idea of how to approach it.
4. Practice active listening. Pay attention to your mentee's responses during the discussion - what they say and do.
5. Take notes and encourage your mentee to take notes also.
6. Allow your mentee to give their answer. If they do not understand a question, feel free to provide suggestions but don't give the answers.
7. Do not monopolize the discussion. God gave us two ears and only one mouth – listen to your mentee.
8. Discourage the idea that you're "the authority."
9. Be encouraging - look for, and comment on, positive things you see in your mentee's desire to learn and improve.
10. Don't use this time to show your mentee your "awesome theological insights." Remember 1 Corinthians 8:1, "*Knowledge puffs up, but love edifies.*" Use this time to love, listen, encourage and have fun.

VI. CALENDAR

The *Calendar* (see *Page 15*) is an important tool in helping you keep the relationship on track. Be sure to fill in the blanks as soon as you are matched and keep the calendar in a place where you will be reminded to stay on track.

VII. GRADUATION

At the end of your one-year commitment, the program coordinator will contact you, the mentee, and the student's parent. You will receive a *Certificate of Completion* and your file will be closed. At this point, you are free to continue a personal friendship and possibly become a mentor to a new student!

CALENDAR

Student's Name: _____

Phone: _____

Parent's Name: _____

Phone: _____

Date Matched: _____

Reviewed with: _____ (Staff Member)

MONTH 1	MONTH 2	MONTH 3
<input type="checkbox"/> Week 1 – Get Together <input type="checkbox"/> Week 2 – Strengths Inventory <input type="checkbox"/> Week 3 – Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – Plan 1 st Vocational Day <input type="checkbox"/> Week 2 – Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 – Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 1 st Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call
MONTH 4	MONTH 5	MONTH 6
<input type="checkbox"/> Week 1 - Get Together <input type="checkbox"/> Week 2 – Discipleship <input type="checkbox"/> Week 3 - Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1- Plan 2 nd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 2 nd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call
MONTH 7	MONTH 8	MONTH 9
<input type="checkbox"/> Week 1 - Get Together <input type="checkbox"/> Week 2 – Discipleship <input type="checkbox"/> Week 3 - Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 - Plan 3 rd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 3 rd Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call
MONTH 10	MONTH 11	MONTH 12
<input type="checkbox"/> Week 1 - Get Together <input type="checkbox"/> Week 2 – Discipleship <input type="checkbox"/> Week 3 - Get Together <input type="checkbox"/> Week 4 – Discipleship <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 - Plan 4 th Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 - Get Together <input type="checkbox"/> Follow-up Call	<input type="checkbox"/> Week 1 – 4 th Vocational Day Visit <input type="checkbox"/> Week 2 - Get Together <input type="checkbox"/> Week 3 – Discipleship <input type="checkbox"/> Week 4 – Graduation <input type="checkbox"/> Follow-up Call

NOTE: If your child is under the age of 12 you may use the discipleship materials instead of the vocational lessons.

SECTION 5

DISCIPLESHIP MATERIALS

DISCIPLESHIP MATERIALS

Devotional and Discipleship Books for Children and Adolescents

Favorite Bible Stories for 3rd & 4th graders by Rainbow Books (ISBN #0-937282-41-3)

Talksheets[™] - Junior High by Youth Specialties. (ISBN# 0-310-20941-2)

Talksheets[™] - More Junior High by Youth Specialties. (ISBN# 0-310-57481-1)

Talksheets[™] - High School by Youth Specialties. (ISBN# 0-310-20931-5)

Talksheets[™] - More High School by Youth Specialties. (ISBN# 0-310-57491-9)

Devotions for Girls, ages 2-5 by Legacy Press (ISBN #2-885358-61-X)

Devotions for Girls, ages 6-9 by Legacy Press (ISBN #2-885358-60-1)

Devotions for Girls, ages 10-12 by Legacy Press (ISBN #2-885358-54-7)

Devotions for Boys, ages 2-5 by Legacy Press (ISBN #2-885358-96-2)

Devotions for Boys, ages 6-9 by Legacy Press (ISBN #2-885358-97-0)

Devotions for Boys, ages 10-12 by Legacy Press (ISBN #2-885358-98-9)

Bad to the Bone by Miles Mc Pherson (ISBN #0-7642-2280-5)

Growing Little Women by Donna J. Miller with Linda Holland (ISBN #0-8024-2185-7)

Youth Devotions by Josh Mc Dowell (ISBN #0-842-34301-6)