



YMCA

Y'S GIRLS MENTORING

Enabling girls to belong,
contribute and thrive



Volunteer Mentors

Information Pack

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Welcome to mentoring



1.1 | INTRODUCTION

What is Y's Girls mentoring?

The Y's Girls mentoring programme matches trained volunteer mentors with young girls aged 9–14 years old to support them to be their best.

Four primary outcomes of Y's Girls:

1. Build more resilient young people with a vision and ambition for their life, alongside the confidence that they can achieve their potential.
2. Reduce the likelihood of young people developing mental health concerns, by developing young people's relationships, skills and alternatives within their communities.
3. Increase young people's engagement with school.
4. Increase young people's engagement in community based activities.



1.2 | WHAT IS MENTORING?

How does it work?

You will be assigned to a local Project Coordinator who will tell you more about Y's Girls mentoring, as well as discuss your interests and availability. You will then be matched with a young person as your mentee. As a mentor, you will be offered a full package of ongoing training and support for your personal and professional development, to help you and the young person get the most out of the mentoring process.

Over a 12-month period, you will regularly meet with your young person and work together to identify achievable goals to focus on. These goals should empower the young person, building their resilience and enabling them to lead fulfilling lives. As a mentor, you can also help the young person to access activities and services, and try new things.

These sessions also offer an informal environment for the young person to discuss anything that might be worrying them, from family and personal relationships, to lifestyle and education.

“Mentoring is a goal-oriented process that supports learning. It seeks to complement existing sources of learning, development and support.”

1.3 | WHAT MAKES A GOOD MENTOR?

A mentor possesses the following qualities:

1. **Willingness to share skills, knowledge, and expertise.**



A good mentor is willing to teach what they know and accept the mentee may be at a different place in their professional development. They understand that good mentoring requires time and commitment, and are willing to continually share information and their ongoing support with the mentee.

2. **Demonstrates a positive attitude and acts as a positive role model.**



A good mentor exhibits the personal attributes, values and attitudes it takes to be a positive member of society, achieve their best self and thrive. They do this by demonstrating specific behaviors, actions and positive self-talk.

3. **Takes a personal interest in the mentoring relationship.**



Good mentors do not take their responsibility as a mentor lightly. They feel invested in the success of the mentee. Usually this requires someone who is knowledgeable, compassionate, and possesses positive attributes. Excellent communication skills are also required. A good mentor is committed to empowering their mentees and helping them to become their best self. Overall, good mentoring requires empowering the mentee to develop their own strengths, beliefs, and personal attributes.

4. **Exhibits enthusiasm in the role.**



A mentor who does not exhibit enthusiasm about the role will ultimately not make a good mentor. Enthusiasm is engaging and mentees want to feel valued.

5. **Values ongoing learning and growth in the field.**



Mentors are in a position to illustrate how differing thoughts and actions can produce different results. The mentee will want to feel that the time and energy they spend within the relationship will be rewarded through gaining insight and reflection from their mentor. Good mentors are committed and are open to experimenting and learning practices provided through the mandatory training at the start of their journey as a mentor. They are excited to share their knowledge and experience with other mentors.

They may choose to attend additional training days and activities with the cohort of mentors to further develop their knowledge and skills.

6. Provides guidance and constructive feedback.



One of the key responsibilities of a good mentor is to provide guidance and constructive feedback to their mentee. This is where the mentee will most likely grow the most by identifying their current strengths and weaknesses, and learning how to use these to become their best selves. A good mentor will possess excellent communication skills and is able to adjust their communication to the personality style of the mentee. A good mentor will also present challenges to the mentee which foster development and a feeling of accomplishment throughout the mentoring journey.

7. Respected by colleagues and employees in all levels of the organisation.



Mentors are a vital part of Y's Girls; therefore, all voluntary and paid members of YMCA will respect the mentor's time and experience.

8. Sets and meets ongoing personal and professional goals.



A good mentor continually sets a good example by demonstrating how their personal habits are reflected by personal and professional goals and overall personal success.

9. Values the opinions and initiatives of others.



A mentor who values others is also someone who works well in a team environment and is willing to share their successes. A good mentor appreciates the ongoing effort of the mentee and encourages them through positive feedback and reinforcement.

10. Motivates others by setting a good example.



During the mentor relationship, the mentor will set a good example to the mentee. A mentoring relationship is a professional casual relationship; therefore, professional boundaries must be adhered to. You can read more about these boundaries in this handbook. Mentors will be able to explore these themes through training sessions and regular supervision.

Do's



- Present an open and non-judgemental attitude.
- Give realistic advice appropriate for a young person.
- Use your own experience in a positive way.
- Explore and suggest options/resolutions with the young person so they can consider them and make their own decisions.
- Show the young person how to do things for themselves.
- Use a SMART approach. (Specific, Measurable, Achievable, Relevant, Time-bound goals).
- Be willing to discuss emotions and listen to the young person.
- Be empathetic. Support and encourage the young person.
- Build a professional relationship and be aware of how the young person perceives you.
- Try to arrange meetings to happen in public places and have a specific activity to do (e.g. not just going for a drive).
- Always inform the parents the details of your meeting (e.g. where and when).
- Always have your mobile fully charged and with credit.
- Always carry your YMCA ID with you on visits.

Don't's



- Don't be judgemental or make assumptions.
- Don't feel you have to know all the answers.
- Don't disclose personal information or experiences, or involve a young person in your problems.
- Don't do things for the young person.
- Don't create false expectations.
- Don't deal with deep emotional problems.
- Don't get too emotionally involved with the young person.
- Don't share your personal phone number or befriend the young person on social media.
- Don't invite the young person into your house or share your address with them.
- Don't go into a young person's house without another responsible adult present.



**If you had to describe
mentoring in three words?
“Positivity, caring and joy.”**

Mentoring relationships are incredibly powerful!

They change lives, help keep young people in school and working towards their goals and dreams, and, as the 2018 Strada-Gallup study demonstrated (and the 2014 Purdue-Gallup Index report before it), can contribute to positive outcomes in lifelong wellbeing and engagement at work. We all need champions, role models, and a supportive network to motivate us and to provide opportunities for further growth and development. These are great, positive, powerful things. The person in the mentor role always has power over the person in the mentee role, no matter how well-intentioned the mentor is. The mentor controls access to opportunity, development, networks, and resources.

The mentee wants to be in a relationship with the mentor because they represent something to which the mentee aspires. The mentee wants to learn from the mentor, craves their feedback and encouragement, and whether intended or not, will start to shape their own behaviour to reflect that of the mentor.

As a mentor or potential mentor, consider the following tips:

- **Always keep the mentee's goals in front of you.**

Mentoring relationships are always about the mentee's goals, not the mentor's. When you feel yourself pushing your mentee down a path, check your intentions and bring the relationship and the conversation back to the mentee and their goals.

- **Check your motivations.**

Mentoring relationships are not reciprocal, 'something for something' situations. You, as the mentor, are there to support the mentee and their progress towards their goals. Your goal is not to get something out of the relationship or the other person. Mentoring relationships are a privilege, not a right. It is a privilege to be of service to and learn from another person. It is the mentor's privilege.

- **Use a mentoring agreement.**

A tool like a mentoring agreement can help to formalise the process and work that you will be doing together, sets clear expectations for the relationship, and build in regular check-in points for feedback. It also gives the mentee a tool by which they can hold the mentor accountable, which is especially important when there is a considerable power imbalance between the mentoring partners.

Boundaries

It is important for mentors and mentees to keep a professional working relationship. To do this, it is important to uphold boundaries and understand that these are important to keep both mentors and young people safe. When working with any young person in this project, you are representing YMCA and providing a positive role model for young people. There are different boundaries that we must think about while working:

- **Physical contact**

It is best practice to keep physical contact to a minimum. Think about your body language and what this might be saying to a young person. Also social distancing of two metres must be observed. If a young person needs comforting, think about ways in which this can be done with limited physical contact.

- **Sharing information about yourself**

It can be a good tool to share information about your experience and things you enjoy to help build a good working relationship with a young person. However, be careful about how much you share and think about what is appropriate to share with a young person or their family. For example, do not share information about where you live or take a young person to your house. You need to ensure that there is a distance between yourself and your mentee. If you are unsure about this, talk to your Project Coordinator.

- **Respecting other people's boundaries**

When working with others it is important that we respect other people's boundaries. Think carefully about what we are asking people to do - if it is something we would not do ourselves, should we be asking someone to do it? Make sure people are comfortable with activities and topics of conversation, and be sensitive to the fact that others may have different boundaries for what is acceptable for them.

1.4 | UNDERSTANDING YOUTH ISSUES AND YOUTH WORK APPROACHES

Youth issues:

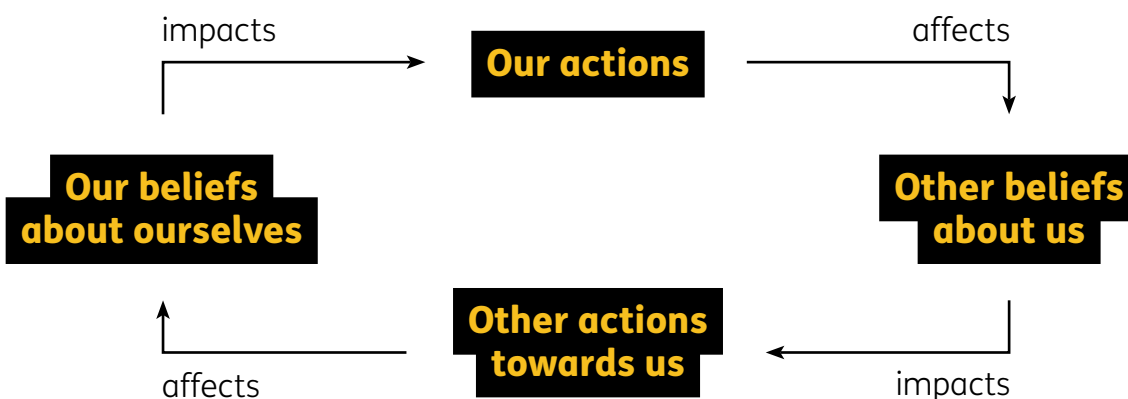
There are a number of issues that may challenge young people, including, but not limited to:

- family relationships
- body image
- social media
- lack of confidence
- low self-esteem
- mental health
- school/ exam pressure
- bullying
- peer pressure
- discrimination
- sexual health
- sexuality
- alcohol and drugs

Actions and outcomes

How people respond to the issues they face can affect the outcome of the situation and how we think about ourselves. Young people sometimes believe that the outcome of a situation is predetermined, regardless of their actions. Therefore, it is important to help young people recognise that they can influence the outcome of a situation through their reactions.

Young people can often fall into the cycle of a self-fulfilling prophecy. This is outlined below and covered further during your mentor training sessions.



A Youth Work Approach

When working with young people, the Y's Girls project will adopt a Youth Work Approach.

This means:

1. Youth-led	2. Inclusivity, equality and diversity
<p>Youth work aims to inspire young people to take ownership of the path they are on and should be the central and driving force for all activities. The hope is that, with guidance from a mentor, the young person will have increased ownership and autonomy when making decisions about what they want to do.</p>	<p>Ensure all young people can access the support they need in order to develop skills, knowledge and improve community engagement. It is vital that no young person feels discriminated against or marginalised as a result of nationality, religion, sexuality, disability or special educational needs, socioeconomic status or mental health issues.</p>

<p>3. Respect <i>Enhance the lives of young people</i></p>	<p>4. Quality, safety and wellbeing <i>Early intervention and prevention</i></p>
<p>Young people are actively encouraged to engage and participate within their own community without fear of judgement or negative stereotyping. The needs and expectations of young people within a community should be as valued and respected as are those of any other group.</p>	<p>All staff and volunteers who work with young people are appropriately trained in terms of safeguarding and child protection procedures. A wider framework of support will be present, including qualified and experienced professionals with the skills and expertise to ensure quality, safe and appropriate services. Youth work aims to support the physical, mental and emotional health of young people and better prepare them for life's challenges, enabling them to more confidently access education, training and recreational activities.</p>
<p>5. Empowerment <i>Help to fulfil their full potential</i></p>	<p>6. Positivity <i>Engage in positive activities for young people</i></p>
<p>The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. With support and guidance from mentors, young people will grow in confidence and make positive changes to themselves and their communities.</p>	<p>The project is focused on support through positive attitude and constructive guidance from the mentor, encouraging young people to embrace challenges and learn from mistakes to foster resilience and promote positive life choices.</p>

This Youth Work Approach centres around empowering a young person to improve their lives from the place they currently are to where they want to be, placing the young people and volunteer mentors as partners on the journey. A good mentor will offer advice and support, tailored to the young person's needs - a skill gained through the successful development of the mentor/mentee relationship.

Through the application of Youth Work Approach, Y's Girls hopes to build confidence and self-esteem, engage young people in positive community based activities and learning opportunities, while nurturing interests and developing skills. We are not attempting to fix established problems, rather to help young people navigate the problems they may face more confidently.

1.5 | SAFEGUARDING AND CHILD PROTECTION

You have all covered safeguarding and child protection in your mandatory training – it is a very important part of making sure you are equipped and confident to safeguard both yours and your mentee’s safety and wellbeing.

When working with vulnerable young people, it is important that you:

- are aware of policies and procedures
- complete online training
- observe and listen – recognise the signs and symptoms of abuse
- know who, when and how to report concerns
- follow up
- take care of yourself

Here are a few reminders – do ask your Project Coordinator if you have any doubts.



What can be signs and symptoms of abuse?

What is physical abuse?

Physical abuse is when someone hurts or harms a child or young person on purpose.

It includes:

- hitting with hands or objects
- slapping and punching
- kicking
- shaking
- throwing
- poisoning
- burning and scalding
- biting and scratching
- breaking bones
- drowning

Sexual abuse

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell. There are two types of sexual abuse – **contact** and **non-contact** abuse. And **sexual abuse** can happen in person or online.

Contact abuse is where an abuser makes physical contact with a child. This includes:

- sexual touching of any part of a child's body, whether they are clothed or not
- using a body part or object to rape or penetrate a child
- forcing a child to take part in sexual activities
- making a child undress or touch someone else

Contact abuse can include touching, kissing and oral sex - sexual abuse isn't just penetrative.

Non-contact abuse is where a child is abused without being touched by the abuser.

This can be in person or online and includes:

- exposing or flashing
- showing pornography
- exposing a child to sexual acts
- making them masturbate
- forcing a child to make, view or share child abuse images or videos
- making, viewing or distributing child abuse images or videos
- forcing a child to take part in sexual activities or conversations online or through a smartphone

What is neglect?

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger, and it can also have long-term effects on their physical and mental wellbeing.

Types of neglect

Neglect can be a lot of different things, which can make it hard to spot. Broadly speaking, there are four types of neglect.

- **Physical neglect**

A child's basic needs, such as food, clothing or shelter, are not met or they are not properly supervised or kept safe.

- **Educational neglect**

A parent does not ensure their child is provided an education.

- **Emotional neglect**

A child does not get the nurture and stimulation they need.

This could be through ignoring, humiliating, intimidating or isolating them.

- **Medical neglect**

A child is not given proper health care. This includes dental care and refusing or ignoring medical recommendations.

Signs of neglect

Neglect can be really difficult to spot. Having one of the signs does not necessarily mean a child is being neglected. However, if you notice multiple signs that last for a while, they might show that there is a serious problem. Children and young people who are neglected might have:

- poor appearance and hygiene
- health and development problems
- housing and family issues
- change in behaviour

For further information, visit the NSPCC website:

[nspcc.org.uk/what-is-child-abuse/types-of-abuse/](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/)

What is emotional abuse?

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It is sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Emotional abuse often forms a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Types of emotional abuse

Emotional abuse includes:

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming and scapegoating
- making a child perform degrading acts
- not recognising a child's own individuality or trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to upsetting events or situations, like domestic abuse or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child
- never saying anything kind, expressing positive feelings or congratulating a child on successes
- never showing any emotions in interactions with a child, also known as emotional neglect

Behaviour indicators may include:

- a child being very reluctant to return home
- a child who is resistant to going home with one family member
- self-harm, self-destructiveness
- persistent aggression and violent play
- delayed development
- low self-esteem
- mistrust
- poor concentration

What do I do if I think there might be a safeguarding concern regarding my mentee?

If your mentee makes a disclosure to you:

Do's



- Stay calm.
- Listen carefully.
- Reassure them that they were right to tell you and you are treating the information seriously.
- Let them know what you are going to do next (that you will tell someone) and that the service will take steps to protect and support them.
- Support and reassure the child/young person.
- Support and reassure others who may have heard the disclosure, e.g. in a group situation.

Don't's

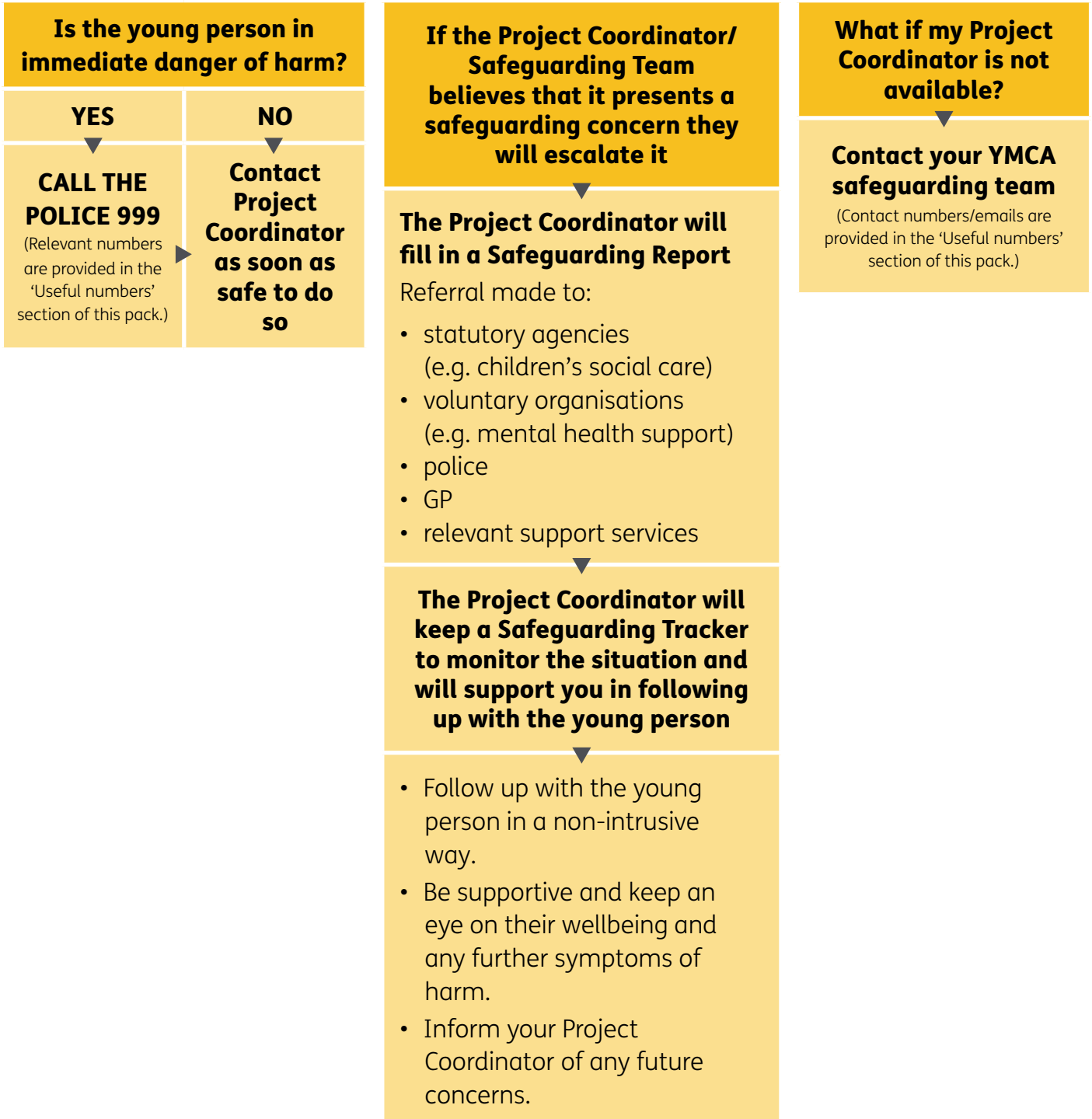


- Don't assume it is somebody else's job to take action.
- Don't delay passing on your concerns.
- Don't show disbelief, shock or anger.
- Don't stop someone who is freely recalling significant events; allow them to share whatever is important to them.
- Don't press for more information.
- Don't be judgemental.
- Don't make false promises (including confidentiality).
- Don't contact the alleged abuser or carry out an investigation into the allegation.
- Don't discuss with anyone, other than the person to whom you are reporting the matter.
- Don't interpret what the child is saying to you.

A SAFEGUARDING CONCERN IS MADE BY YOUR MENTEE

What are the next steps?

Document everything that was disclosed to you.



Being party to disclosures of safeguarding issues can be emotionally draining and affecting – Y's Girls takes your wellbeing as a mentor in these situations very seriously. See 'Wellbeing and self-care' in this pack for tips on how to take care of yourself.

Your Project Coordinator will also organise workshops / sessions throughout the year that will focus on your wellbeing and self-care.

Confidentiality

It is very important to keep everyone's information confidential. All personal information is protected in line with the UK General Data Protection Regulation (UK GDPR), Tailored by the Data Protection Act 2018. For more information on this visit gov.uk/government/collections/data-protection-act-2018

Registration forms, application forms, incident forms and any other documents that contain personal information will be stored securely and can only be accessed by the coordinator and relevant staff that need this information when it is appropriate. When a mentor is writing a session recording sheet about a session they have had with a young person, the mentor must anonymise the young persons by just using their initials or a number that relates back to them. All personal information for young people and mentors will be kept on Lamplight securely. Only staff and Project Coordinators have access to this.

Personal information about a young person we are working with may be shared (with permission) with other agencies (e.g. schools, doctors, social care) if other support is needed or other agencies are involved with that family.

Photography and videos of young people and those taking part in the project can only be taken and used to publicise the project (website, social media, annual review, project flyers and other publicity material) with written consent from parents/guardians.

Mentors must be cautious not to discuss personal information about their mentee outside of the organisation. This includes talking with family, friends or anyone outside of YMCA – confidentiality should take priority. Personal information will only be shared without permission where there is a serious safeguarding issue and when a child or another person may be put at risk of harm if information is not shared.



What are you enjoying so far?

Being a positive influence for a young person, being someone they can look forward to seeing, and for 1-2 hours a week, they have a safe space to confide in you, have fun, and it's their time.



What are you most looking forward to?

Watching my young person develop and build a trustful, positive relationship with myself, built on happiness and honesty. Seeing them become more comfortable and confident so that they can achieve their goals and hopefully increase their self-esteem.

What kind of time commitment does mentoring entail?

Mentoring can have a truly transformational impact on a young person's life, and it takes time to build relationships, talk openly and share interests. Research indicates 12 months as the optimum time for the mentoring process to have the most impact. Commitment, reliability and care from a trusted adult can really help build a young girl's confidence and self-worth, so we ask you to consider the time commitment carefully when applying to be a mentor.

- **Our volunteer mentors work with their mentees for a period of 12 months, meeting them once a week for 1.5-2 hours.**
- **We ask that mentors take the time after each session to send feedback to the Project Coordinator on the goals and activities carried out with their mentee – and any problems that may come up.**
- **Mentors are also required to make themselves available for mandatory group supervision with the Project Coordinator every two months.**

We understand that everyone has busy lives and sometimes things get in the way, and we welcome flexible volunteering. You do not necessarily have to meet your mentee at the same time every week, and if you do have to cancel a session, we ask that you let us know in plenty of time. The frequency of support will gradually reduce over the 12-month period as the mentee becomes more independent.

What are the benefits to being a mentor?

Mentoring is an incredibly valuable and fulfilling experience for mentors as well as mentees. Not only will you get to help young people in your community, you will also be able to share your experiences and skills and learn a lot about yourself. Seeing a young girl's confidence grow and helping them explore new interests is an immensely rewarding experience, and we hope that mentors will be able to learn from their mentees too – maybe even picking up new interests themselves.

Being a Y's Girls mentor also brings with it some amazing training perks (see below). Our training is comprehensive, interesting and beneficial to any continuing work you may do with vulnerable young people.

What ongoing training will I receive?

Once you have completed your initial mandatory training you will have the chance to participate in ongoing training and development opportunities for mentors, both locally and as part of the Y's Girls national programme.

Mentors will have the amazing opportunity to participate in the 'A Space to Reflect' programme run by Impact Culture specially for Y's Girls Mentors nationally across England and Wales.

This entails:

- Online learning modules – three group workshops (mandatory) – along with Y's Girls mentors from across the country.
- Optional six-weekly reflective practice sessions where mentors can check their learning and bring challenges/problems. This programme will cover key elements around equality, diversity and inclusion and equip participants with understandings of foundational concepts related to identity and intersectionality, privilege and power, and microaggressions.

Training is a great opportunity to meet your fellow mentors, share ideas and bring your amazing experience to the table. We value our volunteers and welcome your feedback; if you want to learn more about an area relating to your role, just let us know! You are always welcome to suggest to your Project Coordinator any extra training that you would like to receive throughout the duration of the project.

What young people will I be working with?

The young people who receive support from Y's Girls Mentoring are all **female-identifying young people aged between 9–14**. Our girls have all been assessed as vulnerable to developing poor mental health/emotional wellbeing issues in the future based on factors such as disengagement at school, conflict in the home, antisocial behaviour, a lack of positive adult role models and a lack of ties to their community. Y's Girls aims to prevent the need for statutory intervention and instead empower them to improve their resilience, confidence and experiences so they can lead happier and more fulfilling lives.

The young people we work with will have a wide range of interests and personalities, so we match mentors with mentees based on shared interests and perceived compatibility. The Project Coordinator will always try their best to match young people and mentors so that both gain the most from your experiences.

We want to reflect the society we live and work in and match young people with mentors who may share lived experience with their mentees, so we aim to recruit a diverse pool of mentors from across the local community.

What will a mentoring session look like?

Mentoring sessions will initially be aimed at getting to know the young person, building their trust and helping establish what they would like the mentoring relationship to look like. Over time, mentors will help their mentees access activities they enjoy and try new things out. This can be anything from sport-based activities to pottery, singing, rollerblading, volunteering with animals... all sorts of stuff!

Whilst the activities can be fun and recreational, mentoring sessions are aimed at fostering constructive conversations with the mentee, where they can seek advice and support and work with you to help them set and achieve goals (both big and small). As part of your work together you will put together an action plan with your mentee, where you will help them identify tangible steps to work towards to achieve their goals.

The mentoring is centred around the young person's goals and interests, and these may change over time, so the content of your sessions might also change over time. What started out as a weekly meeting in a coffee shop may become a jog in the fresh air, a walk round town to take photos or a couple of hours fixing a bike!

You will initially meet your mentee at home or somewhere familiar, and the Y's Girls Project Coordinator will introduce you. You will meet your mentee in public places and use local facilities for activities. Whilst you and your mentee will get to know each other well, it is essential for you to remain a mentor helping your mentee achieve goals rather than a friend.

As a Mentor you will also come into contact with your mentee's family, so it's important to establish a friendly relationship with their parent/ carer.

What kind of support will I receive from my local YMCA?

As a mentor you will be supported directly by your Project Coordinator, who will be available for advice, supervision, resources and a listening ear five days a week. They will keep up to date on what you are working on with your mentee, and will be able to help you brainstorm ideas, signpost your mentee to additional resources and activities, solve problems and chat through anything you might need another perspective on. You are never alone in this process.

You will also have the opportunity to link up with other local Y's Girls mentors for a range of activities, including peer-to-peer support, social events and ongoing learning.

Y's Girls also places great value on self-care and prioritises the wellbeing of its volunteers. We want you to feel fulfilled, happy and comfortable in your work, and we will provide opportunities for mentors to focus on their wellbeing within their role.

It is essential that we continually improve our service, and so we will regularly ask for your feedback and ideas so that we can be our best; your participation in the evaluation forms is the prime way to get your voice heard and help shape the project.

What should I do if the young person asks for my personal number, or to add me on social media?

It is not unusual for the young people we work with to ask such requests; however, we cannot become friends with the young people we work with on personal social media platforms such as Facebook or Instagram. We suggest you explain that you are not allowed to. This lets the young person know it is not personal and not your decision. You will be provided with a mobile phone primarily for the following purposes: to inform parents if you will be late or cannot make the session; to check in so your local YMCA knows you have finished your session; for parents to contact you in emergencies should they need to, or to inform you the child is unwell/ can no longer make the session.

What if the child does not want to attend, am I doing something wrong?

A young person deciding they do not want to attend a particular session, almost certainly does not indicate you are doing something wrong. Should this continue, we will monitor the situation and make contact with the parents, to ascertain what the issues may be.

What if we don't get on?

A main part of our focus for the Y's Girl's project to be successful is appropriately matching the mentor and mentee from the start. We may not always get this right, and it is not a reflection on the mentor. We try to match according to interests, personalities, wants and needs, and where possible, location. Rapport takes time to build, so we would ask you to allow time for the young person to get to know you, and vice versa. If you feel you are not suitably matched, please do not hesitate to discuss this with your Project Coordinator in the first instance, who will support you in the relationship building process and try to rectify any unsuitable matches.

Will I get to meet the other mentors?

Yes! We really want to build a supportive community of our cherished volunteers, and will encourage you to meet up for peer-to-peer sessions, where possible. We will also conduct group supervisions so we can all grow and learn from each other's experiences. We also intend to hold group events for staff, volunteers and mentees, so we can further build relationships. Who knows, maybe some positive and encouraging friendships will blossom between our mentees too.

What happens at the end if the young person still wants to be involved with me or YMCA?

We know endings can be difficult, which is why we have devised a programme that enables the gradual reduction of mentoring. The sessions will gradually, but in a structured way, become less frequent after six months, at which point they will reduce to three sessions in one month, then fortnightly, and finally, one session per month. At this point, we aim to direct mentees onto other groups within the organisation if necessary, such as our 'Find Your Voice' and 'All In Music' projects.

The Project Coordinator will stay in touch with the family for a period of time afterwards, and will give their work details should the family or young person need to make contact.

We also plan on holding a big celebration event to celebrate the success of the programme and the achievements made by our young people and the difference you have made as a positive role model on the young person's life.

Building the relationship



2.1 | TIMELINE OF THE MENTOR JOURNEY

CONGRATULATIONS!
**You've been matched
 with a young person**

- First you will have a meeting with your Project Coordinator to find out about your future mentee and their interests
- Then you will visit the family home to meet your future mentee and their family
- Then you will have your first 'icebreaker' meeting with your mentee (along with your Project Coordinator)

MONTHS

Mentoring

Your weekly mentoring sessions start:

- For the first eight months you'll be mentoring **ONCE A WEEK for 1.5-2 hours**.
- After every session you will **send your Project Coordinator the feedback form** you should have received at the start of your mentoring journey.
- Your Project Coordinator will **check in with you via email, phone call or text every one to two weeks**

During Month 3 you will **set an action plan** with your mentee (see 'how to set an action plan' in this pack)

At this point, you will be asked to provide your Project Coordinator with formal **feedback on the mentoring experience**. You will be asked to do this every three months from now on

- This is your chance to discuss any particular challenges you may have, any triumphs you wish to celebrate and to look at whether you feel you are achieving your personal goals as a mentor

During Month 7 you will **review the young person's action plan** with your mentee and the Project Coordinator

At this point (roughly) the mentoring sessions will go down to ONCE FORTNIGHTLY

- This is flexible depending on how independent the mentee is becoming and how far along they are in achieving their goals

During Month 10 you will have a joint meeting with your Project Coordinator and mentee to review the action plan and **plan an exit strategy** for the mentoring

At this point (roughly) the mentoring sessions will go down to ONCE A MONTH

CONGRATULATIONS!
You have successfully mentored, supported and nurtured your mentee for 12 months!

Monitoring & Support

On a monthly basis your Project Coordinator will be available to provide **one-to-one support, ideas and problem-solving** - either at scheduled times or ad hoc (when needed).

At the end of Month 1 you'll have: Your first **monitoring & support meeting** with your Project Coordinator (mandatory)

- This is **carried out in a group setting** with your fellow mentors
- It gives you a chance to receive feedback, ask questions and discuss ideas with each other!

At the end of Month 3 you'll have: Your second **monitoring & support meeting** with your Project Coordinator (mandatory)

From this point on your **monitoring & support meetings** will take place once **EVERY THREE MONTHS**

At the end of Month 11 you'll have: Your last **monitoring & support meeting** with your Project Coordinator (mandatory)

- This will be a special reflective practice session, focused on your goals and journey as a mentor over the 12 months

Extra activities

In your monitoring & support meetings there will also be opportunities for you to take part in **optional extra training** (on topics you decide on)

As part of your ongoing training mentors will take part in the **'A Space to Reflect' diversity & inclusion training**. This entails three mandatory training workshops via Zoom

- One as part of your initial mandatory training
- Two at different points throughout the year
- This will cover key elements concerning equality, diversity and inclusion and equip participants with understandings of foundational concepts related to identity and intersectionality, privilege and power, and microaggressions

Every six to eight weeks you will also have the opportunity to attend a **'Space to Reflect' reflective practice online drop-in session** (optional)

Throughout the year you will also have the opportunity to participate in **two to four extra group activities** with your fellow mentors (optional)

- This is a space to do something fun and sociable, to concentrate on your wellbeing and to build relationships as a group
- It is also a space where mentors can share their interests and passions with each other, and even lead an activity for the group.

- To end on a high note, at the end of Month 12 we have a great celebration event with all the mentors and mentees
- You'll be asked for your final feedback on the mentoring experience
- Along with your Project Coordinator you will carry out an exit review with your mentee
- Your mentee will be appropriately signposted on to further support if needed

2.2 | PRACTICALITIES OF ORGANISING A MEETING

There are many important factors to consider when planning your meetings...



What?

Firstly, it is important that the activity is something that the young person is interested in and would like to do.

How?

Consider the practicality of the activity, is it something that both the mentor and young person will be able to participate in? Do tickets need to be bought or bookings made in advance? Will you need other resources such as stationery, walking shoes, coats, etc.?



When?

The activity should be at a time convenient to both the mentor and young person. Additionally, if transportation is required by the parents of the young person, their availability and ability to get to the location will need to be considered too.



Please be mindful that it might be useful to have a regular day and time for your meetings, but it is important not to become too rigid to these guidelines as it may restrict the activities or events you can attend.

Where?

Consider how the mentor and young person will travel to the location. For example, will the parents need to bring the young person somewhere? Will public transport need to be used? If so, what are the timings and cost?



Where possible use local amenities as opposed to travelling to other areas. This will help the young people become actively involved in their community and more knowledgeable on the venues and services they can access easily in the future.

Budget?

It is important to understand that while a budget for activities is in place, it is not about taking the young person to do expensive activities each week. The focus is on the mentoring relationship and building this by accessing local and affordable activities that the young person would be able to continue to participate in once Y's Girls engagement comes to an end. However, this does not mean the budget for an activity cannot be managed wisely to enable a young person to take part in more costly activities by saving up funds over a period of weeks.





Flexibility?

Whilst doing your weekly activity, we would recommend to plan and agree the details of the following meeting (e.g., day, time, place, transport etc.) Make an agreement between yourself, the young person and parents that any changes to the plan should be communicated via your Project Coordinator, at least three days in advance where possible. Sometimes there will be unavoidable last-minute changes to plans, for example due to the weather, out of date information, building closures, etc., so it is important to be flexible and have a backup plan in mind.



Organising the activity meetings

○ One week before

- The mentor and young person consider and agree on an activity idea, location, time, date.
- Especially ensure that you have agreed how you will travel to the activity, where exactly you will meet, and that you and the young person or parent have a contact number for each other to communicate (Please do not share your personal phone number).
- Ensure that you have any resources that you might need for your activity.

○ Up to three days before

Any change of plans to be communicated to the Project Coordinator.

○ During the meeting

Make sure you have your Y's Girls phone with you, it has credit and is charged.

- Carry your YMCA ID card with you at all times during the meeting.
- Collect and keep all receipts, including recording your mileage if you have used your own car.
- Plan your next meeting with the young person (confirm with the young person's parents).
- When needed, complete and review the action plan document with the young person.
- Encourage the young person to reflect on how their week or this activity has been.

○ Post meeting

Feedback to Project Coordinator by email/ text/ phone to say how the activity went. This should ideally be completed on the day of the meeting whilst the information is fresh in your mind.

Send copy of any updates to the action plan to the Project Coordinator.

Talk with your Project Coordinator about your local expenses procedure.

2.3 | MEETING UP

Activities

Choosing an activity

It is important that the activity, location and time is mutually agreed upon by both parties. Ideally the activity is linked to something in which the young person has expressed an interest, and always encourage them to take the lead in making the final decision.

The young person is struggling to decide what activity to do, always wants to do the same thing or say they don't want to go anywhere.

If this happens you could try:

- spending one session researching activities in the local area, e.g. newspapers, internet, social media.
- choosing the activity on alternative weeks
- speaking to other mentors and young people about what activities they have been doing
- asking your Project Coordinator and/ or YMCA for local ideas

Activity Ideas

Active	Creative	Community
Walking	Cooking/ baking	YMCA/ community centres
Cycling	Arts & crafts	Duke of Edinburgh Award
Racket sports	Photography	Princes Trust
Football	Knitting/ sewing/ tailoring	Generic youth clubs
Gym		YMCA youth programme
Dance classes	Book clubs	Community gardening
Snooker/ pool	Music groups	Country parks
Swimming	Drama	Museums/ art
Bowling	Gardening	Galleries/ libraries
Boxing		Cafés

Focused Conversations

An important part of a mentoring journey is for the mentor and mentee to spend time developing a relationship before they begin setting goals together. The role of the activities is incredibly important in building a safe environment where the mentor and young person both feel comfortable, can enjoy themselves, and once the trust has developed, the young person can open up and talk about their life.

Focused conversations can be a great way to support a young person to reflect, grow and develop, helping them to acknowledge challenges and achievements and consider ways to overcome them. The mentor can listen and help the young person to see different perspectives, think about their options and, if the young person is willing, problem solve to see the results of new courses of action in their own time. It is important that a focused conversation happens organically and is not forced or too structured, taking place within the activity rather than as an extra task. There is the option to spend time reflecting with the young person at the end of meetings too.





Top tips for focused conversations

- **Young person led**
Allow the young person to initiate and lead the conversation.
- **Listening**
Give the young person space to open up and talk about the problem from their perspective.
- **Filling in the gaps**
Encourage the young person to think about what information they do not have about their situation.
- **Perspectives and solutions**
Support the young person to explore alternative perspectives and various resolutions.
- **Point of view**
Help the young person to identify the assumptions they have made.
- **What if?**
Help the young person to consider the outcomes of a different course of action e.g. “What will happen if you do...?”
- **Preparing an assertive response**
Young people who use passive and/or aggressive reactions can benefit from exploring strategies to create appropriate responses to difficult situations, e.g. considering language, tone, body language, breathing.
- **Role play**
It might be useful for the mentor and young person to rehearse how people might respond and what could be done differently.
- **Reflecting**
Support the young person to notice what went well or differently, or what they might like to change next time.

Challenges and strategies

Challenges	Strategies
Building trust and a good relationship between yourself, the young person and their family.	Do not push or rush the relationship, let it develop naturally. Adopt an open attitude.
Poor engagement from a young person.	Take the time to find out the interests of the young person. Seek information from the referral person/ family/ school. Ask the young person questions, encouraging them to engage.
Limited communication between family and mentor.	Inform your Project Coordinator. Encourage the young person to speak to their family about the project.
Young people are indecisive when choosing activities.	Offer informed guidance and suggestions based on what you know about the young person's interests. It is ok to suggest things you are interested in if you think the young person would enjoy it.
Two steps forward, one step back.	Remember to point out successes to the young person and explain that progress is a journey with many challenges. Treat any obstacle as an opportunity to learn.

Reflection Activities

Being able to reflect and learn from our experiences is an incredible skill to develop. Whilst not a mandatory part of the meetings between mentor and young people, it might be beneficial if the mentor encouraged or supported the young person to carry out some basic reflection activities. The mentor could take part too if they like. Below are some examples:



Weather check

Choose a type of weather to describe your day and explain why, e.g. gloomy or sunny.



#3goodthings

Using Twitter, type up 3 good things that happened and tweet them with the hashtag, then look through other people's posts using the hashtag around the world.



Rose, Bud, Thorn

Select one of each of the following:

- **rose** - one thing you loved
- **bud** - one thing you look forward to
- **thorn** - one thing that challenged you



Glow and grow

Identify one thing that you are proud of (glow) and one thing that you would like to improve or learn in the future (grow)

10

1 to 10

Similar to the smiley faces activity, but choosing a number from 1 to 10 instead. 1 being low and 10 being high.



Drawing

Ask the young person to draw a picture describing their day, then explain it.



Smiley faces activity

Ask a young person to select from unhappy to happy emoji smiley faces to say how they feel. This could be used for different skills or aspects of the young person's life, e.g. How do you feel about school? How do you feel about your friends?

2.4 | THE YOUNG PERSON'S JOURNEY

We record all outcomes so we can let our mentees recognise their growth and development and the achievements made during the mentoring process. We also monitor improvement for funders and from providing evidence of growth and positive outcomes, hope to further develop and grow this exciting new project. In order to record achievements and growth with mentees, we have put together an action plan.

We have given an example below of a **'good'** and **'not so good'** action plan. One clearly explains goals, actions and achievements:



Effective action form

Name: Bill B (lamplight code)

I would most like to work on:

Stop reacting angrily and feel more comfortable in school

Goal	Action	Progress and Achievements
Feel better about attending school.	Find someone to talk to in school when issues arise.	Spoke to a wellbeing person who said we can meet regularly if I am feeling upset. She has also spoken to my teacher who is keeping an eye on me and others in my class.
Not get so angry at home with Mum.	Learn other ways to manage angry feelings.	Went for a walk instead of shouting at Mum.

Any other comments:

Bill said he was really surprised that the wellbeing person at school was understanding, and also spoke of the outcome of him going for a walk. I praised Bill for these huge achievements.

Young person's signature: Bill B

Date: 27.4.21

Programme Manager signature: A. Mentor

Date: 27.4.21

If you would like some further support creating your action form please talk to your local Project Coordinator.



Ineffective action form

Name: Bill

I would most like to work on:

Getting better

Goal	Action	Progress and Achievements
Feel better.	Make myself feel better.	Feeling better.
Stop anger.	Not get angry.	Wasn't as angry.

Any other comments:

Young person's signature:

Date:

Programme Manager signature:

Date:



How to set SMART goals

Five inspirational quotes on dreams and setting goals



“Whenever you want to achieve something, keep your eyes open, concentrate and make sure you know exactly what it is you want. No one can hit their target with their eyes closed.”

Paulo Coelho



“Dreams are lovely. But they are just dreams. Fleeting, ephemeral, pretty. But dreams do not come true just because you dream them... It’s hard work that creates change.”

Shonda Rhimes



“By believing passionately in something that still does not exist, we create it. The non-existent is whatever we have not sufficiently desired.”

Nikos Kazantzakis



“Instead of looking at the past, I put myself ahead twenty years and try to look at what I need to do now in order to get there then.”

Diana Ross



“If a little dreaming is dangerous, the cure for it is not to dream less but to dream more, to dream all the time”

Marcel Proust

Working with young people can be fun and inspiring. Part of your role is the **'CAN DO'** factor you bring to the relationship. As a positive role model, you will have an influence on what the young person is directed towards. You will provide some guidance on creating positive changes by creating goals together. One method of goal setting is to use SMART.

What the SMART criteria does is help us clearly define our goals so that they are easier to get started. SMART also makes it easier to take action, stay motivated, and ultimately succeed!

SMART Goals are:

1

Stated in the **POSITIVE**

We tend to get what we focus on. Whenever we say “I want to stop biting my fingernails”, our brain has to first build a picture of what you DO NOT want – bitten fingernails – in order to set goals, try not to think of negative words such as ‘don’t’, ‘stop’, ‘lose’.

e.g. “I have healthy fingernails” rather than “I want to stop biting my nails”

2

Stated in the **PRESENT TENSE**

This helps the brain to assume you will be successful!

e.g. On 30 September I have healthy fingernails/have a new job/am running a mile in eight minutes

3

Use the Acronym **'SMART'**

- **S**pecific (the more specific you are the easier your goal is to achieve)
- **M**easurable (so you know when you have achieved it)
- **A**ction-oriented (i.e., you can DO something about it)
Is it within your control? i.e winning the lottery is not a ‘SMART’ goal)
- **R**ealistic (goals need to be both challenging to inspire you AND realistic so you set yourself up for success)
- **T**ime-bound (has a deadline)

Templates for goal setting

Below are some templates for suggested models and questions you can use with your mentee to brainstorm goals.

Template 1

Name:		Date:	
Write your SMART goal here: <i>(Pick one goal to work with)</i>			
Brainstorming goals and ideas		Resources/dates	Notes
WHY I want this goal?			
List ALL the benefits of achieving your goal			
Barriers to your success			
Time to achieve goal			
In order to achieve this goal, I will START doing			
In order to achieve this goal, I will STOP doing			
Resources and help I will need			
Three steps I will complete in the next few months that move me closer to my goals	1. 2. 3.		

Template 2

INSTRUCTIONS for brainstorming:

Everyone says how important it is to have goals, but sometimes we do not know where to start. The purpose of this exercise is to brainstorm potential goals and identify up to 10 possible areas that could be turned into goals. You can do all five stages in one sitting, but it works well to allow yourself one to two weeks to complete all the steps – including returning to your initial brainstorm to add anything you may think of afterwards!

BRAINSTORM a wild list of everything you want!

List below all the wacky, wild (and normal!) things you want to BE, DO and HAVE!

**Write as quickly as you can, keeping your answers brief and on one page.
This is a brainstorming exercise, so nothing is ruled out.**

My mentor journey



3.1 | WELL-BEING AND SELF-CARE

Stress management

Stress management signs and tips:

It is part of the human make up to feel stressed at times. It is our body's natural reaction, our design, to experience and react to stress.

Stress can be positive, keeping us alert and prepared to avoid danger. Our bodies are magical, and our autonomic nervous system which controls heart rate, breathing and more has an in-built 'fight, flight or freeze' automatic response system, for our protection.

However excess stress can have big effects on us both physically and mentally; therefore it is important to take care of ourselves if we start to see or feel the signs.

Physical symptoms of stress include:

- Aches and pains
- Chest pain or a feeling like your heart is racing
- Exhaustion or trouble sleeping
- Headaches, dizziness or shaking
- High blood pressure
- Muscle tension or jaw clenching
- Stomach or digestive problems
- Weak immune system

Stress can lead to emotional and mental symptoms like:

- Anxiety
- Irritability
- Depression
- Panic attacks
- Sadness

Stress relief tips



Stay active – exercise may not alleviate your stress entirely, but it can help reduce the intensity of your emotional feelings and help to clear your mind.



Take control – there is often a solution to problems we face in our daily lives. The feeling of not being in control can be a major cause of stress and anxiety. Taking control is empowering and helps you find a suitable solution.



Talk to people – a good support network can really help you ease the load, and can often help us find solutions to problems. Keeping in touch with friends brings welcome relief; the time we spend with those closest helps us relax. Whilst the content of discussion during volunteering sessions are confidential, if mentoring is causing you stress, your Project Coordinator is happy to help you offload your thoughts.



Challenge negative thoughts – each time a negative thought comes into your head, try to challenge it by replacing it with at least one positive thought.



Take time out for yourself – 'me time' is proven to be very beneficial. Maybe take a nice relaxing bath or listen to some calming music.

Learn how to relax:

- Practise deep breathing techniques such as slowly inhaling while counting to five; hold your breath for five seconds then breathe out slowly. Repeat this 10 times when feeling stressed, concentrating on nothing but your breathing.
- Stretch the muscles of your neck and shoulders by keeping your shoulders level and trying to touch each shoulder with your ear. Look right up at the ceiling, down at the floor and then rotate each shoulder in a wide circle. Repeat five times. Open and close your jaw widely after each time since stress often causes tenseness in the jaw area.

Take time out. For five minutes every hour, try to 'shut down' and think of nothing but your perfect situation. This could be a dream holiday, ideal day off or simply thinking about doing nothing at all.

You will be surprised at how effectively this can lower stress levels.



Tips for anxiety:

Anxiety is something most of us have experienced at least once in our life. Public speaking, performance reviews, and new job responsibilities are just some of the work-related situations that can cause even the calmest person to feel a little stressed. This five-step exercise can be very helpful during periods of anxiety or panic by helping to ground you in the present when your mind is bouncing around between various anxious thoughts.

Before starting this exercise, pay attention to your breathing. Slow, deep, long breaths can help you maintain a sense of calm or help you return to a calmer state. Once you find your breath, go through the following steps to help ground yourself:

- 5** Acknowledge **FIVE** things you see around you. It could be a pen, a spot on the floor, anything in your surroundings.
- 4** Acknowledge **FOUR** things you can touch around you. It could be your hair, a pillow, or the ground under your feet.
- 3** Acknowledge **THREE** things you hear. This could be any external sound. If you can hear your belly rumbling that counts! Focus on things you can hear outside of your body.
- 2** Acknowledge **TWO** things you can smell. Maybe you are in your office and smell pencil, or maybe you are in your bedroom and smell a pillow. If you need to take a brief walk to find a scent you could smell – soap in your bathroom, or nature outside.
- 1** Acknowledge **ONE** thing you can taste. What does the inside of your mouth taste like? Gum, coffee, or the sandwich from lunch?

This technique is one of many options you could use if you are feeling anxious or overwhelmed. If anxiety is something that you struggle with regularly, and you continue to have trouble refocusing or coping with these feelings, please talk to your doctor.



How are you growing as a mentor?

My personal growth – working alongside a young person is teaching me a bunch of new skills, in terms of communicating with a young person, thinking outside the box, e.g. different activities we can experience together. I am inspired to be the best version of myself and also reach my potential as we work on shared goals together.



Thoughtful quotes about mentoring...

Which is your favourite?



“The greatest good you can do for another is not just to share your riches but to reveal to him his own.”

Benjamin Disraeli



“Colleagues are a wonderful thing – but mentors, that’s where the real work gets done.”

Junot Diaz



“The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves.”

Steven Spielberg



“A mentor told me, ‘Never doubt yourself if someone else thinks you can do the job’.”

Sara Ling

We would like to support you in your personal development. What are you looking to gain from volunteering? What would you like to do after you finish the programme?

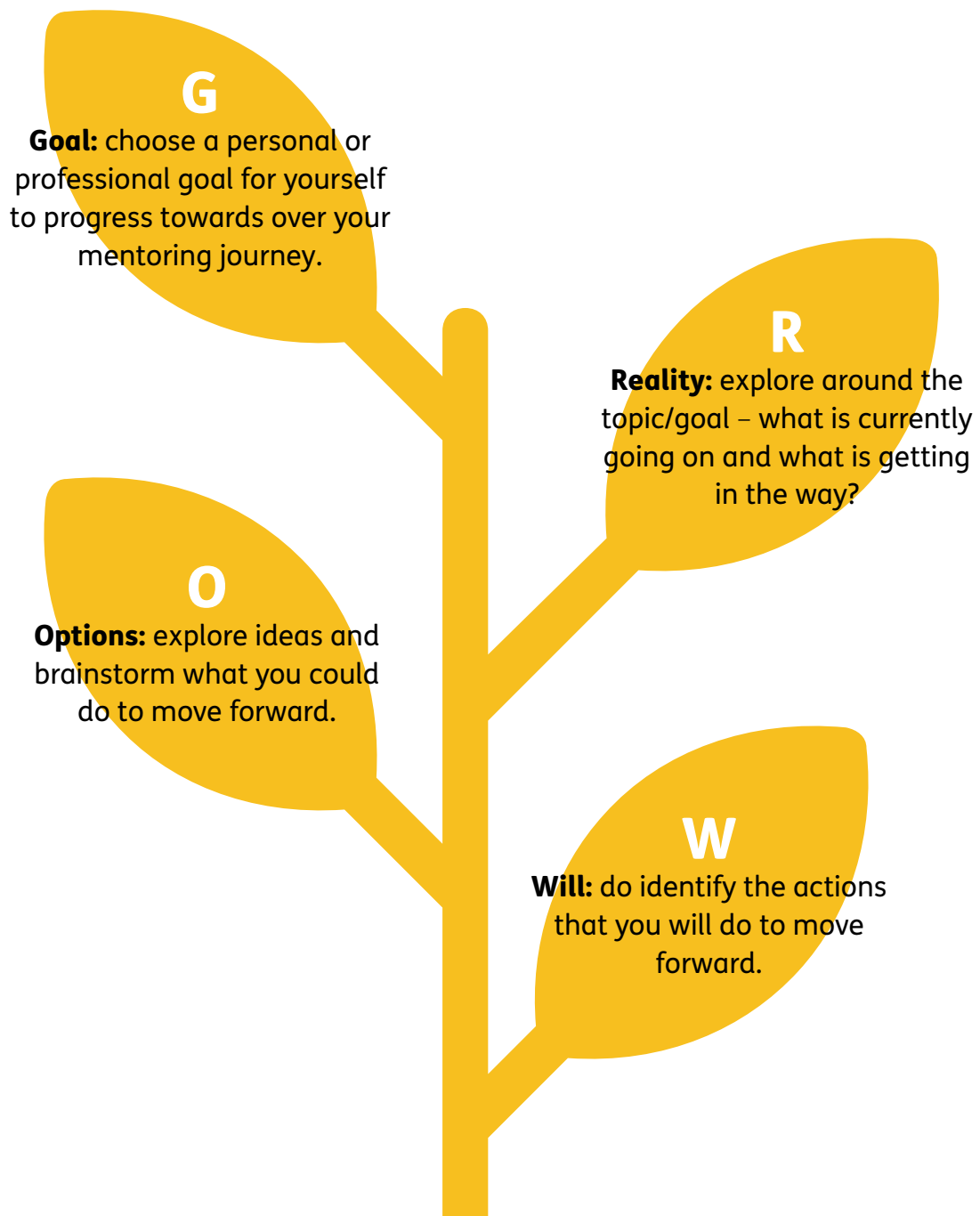
Find a coaching and mentoring model below that you can use to explore your own goals:

Goal Reality Options Will do

So, what is the GROW model?

It's a simple, structured method to help you identify a goal. Work through what is getting in the way, brainstorm ideas and commit to taking action.

GROW model overview



Some questions to spark your thoughts?



GOAL

- What would you like to focus on?
- What does your ideal future look like?
- What do you hope to be doing in five years?
- What new skills do you want to learn or develop?
- What challenges are you facing right now?
- What would make you feel that this time has been well spent?
- Do you have any goals that you are currently working toward?



REALITY

- What is working well for you right now?
- Have you taken steps already to improve things?
- What parts of your life will be impacted by you reaching your goal?
- What is the biggest obstacle that may stop you?
- Do you have any fears about it?
- What do you feel passionate about?



OPTIONS

- If you were more confident, what might you be doing differently?
- If success was guaranteed, what would you do?
- If you knew someone else in the same situation, what would you say to them?
- What strengths do you already have that you can carry with you?
- How do you use your time effectively at the moment?



WILL DO

- On a scale of 1 to 10, how motivated are you to achieve your goal and how can you get it closer to a 10?
- Can you think of any obstacles that may prevent you from taking the first step?
- How will you celebrate once you have achieved it?
- When will you take your first step to achieving your goal?
Is there anything else to consider first?
- What will it look like once you have reached your goal?
- What needs to be included in your journey to that goal?

A space for your thoughts

Goal

Reality

Options

Will do

How can your Project Coordinator support you?

3.3 | REFLECTING ON YOUR SKILLS

Reflections on your mentor journey and what you would like to do next?

Celebrate my top 10 achievements

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

What did I learn?

1.
2.
3.
4.
5.

People who inspired me?

1.
2.
3.
4.
5.

What fears did I encounter within myself?

.....

.....

.....

.....

What are the greatest insights that I have gained over the past month?

.....

.....

.....

.....

What actions can I take to move forward?

.....

.....

.....

.....

3.4 | WHAT'S NEXT FOR YOU AS A MENTOR?

Moving forward

Balance is personal and unique to each individual – what may be satisfying or balanced for some may be stressful or boring for others.

This next exercise named the Wheel of Life, will raise your awareness and allow you to make a plan that is satisfying and closer to their definition of balance. It also helps clarify priorities for goal setting.

A regular check-in can highlight useful patterns and help you learn even more about yourself. You can do this with your Project Coordinator, or by yourself.

How to do this?

Step 1

Review the eight categories on the Wheel of Life below. The categories should together create a view of a balanced life. If necessary, you can split category segments to add in something that is missing, or re-label an area to make it more meaningful to you.

Step 2

Now, rank your level of satisfaction with each area of your life by drawing a line across each segment. Place a value between 1 (very dissatisfied) and 10 (fully satisfied) against each area to show how satisfied you are with each category.

Step 3

Now, fully completed, look at the wheel. Here are some great questions to ask yourself:

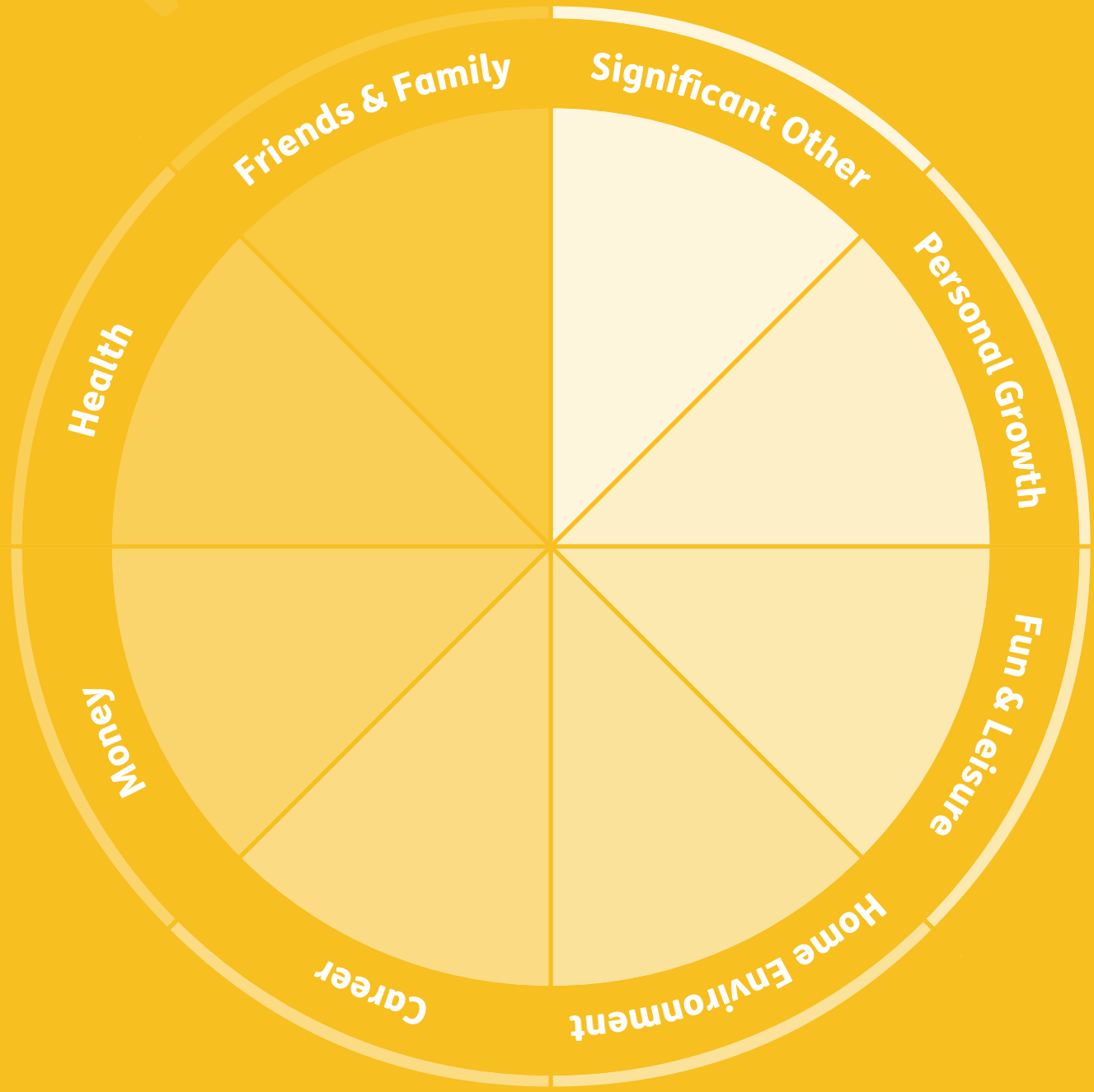
1. Are there any surprises for you?
2. How do you feel about your life as you look at your Wheel?
3. How do you currently spend time in these areas? How would you like to spend time in these areas?
4. Which of these categories would you most like to improve?
5. How could you make space for these changes in your life?
6. What help and support might you need from others to make changes and be more satisfied?
7. What change do you want to make first?
8. If there was one key action you could take that would begin to bring everything into balance, what would it be?

Step 4

Taking action – now identify one action for each area, and then pick one action step to get started.

TIP: if you're extremely busy ask yourself, 'What is the smallest step I could take to get started?'

WHEEL OF LIFE



3.5 | EXTRA PAGES FOR REFLECTION AND RECORDING LEARNINGS

Lined writing area with horizontal dotted lines for reflection and recording learnings.

3.6 | USEFUL NUMBERS - ADDITIONAL SERVICES

No Panic

03007729844
info@nopanic.org.uk
nopanic.org.uk

CALM

Have a hotline and webchat
0800585858
thecalmzone.net

Kooth

live chat
kooth.com

NHS List of Mental Health Services

[nhs.uk/conditions/stress-anxiety-depression/
mental-health-helplines](https://nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines)

Samaritans

you can write a letter or call them
116123
jo@samaritans.org
[samaritans.org/how-we-can-help/contact-
samaritan/](https://samaritans.org/how-we-can-help/contact-samaritan/)

Young Minds

for general info
youngminds.org.uk

Mind

mind.org.uk

Mental health.org

[mentalhealth.org.uk/coronavirus/school-
guidance-for-coping-with-coronavirus](https://mentalhealth.org.uk/coronavirus/school-guidance-for-coping-with-coronavirus)

Rethink

rethink.org

Brook

brook.org.uk

The Mix

Free information and support for
under 25s in the UK
0808 808 4994

National LGBT+

Domestic Abuse Helpline

0800 999 5428 (run by Galop)

National Domestic Abuse Helpline

0808 2000 247
nationaldahelpline.org.uk
(run by Refuge)



“ Y’s Girls is a big success for us. Jane enjoys outings with her mentor very much and is recently more active and chatty, baking lemon drizzle cake, enjoying the garden much more, playing badminton or planting vegetables, and she is eating with us more often on the patio when the weather is nice. So thank you very much for organising Y's Girls!

After a long time of seclusion, our daughter is more confident and active, joins in family life, which makes us feel less worried and much happier. We hope she will soon be able to meet her peers again and enjoy being with them, making friends, be it at school or initially at a tutorial or summer workshop. We are glad that Jane has developed such a good relationship with her mentor and is thriving again.

I would definitely recommend Y's Girls!

Parent

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YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.