Mentoring in Community Settings

Objectives:
- Build capabilities in community organisations to enable and promote positive mentoring opportunities with vulnerable groups within our communities
- Provide an overview of the role of StreetGames as a network organisation and their role in the mentoring context
- Explore the qualities and attitudes for mentoring with impact through a lens of violence prevention
- Develop practical techniques to build an effective a mentoring framework in community settings

	Day 1 - session 1 + 2 – Monday 21st November
10am – 11.30am	**Welcome, introductions and wants for the workshop** • Introductions, overview of the workshop, wants and learning agreement • Overview and context of StreetGames role as network organisation and youth mentoring context • Boundaries and considerations in setting up and structuring the session Length? Frequency? Location? Additional support? **Rapport and relationship building in mentoring** *"It's not 'til they know you care that they care what you know"* • Examine what rapport is and its importance to engage mentees • Learn effective tools to strengthen the relationship building process
1pm - 2.30pm	**Quality worlds and understanding basic needs** *"All behaviour has a positive intent"* • Activity to introduce concept of quality worlds and how this links to getting needs met • Explore the choice theory basic needs model to help understand what motivates and maintains change. • 'What's in it for me?
	Day 2 - session 3 + 4 – Tuesday 22nd November
10am – 11.30am	**What is behaviour?** *"The only behaviour I can control is my own"* • Explore the choice theory total behaviour model • Develop strategies to help mentees to change behaviours to avoid unwanted consequences
1pm - 2.30pm	**Perceptions** *"Change what we do, and we change what we view"* • Understand how perceptions influences our thinking and actions • Explore how we can help change perception
	Day 3 – session 5 + 6 – Wednesday 23rd November
10am – 11.30am	**The how of the mentoring conversation** • Learn a practical 4 step mentoring framework to explore barriers to engaging, build choices and solutions to support mentees • Putting the ideas into practice with some real scenarios
1pm - 2.30pm	**The where and when of the mentoring conversation** • Use the choice theory ideas to develop practical ideas to engage and build relationships • Explore ideas to naturally build mentoring conversations into your settings/ during lockdown and in a socially distanced world

| Session 7 – Monday 5th December | |

Session 7 – Monday 5th December	
10am – 11.30am Or 1pm – 2.30pm	**Recaps and putting the ideas into practice** • Using the concepts and frameworks covered in sessions 1 to 6 and work with some real scenarios to encourage reflection and applying learning • Choice Theory Planning Tool – SAMIICCC Plans • Setting up your case study

Session 8 – Friday 16th December	
10am – 11.30am Or 1pm – 2.30pm	**Case study review and next steps** ● Review of case studies ● Recep on Locus of control – who's in control? ● Qualities of the ideal mentor ● Next steps and action planning ● Virtual certificate presentation and celebration

Transition and evaluation session – Monday 16th January	
10am – 11.30am	● What's been working? How have the ideas been getting used? ● Next steps and ongoing support from Street Games ● Messages from research on what works in Sports Based Mentoring ● Putting the ideas into practice – problem solving activity with real case study

Developing Youth Practice Ltd
Tel: 01206 299 475/ 07818 094 311 E mail ruth@developingyouthpractice.co.uk
www.developingyouthpractice.co.uk

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Choice Theory as developed by William Glasser is the underpinning theory and framework for the Street Games' Sports Based Mentoring model. Key aspects are:

1. Human behaviour is motivated by a desire to meet five basic needs (survival, love and belonging, power, freedom, and fun). Our behaviour is always our best effort to meet a perceived shortfall between what we want (need) and what we are getting.

2. In this way, young people are seen as doing the best they can at the time. It therefore gives the worker permission to be non-judgemental. The task of the worker is to enable the young person to try some more effective behaviours, or ways of getting what they want/need next time.

3. The only person we can control is oneself. This puts responsibility for a young person's behaviour firmly back with them. This is very empowering once accepted. It stops young people making plans that are too dependent on other people and therefore not realistic, and from blaming other people for all their problems.

4. Our attempt to control others both damages relationships, and is likely to be ineffective as we all have a choice whether to be controlled or not. If the only person we can control is oneself, then as parents/workers, it is vital that young people will at least listen to and maybe take on board our advice etc. That will not be helped by behaviours that damage the relationship, e.g. criticizing, blaming, complaining, nagging, threatening, punishing, bribing or rewarding to control.

5. We have most control over what we do and what we think. Feelings are important but are discussed more as indicators of how well needs are being met as they are very difficult to control by themselves.

6. The focus of the work is in the present and the future. The past is discussed rarely, and usually in respect of finding past successes. Although things that have happened to us in the past may affect our behaviour now, the problems these create are in the present.

7. A key difference between this and other methods is the primacy of the client self-evaluation. The skill is in asking good questions to assist this process.