Thank you/Welcome Letter from Executive Director

Make a difference in the life of a child — and have fun, too!

I’m pleased to have the opportunity to inform you about the REACH Mentoring Program. We have experienced first-hand the impact that encouraging, listening and role modeling can have on a child’s life. Mentoring programs give us each a chance to contribute to the youth in our communities. Many of you may already participate in informal mentoring activities, whereas others (like me) have taken this next step into a formal mentorship through the REACH Mentoring Program. I’m grateful you’re interested in joining our program.

What does a mentor do?

A mentor provides support to a young person who can benefit from the guidance, friendship and life experience of the mentor. Mentoring allows the individuals involved to share experiences and learn from them while building a supportive relationship over time. In the REACH Mentoring Program, our focus will be on youth in our community whose lives can be enriched through the guidance of an older, more experienced person through recreational activities.

How does mentoring help?

In addition to making children more confident in their schoolwork and more trusting of their parents or guardians, mentoring makes students

- 52% less likely to skip school;
- 46% less likely to begin using illegal drugs;
- 37% less likely to skip a class;
- 27% less likely to begin using alcohol; and
- 33% less likely to hit someone.

Who can participate?

This opportunity is available to anyone 16 years of age and older. A drivers license is preferred but not required.

How do I participate?

The first step is to fill out a brief mentor application. Applications are available online at www.reachmentoringprogram.com. The application process includes an interview, background check, followed by a training session. Following training, each participant is matched with a mentee. REACH will provide ongoing programs to support you in this important role and — most important — the per week activity to participate.

I’m looking forward to see you begin a role as a REACH mentor. This can be a very rewarding relationship for both the mentor and mentee, but it requires commitment and consistency to be successful. I hope you will take the next step and join me in accepting the challenge to make a difference.
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Mission:
To provide supportive and meaningful mentoring relationships to the youth of Carlton County.

Vision:
We envision a community where every youth experiences a variety of positive and encouraging relationships that provide a sense of belonging and allows each youth the ability to achieve their full potential both individually and as members of the community.
The Mentor’s Role

A Mentor Is . . .

Friend
Guide
Listener
Confidant

Resource Broker

A Mentor Is Not a . . .

A Parent/Guardian
A Social Worker
ATM
Babysitter
Disciplinarian

Key Qualities of a Good Mentor:

• Good listener;
• Persistent;
• Committed; and
• Patient.

Mentors must understand that they cannot be all things to their mentees. Quite often when mentors run into problems in their relationships, it is because the mentor, the mentee or the parent/legal guardian did not understand the proper role of a mentor.
Mentoring Do’s and Don’ts

1. **DO be consistent.**
   Many young people believe that adults aren’t dependable. Mentors who say they’ll be there for their mentees but don’t follow through with their actions are sending a clear message that their mentees aren’t important. If you “walk the talk” – that is, your actions are consistent with your words – you’ll increase the trust level between you and your mentee. You’ll also help build your mentee’s self-image by showing that he or she is really worth your time and effort. Remember that “being there” is the most important aspect of mentoring.

2. **DO be yourself.**
   There is absolutely no value in mentors trying to be anyone but themselves. Trying to be someone else – “Super Perfect Ideal Mentor Person,” for example – tells young people, who tend to be very perceptive, several things. First, it says you’re insecure about your own identity. If you’re confident and secure about who you are, you won’t worry about what others think about you. Second, it tells your mentor that you think you can fool him or her with phony behavior. Trust us – you won’t.

3. **DO practice healthy communication skills.**
   Establish eye contact, listen, ask questions for clarification, don’t interrupt and be open-minded. Make sure that you stay focused and pay attention to what your mentee has to say.

4. **DO be honest.**
   You’re in the mentoring relationship to show your mentee that you want to be supportive and be a friend, and that you respect your mentee as an individual. It’s hard – no, it’s probably impossible – to show that respect through dishonesty.

5. **DO be patient and forgiving.**
   At some point, your mentee may disappoint and hurt you. If you want to make a difference in your mentee’s life you’ll need to hang in there and be forgiving. Keep in mind that when you’re working with young people, you may not see immediately the results of your effort or of the seeds you have planted. That doesn’t mean there won’t be any. The results of your mentoring efforts may not be evident for ten or fifteen years, when the young person has grown and can look back and be grateful for all you did for him or her. Practice patience.

6. **DO address inappropriate behavior.**
   Do this directly, but with care. Explain to your mentee that, whether he or she likes it or not, there are standards in the outside world with which individuals are expected to comply. Behaviors learned in the home or among peers may be appropriate in those settings but not in others, such as your match meetings.

7. **DO be positive in your approach.**
   Find your mentee’s strengths, reinforce those strengths with praise, and realize that there are many cultures and standards of living that may differ from your own. This will help develop your mentee’s feelings of self-worth.

8. **DO inform your mentee if you will be unavailable for a time.**
   It’s important that your mentee understands that you have other responsibilities and that you aren’t avoiding meeting with him or her. If you have to cancel a meeting, let your mentee know why, preferably ahead of time. Then try to schedule your next match meeting in advance so you both can look forward to it. If your match is community-based, be sure to inform your mentee’s parent or guardian of the cancellation, too. If you’re a mentor in a site-based program, inform the program coordinator.

9. **Do practice healthy boundaries.**
   Healthy boundaries will allow you and your mentee to grow in a relationship without leaving one of you feeling used or under- or unappreciated.

10. **Do focus on developing a bond with your mentee.**
   Work to establish a special bond with your mentee – a feeling of attachment, a sense of equality and, if it’s appropriate, a sense that you’re a fun person to be with.

12. **DO remember that you’re not alone.**
   The program coordinator or match specialist is always available to talk about your feelings and concerns related to your mentee.
MENTORING DO’S AND DONT’S (CONTINUED)

Mentoring Don’ts

1. DON’T compare your mentee to yourself as a teen, to someone in your own family or to another teenager.
Comparisons breed competition, resentment and jealousy. Life isn’t a competition against the next person. It’s easy to fall into the trap of thinking your mentee would react to and behave in the same way you did in a given situation. If you do so, it won’t take long for your mentee to figure out that you’re reliving your teenage years through your mentee’s experiences or that you are comparing him or her to yourself. Your goal should be to help your mentee strive to reach his or her greatest potential in life, not to create a better version of yourself.

2. DON’T trivialize your mentee’s feelings.
Your mentee’s feelings are every bit as real as your own. In fact, because young people tend to lack the perspective that sometimes comes with age, your mentee may react more strongly in a given situation than an adult would. You may not understand why something is so important to your mentee, but accept that it is and keep listening.

3. DON’T lecture.
All day long, young people are lectured to in school, at home and at work. One of the benefits you can provide as a mentor is offering a listening ear rather than a running mouth. Don’t talk down to your mentee, nag or yell at them. Rather than lecturing, help your mentee reflect, process feelings and learn from experience.

4. DON’T let setbacks defeat you.
Every relationship has its ups and downs. Accept the fact that this one will, too. Remember that when you commit yourself to a relationship, that commitment has nothing to do with how you feel or whether the relationship is going well. It does, however, have everything to do with how you respond to adversity. If you are truly committed to your mentee, then you will hang in there and keep trying despite the difficulties.

5. DON’T judge or jump to conclusions.
Remember there are usually at least two sides to every story. Young people like to tell stories about how unbearable and unfair things are at home, at school or with friends. If you take those stories at face value, your tendency may be to become very protective and to jump in and try to fix things. “Things” are not always as bad or as good as an emotional young person might make them out to be. Before you jump to conclusions, give yourself time to investigate all the facts. It’s OK to give your mentee the benefit of the doubt, but don’t choose sides or believe everything you hear. Try to find out the other side – or sides! – of a story. If you know the facts, then you’ll be in a better position to help your mentee find solutions and make wise choices.

6. DON’T try to take the place of parents, teachers, social workers or clergy.
It’s vital that you know your place and your boundaries in the mentoring relationship, particularly at the start of it. Your role is that of a friend who is a good listener who offers encouragement. As your relationship grows, you’ll develop a better sense of how much your opinion is worth to your mentee. In no way should you assume the responsibilities of already established authority figures, especially parents. You’re there to support and supplement the efforts of these people, not to take their place. When you take on one of these other roles you stop being the mentor.

7. DON’T preach religious or political values.
Hold on to your own beliefs and values, but don’t try to get your mentee to embrace them. You don’t know whether your beliefs and values coincide with those of your mentee’s family. Don’t preach, instead model your values through your actions.

8. DON’T act like a parent or try to be an authority figure.
One of the things your mentee will likely appreciate about you is that you aren’t his or her parent. Young people need supportive and caring role models and mentors whose default setting isn’t telling them what to do, setting rules and expressing disapproval (all of which may be what they think their parents or guardians do too much of). If you sound like you know it all and try to tell your mentee what to do all the time, you aren’t likely to have much luck in creating a warm and trusting relationship.

Program Guidelines and Logistics
Enrollment

All REACH mentors and mentees complete a thorough screening process by REACH professional staff prior to acceptance into the program. Mentors fill out a volunteer application, complete an in-person interview, provide three references, complete a comprehensive background check and attend a pre-match training session prior to acceptance into the program. Mentees also complete an application and parent/mentee interview/program orientation prior to acceptance. Mentors and mentees must make a minimum one year commitment to the program.

Matching

Once accepted, REACH professional staff match mentors and mentees based on mentor and mentee/parent preferences, gender, ethnicity, shared interests, schedules, location, and personality traits. A match meeting is scheduled to introduce all match parties, complete match contracts and initiate the match.

Match Activities

REACH follows a community-based mentoring model, where matches meet at agreed upon locations in the community a minimum of 3 times/month. Matches are encouraged to participate in low cost activities that align with the goals of the match. Please see the Overnight and Out of Town Travel Policies in the “Official Policies Section” and lists of suggested activities in the “Match Activity Planning” section.

Certain activities are not allowed by REACH, including:

REACH hosts monthly events where mentees, family members of mentees, mentors, and youth on the waiting list are invited to attend. Local social service professionals who refer youth to the program or are also working with a REACH mentee are invited to attend with their youth clients, as well. Please look for communication from REACH staff for more information on upcoming events.

Match Support/Supervision

Within one week of the initial match meeting, the assigned REACH staff person will make phone/personal contact with all parties (mentor, mentee and parent/guardian) to check in on how the first meeting went. After this initial contact, REACH staff will then follow up monthly by phone or occasionally by email with each party to gather information regarding meeting dates, times, activities, and how the match is proceeding.

Participation in these monthly check-ins is mandatory for the mentor, mentee and parent/guardian. Three attempts to contact each party will be made in a given month before a written letter or note will be mailed requesting they call the program staff person. If REACH staff remains unable to contact any match party, the match may be suspended and/or terminated.

In addition to monthly check-ins, mentors are required to complete the online activity log within a few days of each meeting with their mentees. Mentors may access the online activity log here (http://reachmentoringprogram.civicore.com/mentorLogin/index.php?action=userLogin). Activity logs must be completed by the end of each month for mentors to receive reimbursement for activity costs.

REACH Inc. offers quarterly in-service training sessions for mentors. Mentors are required to complete one in-serve training annually.
REACH staff are also available on an ongoing basis to provide support and match problem resolution to mentors, mentees and parents/guardians.

**Closure**

All matches eventually come to an end. Some end after several years, and others end in an unexpected or premature way. Regardless of the situation, REACH makes every attempt to make the closure as positive as possible.

Attempts will be made to have a closure meeting to include program staff, the mentor, and mentee. The parent/guardian may attend if he/she desires. The meeting should cover, depending on the circumstances of closure, an open discussion about the relationship ending and completion of the closure Exit Surveys.

In the absence of a meeting, program staff will attempt to contact all parties to inform them the match is closing and how best to proceed in closing the match.

In all circumstances, the mentor, mentee, and parent/guardian should all receive a Closure Letter stipulating the match has formally ended and any future contact is beyond the scope and responsibility of REACH, Inc.

**Evaluation**

All match parties will be asked to complete program evaluation surveys during their participation in the program. Ongoing program evaluation is crucial for REACH to understand the impact that the program is having on participants and make continual program improvements. REACH expects that all match parties participate.
Confidentiality Policy

It is the policy of the REACH Mentoring Program to protect the confidentiality of its participants and their families. With the exception of the limitations listed below, program staff will only share information about mentors, mentees, and their families with other REACH professional staff and the Board of Directors. Further, all prospective mentors, mentees, and parents/guardians should be informed of the scope and limitations of confidentiality by program staff. Additionally, mentors are required to keep information about their mentee and his/her family confidential.

In order for REACH to provide a responsible and professional service to participants, it is necessary to ask mentors, mentees, parents/guardians, and other outside sources to divulge extensive personal information about the prospective participants and their families, including:

- Information gained from mentors and mentees, written or otherwise, about themselves and/or their families, in application to and during program participation
- Participants' names and images gained from participants themselves, program meetings, training sessions, and other events
- Information gained about participants from outside sources including confidential references, school staff, employers

Records are, therefore, considered the property of the agency, not the agency workers, and are not available for review by mentors, mentees, or parents/guardians.

Limits of Confidentiality

Information from mentor and mentee records may be shared with individuals or organizations as specified below under the following conditions:

- Information may be gathered about program participants and shared with other participants, individuals, or organizations only upon receipt of signed “release” forms from mentors, mentees, or parents/guardians.
- Identifying information (including names, photographs, videos, etc.) of program participants may be used in agency publications or promotional materials only upon written consent of the mentor, mentee, and/or parent/guardian.
- Members of the Board of Directors have access to participant files only upon authorization by a formal motion of the board. The motion shall identify the person(s) to be authorized to review such records, the specific purpose for such review, and the period of time during which access shall be granted. Such members of the board granted access shall be required to comply with the agency policies on confidentiality and may use the information only for purposes stated by the approved action of the Board of Directors. Known violations shall be reported to the Board chair. A violation of the agency’s confidentiality policy by a Board member shall constitute adequate cause for removal from the Board.
- Information may only be provided to law enforcement officials or the courts pursuant to a valid and enforceable subpoena.
- Information may be provided to legal counsel in the event of litigation or potential litigation involving the agency. Such information is considered privileged information, and its confidentiality is protected by law.
- Program staff and volunteers are mandatory reporters and as such must disclose information indicating that a mentor or mentee may be dangerous to or intends to harm him/herself or others.
- If program staff members receive information at any point in the match process that a volunteer is using illegal substances, there is a criminal history of any kind, or is inappropriately using alcohol or other controlled substances, the information will be shared with the parent and they will have the option to reject the prospective mentor or close the existing match.

- At the time a mentor or mentee is considered as a match candidate, information is shared between the prospective match parties. However, the full identity of the prospective match pair shall not be revealed at this stage. Names and addresses are shared with match pairs only after the involved parties have met and agree to be formally matched. Each party shall have the right to refuse the proposed match based on the anonymous information provided to them. The information to be shared may include:
  - Mentors: age, sex, race, religion, interests, hobbies, employment, marriage or family status, sexual preference, living situation, reasons for applying to the program, and a summary of why the individual was chosen for the particular match. Results of driving records and criminal histories may also be shared.
  - Mentees: age, sex, race, religion, interests, hobbies, family situation, living situation, a summary of the client needs assessment, and expectations for match participation.

**Safekeeping of Confidential Records**

- The executive director is considered the custodian of confidential records. It is his/her responsibility to supervise the management of confidential information in order to ensure safekeeping, accuracy, accountability, and compliance with Board policies.

- A mentee’s or volunteer’s right to privacy shall be respected by the agency. Requests for confidential information from other organizations or persons shall be accompanied by a signed release from the mentor, mentee, and/or parent/guardian.

**Violations of Confidentiality**

- A known violation of the agency policy on confidentiality by a program participant may result in a written warning or disciplinary action such as suspension or termination from the program.
Mandatory Reporting Policy/Procedure

It is the policy of the REACH Mentoring Program that all staff, mentors, and other representatives of the program must report any suspected child abuse and/or neglect of agency clients or program participants immediately. All such suspected reports must be made to appropriate state and/or local authorities. Program staff must follow the mandatory reporting of child abuse and neglect procedure below.

**Suspected Child Abuse or Neglect**

1. All suspected incidents of child abuse or neglect, recent or otherwise, must be reported to program staff immediately, the same day if possible.
2. The program staff person must fill out the Child Abuse and Neglect Report form detailing critical information about the alleged incident of abuse or neglect. Once completed and reported, this form will be kept in the mentee’s file folder.
3. The program staff person must then file a report with Carlton County Human Services within 24 hours per state statute.
4. If knowledge of the suspected abuse or neglect occurs during non-business hours and program staff are not available, the mentor must make the report directly to Carlton County Human Services or 911. The mentor must then file a report with the program staff by noon the next business day. The program staff person must follow the steps above and follow up with Carlton County to ensure the report was adequately made by the mentor.

To make a report, call Carlton County Human Services at 218-879-4583 or 1-800-642-9082 between the hours of 8:00am and 4:00pm. After hours or in an emergency situation, call 911 immediately.
Transportation Policy

It is the policy of the REACH Mentoring Program to allow mentors to transport mentees in their own private vehicles. The program coordinator must ensure that all mentors meet the following criteria prior to transporting the mentee:

- All mentors must own a car or have access to reliable insured transportation; all safety equipment including blinkers, lights, brake and back-up lights, seat belts, tires, and brakes must be in good operating condition.
- All mentors must possess a valid driver’s license and present proof of auto insurance; a record of insurance will be maintained in the mentor’s file and will be updated on an annual basis.
- All mentors must undergo a driving record check and have a clean driving record for the last three years.
- REACH requires that mentors obey all traffic laws, and use seat belts at all times.
- Mentors must also avoid taking medication or using any other substances that might impair their ability to drive.
- If an accident occurs while the mentor is engaged in mentoring, it should be reported to the program staff promptly.
- Only screened volunteers are able to drive mentees

If any of the above policy is not followed, the mentor will not be allowed to transport the mentee in a private automobile or may face other consequences.

Overnight Visits and Out-of-Town Travel Policy

It is the policy of the REACH Mentoring Program that overnight visits or activities are not allowed between one-to-one mentor and mentee matches or staff.

- However, overnight visits are only permitted if it is a REACH organized group activity.
  - These will follow structured guidelines that need to be followed that include but are not limited to:
    - Adult-to-Youth Ratio
    - Medical Conditions
    - Waivers
    - Sleeping Arrangements
    - Transgender Youth
    - Bathroom and Showers
    - Mandated Reporters
    - Background Checks and Training

- Any violation of this policy will result in the immediate suspension and/or termination of the mentoring relationship or staff. In addition, violations of this policy may result in notification being given to legal authorities that may result in arrest or legal action, and may be punishable by fine and/or imprisonment.

Out-of-town travel, defined as travel exceeding 25 miles of Carlton county lines.
For any and all admissible out-of-town travel, the parent/guardian must write and sign a permission slip stipulating:
- Their child is permitted to travel with the mentor to the predetermined destination, specifying names and the location(s) being traveled to.
- Permission for medical treatment in the case of a medical emergency.

For any and all admissible out-of-town travel, the mentor must write out or type a detailed itinerary of the trip, and provide this to the parent/guardian prior to leaving, and include the following:
- The destination(s)
- Phone numbers of their cell phone (optional), places being visited, and lodging
- Times and dates of departure and arrival at each location being visited
- Expected time of return

During permissible out-of-town travel, the mentor should review and abide by all terms outlined in the transportation policy.

Use of Alcohol, Drugs, Tobacco, and Firearms Policy

It is the policy of the REACH Mentoring Program to prohibit and discourage the use of drugs, alcohol, and firearms. Mentees and mentors are prohibited from using drugs or alcohol or possessing firearms while engaged in the mentoring relationship. Any suspected violations should be reported to the program staff.

**Alcoholic Beverages:** No participant of the REACH Mentoring Program will possess or consume beer, wine, or other alcoholic beverages while actively engaged or prior to actively engaging in mentoring, nor shall any participant endorse the use of alcohol. Mentors and mentees may go to a location where minors are allowed and alcohol is served provided that the mentor and youth do not consume any alcohol.

**Drugs:** No participant of the REACH Mentoring Program will manufacture, possess, distribute, or use any illegal substance while engaged in mentoring or otherwise.

**Tobacco:** The intent of REACH is to create a smoke- and tobacco-free environment. To that end, smoking and the use of all tobacco products is prohibited on the premises of REACH and those involved with the program must refrain from the use of such products while engaged in mentoring. The use of tobacco products includes but is not limited to cigarettes, cigars, vapes, pipes, chewing tobacco, snuff, or other matters or substances that contain tobacco.

**Weapons, Firearms, and Other Dangerous Materials:** The possession or use of firearms, firecrackers, explosives, toxic or dangerous chemicals, or other lethal weapons, equipment, or material while participating in mentoring activities is strictly prohibited. **Exceptions to this policy are detailed in the high risk activity policy.**

If a mentor has a weapon or firearm in their home and a mentee is present, the weapon must be kept locked and inaccessible to the mentee.

Mentors are not permitted to conceal and carry while participating in REACH activities or on REACH program business.

Any violation of this policy will result in the immediate suspension and/or termination of the mentoring relationship. In addition, violations of this policy may result in notification being given to legal authorities that may result in arrest or legal action, and may be punishable by fine and/or imprisonment.
Unacceptable Behavior Policy

It is the policy of the REACH Mentoring Program that unacceptable behaviors will not be tolerated on the part of mentors or mentees while participating in the program. This policy is in addition to behavioral requirements stipulated in other policies or procedures within this manual. This policy in no way is intended to replace or take precedence over other policies or procedures including, but not limited to, the following:

- Confidentiality Policy
- Transportation Policy
- Overnight Visits and Out-of-Town Travel Policy
- Mandatory Reporting of Child Abuse and Neglect Policy
- Use of Alcohol, Drugs, Tobacco, and Firearms Policy

A number of behaviors are regarded as incompatible with REACH Mentoring Program goals, values, and program standards and therefore are considered unacceptable and prohibited while participants are engaged in mentoring activities:

- Unwelcome physical contact, such as inappropriate touching, patting, pinching, punching, and physical assault
- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior
- Display of demeaning, suggestive, or pornographic material
- Known sexual abuse or neglect of a child
- Denigration, public or private, of any mentee parent/guardian or family member
- Denigration, public or private, of political or religious institutions or their leaders
- Intentional violation of any local, state, or federal law
- Driving while under the influence of alcohol
- Possession of illegal substances

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or termination from participation in the mentoring program.

Social Media Policy

REACH Mentoring Program recognizes many benefits of online communication platforms such as Facebook, Twitter, Instagram etc. We believe that these information sharing tools can help us raise awareness about our organization and the importance of quality mentoring relationships. For these reasons REACH utilizes platforms including social networking sites like Facebook.

While we recognize the inherent benefits of online communication platforms, we also understand that online communication can have negative, damaging or unintended effects when boundaries of public and private information sharing are blurred. For these reasons we have developed a social media policy to protect program participants and organizational integrity. This policy has been adapted from the Friends for Youth Mentoring Institute to fit the needs of this program.
Our program will rely on social media tools for marketing, outreach, event planning and networking; however, if a program board member, employee, volunteer, youth participant or affiliate selects to participate in social media platforms on their personal time, we hold that this is the choice and sole responsibility of the individual. REACH does not intend to control online interaction among program participants; however, to protect the healthy boundaries of youth and adult mentoring relationships, we request that participants, affiliates, and employees understand and adhere to the following Social Media CARE guidelines when interacting with the program or program participants through online communication platforms.

**Community – Appropriate – Responsibility – Exercise Common Sense (CARE)**

**Community – Honor it!**
Online communication platforms are an incredible resource for connecting and building community. Honoring community connection means using these mediums as ways to build support, positive interaction and shared understanding. Because people bring unique experiences, attitudes, and beliefs to the realm of online interaction just as they do in-person, some online dialogue may illustrate differences of opinion. When this happens, remember to articulate yourself clearly and responsibly by presenting information logically, not overreacting, and objectively clarifying misunderstandings or errors as necessary.

**Appropriate – Be it!**
If you choose to dialogue via an online communication platform on a personal level while “linked” or connected to your formal mentoring program and/or respective match mate, be considerate, fair, and appropriate with your posts. This means considering if the information you are sharing is something that you feel comfortable with your program, match-mate, potential employer and other individuals viewing BEFORE you post. Remember all information shared through online communication platforms becomes public domain the instant it is posted.

**Responsibility – Use it!**
You are responsible for the information you share through online communication platforms. Exercise responsibility for your communication by demonstrating, accuracy, honesty and integrity. When you make a mistake, acknowledge and correct it immediately. Think twice before posting. Always consider if you are comfortable with the information being connected back to you by anyone. Honor confidentiality and do not disclose an individual’s personal information. If you are expressing your personal opinion while referencing your mentoring program or respective match mate, be sure to indicate that you are expressing a personal belief, opinion, or attitude and not the expressed opinion of the organization, or individual with which you are affiliated.

**Exercise Common Sense and Good Judgment – Show it!**
If you’re unsure if you should post information using online communication platforms, err on the side of caution and use discretion. Understand that if you choose to connect with your program and respective match mate via online communication platforms, you are expected to share this information with the program. Recognize that REACH monitor social networking sites to protect program participants and organizational integrity. Failure to follow the program’s Social Media CARE guidelines may be cause for dismissal from the program.

If a program participant, employee or affiliate is concerned about their ability to follow this social media policy and CARE guidelines, this program requires that they do not communicate electronically in a way that connects them to this program or another participant. This policy is established to protect participants, the integrity of this organization, and to support healthy youth and adult mentoring relationships. REACH will select one staff member to manage and represent all program information via
online communication platforms. This individual is responsible for managing all login information, marketing, and adherence to above guidelines.
# Match Activity Planning

**MENTORING ACTIVITY PLANNING TOOLS HANDOUT:**

## What Do YOU Want to Do? Checklist

There are many fun things that you can do together as a mentor and mentee. Share this list when you first get together and decide what you both would like to do!

<table>
<thead>
<tr>
<th>Sports Activities</th>
<th>Music, Arts and Crafts, Mechanical Arts Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentee</strong></td>
<td><strong>Mentor</strong></td>
</tr>
<tr>
<td>☐ Shoot hoops, play catch or toss a football around.</td>
<td>☐ Check the paper for free concerts and other events.</td>
</tr>
<tr>
<td>☐ Play volleyball, tennis or racquetball.</td>
<td>☐ Share your favorite music by mixing CDs or sharing music players for an afternoon at the park.</td>
</tr>
<tr>
<td>☐ Play soccer or street hockey.</td>
<td>☐ See a play, a musical or a concert.</td>
</tr>
<tr>
<td>☐ Go to a school or athletic event in which the mentee is participating. Cheer loudly!</td>
<td>☐ Learn to play a musical instrument together.</td>
</tr>
<tr>
<td>☐ Go to a sporting event together and cheer loudly just because!</td>
<td>☐ Learn a new dance step.</td>
</tr>
<tr>
<td>☐ Watch a major sports event together on television such as the Super Bowl, the NCAA men's or women's basketball Final Four, the Summer or Winter Olympics or the Stanley Cup finals.</td>
<td>☐ Attend a concert in the park.</td>
</tr>
<tr>
<td>☐ Play mini golf.</td>
<td>☐ Go to an art fair.</td>
</tr>
<tr>
<td>☐ Go bowling.</td>
<td>☐ Take a pottery class together.</td>
</tr>
<tr>
<td>☐ Train for and participate in a race together or volunteer at Relay for Life.</td>
<td>☐ Learn a new craft together such as jewelry making, painting or knitting.</td>
</tr>
<tr>
<td>☐ Go to the gym together.</td>
<td>☐ Go to a fair, craft show or parade.</td>
</tr>
<tr>
<td>☐ Try an adventure sport like rock climbing.</td>
<td>☐ Create a time capsule – pick a place to bury it and write instructions on who can open it and when.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outdoors Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentee</strong></td>
<td><strong>Mentor</strong></td>
</tr>
<tr>
<td>☐ Go fishing, canoeing or paddle boating.</td>
<td>☐ Build something such as a bird house or bird feeder, a mailbox or a flower box.</td>
</tr>
<tr>
<td>☐ Visit a county park.</td>
<td>☐ Fix or restore a car, motorcycle, bicycle or other vehicle.</td>
</tr>
<tr>
<td>☐ Take a walk on the beach.</td>
<td>☐ Rebuild a small engine or appliance.</td>
</tr>
<tr>
<td>☐ Take a bike ride.</td>
<td>☐ Learn to troubleshoot and repair a balky computer.</td>
</tr>
<tr>
<td>☐ Go for a hike.</td>
<td>☐ Learn to do small home repairs together.</td>
</tr>
<tr>
<td>☐ Fly a kite.</td>
<td></td>
</tr>
</tbody>
</table>
### Food ... Yum!

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go out to eat.</td>
<td></td>
</tr>
<tr>
<td>Get ice cream.</td>
<td></td>
</tr>
<tr>
<td>Have a picnic.</td>
<td></td>
</tr>
<tr>
<td>Try a new dish at an ethnic restaurant.</td>
<td></td>
</tr>
<tr>
<td>Visit a café and try a new dish or a new flavor of a coffee drink.</td>
<td></td>
</tr>
<tr>
<td>Have a barbecue.</td>
<td></td>
</tr>
<tr>
<td>Learn to cook a new dish or bake cookies together.</td>
<td></td>
</tr>
<tr>
<td>Visit local pizza places and search for the perfect pizza!</td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge-Enhancing Activities

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit a library.</td>
<td></td>
</tr>
<tr>
<td>Go to a local science or history museum.</td>
<td></td>
</tr>
<tr>
<td>Visit a college or technical school.</td>
<td></td>
</tr>
<tr>
<td>Work on a résumé.</td>
<td></td>
</tr>
<tr>
<td>Look for a job or do a mock job interview.</td>
<td></td>
</tr>
<tr>
<td>Share your favorite book with each other. Discuss the books after you've finished reading them.</td>
<td></td>
</tr>
</tbody>
</table>

### Shopping Activities

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go bargain hunting at flea markets or garage sales.</td>
<td></td>
</tr>
<tr>
<td>Go window shopping.</td>
<td></td>
</tr>
<tr>
<td>Try on prom dresses just for fun and look for the prettiest dress, the ugliest dress and the most princess-worthy dress.</td>
<td></td>
</tr>
<tr>
<td>Hang out at the mall ... maybe even mall walk!</td>
<td></td>
</tr>
<tr>
<td>&quot;People watch&quot; at the mall.</td>
<td></td>
</tr>
</tbody>
</table>

### Relationship-Building Activities

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share a hobby:</td>
<td></td>
</tr>
<tr>
<td>Talk about school.</td>
<td></td>
</tr>
<tr>
<td>Go to a movie.</td>
<td></td>
</tr>
<tr>
<td>Indulge in some pampering time: Paint your nails, enjoy a foot bath, do girly-fun-stuff.</td>
<td></td>
</tr>
<tr>
<td>Play board or card games.</td>
<td></td>
</tr>
<tr>
<td>Share your dreams ... what you would do if nothing was impossible.</td>
<td></td>
</tr>
<tr>
<td>Volunteer together at an animal shelter, visiting at a senior center or at the hospital.</td>
<td></td>
</tr>
<tr>
<td>Spend the day talking only in movie quotes or communicating only in song.</td>
<td></td>
</tr>
</tbody>
</table>
**Until We Meet Again Cards**

Photocopy and cut apart these cards, then complete and share one with your mentee after each visit.

<table>
<thead>
<tr>
<th>Until We Meet Again</th>
<th>Until We Meet Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, on __________, we did __________.</td>
<td>Today, on __________, we did __________.</td>
</tr>
<tr>
<td>One thing we learned about each other is __________.</td>
<td>One thing we learned about each other is __________.</td>
</tr>
<tr>
<td>We’re getting together next on __________ at __________ a.m./p.m. to do __________.</td>
<td>We’re getting together next on __________ at __________ a.m./p.m. to do __________.</td>
</tr>
</tbody>
</table>

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<tr>
<td>We’re getting together next on __________ at __________ a.m./p.m. to do __________.</td>
<td>We’re getting together next on __________ at __________ a.m./p.m. to do __________.</td>
</tr>
</tbody>
</table>
**Two-Month Activity Planning Tool**

<table>
<thead>
<tr>
<th>What's Our Budget?</th>
</tr>
</thead>
<tbody>
<tr>
<td>$____ maximum per month</td>
</tr>
<tr>
<td>$____ maximum per activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Days Can We Get Together?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Use blank calendars on back.)</strong></td>
</tr>
<tr>
<td><strong>Week 1:</strong></td>
</tr>
<tr>
<td><strong>Week 2:</strong></td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
</tr>
<tr>
<td><strong>Week 4:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Do We Want to Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge:</strong> Come up with five ideas that cost less than $5 each!</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
</tbody>
</table>
Low-Cost Activities

☐ Check the community events board at your local library, city hall or community center for concerts, workshops and art shows.
☐ Check with your local parks and recreation department for special events.
☐ Visit a county or state park (may have a per vehicle entry cost). If you do this regularly, check into getting a season pass.
☐ Go to a fair or festival.
☐ Go to a roller rink or ice skating rink together.
☐ Attend a local sporting event.
☐ Go to a cider mill or on a hayride.
☐ Get ice cream.
☐ Play mini golf.
☐ Go bowling.
☐ Go to a museum or historical society.
☐ Go fishing (don’t forget the license!), canoeing or paddle boating.
☐ Go to the craft section of a discount, dollar or craft store and find a new hobby to try.
☐ Use recycled or household materials to build and fly a kite.
☐ Enter a cardboard sled race.
☐ Visit a u-pick farm.
☐ See a play or musical by your community or civic theatre group, or a college or high school theatre.
☐ Play volleyball, tennis or racquetball.
☐ Go to a movie, and remember: Small local theatres are usually cheaper than multiplexes.
☐ Attend your mentee’s school events and cheer loudly!
☐ Try a new dish at an ethnic restaurant.
☐ Go horseback riding.
☐ Share your favorite restaurants.
☐ Go bargain hunting at a flea market or garage sale.
☐ Visit a haunted trail or corn maze.
☐ Brainstorm and create a costume out of clothing you already have.
☐ Build a birdhouse or bird feeder from a kit.
☐ Plan and carry out a scavenger hunt.
☐ Take your mentee to the gym with you.
☐ Plant a garden together.
☐ Pick out a new board game or card game that neither of you has played and learn it together.
☐ Find an instrument at a second hand store and learn to play it together.
☐ Go on a picnic.
Free and Low-Cost Match Activities

You don’t have to spend a lot of money to have a lot of fun! It can be frustrating trying to think of ways to spend time with your mentee when you’re on a shoestring budget. This list is a starting point for you to think about where in your community you can find interesting activities that won’t break the bank!

Free Activities

- Go to a park or playground to shoot hoops.
- Go to a park, a mall or an outdoor bench in a busy downtown area to people watch.
- Take a walk on the beach, through the woods or in a town.
- Keep a journal of what you see on your walks.
- Go to a craft show or parade.
- Take a self-guided color tour.
- Make a snowman.
- Build a snow fort.
- Go sledding.
- Check the paper for free concerts.
- Go window shopping.
- Volunteer together at a local soup kitchen, shelter, hospital, church or senior center.
- Choose a cause you’re both interested in and figure out how to help.
- Let your mentee job shadow you.
- Spend time working in a community garden.
- Go to an art fair.
- Share your favourite music.
- Work on résumés or job hunt together.
- Share a hobby.
- Play catch or toss around a football.
- Play street hockey. (Only on low-traffic streets!)
- Go to a library.
- Share a favorite book and discuss it after you’ve both finished reading it.
- Visit a college or technical school.
- Write a letter to the editor of your local newspaper.
- Talk about school. Talk about your mentee’s plans for after graduation.
- Talk about dreams. Find ways to bring them one step closer.
- Play board games or card games.
- Create your own board game or card game.
- Teach each other to do or make something new.
- Create a time capsule and decide where to hide or keep it. Write out rules for when it will be opened and who can open it.
- Research the policies and positions of local, state and national candidates for an upcoming election. Discuss issues that will be on the local ballot.
- Learn a new dance step together.
- Teach each other dances that you and your friends do or did during high school.
- Surf the Internet together. Talk about how to surf safely and how to tell whether the information on a site is credible.
- Take a bike ride.
- Train for a marathon or race together.
- Learn how to cook a new dish together.
- Build a sand castle.
- Visit a university museum (they’re often free).
Mentor Contract

Name: ___________________________________________ Date: __________

By choosing to participate in the REACH, Inc. Mentoring Program, I agree to:

▪ Follow all rules and guidelines as outlined by the program coordinator, mentor training, mentor handbook, program policies, and this contract
▪ Be flexible and provide the necessary support and advice to help my mentee succeed
▪ Make a one-year commitment to being matched with my mentee
▪ Meet at least three times per month with my mentee
▪ Make at least weekly contact with my mentee
▪ Maintain open communication with my mentee’s parent/guardian, especially around scheduling activities and how the match is progressing
▪ Be on time for scheduled meetings or call my mentee at least 24 hours beforehand if I am unable to make a meeting
▪ Submit activity logs following meetings with my mentee, and regularly and openly communicate with the program coordinator as requested or on a monthly basis
▪ Inform the program coordinator of any difficulties or areas of concern that may arise in the relationship
▪ Keep any information that my mentee tells me confidential except as may cause him or others harm
▪ Always obey traffic laws when in the presence of my mentee and keep a copy of his/her health insurance coverage in the automobile at all times when traveling together
▪ Never be in the presence of my mentee when I have or am consuming alcohol, tobacco, or controlled substances
▪ Participate in a closure process when that time comes
▪ Notify the program coordinator if I have any changes in address, phone number, or employment status
▪ Attend in-service mentor training sessions at least once per year

_______ (please initial) I understand that upon match closure, future contact with my mentee is beyond the scope of the REACH, Inc. Mentoring Program and may happen only by the mutual consensus of the mentor, the mentee, and parent/guardian.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

______________________________________________  ________________
(Signature)                                      (Date)
Mentee Contract

By choosing to participate in the REACH, Inc. Mentoring Program, I agree to:

▪ Follow all rules and guidelines as outlined by the program coordinator, mentee training, program handbook, program policies, and this contract
▪ Have a positive attitude and be respectful of my mentor
▪ Help plan match activities with my mentor
▪ Make a one-year commitment to being matched with my mentor
▪ Meet at least three times per month with my mentor
▪ Make at least weekly contact with my mentor
▪ Obtain parent/guardian permission for all meeting times at least three days in advance, if possible
▪ Be on time for scheduled meetings or call my mentor at least 24 hours beforehand if I am unable to make a meeting
▪ Check-in monthly with the program coordinator about match activities and how my match is progressing, and regularly and openly communicate with the program coordinator as requested
▪ Inform the program coordinator of any difficulties or areas of concern that may arise in the relationship
▪ Participate in a closure process when that time comes
▪ Notify the program coordinator if I have any changes in address or phone number

__________ (please initial) I understand that upon match closure, future contact with my mentor is beyond the scope of the REACH, Inc. Mentoring Program and can happen only by the mutual consensus of the mentor, the mentee, and my parent/guardian.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

______________________________   ____________
(Signature)   (Date)
Parent/Guardian Contract

Name: ____________________________________________ Date: __________

By allowing my son/daughter to participate in the REACH, Inc. Mentoring Program, I agree to:

• Allow my child to participate in the REACH, Inc. Mentoring Program and to be matched with a REACH mentor
• Follow and encourage my child to follow all rules and guidelines as outlined by the program coordinator, mentee training, program handbook, program policies, and this contract
• Support my child in this match by allowing him to meet with his mentor at least three times per month and have weekly contact with him/her for one year
• Support my child being on time for scheduled meetings or have him/her call the mentor at least 24 hours beforehand if unable to make a meeting
• Maintain open lines of communication with the mentor
• Check-in monthly with the program coordinator about my perspective on my child’s match, and regularly and openly communicate with the program coordinator as requested
• Inform the program coordinator if I observe any difficulties or have areas of concern that may arise in the match relationship
• Participate in a closure process when that time comes
• Notify the program coordinator if I have any changes in address or phone number
• Provide the program coordinator and the mentor with any updated health insurance information for my child

_______ (please initial) I understand that upon match closure, future contact between my child and his/her mentor is beyond the scope of the REACH, Inc. mentoring program, and can happen only by the mutual consensus of the mentor, the mentee, and myself.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

______________________________________________  __________
(Signature)  (Date)