

Grand Area Mentoring / 435-260-9646

## The Good Mentor

### Hello, Good Mentor. What makes you so effective?

First, I am committed to the task of mentoring. I show up each week and believe that what I'm doing truly matters. Sometimes I might feel that mentoring doesn't have a huge impact on my mentee. She doesn't tell me that our time together is important. I'm not certain that she is doing better at school or getting along better with peers and adults. But then I remember all of the solid data that GrandAM and similar programs have provided: I know that mentoring helps students in the long term; I know that mentoring will make using drugs and dropping out of school less likely. I know that her confidence will improve as I invest care and attention in our relationship.

Second, I accept my mentee for who he is. As long as my expectations are unrealistic or lofty, our relationship will struggle to move forward. Rather than trying to make my mentee into someone he isn't, I celebrate his strengths and make him feel special as he is.

Third, I try to provide positive guidance whenever my mentee needs it. Whether it's about homework or simply saying "Thank you," I try to help my mentee learn whenever possible. Often we simply pursue exciting activities, but I always try to broaden my mentee's horizons by sharing my experiences and pointing out new ways to view the world.



Fourth, I realize that mentoring is for the student. While *my* life is certainly enhanced by volunteering for our community and spending a constructive hour each week with my mentee, the intention is to improve *her* life. It can be frustrating to do some of her favorite activities over and over again, but I try to remember that these experiences are helping to create an association between school and positive emotions. Having a good time makes school a better place for her. I put my needs aside for the hour and keep mentoring best practices in mind.

Finally, I model a positive attitude and a love of learning. Sure, life throws curve balls at everyone. But when it does, I try to explain how setbacks and hurdles can be viewed as opportunities and projects. Life isn't about achieving pleasure, it's about learning how to make our experiences gratifying.

### This Month in Mentoring

○ **October 2-3: Mid-Term Conferences (Different School Schedule. Call Megan at 260-9645 with questions.)**

○ **October 16-17: UEC (NO School/NO Mentoring)**

#### COMING UP:

○ **Early November (date and time TBA): Arches National Park Hike.**

○ **PLEASE NOTE: Brown Bag Lunches Cancelled!**



For more on gratification, stay tuned for GrandAM's upcoming training: "Strength-Based Mentoring through Positive Psychology."

## Grand Area Mentoring

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*Moving Forward Together*

[www.grandschools.org/mentor](http://www.grandschools.org/mentor)  
260-9646



### Be official!

Please wear your nametag while on school grounds. Displaying a name badge will help school faculty identify mentors that are on campus. This eliminates confusion about who should or should not be hanging out with students and helps to support GrandAM by reminding everyone of our wonderful mentors' support!

## CHILD ABUSE: What it is, and how to report it:

You'll probably never encounter any signs of abuse while mentoring. But you should be aware of what kinds of abuse to look out for and what to do if you suspect any child has been abused.



### EMOTIONAL/VERBAL ABUSE:

Emotional/Verbal abuse causes victims emotional pain or may "mess with the head" of the victim. Emotional abuse can be done to gain compliance or overcome resistance. It may induce feelings of shame, isolation, worthlessness, and other negative states of mind.

### PHYSICAL ABUSE:

Physical abuse is manifest when one person uses physical pain or threat of physical force to intimidate another person. Actual physical abuse may involve slaps or pushes, or it may involve a full physical beating or other and real physical damage to small and large degrees. Physical abuse *is* abuse whether bruises or physical damage occur or not.



### NEGLECT:

Neglect occurs when a person fails to provide for the basic needs of one or more dependent victims he or she is responsible for. Basic needs include adequate and appropriate food, shelter, clothing, hygiene, and love or care.

### SEXUAL ABUSE:

Sexual abuse includes any sort of unwanted sexual contact. It may include violations of privacy, such as watching a child undress. Exposing a child to sexual material or acts is also considered abuse. Sexual abuse is often coupled with physical abuse (or threat of physical abuse) and emotional abuse.

### Idea of the Month:

Pick a theme of interest to your mentee. Design a collage around this theme. Animals for younger kids might work. Fashion or sports for older kids are popular. Or combine themes – as in a tiger soccer game! You can find free magazines that might be of use by the water fountain inside the public library. Hang the collage in the mentor room for others' inspiration.



### To Report it...

call Grand Area Mentoring with any concerns. GrandAM staff will provide directions for formally reporting the incident, or investigate the circumstances as necessary. GrandAM mentors have a legal responsibility to report any suspected abuse to the school district.

### **CONTACT INFORMATION:**

Primary: Dan: 435-260-9646  
Secondary: Megan: 435-260-9645



We've run out of ways to express our gratitude. You continue to overwhelm us with your generosity and care. We only hope that you know what a difference you are making in these children's lives.

It's real. It's wonderful.

[www.grandschools.org/mentor/toolbox.html](http://www.grandschools.org/mentor/toolbox.html)

Dan & Megan