



**Student Leader & Assistant Student Leader Manual  
Fall 2017**

*Sites Served:  
Benjamin Barnes YMCA  
Englewood Elementary  
Matthews Elementary  
Maxwell Elementary*

Al's Pals Mentorship Program operates in partnership with Tuscaloosa's One Place and Benjamin Barnes YMCA which accept the care, control and custody of minor children involved in the program.

## Welcome

Thank you for taking the next step in volunteering for Al's Pals. As an assistant student leader (ASL) and a student leader (SL), you will be the role model and special support system for children who are vulnerable for educational failure. You will also serve as a guide for mentors who may be new to working with youth. Building mentoring relationships is a challenge, and we appreciate your willingness to commit your time and energy to improving the lives of young people in Tuscaloosa. Always remember that a town's true treasure is its children.

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## Semester At-A-Glance

Wk #	Week of	Lesson Theme	Day 1	Day 2
-	Sep 11 – 15		Orientation at Site	Orientation at Site
1	Sep 18 – 22	Get to Know You	Get to Know You (Talk Like a Pirate)	Get to Know You (Talk Like a Pirate)
2	Sep 25 – 29	Autumn	Math	Activity
3	Oct 2 – 6	Farm Animals	Activity	ELA
4	Oct 9 – 13	Explorers	ELA	Activity
5	Oct 16 – 20	Sweet Stuff	Activity	Math
6	Oct 23 – 27	Safety / Red Ribbon	Math	Activity
7	Oct 30 – Nov 3	Candy Corn	Activity	ELA
8	Nov 6 – 10	Veteran's / Soldiers	ELA	Activity
9	Nov 13 – 17	Thanksgiving	Activity	Math
-	Nov 20 – 24	Thanksgiving Week	No Programs	No Programs
10	Nov 27 – Dec 1	Last wk of Al's Pals	End of Semester Celebration	End of Semester Celebration

## ACCOUNTABILITY

Individuals violating UA policies or the requirements of this guide will be held accountable for their actions, which may include, but are not limited to:

- Volunteers are subject to reprimand or loss of volunteer status;
- Students are subject to Code of Student Conduct;
- Faculty, staff, student employees and volunteers are subject to corrective action up to and including termination.



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## MENTOR PREPAREDNESS CHECKLIST

### Requirements

*Have you met the basic requirements to volunteer for Al's Pals?*

- submitted information for a criminal background check (must be renewed annually)
- attended orientation at your site
- obtained an ACT card (this is your nametag) and know it is your responsibility to bring it each week
- created an SL Pro account!

### Mentor Role

*Do you understand your volunteer role?*

- I have reviewed my position description and addressed any questions with my student leader.
- I am aware of time and date commitments of my service.
- I understand the restrictions that apply to my contact with students and that my student leader and UA staff are my supervisors.

### Protocol

*Are you aware of the protocols established for Al's Pals?*

- make sure you are aware of information including: Restroom policy, discipline, daily schedule, class rewards, and emergency protocol.
- know who to approach for alternate plans when your student leader or the mentee you work with is absent.
- know how students should refer to you. (Mr., Ms., first name, etc.)

### Orientation

*Do you know where you are going and what to do at the school?*

- where you should park
- where the bathrooms are
- how to sign-in/sign-out
- location of the special rooms you might need (library, computer lab, etc.)
- given my contact info to my student leader for the GroupMe messaging service

### Training

*What training do you need to complete before mentoring?*

- Did you attend the volunteer orientation?
- Have you marked your calendar for important dates throughout the semester?

## Student Leader Expectations

- Be a role model at ALL times. Watch what you say, do, and how you interact with mentors, mentees, parents, other student leaders, and Al's Pals staff.
- Arrive by 2:45pm at the LATEST to set up and prepare for the upcoming day.
- Attend required student leader meetings for your site.
- Facilitate In-Service Trainings throughout the semester.
- Send out your Student Leader Report before noon of the following day.
- Share weekly lesson plans with your grade level mentors before noon on the day of services.
- Meet with your grade level mentors on site before mentees arrive to discuss the lesson.
- Communicate weekly with your mentors about any relevant information.
- Be responsible for tracking the attendance of mentors and mentees.
- Clean up area and help others around you to ensure facilities are left clean and without trash.
- **Know your mentors' and mentees' names** and help foster a community-oriented environment at Al's Pals.
- Facilitate (or Assist ASL with) Opening Activities.
- Take responsibility for the action of your mentors and mentees.
- Distribute handouts, folders, and other important Al's Pals information.
- Do not allow cell phone use!
- No social media use – your ATL or Site Supervisor will handle social media postings.
- Complete surveys (if surveys are not completed, then hours will not be credited).

### **REPORT INCIDENTS IMMEDIATELY TO YOUR SITE SUPERVISOR**

## Assistant Student Leader Expectations

- Be a role model at ALL times. Watch what you say, do, and how you interact with mentors, mentees, parents, student leaders, and Al's Pals staff.
- Arrive by 2:45pm at the LATEST to help set up and prepare for the upcoming day.
- Attend and participate in trainings throughout the semester.
- Report problem behaviors in your room to your student leader as quickly as possible.
- Lead Opening Activities.
- Clean up area and help others around you to ensure facilities are left clean and without trash.
- **Know your mentors and mentees names** and help foster a community-oriented environment at Al's Pals.
- Help student leader distribute materials.
- No cell phone use!
- No social media use – your Assistant Team Leader or Site Supervisor will handle social media postings.
- Complete surveys (if surveys are not completed, then hours will not be credited).

### **REPORT INCIDENTS IMMEDIATELY TO YOUR SITE SUPERVISOR**

Faculty, staff, students, student employees, graduate assistants, contractors or volunteers must self-disclose felony or misdemeanor convictions that occur after hire/appointment within three (3) business days after conviction, according to UA policy.

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## Policies and Procedures Rules

**Note: There are no exceptions to these standards**

- **Cell Phones:**
  - Leave phone locked in car except in emergency situations.
- **Dress Code:**
  - Dress appropriately and professionally.
    - Shorts and leggings are not acceptable clothing. Jeans and khakis preferred.
    - Tops cannot show midriffs, bare shoulders, or be low-cut.
    - Footwear must be suitable for playing outside.
    - No inappropriate advertisements or sayings on clothing.
- **Language:**
  - Always use person first language
  - Be careful of your speech
  - Do not use any sexually explicit language or innuendos.
  - Be aware of cultural wording.
  - Always be respectful and expect children to respect their peers, other mentors, the student leader and staff.
  - Language used with other mentors must be as appropriate as when you speak to mentees.
  - Do not discuss your social life with other mentors, SLs, or staff – someone will always hear you, including children.
- **Substance Use:**
  - Sites are drug-free and tobacco free workplaces – any violation will mean instant dismissal.
  - If you are a smoker, be careful that you do not smell like cigarette smoke when you are volunteering.
- **Driving Youth:**
  - As a volunteer, you may **NEVER** drive one of the children anywhere including home.
  - Do not interfere with students being able to get on the bus and do not allow them to change their transportation plans (ie: get you to say it's OK for them to leave with friends or on another bus).
- **Parent Communication**
  - We encourage frequent informal, but professional conversation. Be sure to discuss only details of the day particular to your mentee. If you need to refer to other students, you cannot use their names.
  - Parents want to hear good things, so try to begin and end your conversation on a positive note.

Hold your mentors accountable. Cell phones are not be used by mentors or YOU. If you want your mentors to not use their cell phones, then you shouldn't either.

Please take the dress code seriously. Mentors **NEED** to follow the school rules on dress code. It's only fair to the students. As an SL, you must be a role model in what you wear. Don't be afraid to address a mentor who dresses inappropriately!

As an SL, it is your responsibility to call out students or mentors if they say something inappropriate. A perfect phrase to use is "You and I both know that's not appropriate to say at Al's Pals."

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## **Termination**

In order to keep the children and our volunteers safe at all times, volunteers may be terminated if any of the things described below occur. No hours will be verified for a student who is terminated.

- A DUI charge
- Relapse in a drug recovery program
- Violence or history of violence revealed
- Sexual harassment or bullying
- Theft or Vandalism
- Insubordination
- Social Media Contact
- Failure to report information to your Site Supervisor that could endanger a child under the child protection policy.
- Violation of the program's policies
- Dress Code violations:
  - 1<sup>st</sup> offense – warning; asked to change or “fix” the violation
  - 2<sup>nd</sup> offense – directed to leave for the day
  - 3<sup>rd</sup> offense – removed from program
- Being disengaged. Figure out WHY a mentor might be disengaged. Are they frustrated? Do they need extra help? Could you assist with the situation?

### **Too many absences**

- 2 unexcused = Dismissed
- 1 unexcused = Contacted by AI's Pals Team Leader
- 2 excused= Conference with Site Supervisor
- Excused absence: verified contagious illness or UA academic related requirement
- “Pomping” is an UNEXCUSED absence

Faculty, staff, students, student employees, graduate assistants, contractors or volunteers must self-disclose felony or misdemeanor convictions that occur after hire/appointment within three (3) business days after conviction, according to UA policy.

## Safety

**To ensure the safest possible environment, always keep an eye out for potential problems. Report even minor injuries or complaints of feeling sick to your Site Supervisor IMMEDIATELY.**

- **First Aid:**

- You are encouraged to take CPR and/or First Aid training.
- In case of minor injury, escort mentee to office – First Aid kits are at the front offices. Notify your Site Supervisor of the incident.
- Never move a child when there is a concern of a head, neck, back, or broken limb injury.
- Do not administer medicine – Contact your Site Supervisor immediately with any concerns or incidents.

- **Reporting Incidents of Abuse:**

- Maintaining confidentiality about a child's private life is of utmost importance. However, if a student tells you anything that makes you uncomfortable about their health or safety, notify your Site Supervisor immediately.
- Physical abuse, sexual abuse, and neglect\* must be dealt with in a professional manner. Please discuss any concern with your Site Supervisor immediately. These issues must be reported orally to the principal if you are at a school or the UA Police Department with a written follow-up. The Site Supervisor or a staff member will be there to guide you should reporting be necessary.

\* Definition of these terms:

- Physical Abuse – non-accidental physical harm or injury to a child by a caregiver.
- Sexual Abuse – includes touching, exposure to pornography, and any activity intended to sexually gratify an abuser, including internet-focused sexual exploitation.
- Neglect – the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

In accordance with the UA Child Protection Policy, if you know or suspect that a child under the age of 18 is a victim of child abuse or neglect, you must act. In deciding whether or not to report an incident or situation of suspected abuse or neglect, it is not required that you have proof that abuse or neglect has occurred. Any uncertainty in deciding to report suspected abuse or neglect should be resolved in favor of making a good faith report. **DO NOT DIRECTLY QUESTION, SOLICIT OR PROBE FOR MORE INFORMATION!**

**Make sure that there is no physical contact with mentees unless others are present.**

- **Appropriate and Inappropriate Forms of Expressing Affection:**

- **Do:** Brief hugs; high fives and hand slapping; verbal praise; touching hands, shoulders, and arms; arms around shoulders; holding hands when walking with small children are acceptable forms of affection. Always make sure that students are comfortable with your level of touch.
- **Don't:** Touch heads or hair, **pick up a child, or give piggyback rides.** You may let them "play" with your hair if that is acceptable to you. NO full frontal hugs, tickling, wrestling, contact with a child's private areas, sitting on laps, or engaging in any action that could be construed as sexual.

- **Communication:** While it is important that your mentee has your complete attention when you are together at the mentoring program, there is to be **no outside contact** unless a special Al's Pals group event has been planned.

- No exchange of emails, phone numbers, or acceptance as social media friends.
- **Absolutely no social media connections** with your mentees.
- Please remember that you are a role model too in the eyes of mentors, other student leaders, site leaders, faculty and staff. Prospective employers for jobs and internships also share an interest in how you choose to present yourself on social media. For these reasons, we urge you to consider the appropriateness of the pictures and comments you post.

Mentors are NOT allowed to swing students by their arms OR give piggyback rides. It is your responsibility as an SL to correct mentors if this happens. It's not safe and it is not allowed in the school day.

## Great Beginnings for Leaders

**The Importance of a Good Beginning:** Your role is to help your mentors and mentees connect and support both the elementary student and the mentor to grow and learn together in unique ways. You are there to step in when times are tough, to offer guidance so that the mentor can best support the mentee, and to build a relationship with every mentor and mentee in your group.

**Follow these suggestions to develop a positive and meaningful relationships:**

- **As a student leader you are expected to:**
  - Be in charge at all times and responsible for what is going on.
  - Make sure you are a great role model in every way (dress, speech, respect shown to others, etc.).
  - Be sensitive to the impact your actions may have on a child and mentor/mentee pair. Be sure you are not overstepping a mentor's handling of a situation.
  - Make safety a top priority. Even if you need to correct a mentor or mentee, safety of students must be considered in all circumstances.
  - Be responsible with information shared with you by a mentor and mentee. Notify your Site Supervisor of any concerns.
  
- **Respect the differences between you and your mentees:**
  - Serve everyone in our program with respect, sensitivity, and dignity.
  - Some children are easy to connect with and some are more trying, but every child is important and deserves your support.
  - Recognize that your mentees may have a different set of expectations and guidance at home, than you had growing up. Share your experiences, but do not demean theirs.
  - When aware of family issues, express concern, but do not intervene directly. No student leader should offer transportation, babysitting services, money or any other monetary items directly. If you feel referrals to social service agencies are needed, please inform your Site Supervisor immediately.
  
- **Establish the importance of attendance**
  - 2 unexcused = Dismissed from program
  - 1 unexcused = Contacted by AI's Pals Team Leader
  - 2 excused= Conference with Site Supervisor
  - Excused absence: verified contagious illness or UA academic related requirement
  - "Pomping" is an UNEXCUSED absence
  - **Attendance MUST be given to the Site Supervisor before programs are dismissed for the day!**



## Typical Daily Schedule

**As a student leader /assistant student leader you should arrive early. Make sure you have all the necessary supplies needed in your bags. Discuss any questions with Assistant Team Leader or Site Supervisor.**

### **Upon Arrival:**

- Go to your assigned area and wear your name tag at all times.
- Be ready to greet your mentor/mentees.

### **Opening Activity:**

- When students arrive, touch base about their week, what homework they have to do, and what you are going to accomplish together that day. When all students are present, the group begins with an opening activity.
- Opening Activities will be led by the student leader or assistant student leader. This is a great time to talk about expectations for the day, discuss the lesson plan/enrichment, and any future planning that needs to be addressed.

### **Homework:**

- Homework is priority! It is the first thing that takes place during Al's Pals. Encourage your mentors to remind mentees that stalling/not focusing will result in them missing fun activities. If you are unsure about how to assist with homework, ask the teacher present. Always ask permission if you need to use anything in a teacher's room.

### **Enrichment:**

- Enrichment: this lesson plan takes priority over everything except homework. It takes place during the last 30-45 or so minutes of the day. Your enthusiasm about the proposed activity will determine your mentor/mentee's level of participation.
- Extra time: choose among the skill builders available in the Al's Pals supply box that you think will most benefit your mentees. Consider their strengths and help them build confidence in areas where they are strong, AND help them in areas where they are weak. For instance, a student who is strong in math and not in reading may need to spend additional time on reading skills. Lessons will have tips available for those who complete their assignments quickly.

### **Prepping to leave:**

- Make sure your mentees and mentors have gathered up their belongings. Make sure progress charts are completed for your mentees. Designate a spot in the classroom to keep supply boxes with the teacher's permission.
- Monitor your mentors so they make time for mentees to share highlights of the week, etc.
- Remind mentees to take their enrichment items home (unless it is a craft scheduled for multiple days)
- Make sure that your area is left spotless. Make sure the tables or desks have been cleaned, trash thrown away, and materials returned to their storage place.

### **Debrief:**

- Ask mentors how their day went. This time is important.
- Log concerns on the Student Leader Report.
- Check your grade level supply boxes and complete the online form for supplies needed.

# SAMPLE LESSON PLAN

## 3rd Grade Lesson Plan - Week 5 - Day 1

### Materials Needed

- Rain Forest Animals minibook
- Pretty Parrot Project instructions
- 9 by 12-inch green construction paper
- 4 1/2 by 10-inch yellow or orange construction paper
- two 4 1/2 by 5-inch sheets of yellow construction paper
- 2 by 12-inch strips of tissue paper in bright colors (at least six per child)
- scraps of construction paper in bright colors
- 12-inch lengths of crepe streamers in assorted colors
- scissors
- glue sticks
- Pencil

### Enrichment for the day:

- Rain Forest Animals minibook
- Pretty Parrot Project

**\*Student leaders have additional skill builder worksheets available to use if you have extra time**

### Snack Time (15minutes)

#### Opening Activity (20 minutes)

- Go over safety, responsibility, and respect
- Opening Activity: Game or 15 minute play time to rid of energy
- Transition to homework time – remind mentees of indoor voices

#### Homework / Reading / Skillbuilder (35 minutes)

**Make sure homework is done first.**

Options for students who have little to no homework:

- Work on skill builders or help students study for an upcoming test. Most students will have a vocabulary word list, spelling word list, or math facts to study – making flashcards is always a good option.
- Read with your mentee (you can tag-team the reading if fluency is difficult). As students read, have them periodically stop and predict what will happen next and why they think so.
- If time permits, at the end of the reading, have students orally retell what happened in the beginning, middle, and end. If there is still additional time, students can draw a picture related to the story and write a sentence about what it represents.

#### Enrichment (35 minutes)

- Read the Rain Forest Animals minibook with the students. There are pages where students stop and reflect or answer questions within the booklet – do not spend too much time on this as the Parrot Project will take time.
- Pretty Parrot Project – follow the detailed instruction sheet to create the parrot with your mentee – each mentor should have their own copy of the instruction sheet.

#### Pack Up, Progress Reports, and Sticker Chart (10 minutes)

- Mentors give stars for specific actions (walking in the hall, staying focused, etc.)
- Turn in progress reports to SL
- Closing Question: Have a genuine conversation with your mentee about past or upcoming events, likes/dislikes etc. Be an active listener!

**Debrief: Student Leader and Mentors discuss how the day went**



## Leading Opening Activity

The purpose for the opening activity is to allow the mentees to expend energy and bond with mentors. This should be a fun experience. It is a time for group bonding and also a time to allow the mentees to take a leadership position by participating. Each mentee/mentor pair can take turns leading the group throughout the semester.

Behavioral should be reviewed during every opening activity. What we consider to be **safe**, **responsible** and **respectful** is outlined in our behavior guidelines. The children can't be expected to know how to behave unless you define it for them, and lead by example.

- Begin the opening activity by asking for examples of safe, responsible, and respectful behavior that they have practiced or seen from other students.
- Incorporate exercise as part of the activity. Call on different students to come to the center and do an exercise (one that it is reasonable to think everyone can do such as jumping jacks, or waving arms over your head.) Have everyone repeat that exercise 5 or 10 times and then call on another student to be the "leader."
- Be sure to give a "3 minute warning" when it is time to return to the classroom. Make everyone stop at the outside door so they can "find" their indoor behavior.
- Review with mentees the expectation of focusing on homework as a priority.

## Al's Pals Progress Journals

The entire semester is on one sheet to better demonstrate trends in behavior and provide opportunities for reflection on behavior. A Maximum of three stickers can be earned per day.

**Al's Pals Progress Form** Mentee: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Day 1 – Mentor: \_\_\_\_\_ Day 2 – Mentor: \_\_\_\_\_

W E E K	<p><b>Day 1 – Successes of the day:</b>                      Respectful      Responsible      Safe                      Positive      Confident      Completed Homework</p> <p><b>Overall attitude for the day:</b>  </p>	<p><b>Day 1 – Challenges of the day:</b>                      Unsafe      Distracted      Disrespectful                      No Effort      Irresponsible      Sick</p> <p><b>Stickers/Stars Earned (up to 3 per day):</b>  <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/></p>
1	<p><b>Day 2 – Successes of the day:</b>                      Respectful      Responsible      Safe                      Positive      Confident      Completed Homework</p> <p><b>Overall attitude for the day:</b>  </p>	<p><b>Day 2 – Challenges of the day:</b>                      Unsafe      Distracted      Disrespectful                      No Effort      Irresponsible      Sick</p> <p><b>Stickers/Stars Earned (up to 3 per day):</b>  <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/></p>
W E E K	<p><b>Day 1 – Successes of the day:</b>                      Respectful      Responsible      Safe                      Positive      Confident      Completed Homework</p> <p><b>Overall attitude for the day:</b>  </p>	<p><b>Day 1 – Challenges of the day:</b>                      Unsafe      Distracted      Disrespectful                      No Effort      Irresponsible      Sick</p> <p><b>Stickers/Stars Earned (up to 3 per day):</b>  <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/></p>
2	<p><b>Day 2 – Successes of the day:</b>                      Respectful      Responsible      Safe                      Positive      Confident      Completed Homework</p> <p><b>Overall attitude for the day:</b>  </p>	<p><b>Day 2 – Challenges of the day:</b>                      Unsafe      Distracted      Disrespectful                      No Effort      Irresponsible      Sick</p> <p><b>Stickers/Stars Earned (up to 3 per day):</b>  <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/></p>
	<p><b>Day 1 – Successes of the day:</b>                      Respectful      Responsible      Safe</p>	

# Tips for Leading Grade Levels

## Call and Response

Below is a collection of catchy sayings that work as cues to be quiet, the first ones appropriate for early and middle grade students, and the later ones field tested to work with high school kids.

Leader says . . .	Students Respond with . . .
Holy . . .	. . . macaroni.
1, 2, 3, eyes on me . . .	. . . 1, 2, eyes on you.
I'm incredible . . .	. . . like the Hulk. Grrrrrr. (Kids flex during sound)
Ayyyyyyyyyyyyyyyy . . .	. . . macarena.
Roll . . .	. . . Tide
(clap pattern)	. . . (response clap pattern)
If you can hear me clap once (repeat adding claps) . . .	. . . (clap)

## Implementation Suggestions

For maximum effect, teach your quiet signal and procedure during opening activity. Next, have kids rehearse being noisy until you give the signal for silence. Don't accept anything less than 100 percent compliance.

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## Opening Activity Exercise Ideas

Get those kiddos moving! You may want to practice these at home first.

**Calf Raises:** Stand up straight with hands at the side or in front of you parallel to the ground. Stand on your tip-toes and count to three.

**Frog Jumps:** Begin by squatting down and touching the ground with both your hands, while keeping your arms straight. Then jump as high as you can into the air.

**Foot Fires:** In a quick, shuffle motion, lift your heels off the ground (only about an inch tops) while keeping your upper body relaxed. Try staying in one place and moving back and forth.

**Heel Jacks:** Like jumping jacks without jumping. Arms are moving up and down. Touch your heel to the ground in front of you instead of the regular jumping-jack movement. Easy at first, then they get hard.

**High Knees:** Stand tall with your feet hip-distance apart. Raise up your right knee as high as it'll go, and then put your leg back down. Alternate legs and start picking up the pace.

**Invisible Jump Rope:** Pretend to jump rope. Grab a partner and try "spinning the rope" for another person.

**Long Jumps:** Jump forward and have both feet land on the floor at the same time.

### **Jump as High as You Can**

**Power Skipping:** While you're skipping, raise your knees as high as you can.

**Rear Kicks:** Jog in place while kicking your heels back towards your glutes.

**Single Leg Hops:** Standing on one leg, jump forward and land on the same leg. Switch legs with every jump as you move forward.

### **Running in Place**

**Steam Engines:** used in the Army, hands go on the back of your head. Touch right elbow to left knee, then left elbow to right knee. You can do double steam engines by doing right elbow twice,

# Extra Time Game Ideas

**Classics: I, Spy; Hangman; Heads Up, Seven Up; Duck, Duck, Goose**

## **Giants, Wizards & Elves:**

This is a whole-body game based on Rock, Paper, Scissors. Before you begin, explain these rules to the players:

- Giants conquer wizards. To be a giant, raise your arms high above your head.
  - Wizards conquer elves. To be a wizard, make a triangle with your arms over your head (like a wizard hat).
  - Elves conquer giants. To be an elf, place your hands alongside your ears with index fingers extended.
- Divide the kids into teams of four. Direct each team to retreat a few feet for a huddle to decide which they will be: giants, wizards, or elves. Two teams will play at a time until there's only one team left. In their huddles, each team decides what they will be, with a backup choice in case of a tie. Then they go back to their 4-feet-apart stance facing the other team. On a count of three, each team poses as their characters. Whoever conquers the other team stays at the front. The other team goes and sits down.

## **The Ah, Um Game:**

Separate everyone into groups of four or five. A person must talk to their group about a certain topic for one full minute without saying the following taboo words: "Ah", "Um", "Like", or "You Know." If the person does not say the taboo words in the round, then the person can move to the second round. If they accidentally say a taboo word, then it'll be the next person's turn.

Have one person in each group volunteer to be first. Use the timer/watch to track a minute and announce one of the topics listed below.

Afterwards, have a different person from each team volunteer to go next and repeat the same exercise as above. The people who avoid saying the taboo words are the winners of the game.

List of Topic Ideas:

- |   |   |
|---|---|
| -Favorite Movie, Animal, TV Show, Activity, Dessert, etc. | -Birthday Party                           |
| -Best Gift Ever   | -What would you do with \$10,000?         |
| -What did you do last week?                               | -What do you want to be when you grow up? |
| -Summer/Weekend Activities                                |   |

## **The Best Game:**

Arrange everyone into groups of 4 or 5. Everyone has to participate in at least one round. Explain the rules: You will be announcing a contest category for the group (for example, "The Tallest"). Each group needs to select one person who they think will win the category. There'll be a category contest and if a person has "the best" within the category, his or her team gets a point.

Each group needs to select one person from their group who they think will win the category.

Reveal the specific action or measurement the selected people have to do to win the contest (example: Whoever has the "The Tallest" thumb). The person with the best action or measurement wins a point for their team. The team with the most points wins the game.

## **The Dictionary Game:**

Split the entire group in half or take volunteers. One half will create the definition of a word that the SL will choose from a dictionary or off the top of their head. The other half of the group is the jury.

Each pair will need to create a definition for the word and share their definition with the group. The object is to create the most dictionary-sounding definition, even if you don't know what the word means.

Everyone else will vote on which definition sounds the most like the real one, eliminated teams will join the voting group. Whoever is left at the end gets high-fives from everyone.

# Student Leader Report

Day Date – Name - Group A/B (place newest days at beginning of report)

- 1-2 sentences summarizing the entire day.
  - Mentor/Mentee pairs – list any remarkable concerns or successes (you do not have to address every mentor/mentee pairing).
  - Note here or throughout the report of any mentors who show initiative or demonstrate extra effort, and any who appear to not be giving their mentees their complete attention.
  - Curriculum Suggestions – Feedback regarding enrichment activity – if you did not have your mentors complete the enrichment, you MUST explain why.
  - Provide any tips, or concerns for the next session’s student leader.
- 

## EXAMPLE:

Overall, we had a really good day. Everyone seemed to be in a good mood with an exception of **Marcus**, who told us he had a bad day at school.

Begins with a quick summary.

## Mentee/Mentor Pairs

**Marcus-Patrick:** Marcus was upset but worked really hard in the end

**Ayanna-Caroline:** Ayanna took it upon herself to help me organize the prize bag

**Maria-Abby:**

**Lashannon- Kasey:** Lashannon was very upset that her mentor was not here and seems to be upset that she still does not have a permanent mentor who is a girl.

**Kiy’Ron-Robert:** Kiy’Ron tried to start a fight with Marcus after a piece of candy accidentally hit him in eye during the game and accused **Marcus** of doing it on purpose. However, it was evident to both mentors and student leaders that it was not an intentional action and so Jasmine took **Kiy’Ron** aside and spoke to him.

**Derrick-Joey:**

**Jaynate-Jay:** Jay, who is Jaynate’s mentor, has shown real leadership and taken interest in the students. She is always willing to help us out with any of the students and always helps to keep the group in line. I think that if she was interested, she would make a good candidate for a student leader.

**Verdae- Morgan:** finally worked well together.

Provides concerns and highlights mentor who took initiative.

## Curriculum Suggestions and Activities Completed

Some students flew through the math while a couple of students (Kiy’Ron and Jaynate) really struggled with some of the easier division problems.

Next week we could use more **division problems**. The mentees were starting to get division but definitely need more practice.

If you do not implement enrichment lesson, you must explain why!

Feedback regarding lesson plan

## Suggestions for Student Leader

Make sure you keep **Kiy’Ron** and **Marcus** separated tomorrow!

## Relationship Building

- **The value of a mentoring relationship:**
  - Mentoring relationships can alleviate tensions, and help with the challenging experiences your mentee may face.
  - Listening, and providing alternate perspectives can present an opportunity for youth to develop a bond while enhancing social skills.
- **According to Rhodes (2006), mentoring relationships can:**
  - Enhance social and emotional development
  - Improve cognitive functioning (learning)
  - Promote positive identity development (self esteem)
- **Tips for building relationships:**
  - Be predictable and consistent even if your mentee isn't.
  - Find out what they are interested in doing and learning. Possible conversation topics are family, friends, sports, food, and school.
  - Even though you are building a relationship, remember that you are the adult and responsible for moving things forward.
  - Be sensitive to your mentee's circumstances. Some of these students may have very different lives than you do. Listen respectfully. This is not a place to judge.
- **Share Your Expectations**
  - Guidelines for forming rules/expectations:
    - **Be positive** – focus on what the mentees can do
    - **Be general** – keep instructions simple, use short statements
    - **Be minimal** – have no more than 3-8 rules/expectations
- **Form Procedures**
  - Rules are WHAT we do; procedures are HOW we do it.
  - Procedures are specific routines that are established:
    - Beginning and end of the day (placement of belongings, snack, cleanup, progress reports, stickers, etc.)
    - Bathroom/Hallway procedure
  - Procedures provide structure, predictability, and a sense of safety. **Follow SITE establish procedures!**

One of your goals as an SL should be to uphold procedures. Students need to know how to do things. Establish routines.

## Behavior Management That Works

- Redirect. Channel energy to activities that are safe AND fun.
- Give directions in POSITIVE terms. Example: “Walk!” vs. “Don’t run!”
- Offer honest praise. Everyone likes being told what he or she is doing RIGHT!
- Give students “special jobs” as a reward or as a way to keep them in line. Students love to be your assistants because they get to spend time with you.
- 90% of communication is nonverbal. So the LOOK on your face, the TONE of your voice, and your BODY language are all key.
- Use the student’s name to show that you care about him or her.
- When a problem occurs, remove the audience.

### Mix and Match Behavior Strategies-Find what works for your mentee!

- **Reward positive behavior!**
  - Avoid general statements like “good job”
  - *Be specific* with your praise! It should be based on an action. (i.e. Hailey, I love the way you raised your hand before speaking.)
- **Motivate your mentee!**
  - Example – “We won’t have to spend as much time on homework if everyone stays on task and gets their work done.”
- **Make a point!**
  - Simple actions can address an inappropriate behavior without calling attention to the child.
    - Example – the dramatic pause, silence.
    - Example – the stern, “teacher look”
    - Example – standing/sitting next to a child who is acting out
- **Follow through with consequences!**
  - The use of adverse consequences to weaken an inappropriate behavior.
    - Presentation punishment – verbal or written reprimand
    - Removal punishment – time-out – not following the group to next activity
    - Bring to Site Supervisor or staff present
    - Phone call and/or letter to caregiver at home
    - Report to school, social worker, or counselor

### Avoid spotlighting or shaming a child, take them aside from others and use a calm voice.

- **Make consequences logical!**
  - Allow the student to choose one of two logical consequences when responding to an inappropriate behavior.
  - Example – If a student pushes someone in line – “You can stop pushing, or you can wait at the end of the line until everyone else has gone.”
  - Example – If a student fights/argues during an activity – “You can cooperate with the rules of the game or you can sit out and come up with a plan to avoid arguing in the future.”
- **Try a new strategy to change behavior!**
  - Management strategies that change behavior by motivating a person to act on their thoughts.
  - Example – Create goals and/or to-do checklists for an individual (i.e. No “call-outs” all day.)
  - Example – Use specific motivational phrases, mantras to keep a kid going. (i.e. You are almost there)
  - Example – Have child keep a diary/journal of behaviors and review it with them.

These are techniques that you should be familiar with so that you can help mentors use these strategies. These are things that you can recommend to mentors who may be struggling in dealing with their mentee. Remember that mentors are counting on you for guidance, but also remember they need to feel that they are part of the process. Ask them for solutions they think might work.



## Al's Pals Reward System

- Mentees will have a progress chart in a binder where the mentor and mentee tracks stickers for each day/week. Mentees can receive up to three (3) stickers per day. When the mentee receives **20** stickers, he or she is eligible for a prize.
- How do students receive stickers?
- Look to your behavior guideline as a guide! **Safety, Responsible, and Respectful** are outlined in your behavior guidelines. As students do something that is safe, responsible, or respectful, recognize them for this behavior.
- **Safe**- walking and not running in the hall, waiting patiently in line, etc.
- **Respectful**-helping another student out, sharing, listening to directions, etc.
- **Responsible**- lessons and homework time, cleaning up one's space, following directions, etc.
- **Students may also be awarded stickers or stars for any act of exceptional behavior, effort, or kindness.**
- Please note that mentors award stickers since they know best how their child has done that day.
- **Stickers** are given when students are "caught" doing good things. A good practice is to ask your mentee to explain what specific action would deserve a sticker. Giving three stickers should be a rarity, signifying exemplary behavior for the day.

Mentors are responsible for handing out stickers. You can help recognize positive behavior of mentees and let mentors know when you see the mentees doing positive things.

## Behavior Guidelines for Student Leaders and Mentors

**Make sure mentors and mentees are together at ALL times.**

### Profanity

Don't let mentees get away with swearing or using racial/sexual slurs in general or towards other individuals. Pull them aside and explain why those remarks are inappropriate, disrespectful, and even hurtful.

### Roughhousing

Mentees should respect other's personal space. Separate and sit mentees down if roughhousing occurs. Explain how the action makes everyone unsafe. Watch students playing outside, so contact does not involve pushing, shoving, fighting, or harmful actions.

### Disrespect & Disruptions

Mentees are expected to follow directions from their mentors and student leaders. Lead by example in showing them respect. Don't let mentees interrupt mentors, the student leader, or distract other students

### Bullying & Harassment

Mentees must be separated immediately if they are threatening each other. You should also correct any bullying behavior (passing notes, taunting, etc.). Make sure mentees understand why bullying and harassment can't be allowed at Al's Pals and will result in consequences.

### Misuse & Stealing

Mentees need to know stealing from one another, the school, or Al's Pals is not okay. Make sure mentees are careful with the property in classrooms.

### Tardiness & Attendance

Be sure to keep an accurate track of attendance and let mentees know skipping or being late more than three times means they will be asked to leave the program.

SLs, this is where you should step in and help mentors. Fights, stealing, and tardiness are areas you **NEED** to address. Ask the mentor for feedback about what they think needs to be done in the situation but you need to be responsible for the actions listed.

## Behavior Guidelines

	Hallway	Playground	Cafeteria	Classroom
<b>Safe</b>	<ul style="list-style-type: none"> <li>▪ Walk.</li> <li>▪ Stay in your line.</li> <li>▪ Keep your backpack zipped and on your back.</li> <li>▪ Listen for Directions</li> </ul> <p style="text-align: center;">Voice Level 0</p>	<ul style="list-style-type: none"> <li>▪ Follow safety rules.</li> <li>▪ Listen for directions</li> <li>▪ Stay within boundaries.</li> <li>▪ Listen for Directions</li> </ul> <p style="text-align: center;">Voice Level 0 – 3</p>	<ul style="list-style-type: none"> <li>▪ Eat your own snack.</li> <li>▪ Have a calm body while waiting in line and eating.</li> <li>▪ Stay seated until you are dismissed.</li> <li>▪ Listen for Directions</li> </ul> <p style="text-align: center;">Voice Level 0 – 1</p>	<ul style="list-style-type: none"> <li>▪ Stay in your personal space.</li> <li>▪ Listen for directions</li> <li>▪ Walk.</li> <li>▪ Bring whatever you need with you.</li> <li>▪ Use materials correctly.</li> </ul> <p style="text-align: center;">Voice Level 0 – 2</p>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>▪ Go directly to where you need to be.</li> <li>▪ Follow directions.</li> <li>▪ Stay to the right on the stairs.</li> </ul> <p style="text-align: center;">Voice Level 0 – 1</p>	<ul style="list-style-type: none"> <li>▪ Share with others.</li> <li>▪ Tell an adult if you see an unsafe choice.</li> <li>▪ Line up when the signal is given</li> <li>▪ Follow directions.</li> </ul> <p style="text-align: center;">Voice Level 0 – 3</p>	<ul style="list-style-type: none"> <li>▪ Make room for others at the table</li> <li>▪ Be a problem solver.</li> <li>▪ Clean up your space.</li> <li>▪ Follow directions.</li> </ul> <p style="text-align: center;">Voice Level 0 – 1</p>	<ul style="list-style-type: none"> <li>▪ Clean up after yourself.</li> <li>▪ Follow directions.</li> <li>▪ Do quality work.</li> <li>▪ Stay focused</li> </ul> <p style="text-align: center;">Voice Level 0 – 2</p>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>▪ Enjoy the artwork; with your eyes only.</li> <li>▪ Stay in your personal space.</li> </ul> <p style="text-align: center;">Voice level 0 – 1</p>	<ul style="list-style-type: none"> <li>▪ Use kind language.</li> <li>▪ Take turns.</li> <li>▪ Be a good sport.</li> <li>▪ Follow game rules</li> </ul> <p style="text-align: center;">Voice level 0 – 3</p>	<ul style="list-style-type: none"> <li>▪ Use good manners.</li> <li>▪ Ask politely if you need help.</li> <li>▪ Wait patiently and quietly in line.</li> </ul> <p style="text-align: center;">Voice level 0 – 1</p>	<ul style="list-style-type: none"> <li>• Work cooperatively.</li> <li>• Listen well when others speak.</li> <li>• Be considerate.</li> <li>• Show kindness to others.</li> </ul> <p style="text-align: center;">Voice level 0 – 2</p>

### Voice Levels

**0= Silent**

**1= Whisper**

**2= Normal Voice**

**3= Outside Voice**

## Al's Pals Important Dates for Fall 2017

Mentor Interviews – Aug 23 – Sep 8 (continuous as needed)

Assistant Student Leader & Student Leader Training – Aug 23 – Sep 1

Mentor Orientation at the Schools – Week of Sep 11, 3-5PM

Make-up Orientation – Week of Sep 18 at school sites, after programs have ended for the day

First Week of Mentoring – Sep 18

Sep. 22, 2017 – McKenzie Back to School Bash 3:30PM-5PM (tentative)

Nov 11, 2017 – McKenzie Court Thanksgiving 3:30-5PM (tentative)

Last Week of Mentoring – Nov 27 – Dec 1

Student Leader Celebration week of Dec 3 (exact date/time/location TBD)

**Networking! – Make It a Priority!**

**\*\*\*In-service Topics\*\*\***

Plan on briefing mentors each week before/after programs on the topic we provide.  
Your SL report will address feedback specific to this topic.

### No Programs

- 10/09 – Tuscaloosa Schools Teacher In-Service Day – No Programs
- 11/20-11/24 – Thanksgiving Break







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