

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

Facilitator Preparation and Planning – Pre-Match Mentor Training

The goal of this training module is to equip organizations that provide mentoring services to adolescents impacted by parental incarceration with enhanced training resources and tools to support positive mentor-mentee match outcomes. As staff prepare for mentor training, they should familiarize themselves with the content, training flow and scripts, slides, materials list, and activities in advance of the training session.

You will be leading a 30-minute presentation along with a scenario for discussion of how Positive Youth Development principles apply. You will use a PowerPoint presentation to highlight key concepts. Complete instructions are provided below.

Activity Preparation

1. Be sure you have read and thoroughly comprehend the information and implications of PYD that have been provided. Although you are only introducing PYD concepts to mentors at this time, you will need to be able to explain the concepts and principles in your own words.
2. Walk through the trainer guide below and practice the script several times to ensure you are solid on delivery.
3. Print the PowerPoint in Notes view; your script and actions are located there (Module 3 – PYD and Resiliency PPT). Note: If you are not using an LCD projector, print the script below and use a flip chart to illustrate the topics as presented in the PowerPoint.
4. Print handouts:
 - Handout 3A: Anthony and James Case Study – Part One
 - Handout 3B: 40 Developmental Assets (Search Institute)
 - Handout 3C: PYD at a Glance
 - Handout 3D: Mentor Assessment
5. Prepare flipchart paper by writing with a marker one of each of these five words at the top in large letters: Competence, Connection, Character, Confidence, and Caring.

Facilitator Tips

1. Have the LCD projector and computer synchronized.
 - If you are not using an LCD projector, print the script below and use a flip chart to illustrate the topics as presented in the PowerPoint.
2. Have the PowerPoint presentation loaded and in full screen mode.
3. Have the handouts ready.
4. Have pens or pencils ready.
5. As mentors enter the room, give each a copy of handouts and ask them to read Handout 3A: Anthony & James Case Study- Part One

Supplies Checklist

- Laptop (power cord recommended)
- LCD projector
- Chart paper, easel and markers
- Handouts
- Pens and pencils

Handouts and Materials

- For mentors:
 - Module 3 PowerPoint presentation (do not include script notes)
 - Handout 3A: Anthony and James Case Study – Part One
 - Handout 3B: 40 Developmental Assets (Search Institute)

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

- Handout 3C: PYD at a Glance
- Handout 3D: Mentor Assessment
- For trainer:
 - Module 3 PowerPoint Presentation slides with script notes
 - Five pieces of chart paper prepared as described in Activity Preparation.

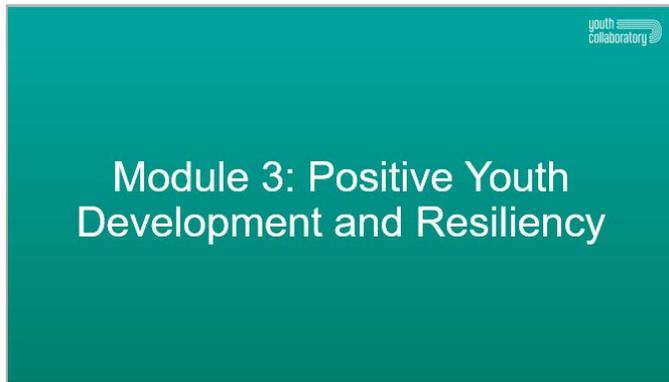
Sample Agenda

Agenda	Time
Welcome and Introduction (self, mentors, topic)	3 minutes
PYD, The Big 3, Developmental Assets	15 minutes
5 C's Presentation & Activity	10 minutes
Wrap Up and Assessment	2 minutes

Module 3 Content Total: 30 minutes

Trainer Guide – Pre-Match Mentor Training

NOTES: The following information includes directions on what you will say and do within the context of the PowerPoint presentation. This allows you to easily know what slide should be visible and corresponds to the script and activity you will be doing with the mentors. Be sure you print the PowerPoint in Notes view so you have your script. Instructions for the Activities are integrated into the power point notes. Be sure you have printed the PowerPoint (without notes) for the mentors and have them available for those that would like to have them.



Slide 1

Intention:

- To introduce the concept of Positive Youth Development as an approach for developing the mentoring relationship.
- To read the case study while waiting for the training to begin.

Trainer Instructions:

- As mentors enter the room, give each a copy of Mentor Handout 3A: Anthony & James Case Study Part One and ask them to read it.

- Have this slide showing in full screen mode before mentors arrive.
- Ask if everyone has finished reading Anthony's story. Begin on time; you can do the introductions if a few people are still reading.
- Introduce yourself and ask everyone to introduce themselves (unless they have just completed Mods 1-2)
- Trainer should be mindful throughout this session of their use of language and work to keep it strength-based – example: use “youth in high risk situations” versus “high risk youth” family.

Key Content:

- Introduce yourself and your role
- Review what was learned in Modules 1 and 2
- Introduce the next concept of Positive Youth Development (PYD)

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

Suggestion Script (5 minutes)

Introduce yourself and ask everyone to introduce themselves – quick like popcorn (unless they have just completed Mods 1-2). Then begin with following: This builds on the previous training you've had - Module 1 focuses on what a youth with an incarcerated family member may be facing and feeling and in Module 2 you learned about how child development is affected by the stress and trauma of parental incarceration. Module 3 will introduce you to a concept called Positive Youth Development or PYD. In this session, you are going to learn about Positive Youth Development and how you can use this information as mentors. Some of it may be familiar to you and some may be new. We're going to discuss what Positive Youth Development is, why we use it, and how it works. Throughout, you'll be seeing it in action by way of the story you've just heard about Anthony.

You will learn:

- Elements of Positive Youth Development (PYD)
- Importance of focusing on strengths
- Ways to be a PYD mentor





Slide 2

Intention:

To explain the goals of the training session

Training Instructions:

Encourage responses and make sure that we mean by connector is communicated. If the concept of meeting people, visiting places, and having experiences isn't conveyed, try to capture it before moving on to the next slide.

Key Content:

- Ask for their ideas of what they think you mean by positive youth development

Suggested Script (1 minute)

What we want you to learn today is what we mean by positive youth development, and how focusing on strengths is a key component of this approach. We will then walk through with you ways in which you can incorporate this approach in your mentoring relationship. Being a PYD mentor is important as it provides a holistic approach to building your relationship with your mentee.

So what do we mean by Positive Youth Development? (*Advance slides*)

Problem free is not fully prepared



Slide 3

Intention:

- To begin to explain how PYD looks in a mentoring relationship.
- To introduce a strength-based perspective

Trainer Instructions:

- This introduces the concept of positive youth development.
- Begin by asking mentors to think about a child in their life that is important to them.

- Ask them what they would wish for that child when they grow up. Most will share positive things.
- Point out that most of the responses were not negative things like “don't do drugs” or “not have children too

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

young” – we want more for our children than to have no problems – we want them to have a full life with interests and activities – skills and talents – healthy relationships – connections to community and to develop positive attributes.

Key Content:

- Strength-based perspective
- Youth have many assets
- By focusing on assets, we can help them develop more assets

Suggested Script (2 minutes)

I'd like you to think about a child in your life that is important to you – maybe even your own child, a niece or nephew, a family friend. *Pause for a several seconds.* What do you wish for them? *Pause for responses.* What skills do you want them to have? *Pause for responses.* *Note: Most will share positive things.*

So most of the responses were not “don’t do drugs”, or “not get pregnant”, or “not in a gang”. It is typical that people want more for the children in their lives than for them to not have problems – we want them to have a full life with interests and activities – skills and talents – healthy relationships – connections to community – a good career. We hope them to be successful, and we focus on what that means. We want them to develop positive attributes.



What is PYD?

Simply put, PYD is a mentoring approach that focuses on youth's strengths.

- Match conversations revolve around the mentee's strengths, interests, and how they can be built upon
- Match activities also revolve around the mentee's strengths and interests as a way to expose him/her to the world outside their norm

Slide 4

Intention:

- To introduce how PYD looks in a mentoring relationship.
- To reinforce the concept of a strength-based perspective.
- To consider their perspective and how what they see is influenced by what they focus on.

Trainer Instructions:

This slide will begin with a warm-up activity that asks mentors to consider their perspective - how what they see is influenced by what they focus on.

Begin by asking mentors to look around the room, make note of everything they see that is red. Now ask them to close their eyes and raise their hands if they saw 3 red things, 6 red things, 10 red things – then ask how many blue things they saw. They will point out that they weren't looking for blue things. (*Use your best judgement in terms of the presence of these specific colors in your training space – other colors might work better*). This provides the starting point for a conversation about focusing on the positive – looking for what is going well – what we want versus what concerns us.

You will then introduce Positive Youth Development as a strength-based approach to mentoring and provide concrete examples in mentoring practice.

Key Content:

- Introduce positive youth development (PYD) and a strength-based focus
- Note that focus on strengths and assets as fundamental aspect of PYD
- How to be a PYD mentor
- This is an introduction, and support and additional training will be provided

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

Suggested Script (2 minutes)

I want you to take a minute to look around the room and make note of everything you see that is red. *Pause to allow time for them to look around the room.* Now close your eyes - raise your hands if you saw 3 red things (*pause as they raise their hands*), 6 red things (*pause*), 10 red things (*pause*) – **Then Ask:** How many blue things did you see? *They will point out that they weren't looking for blue things.* Right, you weren't looking for them so you didn't really make note of them. This is the foundation for Positive Youth Development - focusing on the positive – looking for what is going well – what we want versus what concerns us.

What is Positive Youth Development or PYD? Simply put, PYD is a mentoring approach that focuses on youth's strengths or positive assets. During match conversations, you and your mentee will talk about his or her strengths and interests. Together you will look for ways to build on those strengths. For example, if your mentee is interested in going to college, you might plan to visit some local colleges. Think of an 8th grader that talks his way out of detention – we could notice his good negotiation skills, rather than only the behavior that got him into trouble in the first place. Consider how do you explore and capitalize on this skill to help him build relationships with others that can support him.

In this session, you will learn what PYD looks like in action. Please keep in mind that our session today is only an introduction to PYD. Your match support will assist you to be a PYD mentor and you'll have an opportunity for more in-depth training on how to mentor using the PYD approach at a later time. For today, we will focus on three things you can do as a mentor to make PYD come alive and have a positive impact on your mentee.



Slide 5

Intention:

To introduce the concepts of the “Big 3” and help mentors consider how they can use these concepts in mentoring.

Trainer Instructions:

- You will address each of the Big 3 one at a time.
- First you will provide content overview and then you will ask mentors a question that will help them consider what is meant by each phrase in practice.

Key Content:

- Caring relationships:
 - Caring relationships are defined as supportive connections to others in the child's life who model and support healthy development and well-being.
 - Caring relationships convey that someone is “there for the youth”.
 - Studies have found that caring relationships is most critical factor promoting healthy and successful development even in face of stress, challenge, and risk.
- High expectation messages:
 - High expectation messages are defined as the consistent communication of direct and indirect messages that the child can succeed.
 - Message is “You can make it; you have everything it takes to achieve your dreams; I'll be there to support you.”
 - A high-expectation approach is individually based and strengths-focused.

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

- Meaningful participation:
 - Defined as the involvement of the child in relevant, engaging, and interesting activities with opportunities for responsibility and contribution.
 - Participation, like caring and support, meets a fundamental human need: to have some control and ownership over one's life.
 - Resilience research has documented that youth who are given valued responsibilities, planning and decision-making opportunities, and chances to contribute and help others in their home, school, and community environments have better outcomes.

Suggested Script (5 minutes)

1. Provide a caring relationship

Caring relationships are defined as supportive connections to others in the child's life who model and support healthy development and well-being. Studies have identified caring relationships as the most critical factor promoting healthy and successful development even in the face of much environmental stress, challenge, and risk. Caring relationships convey that someone is "there" for a youth. This is demonstrated by an adult or peer having an interest in who a young person is, and in actively listening to, and talking with, the youth.

Ask: What are some of the caring relationships a child typically has?

And, of course, your mentee will have you to add to that list.

2. Provide high expectation messages

High expectation messages are defined as the consistent communication of direct and indirect messages that the child can succeed. They are at the core of caring relationships and communicate belief in the youth's innate resilience and ability to learn. The message is "You can make it; you have everything it takes to achieve your dreams; I'll be there to support you." A high-expectation approach is individually based and strengths-focused. You are essentially identifying each youth's unique strengths and gifts, nurturing them, and using them to work on needs or concerns.

Ask: What are some examples of high expectations messages?

3. Facilitate meaningful participation

Meaningful participation is defined as the involvement of the child in relevant, engaging, and interesting activities with opportunities for responsibility and contribution. Providing young people with opportunities for meaningful participation is a natural outcome of environments that convey high expectations. Participation, like caring and support, meets a fundamental human need: to have some control and ownership over one's life. Resilience research has documented that youth who are given valued responsibilities, planning and decision-making opportunities, and chances to contribute and help others in their home, school, and community environments have better outcomes.

Ask: What are some ways we can do this with children and youth?

As you and your mentee explore, you will be exposing them to new people, places and things that develop strengths and interests and new ideas of things to explore.

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency



Developmental Assets

Internal Assets	External Assets
Relating to self-identity, character, and values <ul style="list-style-type: none"> • Cares about others • Motivated to do well • Has goals for the future 	Relating to family and community <ul style="list-style-type: none"> • Caring neighbors • Healthy activities • Loving family

Slide 6

Intention:

To introduce the concept of internal and external assets, and how they are the focus of the PYD approach.

Trainer Instructions:

- Mentors are introduced to the concept of assets and asked to consider their own
- You will refer to the handout distributed when they arrived - Anthony's story (Handout 3A)
- *Note: While you may recognize this content as Search*

Institute's 40 Developmental Assets, this will not be the focus of this slide. Rather, introducing the concept of assets and how to look for them as mentors is the focus. You will share the 40 Assets handout with them at the end to read on their own.

Key Content:

Assets:

- Internal and external
- More assets youth have, the less likely youth are to participate in unhealthy behavior, such as self-harm, violence, and substance abuse
- Assets can be internal – relating to self-identify, character, and values - or external relating to family and community
- Reinforce concept of more assets = better outcomes
- Apply to Anthony and James case study

Suggested Script (5 minutes)

As mentors, you will build assets simply by being another caring adult in their life that is providing opportunities for growth and development. Some folks have done some great research looking at this concept. The Search Institute, a youth development research center, has inventoried lists of developmental assets that are critical for positive youth development which has informed this work. Let's take a moment to talk about what we might consider internal assets and external assets. Here (*point to slide*) are some examples to give you an idea. According to the Search Institute's research, the more assets a youth possesses, the more likely they are to have greater social and emotional well-being, which helps them successfully transition to adulthood. They are better equipped to learn how to live responsibly and independently, set goals and plan for their future, express emotion appropriately, form positive relationships, and make good choices. This also suggests that the more assets they have, the less likely to participate in negative behaviors such as violence, substance abuse, and poor academic performance.

Ask: I'd like you to take a minute to consider your own assets—jot down at least two internal asset and two external assets that you have. *Pause to allow them to do this, then invite them to share examples.* **Ask:** Was it difficult to come up with your assets? *Pause for responses.* **Ask:** How does it feel to acknowledge your assets? *Pause for responses.*

Now let's take a look at the story I handed out earlier with Anthony and James. I would like you to pair up and look at the story and discuss the following:

- What do you think are some of Anthony's internal assets? (*examples are determination, artistic talent, responsibility, goals for the future*)
- What are some of his external assets? (*examples are family support, positive friends, school connection*)

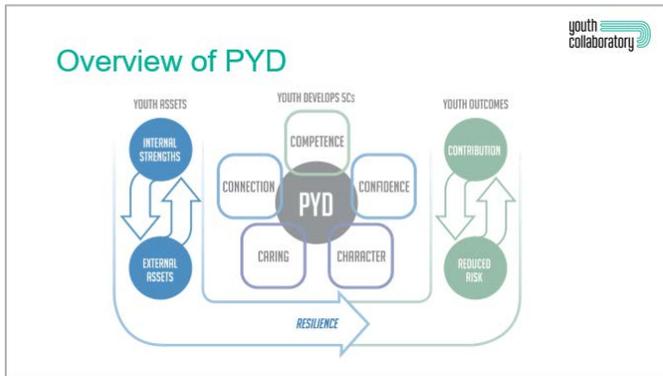
Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

Invite pairs to share examples they identified of internal assets (*pause for responses*), and then external assets (*pause for responses*) for Anthony.

Ask: What activities might James and Anthony do to build on Anthony's assets and interests?

Ask: What do you think might be some of Anthony's aspirations?



Slide 7

Intention:

- Provide an overview of how all aspects of PYD approach are intertwined.
- Relate PYD approach to mentoring

Trainer Instructions:

- Point to each section as you describe it.
- Acknowledge there's a lot of information on this slide – and say we're going to spend some time breaking this down a bit.

Key Content:

- 5Cs are Competence, Confidence, Character, Caring, and Connection, which are developed through a PYD approach. These concepts will be discussed on next slide.
- Resilience:
 - Youth's ability to bounce back from a traumatic situation, like having an incarcerated family member
 - A positive asset they develop and apply to life situations.
 - A very important characteristic AND a protective factor
 - Protective factors we are referring to those traits, abilities, and assets that promote safety and success.
- Youth outcomes
 - Positive outcomes are the whole purpose of PYD. When a youth has depth in the 5Cs and is becoming more resilient, he/she is at reduced risk for negative influences, can positively contribute to family and community, and thrive.

Suggested Script (5 minutes)

Now that we have an understanding of how PYD focuses on assets, I want to take a minute to show you how this is integrated into PYD mentoring. This graphic illustrates what PYD is about, and what outcomes we intend for the youth to achieve. I realize there's a lot of information on this slide but don't worry, we're going to spend some time breaking this down a bit. As you can see, internal and external assets are our starting point on the left (point to youth assets). As we discussed, every mentee has some internal assets - strengths or characteristics - as well as external assets going for them.

At the heart of the PYD approach are **The 5Cs** (*point to it in the middle*) – these are characteristics that are foundational for positive development. We'll look at these in a bit more depth next but first, let's talk about resilience (*point to the arrow running along the bottom moving your hand to demonstrate the concept of movement – growth and development*).

I know we discussed a bit about resilience already during pre-match training, so I will only provide a reminder. You can think of resilience in two ways. First, as the youth's ability to bounce back from a traumatic situation, like having an

Strength-Based Mentoring Training Toolkit:

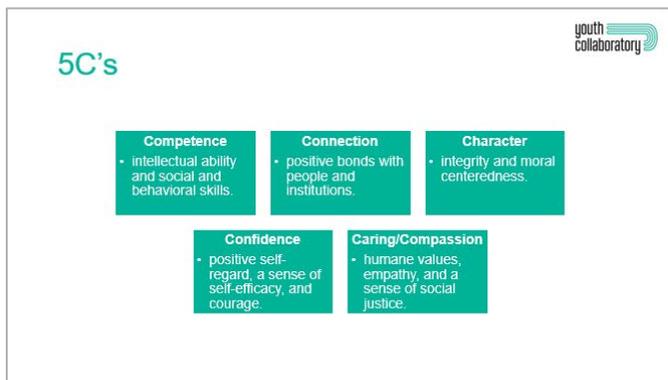
Module 3: Positive Youth Development and Resiliency

incarcerated family member. Second, as a positive asset they develop and apply to life situations. As mentors, we can support youth in becoming more resilient – increasing their ability to respond in healthy ways when they encounter stressful situations.

As the mentee is developing in the 5C s, he/she is also developing resilience which is a very important characteristic AND a protective factor – especially for youth who have an incarcerated family member. When we talk about protective factors we are referring to **assets** that promote safety and success. Some examples are: social connectedness, leadership, academic goal achievement, and personality traits like determination, integrity, and compassion.

Ask: Why do you think that building resiliency, with a youth who has experienced having an incarcerated parent might be especially important? (*Examples may include because the mainstays of a youth’s life may be shaken: housing, food, school; youth may be experiencing grief, anger, embarrassment; may have trust issues and are fearful of systems that could support them; may be concerned about losing others in their lives*)

Finally, we have the youth outcomes – which are the whole purpose of PYD (point to the section on the right). When a youth has depth in the 5Cs and is becoming more resilient, he/she is at reduced risk for negative influences, can positively contribute to family and community, and thrive.



Slide 8

Intention:

Introduce mentors to how they can support youth in building up the 5Cs as part of a PYD approach.

Trainer Instructions:

- Before the training begins, have five pieces of chart paper prepared, with each paper having a heading with one of the 5 Cs.
- You will be posting this paper on the wall. Have different

colored markers available (no red or orange as they are hard to see). When you post on the wall, make sure you post paper on the wall with enough space between them to allow for groups of people to write on them.

- Once you review the overall 5 Cs on this ppt., ask mentors to walk around the room and write in how they feel they could develop the 5 Cs in a mentee.

Key Content:

- 5Cs are developed as a result of PYD approach.
- Mentors have great opportunities to help youth develop these characteristics.
 - COMPETENCE: intellectual ability and social and behavioral skills.
 - CONNECTION: positive bonds with people and institutions.
 - CHARACTER: integrity and moral centeredness.
 - CONFIDENCE: positive self-regard, a sense of self-efficacy, and courage.
 - CARING: humane values, empathy, and a sense of social justice.
- Mentors consider concrete ways in which they can support developing 5 Cs with mentees through interactive activity.

Suggested Script (3 minutes)

Now let's take this into a deeper exploration of the 5 Cs, which we touched on briefly in the last slide.

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

- **COMPETENCE** relates to intellectual ability and social and behavioral skills. Some action examples of this might include that youth acts appropriately with people, youth can develop relationships with others, and youth are able to meet standards socially and at school.
- **CONNECTION** is about positive bonds with people and institutions. What you might see if a youth is connected is that he/she is part or is involved in one or more activities at or afterschool, youth is aware of organizations/agencies/resources that are related to his/her interests, she/he has healthy relationships, and she/he has people-resources to draw upon.
- **CHARACTER:** When we talk about character, we are referring to things such as integrity and moral centeredness. Some action examples of this could include youth making commitments and sticking to them, she/he tries to avoid gangs or other violent behavior, and she/he participates in activities that serve others.
- **CONFIDENCE** relates to a positive self-regard, a sense of self-efficacy, and courage. When you see that a youth is making plans for future, is attentive to health needs, and is willing and able to take calculated and safe risks to achieve goals, that is evidence of confidence.
- **And CARING:** With caring we are referring to humane values, empathy, and a sense of social justice. Some action examples of caring might include youth talking about one or more causes that are meaningful to them, is willing and interested in providing help to others, volunteers in their school and/or community, and demonstrates appropriate responses to others sadness or concerns.

Now that we have reviewed these, I would like to have your thoughts on how mentors can help develop the 5Cs while being a mentor.

Let's consider what this might mean for you as mentors. **Ask:** What would it look like to develop these 5Cs? What types of things would you do? For example, what are some things you might do with your mentee that would foster development of character? *Pause for responses. (If people are stuck, examples ideas may include doing a community service activity together that is of interest to mentee, such as clothing drive, food pantry, animal shelter).* Great – so we get the idea here.

If you have not yet, put the chart papers with 5Cs on the wall. I have on the wall each of the C's on a piece of paper. I'd like you to spend some time at each one and jot down using markers one or two things that you think a mentor could do to develop that quality with a mentee. You can be specific, such as volunteer at an animal shelter. Give them a couple of minutes to move through the charts.

There are quite a few ideas here. (Trainer should read off at least a few from each of the chart papers – if enough time, read off all the responses). This is great. And I am sure we can come up with even more especially once you meet your mentee and they share their ideas.

Strength-Based Mentoring Training Toolkit:

Module 3: Positive Youth Development and Resiliency

Wrap Up

- What did we learn?



youth
collaboratory

Slide 9

Intention:

Conclude the training and prepare for next training session

Trainer Instructions:

- Thank the mentors for their participation while you pass out the brief assessment.
- Mentors will complete the brief assessment (Handout 3D).
- Pass out 40 Developmental Asset Handout 3B and encourage mentors to review it.

Key Content:

- Summarize the PYD approach in mentoring
- Handout mentor assessment
- Invite them to next and last training in this pre-match mentor series, Module 4

Suggested Script (2 minutes)

So that wraps up this session for today. Let's take a minute to share something that you learned during today's training. **Ask:** What is something that you learned during this session?

I am sharing one more handout. This is a list of the 40 Developmental Assets that I referenced earlier from the Search Institute. This is just for your reference as you consider assets that you and your mentee have. If you have a chance, I suggest that you take some time to read and reflect about them. It might be helpful to consider how these were present in your own experience as you grew up, and how you might be able to increase the assets of your mentee. I want to remind you that throughout your match, you will learn much more about how to practice PYD as a mentor. As you work with match support, we will provide suggestions and will offer you additional opportunities for training.

In the next session, we will revisit PYD and our Anthony and James match as we look at how a mentor serving as a connector can have tremendous positive impact.

(Distribute Handout 3D: Mentor Assessment) Before we move on, please take a few minutes to complete this assessment of what you learned.