



COMMUNITY RESOURCES, INC.

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INFORMATION FOR MENTORS

About the Mentors Program:

- This program was designed to give motivated, high-achieving students opportunities for learning that are not available in the regular classroom.
- This may be the first time this student has worked on a one-to-one basis with an adult other than a family member or teacher. S/he may be quite shy at first and need a little time to warm up.
- We have found that students focus better if they know their mentorship takes place over a period of four to six weeks, with student and mentor meeting for an hour or two each of those weeks. If this is not possible, please try to schedule at least three or four meetings together. This allows the student time between visits to process information received and to formulate additional questions.
- We ask each student to plan and complete a project as part of their mentorship. This can be as simple as keeping a journal of each visit with you, or as complex as building a model, putting together a portfolio, or designing a project to be entered in a local or national contest. The student decides what project s/he will do, and it is his/her responsibility to complete it and share with his/her classmates.
- Students love their mentorships and are delighted to be invited back for additional visits. Because of this, however, they will remember any suggestion or promise you make. Casual comments from you such as, "Let's do this again next year," or "Come back anytime" can raise the student's expectations and turn into major disappointment if not fulfilled.
- If a student asks you if s/he can continue meeting with you once the mentorship is officially over, and if you feel the mentorship has come to a natural and satisfying end, please feel free to say to the student, "I've really enjoyed working with you and I can see you're very interested in this field. If there are more things you would like to learn, let's call CRI as soon as we can to talk about (y)our next steps." You may also want to set aside your final scheduled meeting with the student to wrap up the mentorship, review what has been learned, and discuss possible activities or resources for the student to pursue independently.
- If you would like to continue working with your student, feel free to talk to the parent, student and me about this possibility. Some mentorships have lasted for weeks, months or years after the official mentorship is over, and this can be a wonderful opportunity for the student. However, we don't expect you to make this kind of commitment, and we suggest you wait until you are near the end of the mentorship before you mention any willingness to continue.

Your Role as a Mentor:

- Set aside time to meet with and listen to your student.
- Help the student stay focused on his/her goals and the project.
- If the mentorship has a career focus, present as honest and accurate a picture of your work as possible. Demonstrate the advantages and disadvantages of the job, discuss what education is required, and describe other experiences that might help prepare the student for a career in this field.
- Suggest additional resources and projects for the student to pursue independently once the mentorship is over.
- Our students are generally mature for their age, but they are still youngsters and need careful attention. Please remember that you are responsible for the student during the entire time s/he is visiting your office.
- Please do not transport the student at any time during the mentorship as CRI insurance does not cover such transportation and our policies do not permit it.
- Contact me with any questions, comments or concerns you may have about the student or mentorship.

Planning For Your Student's Visit:

- Whenever possible, get information across by asking questions instead of just giving information. This helps the student develop thinking skills and ensures more comprehensive learning.
- Try to plan activities that are as hands-on as possible. Students learn best by being immersed in a project of their own. If your student is shadowing you as you do your own work, ask the student how s/he would solve some of the issues you are trying to solve. For example:
 - An architect designing a commercial building asked his student how he would design the building – i.e. where would this student put the entrance, public areas, bathrooms, etc. and why? The mentor suggested the student do a design at home that week and they compared drawings the next time they met.
 - A lawyer explained to her student the general issues in a case she was working on. Then she encouraged the student to write down all the facts and to develop a strategy for prosecuting the case.
 - A computer programmer was trying to combine his student's interests in math and computer graphics. Instead of charting company budgets and sales figures, they made a pie chart of the student's wardrobe: 34% jeans, 30% t-shirts, 23% long sleeved shirts, 10% shorts, 2% coats and 1% "dressy" clothes.
- Remember: you don't need to know all the answers or show the student everything you do. The most important thing is that you're sharing your interest, energy and enthusiasm with the student, and giving him/her an opportunity for extending learning outside the classroom.

Thank you!
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