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# **UPLIFTING ADOLESCENTS PROJECT**

## **WORKSHOP REPORT**

### **“PERSONAL & FAMILY DEVELOPMENT”**

**FOR**

### **NON-GOVERNMENT ORGANIZATIONS (NGOs)**

*Medallion Hall Hotel, Kingston 10  
April 1-2, 1998*

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## INTRODUCTION

The Uplifting Adolescents Project (UAP) implemented a 2-day Workshop on "Personal and Family Development" on April 1-2, 1998. The Workshop attracted 40 participants from 13 non-governmental organisations (NGOs) and 2 participants from the Youth Division of the Ministry of Local Government, Youth and Community Development. Key UAP staff were also in attendance. (See Appendix 1: List of Participants, pgs. 30 - 31.)

Two staff members of NGOs were included in the team of Presenters/Facilitators, which consisted of Dr. Monica Brown, Lecturer, Institute of Education, The University of the West Indies; Mrs. Utealia Burrell, Manager, Rural Family Support Organisation; and Mrs. Betty Blaine, Founder & Executive Director, Youth Opportunities Unlimited.

The aim of the Workshop was to prepare NGO participants to deliver services in the area of personal and family development to at-risk adolescents, aged 10 to 14 years. Therefore, the course content (*Appendix II: Workshop Agenda*, pg. 32) was designed to ensure that, by the end of the Workshop, participants would be able to:

1. identify and discuss health, education and social issues facing children and youth;
2. identify and discuss the needs of adolescents;
3. analyse the factors which promote healthy lifestyles for adolescents in the Jamaican society;
4. become aware of and practise at least 3 strategies for
  - facilitating self-understanding
  - fostering desirable inter-personal relationships with family members and others
5. discuss and develop at least 3 strategies for establishing and maintaining parent/guardian involvement in projects;
6. become familiar with and practise some basic counselling skills;
7. identify the components of a mentoring programme and apply the principles to help adolescents make vocational choices in relation to career opportunities.

The following summary of the Workshop's proceedings has been prepared to serve participants, and those NGO staff members who were unable to be present, as a permanent source of information on delivering services in the area of Personal and Family Development to adolescents in crisis.

# SUMMARY OF WORKSHOP PRESENTATIONS & GROUP ACTIVITIES

DAY 1: April 1, 1998

## WELCOME & GREETINGS

*Mr. Francis Valva, Chief of Party, UAP*

Mr. Valva said UAP had placed a great deal of emphasis on the Workshop's theme of "Personal and Family Development", in the hope that participants would be able to make an impact on the needs of 'at risk' adolescents in that area. Personal and Family Development was the foundation on which all other activities had to be based, so their focus should be on raising self-esteem and empowering children to make the right choices. Many of the problems those children faced related to their family situations and they needed assistance to understand how to deal with those issues. Participants were urged to take the Workshop very seriously, to get as much as they could out of it, and to apply the content thereafter in best way they could.

## ISSUES FACING CHILDREN AND TEENAGERS

*Dr. Monica Brown, Lecturer, Institute of Education, The University of the West Indies (Mona)*

After reviewing the Workshop's objectives, Dr. Brown engaged participants in a group exercise as an 'ice-breaker' and prelude to examining the issues which impacted on adolescents.

### GROUP EXERCISE

Each participant was supplied with a sheet of paper on which a T-shirt had been drawn (*Appendix III*, pg. 33) and then given the following instructions:

1. At the bottom of the page, list 3 of your positive characteristics or 3 things that you do well.
2. Choose the one you do best or the characteristic of which you are most proud.
3. Write a slogan, or draw a logo or picture, on your T-shirt to illustrate this skill or quality.
4. Stand, move around the room for 5 minutes and share with others what you have written or drawn.

When the allotted time was up, participants resumed their seats and were asked how they felt as they were sharing. Most responses revealed that the initial reaction was one of reluctance to share inner thoughts about one's self, but with conscious effort to loosen the bonds of reticence, the comfort level rose. Recurrent themes chosen were "loving", "caring", "resilient", "striving/determination", "I want to make things happen".

Dr. Brown pointed out that the choices made were indications of their concern and desire to help others and/or how they wanted to be perceived. She suggested that this exercise could be used with adolescent groups so that they could focus on the positives within themselves.

A handout, "Interview About Me" (*Appendix IV*, pg. 34), was also distributed and participants were encouraged to use it at some other time to find out what others thought about them.

Turning to the health, education and social issues facing adolescents, Dr. Brown said several improvements were evident:

- Early Childhood Education had gained greater attention as laying the foundation for further learning;
- provision of education for children with special needs;
- almost universal access to primary education;
- increased access to secondary and tertiary education;
- some reduction in the incidence of malnutrition;
- decline in infectious diseases;
- substantial improvement in the health of school-age children;
- extension of immunisation programmes;
- improvement in the standard of living and the quality of life as evidenced by increased access to goods and services, such as better food, housing, education and health.

However, a troublesome incidence of problems still remained. A transparency, entitled "Responding to Health, Education and Social Issues Facing Youth and Children" (*Appendix V*, pg. 35), was used to highlight those problems (e.g., hunger, diminished learning potential, fragmented families, violence, unsafe communities, poor mental health).

The most disturbing problem was the high incidence of poor mental health. That did not necessarily mean being "over the edge", but it meant that there was a great deal of anger, depression, violence, drug abuse and other suicidal behaviour. Children were being born out of hostile foetal environments into hostile social environments where most of their needs were not being met. Socio-economic environmental realities created pressures on parents, schools and other care-givers and the effects often affected children adversely. Often, it was these negative interactions with 'significant others' that shaped adolescents' self-concept and self-esteem.

To further explore the issues causing concern, participants reviewed the "Continuum of Risk Factors for Adolescents" (*Appendix VI*, pg. 36), which showed the life experiences contributing to low risk (e.g., family intact, in school until age 17, access to information on body/sexuality/contraception) or high risk (e.g., poverty, shifting families, verbal/physical/sexual abuse).

It was agreed that, if children could be interested and motivated while in school and if they could be equipped to better deal with existing conditions, there would be less chance of them becoming 'drop-outs' and more chance that they would become productive citizens. Participants were asked to write down their ideas on the qualities of an ideal citizen. Their responses corresponded very well with the "CARICOM Vision of The Ideal Caribbean Person" (*Appendix VII*, pg. 37) which was shared with them. Dr. Brown then posed the question: "How are we going to move our children towards this ideal, given the scenario that was painted earlier?"

A handout, "Peace" (*Appendix VIII*, pg. 38), was distributed. This illustrated actions and feelings (i.e., self-acceptance, concentration, discipline, reflection, self-respect, contentment, etc.) which had to be present and integrated to achieve inner peace, stability and a true sense of personal well-being.

Since adolescents were travelling on a path from childhood to adulthood, there were certain developmental tasks which they would have to master in order to arrive at a desirable destination. Participants were asked to look carefully at the tasks identified by R.J. Havighurst (1953), which were still relevant:

- Achieving new and more mature relations with age-mates of both sexes.
- Achieving socially approved masculine or feminine social roles.
- Acceptance of emotional independence of parents and other adults.
- Development of intellectual skills and concepts necessary for civic competence.
- Desiring and achieving socially responsible behaviour
- Acquisition of a set of values and an ethical system as a guide to behaviour.
- Achievement of assurance of economic independence in the sense of feeling that one could make one's own living if necessary.
- Selection and preparation for an occupation.
- Selection and preparation for marriage and family life.

Those tasks concerned the development of the **whole person** and, despite the very challenging world he/she faced, the adolescent would have to be helped to accomplish them.

### **GROUP ACTIVITY**

Participants were divided into 6 groups. They were then asked to list and discuss the perceived needs of the adolescents with whom they interacted *vis-à-vis* the qualities of the ideal citizen which had been identified earlier. The group reports are summarised as follows:-

**Group 1 - Rapporteur: Mrs. Rosalee Robinson-Smith,  
Women's Centre of Jamaica Foundation**

**SOCIAL NEEDS**

- Increased self-awareness/self-love/self-esteem/self-confidence
- Positive values and attitudes
- Counselling to handle shame and other effects of various forms of abuse
- Shelter (some are homeless)
- Less responsibility for the care of younger siblings
- Effective communication skills (don't know how to talk to people)
- Self-Respect & respect for others
- Conflict Resolution Skills
- How to handle negative peer pressure
- Positive role models
- Proper parenting.

**EDUCATION NEEDS**

- Literacy and Numeracy
- To be treated with empathy, patience
- To be given "a listening ear"
- Adequate supply of learning materials
- Lunch money
- Help in developing higher, but realistic, goals.

**HEALTH NEEDS**

- Nutritious food to satisfy hunger (sometimes no adult to provide food)
- Proper hygiene (information, facilities, and encouragement to practise)
- Reduction of overcrowded living conditions
- Reproductive Health knowledge (to reduce incidence of teenage pregnancy)

**Group 2 - Rapporteur: Mrs. Lois Hue,  
Jamaica Red Cross Society**

This group agreed that the perceived needs of their clientele were mainly:

**EMOTIONAL NEEDS**

- Better interaction with parents (now either busy, absent or ill-equipped)
- Positive parental guidance
- Expressions of love
- Security — sense of belonging, identity, safe environment
- Self-esteem/self-pride
- Positive role models
- Affirmations — reinforcement of success behaviours
- Encouragement of creativity.

**PHYSICAL NEEDS**

- Material — food, books, pencils, clothes, conducive atmosphere for study
- Safe environment (free of violence, drug pushers, health hazards)
- Correction of misplaced priorities (food vs. gold 'cargo' chain, books vs. Nike sneakers)
- Exposure to other aspects of Jamaican culture to develop cultural pride and identity — to be taken outside of their communities and see how other people live.

**HEALTH NEEDS**

- Immunisation
- Proper nutrition
- Health care — awareness/knowledge, personal responsibility, better access
- Good hygiene
- Disease-free environment.

**Group 3** - **Rapporteur:** *Mr. Shae Stewart,*  
*Youth Opportunities Unlimited*

The group saw the needs of the children with whom they worked as being:

- Parental Guidance (now parents have little skills to offer... "babies having babies")
- Real home — not just shelter
- Building self-esteem/self-confidence and raising aspirations
- Interaction with different social levels (now don't get to mix)
- Group Interaction Skills
- Structured financial incentives (i.e., assistance linked to participation and improved performance, not just hand-outs)

**Group 4** - **Rapporteur:** *Ms. Sherraine Galbraith*  
*Women's Centre of Jamaica Foundation*

Adolescent needs were identified as:

- Material (e.g., food, shoes, clothes, living space)
- Love, attention, praise, encouragement
- Sense of identity ("Who am I?")
- Increased self-confidence/self-esteem
- Exposure to the 'finer things of life'
- Education about family life, drugs, teenage pregnancy
- Literacy, numeracy
- Conflict resolution skills
- Guidance on how to:
  - ⇒ express their individuality in acceptable ways
  - ⇒ channel their inherent resourcefulness and natural leadership talents into positive outcomes
  - ⇒ better relate to their parents and others
  - ⇒ Increase their potential to enter the job market.

**Group 5** - **Rapporteur:** *Mrs. Patricia Miller*  
*Rural Family Support Organisation*

This group saw the **need for love** as being significant. Lack of love affected behaviour adversely and yearning for hugs and a loving touch was evident. There was also need for **fathers to play a more obvious role** in their children's life and for **parents to be involved in training workshops** to assist them in understanding their young people, showing love and relating to them in other beneficial ways.

Next, there was need for **some quiet time**. The society was very noisy and it was felt that this contributed to the easy arousal of hostile feelings. More exposure to soothing music, anger management classes would help.

Another finding was the inability of children to deal with their sexuality. This was demonstrated by the discomfort they showed when such topics were addressed. There was need, therefore, for **clear information on sexuality delivered at an earlier stage.**

**Group 6** - **Rapporteur:** *Ms. Naska Llits*  
*Jamaica Family Planning Association*

This group looked at the changing nature of the Jamaican family from the old extended family unit to a very complicated, financially troubled and failing single-parent family structure. Detrimental social, economic and moral changes were some of the factors which they felt had contributed to what they characterised as a "fast-growing national problem".

The group found that the children with whom they interacted on a daily basis needed:

- Proper time management and adult supervision (children too often left to their own devices)
- Food, medical attention, education
- Good role models
- Community involvement
- Achievement rewards
- Better trained and more concerned parents (parenting workshops, community workdays and Open Days would assist their understanding and achieve involvement)
- Proper guidance to instil good values and build self-esteem
- Socialisation (acceptable behaviour and knowledge about what is happening in the outside world)
- Approval, emotional and spiritual support
- Environmental Awareness

Attention was drawn to the commonality of issues identified by the various groups and to the inter-connectivity of many of those needs.

## **ADDRESSING THE NEEDS OF ADOLESCENTS**

*Dr. Monica Brown*

Dr. Brown introduced a transparency entitled "Condensing and Refocusing Multiple Problems Into Five Thematic Areas of Action" (*Appendix IX*, pg. 39). By focusing on the primary causes of some major problems, it was possible to group them into manageable action areas:

Appropriate Eating and Fitness  
Human Sexuality  
Emotional and Social Skills  
Managing the Environment

so as to achieve the main objective: **Promoting and Maintaining Healthier Lifestyles and Living Environment**. The importance of instilling environmental awareness was also highlighted. It had been proven that overall attitudinal change could result from improved physical surroundings and involvement in environmental protection efforts.

**A key factor in addressing adolescents' needs was helping them understand themselves.** It was necessary that there be common understanding on the meaning of certain terms used in this connection, and the presenter offered the following definitions:

- Self-Concept:** A set of beliefs about one's own characteristics.
- Identity:** A well-organised concept or idea of the self made up of values, beliefs and goals, to which the individual is solidly committed.
- Self-Esteem:** The evaluative side of self-concept that involves judgements about one's own worth, and the feelings associated with those judgements.

Dr. Brown suggested that participants should think about those definitions to decide if they wished to amend them in any way.

As an introductory activity to a discussion of the behaviour patterns which made NGO programme leaders aware that an adolescent needed help, participants joined in singing "If You Think You're Beaten, You Are" (*Appendix X<sup>1</sup>*, pgs. 40-45) while a tape of the song was being played. The use of this and three other songs was recommended as a productive strategy for any adolescent personal development programme.

Typical problems (aggression, stealing, lying, boasting, insolence, recklessness, crudity, timidity, fear, withdrawal) were addressed under the heading of "Disruptive or Negative Behaviour". An overview was given of the causes of these types of behaviour and strategies advised for dealing with them constructively. However, particular attention was paid to the problem of aggressive behaviour — a common experience.

## **AGGRESSION**

Participants were asked to note that a certain amount of aggression was natural and some socially acceptable outlets for feelings of aggression were necessary. Nevertheless, mature, well-balanced people had to exercise control over this trait.

When children reacted to situations with excessive aggression, their behaviour was often a reflection of the usual behaviour of their parents or other adults. A child's display of anger or other types of aggressive behaviour could also be due to other factors, such as:

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<sup>1</sup> Also included in *Appendix X* are the lyrics and musical scores for "Sharing is Caring", "You're Just As Good", and "Don't Give Up".

- Weariness
- Malnutrition
- Illness
- Frustration caused by inability to satisfactorily handle situations with other children
- Too rigid discipline
- Belittling treatment (persistent nagging, fault-finding, humiliation, threats)
- Pressure to do something he/she feels unable or unwilling to do
- Over-protective parents.
- Feelings of jealousy, unfair treatment, inadequacy, guilt, fear
- Learned correlation between unpleasant behaviour and achievement of a desired outcome.

**Emotional stability must be achieved by a slow gradual process, not by severe discipline or by repression of all hostile behaviour.** Some recommended strategies for dealing with aggressive behaviour were:

- Allow the child to pour out his/her feelings — while expressing the feelings presently being experienced, he/she may at the same time work off some earlier resentments toward an environment or individual that has caused emotional disturbance.
- Help aggressive children prevent angry behaviour from becoming a habit by:
  - ⇒ setting a good example
  - ⇒ teaching acceptable ways of releasing unhappy feeling and handling difficult situations
  - ⇒ encouraging development of willingness to listen while others air their opinions or grievances
  - ⇒ giving children practice in making satisfactory compromises with the viewpoints of others
  - ⇒ preventing situations which arouse undesirable emotions
- Do not allow the child to gain any satisfaction or gratify any desire as a result of his/her negative behaviour.

## **INTER-PERSONAL RELATIONSHIPS**

*Mrs. Utealia Burrell, Manager, Rural Family Support Organisation*

Mrs Burrell proposed that the word “family” had to be redefined in terms of the target group — deprived, ‘at risk’ adolescents in crisis. For some, their family is the NGO to which they are affiliated, since the staff represent the only authority figure in their lives. Therefore, the way they were treated in the NGO Centre could well determine whether or not their cycle of deprivation was broken. Staff have to be prepared to give of themselves and to function as surrogate parents.

For other of these children, “family” could take many forms: siblings only, single-parent household, “barrel” family [overseas parent(s) supplying only material wants]. The family

structure would have impacted on the child's capacity to form and maintain healthy interpersonal relationships, so for appropriate intervention it was necessary not only to get to know the children themselves but also to be aware of their backgrounds.

It was again stressed that, where negative behaviour was concerned, it was essential to find the root of the problem. The behaviour should be separated from the person and how the behaviour was handled would significantly affect how the adolescent developed and the ongoing relationship between him/her and the counsellor. The suggestion was also made that well-behaved children could be used as the nucleus of a peer programme to influence those with behavioural problems.

### **Feelings**

Discussion of adolescent feelings and emotions centred around an incident recounted by a participant in which a male teenager, aged 14+ years and enrolled in her NGO, had expressed his love for her. While she had endeavoured to deal with the situation calmly, feelings of dismay and distress had lingered. The consensus was that adolescents were now more open in expressing feelings that earlier generations of teenagers had kept secret. In spite of this precociousness, they were generally ignorant or lacked understanding of their own development. To diffuse those situations without 'loss of face' on either side, counsellors would have to be comfortable with themselves; be aware of the emotional and psychological changes that form part of adolescence; and be able to calmly listen and explain why the expression of those feelings was inappropriate, even if they were real.

Dr. Robinson advised that when communication was being planned, it was important to remember that some compliment was involved, however ill-expressed it might have been.

A handout on "Feelings" (*Appendix XI*, pg. 46) was then distributed and participants advised that it could be used as a tool to find out about the adolescent's state of mind relative to his/her social relationships.

### **Clarifying Values**

Noting that action decisions and behaviour were shaped by the presence or absence of pertinent values, participants next considered the question: "Where are adolescents getting their values?" There was general agreement that, due to weak family ties, the declining influence of the church, etc., television, other news and entertainment media, associates on the street corner, DJs, and area 'dons' had become primary influences.

Notwithstanding, it should be appreciated that family members could, and did, exert significant influence on adolescent values. It was suggested that participants could use the handout, "How Does Your Family Feel About...?" (*Appendix XII*, pg. 47) to find out what messages were being given by family members to the adolescents enrolled in their programmes.

Values could not be taught in the same way that a teacher taught Mathematics, and it took time to instil or change an individual's values. Observed behaviour, life experiences and beliefs established as a result of 'reasoning' sessions were the usual catalysts to the development of a personal value system. Development of a value system involved **choosing, prizing, and acting.**

It was advisable that efforts to assist children in clarifying their values should begin at an early stage of their development — at least from the primary school level. While it was difficult to ignore one's personal values, when helping adolescents to develop their own value system it was important to recognise personal biases and avoid imposing one's own values. It was better to say, for instance, "This is how I feel..." rather than "This is what is right". The handout, "Tips for Facilitating Values Exercises" (*Appendix XIII*, pg. 48), was recommended as a useful activity guide.

### **Decision-Making** (*Dr. Brown*)

Dr. Brown introduced participants to the "3 Cs of Good Decision Making" — prudent steps which should be taken in order to arrive at a sound decision:

1. **Challenge** (or decision) with which one is faced
2. **Choices** which one has
3. **Consequences** (Positive and Negative) of each Choice.

### **GROUP ACTIVITY**

Participants were asked to arrange themselves into the six groups to which they had been allocated earlier, so as to complete the following task:

Discuss the short case study<sup>2</sup> assigned to your group. Use the "3 Cs of Decision Making" to arrive at a decision and prepare to report on the course of action decided and the process by which that decision was made.

Groups 3 and 5 used role play to dramatise their decision-making process and presented their reports first. Groups 2, 1, 4 and 6 reported in that order. The group reports are summarised as follows:

### **Group 3** (Performers: *Mrs. Barbara Barracks & Mr. Shae Stewart*)

#### **CASE STUDY**

Gerri meets a college guy at a party and is really attracted to him. She's had a couple of drinks and finally gets up the nerve to go talk to him. His name is Rodney and he seems interested in her too. After a few minutes, he grabs Gerri's hand, a half-empty bottle of vodka and heads up to a bedroom. when they get there, they kiss and touch for a long time and drink the vodka. Gerri's turned on, but starts to think that she doesn't want to go any further. Rodney, though, starts unzipping her jeans. Gerri is not sure what she wants to do. What should she do?

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<sup>2</sup> Source: *Life Planning Education*, Advocates for Youth, Washington, DC. p. 242.

CHALLENGE: To have or not have sex with Rodney.

CHOICES: Say Yes  
Say No

CONSEQUENCES:	<u>Positives</u>	<u>Negatives</u>
Say Yes	Rodney pleased	May never hear from Rodney again Pregnancy or disease risk.
Say No	Won't feel guilty No fears about pregnancy or disease	Rodney displeased May never hear from Rodney again.

DECISION: Say No.

REASON: Gerri doesn't really want to have sex with someone whom she has just met.

**Group 5** (Performers: *Mrs. Patricia Miller, Ms. Marsha McIntosh & 2 others*)

#### CASE STUDY

Maria is one of the last to leave a party with friends. Julio, her friend's older brother, is supposed to drive her home but he's been drinking. He's not really drunk, but Maria's mom told her never to ride with anyone who has been drinking at all. Maria's family doesn't have a car, so she really needs a ride. Julio says he's leaving. What should Maria do?

CHALLENGE: To decide the best way of getting home from the party, while bearing in mind her mother's instructions.

CHOICES: Ride with Julio  
Try to get a ride with someone else  
Walk home  
Call for a taxi  
Stay overnight and travel next morning by public transport.

CONSEQUENCES:	<u>Positives</u>	<u>Negatives</u>
Ride with Julio	He knows the way to Maria's home. Would get home that night.	May meet in an accident since he has been drinking Means disobeying mother's instructions
Try to get a ride with someone else	Wouldn't have to take the risk of travelling with Julio.	There is no one else willing to go in Maria's direction.
Walk home	- ditto -	Too late/dangerous; too far.
Call for a taxi	- ditto -	Phone at venue not working.
Stay overnight and travel next morning by public transport	- ditto -	No available phone to notify mother; would cause worry or maybe disbelief/anger.

**DECISION:** To travel with Julio.  
**REASON:** There was no perfect choice. Since he did not appear to be all that drunk, travelling with Julio seemed the best choice.

In the general discussion which followed, the consensus was that her mother should have suggested an alternative means of getting home, in case Julia could not get a ride from someone who had not been drinking.

**Group 2 (Rapporteur: Mr. Conroy O'Mally)**

**CASE STUDY**

Mark and his friend John have just eaten lunch at a restaurant in the mall. John suggests leaving without paying the check because the server has gone back in the kitchen and no one seems to be paying any attention to the two. What should Mark do?

**CHALLENGE:** Should meal bill be paid, since waiter has not tried to collect payment?

**CHOICES:** Leave without paying  
 Put a token amount on the table and leave quickly  
 Pay the amount due.

<b>CONSEQUENCES:</b>	<u>Positives</u>	<u>Negatives</u>
Leave without paying	Save money Teach inefficient restaurant staff a lesson Would not appear to peers as being 'self-righteous' or stupid.	Dishonesty would encourage other deviant behaviour Guilt feelings Maybe arrested and disgraced.
Pay only token amount	No one could really call him a thief -- if challenged, excuse would be that he had to leave in a hurry and thought the amount left was sufficient to cover bill. Mark wouldn't think him 100% stupid.	(same as above)
Pay amount due	Would avoid reprisals Would be perceived as an honest person Would be doing the right thing Would be setting a good example for others.	Would be considered stupid by some people Would have less money.

**DECISION:** Attract the server's attention and pay the amount due.

**REASON:** Desire to act honestly.

**Group 1 (Rapporteur: Mr. Ixesroy Thomas)**

**CASE STUDY**

The salesperson rang up the wrong price on Tammy's new sweater. She undercharged by \$10.00! It's really the salesperson's fault for being careless, but Tammy is pretty sure the difference will have to come out of the salesperson's paycheque. Should Tammy say anything?

**CHALLENGE:** Should the error be brought to the salesperson's attention?

**CHOICES:** Say nothing—regard the under-charge as a \$10 'gift'  
Say nothing—quietly give \$10 away to someone as a charitable gesture to even things out  
Speak up and pay \$10 still due.

**CONSEQUENCES:**

Say nothing—regard the \$10 saved as a 'gift'

Say nothing--give \$10 away

Speak up; pay \$10 still due

**DECISION:**

**REASON:**

Positives

\$10 richer

(False) sense of doing good  
Build reputation for kindness

Satisfaction gained from doing the right thing.  
No loss of self-esteem.

Point out the error to the salesperson and pay the extra \$10.00 due.

Desire to act honestly.

Negatives

Someone will be \$10 poorer./ repercussions on salesperson  
Dishonest (moving from morality to amorality: "anything goes while it benefits me")  
Guilt (depending on one's socialisation)  
Setting bad example which may have negative influence on the values of others.

Dishonest; self-delusion

Could have been \$10 richer.

**Group 4 (Rapporteur: Ms. Michelle Bennett)**

**CASE STUDY**

Earline really likes Trooper, one of her brother Charles' older friends. One afternoon the guys are at her house when she comes home from school. Trooper calls her over. Another guy hands her some capsules and says, "Check it out, this is Ecstasy. It's not dangerous like crack and it's a great high; you'll like it." What should Earline do?

**CHALLENGE:** Should Earline sample the Ecstasy capsules?

**CHOICES:** Try out the capsules.  
 Reject the offer. Privately question Charles to find out if he has become involved with drugs. Report the drug offer to her parents or other responsible adult.

<b>CONSEQUENCES:</b>	<u>Positives</u>	<u>Negatives</u>
Try out the capsules	Curiosity about hard drugs will be satisfied.	Risk of becoming addicted to hard drugs.
	Trooper may become more interested in her.	Potential loss of health and lowered self-esteem.
Reject the offer...	Avoiding risk of drug addiction Satisfaction of acting in own best interest and not yielding to group pressure. Realisation that Trooper is not a desirable friend. Trying to keep Charles out of trouble.	Possible ridicule from friends. Charles may regard her efforts to help him as interference.

**DECISION:** Reject the offer...  
**REASON:** Refusal to get mixed up with drugs.

**Group 4 (Rapporteur: Ms. Naska Llits)**

**CASE STUDY**

Ashley wants to hang with a group of older girls who are really popular at school. One afternoon she runs into them at a convenience store after school. They are all smoking and one of the girls offers Ashley a cigarette. Ashley always thought smoking was not cool even though a lot of her friends have tried it. What should she do?

**CHALLENGE:** Should Ashley accept a cigarette? Is her desire to be a part of the group stronger than her beliefs?

**CHOICES:** Take a cigarette  
 Refuse to take a cigarette and walk away.

<b>CONSEQUENCES:</b>	<u>Positives</u>	<u>Negatives</u>
Take a cigarette	Will improve her chances of becoming a full member of the group.	Start of exposure to lung cancer and other health risks.
Refuse the cigarette...	Satisfaction of remaining true to her beliefs  Avoidance of the health risks associated with cigarette smoking.	May never be fully accepted as a member of the group.

DECISION: Say No. Try to educate the other girls about the health consequences of cigarette smoking.

REASON: Want to remain true to her beliefs and live a healthy life. The other girls might be smoking to relieve stress or even to rebel against adult controls. Ashley could serve as a role model to them and with proper education they could see the dangers of smoking and decide to quit.

### ***HOME WORK ASSIGNMENT***

After the completion of the values-based decision-making group activity, participants received another handout, "The Four Conditions of Self-Esteem" (*Appendix XIV*, pg. 49) which they were asked to read overnight.

The day's programme began with a brief summary of the previous day's proceedings by participant-volunteers, at the invitation of Dr. Brown. This was followed by further exploration of the issue of "Values".

### **Identifying/Clarifying Values (cont'd.)**

Referring to the problem situations studied just prior to the close of the previous day's session, Dr. Brown pointed out that, although people usually made decisions against a background of the values they were taught, their behaviour could vary under pressure if the values taught had not yet been internalised. To be enduring, values had to become fixed as part of an individual's personal value system.

The average adolescent was still searching and still experimenting with a multitude of available choices. To assess, understand and exercise self-control over his/her personal behaviour, the adolescent needed guidance through the process of identifying and clarifying his/her values.

To become clear about one's values, it was necessary to identify:

- things one is for or against
- things chosen freely
- things one believed in and was willing to stand up for
- things that guided one's behaviour and one's life.

Additional training aids supplied were "Eight Basic Value Questions Worksheet" (*Appendix XV*, pg. 51) and "Values"<sup>3</sup> (*Appendix XVI*, pgs. 52-57).

### **Self-Esteem**

The reference material supplied on "The Four Conditions of Self-Esteem" (*Appendix XIV*, pgs. 49-50) was discussed. These distinct conditions were:

1. *Connectiveness* (satisfactory attachments/associations)
2. *Uniqueness* (a special sense of self)
3. *Models* (people, ideas and action examples that help establish meaningful standards and goals)
4. *Power* (sense of being able to influence one's life circumstances).

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<sup>3</sup> Source: "Family Life Education: Source Book for Teachers", Ministry of Education & Culture, Jamaica, pgs. 26-29.

For a high sense of self-esteem to be developed and maintained, all four of these conditions would have to be present continuously. If any one condition was not adequately provided for, there was a decrease or distortion of self-esteem.

## **ESTABLISHING AND MAINTAINING PARENT/GUARDIAN INVOLVEMENT IN PROJECTS**

*Mrs. U. Burrell, Rural Family Planning Organisation*

Mrs. Burrell said that parents/guardians should be involved in Family & Personal Development programmes from "Day 1". The parents or, if there are no parents, any adult who cares about the child's well-being, should accompany the adolescent to complete the registration in the programme. The purpose of insisting on their availability is to ensure that they are briefed on what the programme entailed, and to enable the organisation to get full information on family structure, socio-economic conditions and other pertinent child/family-related data.

Parents' needs should be assessed ("How can we involve you?") and activities should be developed to meet their specific needs. Their potential contribution should also be ascertained (e.g., supplying manpower, expertise, etc.).

Programme organisers should operate an 'open door' system so that parents/guardians felt free to visit and air their concerns or to share information. Contact could also be maintained through a newsletter featuring programme activity and parenting information.

If parents are fully involved in ways appropriate to the needs of the target group and the organisation's purpose, they would come to appreciate, for instance, that there are better ways of motivating and children they deemed to be "bad". Parents should be encouraged, therefore, to participate in Open Days or Open Nights, parenting workshops, concerts, counselling sessions, joint projects with staff and children (e.g., community work days) and any other activity that will encourage bonding and secure parent-child relationships after direct NGO support has been withdrawn.

Programme records should be kept and where some parents do not participate in activities, home visits should be arranged to find out what was happening there.

## **BASIC COUNSELLING SKILLS**

*Mrs. U. Burrell*

### **GROUP EXERCISE**

A group exercise was the first activity of this session. Each participant was given 3 peas and told to move around and ask questions of other participants during a 5-minute period. On each occasion that a respondent failed to answer with a complete sentence, or used body language instead of words, he/she would have to give up a pea to the questioner.

By the end of the exercise, several transfers of peas had occurred.

In analysing what had taken place, it was agreed that:

- successful communication required focusing — attention/listening skills, self-control
- maintaining eye contact aided attentive listening
- how questions were asked, often determined the answer given
- use of body language could have positive or negative effects depending on the situation.

The presenter declared that those conclusions supported the findings that communicators often 'said' things inadvertently through body language; and that Effective Listening was a crucial communication skill. Counsellors should be careful, therefore, to listen passively so that they do not communicate objection, denial or affirmation unintentionally.

Participants were provided with a handout, "Qualities of the Effective Counsellor" (*Appendix XVII*, pg. 58 ) and asked to pay close attention to the attributes listed.

The presenter said values were indicated by the frequency and consistency of one's actions. If actions did not frequently and consistently conform to expressed values, then the authenticity of those values had to be questioned. For example, if an individual said he valued paying visits to his friends yet he never visited his friends, then the value expressed might not be genuinely held.

Honest self-examination was encouraged, since personal values, ethics and level of emotional maturity would influence counselling objectivity and effectiveness. Some of the counsellor's values would be the basis of the value system that it might be desirable to inculcate, but care must be taken never to say the words "believe, because I believe". While it was almost impossible to be free of value bias, if there were 'blockage areas' to helping others with different values, these should be acknowledged.

Another handout distributed was "Components & Purposes of Facilitative, or Core Relationship Conditions" (*Appendix XVIII*, pg. 59). It indicated that counselling success would be determined by the degree to which *Empathy*, *Genuineness* and *Respect* were evident in the counsellor-client relationship. Thus, counsellors should be careful not to send 'messages' that would create the impression that they were unapproachable, lacking in understanding, aloof, untrustworthy, or contemptuous.

## **PRINCIPLES & PRACTICE OF MENTORING**

*Mrs. Betty Anne Blaine, Founder & Executive Director, Youth Opportunities Unlimited*

Mrs. Blaine's presentation dealt with the essential considerations and requirements for establishing a mentoring programme to support 'at risk' adolescents. The main points can be summarised as follows:

### **What is Mentoring?**

A useful definition of 'at risk' adolescent mentoring is:

Sustained one-to-one relationships between young persons and adults who provide consistent, caring, and committed guidance and support in facing the challenges of working to correct earlier problems and of gaining the skills and confidence needed to become responsible for their futures (See also *Appendix XIX: What Is Mentoring?*, pg. 60).

### **Why Establish A Mentoring Programme?**

Adolescents are an increasingly isolated sector of the population and many are in need of a great deal of moral and emotional support. Traditional family structures and community inter-relationships have become less cohesive and less supportive of those needs. Research studies (See also *Appendix XX: What Research Tells Us About Mentoring*, pg. 61) have confirmed the effectiveness of mentoring as a preventive and intervention strategy, which can provide adolescents with:

- positive role models;
- attentive adult listeners;
- reinforcement of universal values;
- encouragement to raise self-expectations;
- exposure, in some cases, to other socio-economic lifestyles;
- additional forms of non-monetary assistance including help with school work, definition of worthwhile life goals and action plans for their achievement.

Mentoring ought to become a national thrust so that every adult could take an interest in just one child who was not a member of his/her own family. Both mentors and protégés benefit from the interaction.

Informal mentoring relationships exist, for example, between friends, members of religious groups, teachers and students, but formal or planned mentoring relationships involve careful matching of mentor and protégé and appropriate training of the mentor.

### **Basic Elements of a Successful Mentoring Programme**

- The main goal is to help protégés develop self-confidence and independence through a one-to-one relationship with their mentors.

- Mentors and protégés are matched by needs and resources
- Mentors are committed to providing consistent, caring and concrete help for **at least one year**.
- A support system is in place for mentors and protégés.
- Parents of protégés are included and supported in their parenting role.
- The programme is evaluated to determine its impact over time.

### **The Role of a Mentor**

Mentors have two main responsibilities:

1. Enhancing protégés' self-confidence and self esteem
2. Helping protégés achieve beneficial educational or career goals.

The fulfilment of those responsibilities would involve academic support (broadening the horizons, showing the value of education *vis-à-vis* life choices, inspiring them to excellence, helping to keep them in school), while serving as an 'opener of doors', advocate, developer of talent, trainer, friend and role model. As a role model, the mentor must set a good example — especially in the area of accountability and keeping one's promises.

Attentive, non-judgmental listening is another important function of a mentor, since he/she may be the only adult in a protégé's life who really listens. Adolescents tended to have a narrow focus although they believed they knew everything. They needed someone with whom they could take about their fears, concerns and dreams. (Guidelines for "Active Listening" are set out in *Appendix XXI*, pg. 62)

#### **WHAT MENTORS ARE NOT**

- ✓ A mentor is not a parent
- ✓ A mentor is not a professional counsellor
- ✓ A mentor is not a social worker
- ✓ **A mentor is not a financier**
- ✓ A mentor is not a playmate
- ✓ A mentor should not:
  - \* break promises
  - \* condone negative behaviour
  - \* talk down to a 'mentee'
  - \* force the 'mentee' into anything
  - \* be inconsistent
  - \* become a crutch
  - \* expect too much
  - \* cause friction
  - \* break confidentiality

(except in cases of potential harm to the 'mentee'  
or to other people).

## **Developing a Mentoring Programme — Getting Started**

### **ASSESSING COMMUNITY NEEDS AND RESOURCES**

Participants were also advised that an assessment of the community's needs and resources was an essential prerequisite to the development of a mentoring programme. The purpose of the assessment was to ensure that any programme implemented would really benefit the persons for whom it was intended. A Needs Assessment meeting was the beginning of the process, and ongoing co-operation with community leaders, groups and organisations was vital.

Questions for which answers should be sought were:

1. What are the needs of 'at risk' adolescents in the community [i.e., nature and quantifiable extent of the problem(s)]?
2. What are the characteristics (age, gender, educational level, income level, family composition) of the target group?
3. Is there a mentoring programme already in existence within the same community?  
If so — how many persons are currently being served?  
— what are their characteristics?  
— what needs are being met?
4. Would the proposed programme overlap with the existing programme?  
If so — can links be forced?
5. If the proposed programme will not overlap:  
— which needs are not being met? Why?  
— what are the most pressing problems facing the young people to be served?  
— what age group is to be helped?  
— what human, material and financial resources will be required?

The information gathered would be a clear guide to what needed to be done, what resources were required. The findings would influence the selection of appropriate mentors and would be also of critical importance in preparing a useful funding proposal, if a funding application had to be made to an external agency.

### **ESTABLISHING GOALS AND OBJECTIVES**

As a first step, a Mission Statement should be prepared to simply and precisely set out what was to be accomplished, for whom, and how it was going to be done. Such statements are often developed during staff brainstorming sessions and serve a useful purpose in communicating to the public what is being done and keeping staff focused on their objective.

In evaluating the Mission Statement, consideration should be given to whether it was realistic, clear, concise, reflective of the values and beliefs of the organisation, and addressed the needs of those the NGO wanted to help.

The following sample Mission Statement was offered as a guide:

To link vocational school students in the Kingston Metropolitan Region with suitable adults in the business and general community, so as to encourage protégés to enhance their personal development, continue their education and secure good jobs.

The next step was setting more detailed goals — that is, statements on which specific objectives are to be built, and objectives. Objectives are specific, measurable activities, both short-term and long-term. The programme would have to fit in with other aspects of the mentors' and clients' lives and so objectives should be realistic and achievable.

***Examples:***

Goals            To ensure that the students complete their vocational education.  
To assist protégés in entering the job market.

Objectives    To enable students to attend school daily.  
To ensure all protégés leaving school can participate appropriately in a job interview.

### **STRUCTURING THE PROGRAMME**

After being clear on the Mission, goals and objectives, an Action Plan for implementation would have to be prepared. Before that could be done, however, the structure of the programme would have to be decided:

- Will the programme be free-standing or be closely tied with other existing programmes?
- Will the programme be school-based or community-based?
- Which staffing positions are needed?
- What should be included in each job description and what qualities should the incumbents have?
- Will these be volunteer or paid positions? What special/additional training will these persons need?
- Which personnel policies will be necessary?
- What forms will be required?
- Required resources: what is available? what is not available?
- If there must be a funding application, what are the funding agency requirements?

- How will mentors and 'mentees'/protégés be recruited and prepared for participation in the programme?
- What happens when a match (same sex) fails?
- How will crises be handled (e.g., what happens when a youngster or mentor has to be terminated from the programme)?
- How will community links will be maintained?

### **Implementing the Programme**

After determining the programme's structure, implementation required availability of the financial, staffing and material resources needed for start-up, definition and assignment of roles, development of operating rules and personnel policies and selection of mentors and 'mentees'.

#### **IDENTIFYING AND RECRUITING MENTORS**

##### ***Sources of Potential Mentors:***

- Service Clubs
- Professional groups
- Church groups
- Media (be cautious)
- Community businesses
- Teachers
- Alumni associations
- Friends of selected Mentors.

A sample "Mentor Application" form was supplied and is attached as *Appendix XXII* ( pgs. 63-64).

##### ***Qualities to Look For:***

- Self-confidence
- Patience and Caring
- Sensitivity to Others
- Love for, and interest in working with, young people.
- Flexibility
- Conscientiousness
- Ability to Listen
- Reliability

#### **INTERVIEWING AND SCREENING MENTORS**

***Very careful interviewing and screening of potential mentors was vital to the integrity and success of any mentoring programme.***

Useful interview questions were:

- ✓ Why do you want to be a mentor?
- ✓ What are your areas of interest?
- ✓ What skills can you bring to the programme?
- ✓ What difference did help from a mentor make to you as an

an adolescent (or what difference would help from a mentor have made to you)?

- ✓ What problems do you anticipate your assigned 'mentee' might have?
- ✓ How will you cope with values different from your own?

All references should be followed up and any other available source of information about the applicant should be explored and evaluated.

### TRAINING MENTORS

After selection, **all mentors should receive training before the start of their participation begins**. This orientation should cover what the program entailed in terms of responsibilities, activities and time commitment, so that there would be no surprises. Course content might include:

- Understanding Adolescence (See "Adolescence" (*Appendix XXIII*, pgs. 65-66) and "Adolescent Issues and Needs" (*Appendix XXIV*, pgs. 67-68).
- Current Issues Affecting Youth Values
  - ⇒ The Influence of the "Dance Hall Culture"
  - ⇒ Self-Esteem
  - ⇒ Sexuality
  - ⇒ Drugs
  - ⇒ Violence
  - ⇒ Physical and Sexual Abuse
  - ⇒ Family Stress
- Career Guidance
- Communication Skills

In addition, participants were provided with the following handouts of relevant background information, as aids to mentor training delivery:

- "What We Expect of Mentors" (*Appendix XXV*, pg. 69)
- "Stages of the Mentoring Relationship" (*Appendix XXVI*, pgs. 70-71)
- "Activities Mentors Can Engage in With 'Mentees'" (*Appendix XXVII*, pg. 72)
- "Best Advice for Your Mentoring Program" (*Appendix XXVIII*, pg. 73)

As far as guiding **vocational choices** and providing exposure to various **career opportunities** was concerned, the key focus should be on developing employability. Some appropriate activities suggested for the target age group were:

- developing and exploring job leads
- completing application forms
- participation in mock interviews
- writing a 'thank you' letter after being granted an interview

- career talks (including non-traditional roles) — what duties are involved, what training is required, choosing and planning a suitable career
- creating a “Careers Scrapbook”
- résumé writing
- comprehension/practice of acceptable work ethics, on-the-job behaviour (comportment, deportment), and good work habits.

Information was also given on the wealth of material and assistance available from several career development agencies; for example: Hamilton Knight Associates Ltd (Gillian Rowlands), Heart/NTA and its Technical and Educational Training Resource Centre (TVETRC-VDTI). The related handouts have been attached as *Appendices XXIX* and *XXX*, pgs. 74-77).

#### **RECRUITING AND PREPARING ‘MENTEES’**

Recruitment of protégés should be based on selection criteria developed earlier, The programme should be marketed in a positive manner and use of the ‘at risk’ label should be avoided.

##### Sources of Potential ‘Mentees’

###### *School-Based Programme*

- School Guidance Counsellors
- Parent-Teachers groups
- School Nurses
- Form Teachers

###### *Community -Based Programme*

- Parents
- Religious Leaders
- Youth Clubs
- Older Teenagers
- Posters at strategic locations.

Before matching ‘mentees’ with mentors, orientation sessions should be from time to time to:

- inform new ‘mentees’ about what the programme offered (N.B. it was important to ensure that they did not develop unrealistic expectations — e.g., tell them “we can help you apply for a job, but we cannot guarantee that you will get a job.”);
- explain the rules under which the programme operated (e.g., never ask the mentor for money or gifts);
- introduce them to staff; and
- make them aware of whom to call if a problem developed.

## **MATCHING MENTORS AND 'MENTEES'**

Factors which usually influenced "matching" were age, gender, background, availability, geographic proximity, personality, interest/hobbies and religious denomination. **It was recommended that mentors be matched only with 'mentees' of the same sex.**

In response to concerns expressed by some participants about homosexual influences, Mrs. Blaine felt that each organisation would have to decide its own policy in that regard, but suggested that reference and other checks, as well as the interview, could reveal if potential mentors presented any real threat to the safety and personal security of assigned 'mentees'.

Nobody should be coerced to join, but mentor and 'mentee' should sign a 'contract' to secure commitment and make participation official. Each signatory should receive a copy of the 'contract', and the office copy should be placed on the protégé's confidential individual file.

## **PROMOTING FAMILY INVOLVEMENT**

Experience had shown that it was beneficial to work closely with parents or any other adult interested in a protégé's welfare, since most of the children's problems originate in, or are aggravated by, the home situation. Family support can also strengthen commitment to the programme.

Ongoing information about the programme and parenting training, could be incorporated in PTA meeting agendas. Alternatively, orientation/training sessions could be held at the NGO Centre or other available community venue. Some suggested strategies to increase attendance and co-operation were:

- schedule sessions for convenient day and times;
- offer baby-sitting services on site;
- provide refreshment;
- develop vested interest by emphasising parents' recruitment, support and public relations roles;
- encourage two-way communication between parents and programme staff;
- solicit suggestions for parenting training topics.

## **LINKING WITH THE COMMUNITY**

No mentoring programme of the type discussed could be successful without support from various sectors of the community in terms of fund-raising, recruitment, publicity, on-the-job training, and the like.

It was essential, therefore, to:

- emphasise the programme's role in keeping youngsters out of trouble and focused on achieving their full potential;

- develop a Resources Directory of every individual and organisational contact accessed or to be accessed;
- network and maintain regular contact with the persons and organisations with whom links have been forged;
- publicise and recognise assistance received.

Mrs. Blaine cited the "Shadow Week" activity of Youth Opportunities Unlimited (Y.O.U.) as an example of helpful programme-community links. During that Week, 'mentees' are placed in co-operating businesses in order to 'shadow' selected employees and learn what it was like to work in an office. For most, it was a dramatic eye-opener to the realities of 'the world of work'.

With regard to publicising and recognising assistance received, it was recommended that, at the very least, some form of **Mentor Appreciation function** be built into the programme (e.g., a formal dinner which 'mentees' would also attend).

### **Monitoring Relationships & Programme Evaluation**

An important responsibility of the programme organisers was continuous monitoring of the mentoring relationships, to ensure that the desired ends were being achieved, and that both parties received all necessary support. The development of a **Mentor Support Group** could be useful for the exchange of ideas and to promote camaraderie.

Periodic programme evaluation was also necessary to determine the extent to which the objectives were being achieved and what, if any, programme adjustments were required.

Mrs. Blaine also announced that Y.O.U. would be happy to offer assistance to any NGO wishing to establish a mentoring programme.

Dr. Robinson then urged NGO staff to set good personal examples, so that they could establish, build and maintain standards of excellence for the adolescents whom they were striving to help.

In closing the Workshop, Dr. Brown reminded participants that, if they identified the issues (both positives and negatives) facing adolescents, looked at the needs of those young people and assisted them to satisfy the needs which could be addressed by the NGOs, they would be pointing them to a better way and enabling them to master the developmental tasks discussed earlier (pg. 4). If that mission could be achieved, 'at risk' adolescents would become empowered to enjoy and maintain healthy and productive lifestyles

Dr. Brown expressed regret that there had been insufficient time to deal with the final topic, "Group Interaction Strategies", but felt that it had been very worthwhile to allow extended time for group activities and discussion.

## WORKSHOP EVALUATION

Participants completed an Evaluation Questionnaire (Appendix XXXI, pages 80-82) at the end of the workshop, providing their views on workshop content and presentation, as well as comments on positive and negative features of the workshop, impediments to implementation of new knowledge in the NGOs, and desirable follow-up actions. A complete analysis and report of the participants' evaluation is included at Appendix XXXII .

Thirty four (34) of the forty (40) participants (excluding the 2 NGO Staff who were presenters) completed the evaluation form, for an 85% completion rate.

In summary, the evaluation showed the following :

- a. The general consensus of the participants who completed the forms seemed to be that the workshop met all its objectives, was well presented, was going to be useful to their work, and would be beneficial to others in their organizations. Measuring on a scale of 1 to 5, the average rating of the Workshop Content was a high 4.54. The overall rating for the three presenters was 3.58 out of a maximum 4 points.
- b. Eighteen different positive features of the workshop were identified, of which 6 received 4 or more endorsements. On the negative side, only three different features were identified, with one of them receiving two "votes", and the others, one each. Eight different impediments were identified with all of them receiving one mention each. Six of the seventeen (17) identified follow-up activities received multiple endorsements (2 each). There were also 19 different overall comments, with "Very Good/Excellent workshop" being the most popular comment with 6 endorsements.
- c. The factor "The workshop's content is relevant to my work through the NGO" was highly rated, testimony to the pervasive nature of personal and family development interventions in the work of the NGOs.
- d. The most popular positive features of the workshop and their frequencies were:
  - ▶ The mentoring program discussions: how to develop one etc. (12);
  - ▶ Counseling skills: taking time to listen to and know adolescents, i.e. being genuine in counseling. (7); and
  - ▶ Learning to identify and understand the social issues and risk factors facing adolescents (6).
- e. All three presenters were highly rated by the participants, with scores in excess of 3.4 out of 4.0.

The overall comments made by the participants reflected the success attained by the UAP in implementing this workshop: "Enjoyed workshop", "Learnt a lot", "Very good/excellent workshop", "Well organized and researched workshop" and "Truly educational and enlightening" were the most endorsed comments.

**UAP WORKSHOP ON PERSONAL & FAMILY DEVELOPMENT**

April 1-2, 1998

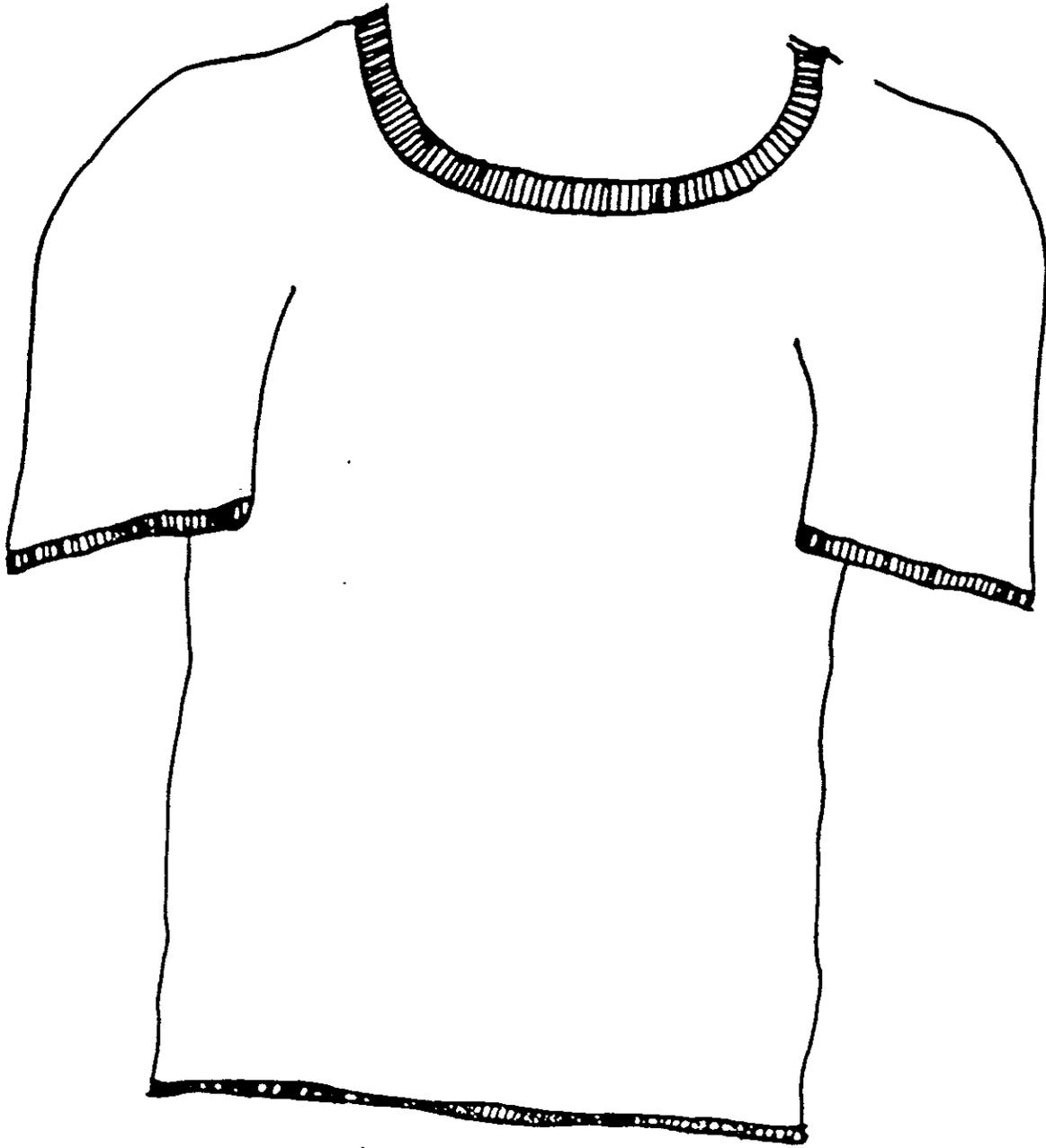
**LIST OF PARTICIPANTS**

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE	
					1/4/98	2/4/98
ASHE	1	Mr. Huntley McCulska	143 Mountain View Ave Kingston 3	Phone: 928-4064 Fax: 967-0721	-	✓
	2	Ms. Cecille Holmes			-	✓
Children First	3	Mrs. Anita Jones	Spanish Town	Phone: 999-2476 Fax: 984-0367	✓	✓
	4	Mr. Cranston Smith			✓	✓
Jamaica Family Planning Assn.	5	Ms. Naska Llits	14 King St. Box 92, St. Ann's Bay	Phone: 972-0260 Fax: 972-2224	✓	✓
Jamaica Red Cross Society	6	Mrs. Donna Roberts-Wright	Kingston Portmore Central Village " " " Spanish Town	Phone: 984-7860 Fax: 984-8272	✓	✓
	7	Ms. Homa Rose			-	✓
	8	Mrs. Lois Hue			✓	✓
	9	Ms. Cynthia Shaw			✓	-
	10	Mrs. M. Whervin-Maxwell			✓	✓
	11	Ms. Daisy Lilly			✓	✓
Kingston Restoration Company	12	Mr. John Sayers			✓	✓
	13	Mr. Donovan Dumetz		Phone: 922-3126 Fax: 922-0054	✓	-
Kingston YMCA	14	Mr. Wilfred Talbert			✓	✓
	15	Ms. Allison Young	Amy Bailey Centre	Phone: 926-8081	✓	✓
	16	Ms. Shirlette Frances	"	Fax: 929-9387	-	✓
	17	Ms. Mary Johnson	Kingston		✓	✓
	18	Ms. Diana Taylor	"		✓	✓
Mel Nathan Institute for Social Research	19	Ms. Pauline Sullivan	Spanish Town		✓	✓
	20	Ms. Maureen Blake	31 Mannings Hill Rd	Phone: 931-4989	✓	✓
Ministry of Local Government, Youth & Community Dev.	21	Ms. Michelle Bennett	Kingston 8	Fax: 931-5004	✓	✓
	22	Ms. Lorna Grant	85 Hagley Park Road	Phone: 754-1039	✓	✓
Rural Family Support Organisation	23	Mr. Conroy O'Mally	Kingston 10	Fax: 754-0095	✓	✓
	24	Mrs. Patricia Miller	5 Main Street	Phone: 986-4242	✓	✓
	25	Mrs. Genevieve Barnes	May Pen P.O.	Fax: none	-	✓
St. Patrick's Foundation	26	Mrs. Utealia Burrell			✓	✓
	27	Mr. Ixesroy Thomas	78 Slipse Road	Phone: 920-0564	✓	✓
	28	Ms. Janet Hamilton	Kingston 5	Fax: 968-3736	✓	✓
	29	Ms. Erica Ellington			✓	✓
	30	Mrs. Barbara Barracks			✓	✓

NGO	PARTICIPANTS	ADDRESS	PHONE/FAX	ATTENDANCE	
				1/4/98	2/4/98
Western Society for the Upliftment of Children	31 Mrs. Glenda Drummond	4 Kerr Crescent Montego Bay P.O.	Phone: 952-3377 Fax: 952-6187	-	✓
Women's Centre of Jamaica Foundation	32 Mrs. Andrea Mitchell	Port Antonio Kingston Mandeville Sav-la-mar St. Ann's Bay	Phone: 929-7608 Fax: 926-5768	✓	✓
	33 Mrs. Marjorie Daley			✓	✓
	34 Mrs. Rosalee Robinson-Smith			✓	✓
	35 Miss Maxine Williams			✓	✓
	36 Mrs. Sherraine Galbraith			✓	✓
Youth Opportunities Unlimited	37 Mrs. Betty Blaine	2b Camp Road Kingston 5	Phone: 968-0979 Fax: "	-	✓
	38 Ms. Marsha McIntosh			✓	✓
	39 Mr. Shae Stewart			✓	✓
YWCA	40 Mrs. Violet Jones	Spanish Town Spanish Town	Phone: 928-3023 Fax: "	✓	✓
	41 Ms. Denise Lawson			✓	✓
	42 Mr. Carl Patterson			✓	✓
UAP STAFF:	43 Mr. Francis Valva			✓	✓
	44 Mr. Sam Dowding			✓	✓
	45 Dr. Joyce Robinson			✓	✓
	46 Mrs. Marsha Hylton			✓	✓
EXTERNAL PRESENTER/ FACILITATOR	47 Dr. Monica Brown	Institute of Education University of the West Indies, Mona Campus, Kingston 7		✓	✓
WORKSHOP RAPPOREUR (Contract Services)	Mrs. Beverley Butler			✓	✓

# UAP PERSONAL & FAMILY DEVELOPMENT WORKSHOP AGENDA

WEDNESDAY, 1/4/98		THURSDAY, 2/4/98	
<b>A.M.</b> 8.30 - 9.00	<b>REGISTRATION</b>	<b>A.M.</b> 8.30 - 8.45	<b>INTRODUCTION</b> Dr. Brown
9.00 - 9.15	<b>WELCOME &amp; GREETINGS</b> Mr. Francis Valva <i>Chief of Party, UAP</i>	8.45 - 10.30	<b>BASIC COUNSELLING SKILLS</b> Mrs. Burrell
9.15 - 9.30	<b>INTRODUCTION &amp; PURPOSE OF WORKSHOP</b> Dr. Monica Brown <i>Lecturer, Institute of Education, UWI</i>		
9.30 - 10.00	<b>ISSUES FACING CHILDREN &amp; TEENAGERS</b> Dr. Brown		
10.00 - 10.30	<b>ADDRESSING THE NEEDS OF ADOLESCENTS</b> Dr. Brown		
10.30 - 10.45	<b>COFFEE BREAK</b>		
10.45 - 12.00	<b>SELF-DEVELOPMENT</b> (Self-Concept/Identity, Self-Esteem, Decision Making, Clarifying Values) Dr. Brown	10.45 - 12.30	<b>PRINCIPLES &amp; PRACTICE OF MENTORING</b> Mrs. Betty Blaine <i>Executive Director, Youth Opportunities Unlimited</i>
<b>P.M.</b> 12.30 - 1.30	<b>LUNCH</b>		
1.30 - 2.20	<b>INTER-PERSONAL RELATIONSHIPS</b> Mrs. U. Burrell <i>Manager, Rural Family Support Organisation</i>	1.30 - 3.00	<b>DEVELOPING A MENTORING PROGRAMME</b> (incl. Vocational Choices/Career Opportunities) Mrs. Blaine
2.20 - 2.45	<b>MAINTAINING A HEALTHY LIFESTYLE</b> Dr. Brown & Mrs. Burrell		
2.45 - 3.45	<b>ESTABLISHING AND MAINTAINING PARENT/GUARDIAN INVOLVEMENT IN PROJECTS</b> Mrs. Burrell	3.00 - 3.30	<b>GROUP INTERACTION STRATEGIES</b> Dr. Brown
3.45 - 4.00	<b>REFLECTIONS</b>	3.30 - 4.00	<b>EVALUATION &amp; CLOSING</b>



### Interview About Me

**Instructions:** In the center box, write your name on the blank. In the box labeled "Myself," list three things you really like about yourself. Find at least four other people who fit the categories and who know you well. Ask them to name three things they like about you. Write their answers in the appropriate boxes.

MYSELF	A PARENT OR GUARDIAN	A BROTHER OR SISTER
AN ADULT	WRITE YOUR NAME HERE	A TEACHER
A NEIGHBOR	A MALE FRIEND	A FEMALE FRIEND

# RESPONDING TO HEALTH, EDUCATION AND SOCIAL ISSUES FACING CHILDREN AND YOUTH

## HEALTH

HUNGER

- UNDERNOURISHED
- ANAEMIC

OVER-NUTRITION

- OBESITY

INSUFFICIENT EXERCISE

POOR MENTAL HEALTH

- ANGER
- DEPRESSION
- SUICIDE
- DRUG ABUSE
- HOSTILE FOETAL ENVIRONMENT

## EDUCATION

SCHOOL FAILURE

CLASS REPETITION

DIMINISHED LEARNING POTENTIAL

HOSTILE HOME/SCHOOL/SOCIAL ENVIRONMENTS

INADEQUATE PHYSICAL ENVIRONMENTS

INCREASING ADOLESCENT DROPOUTS (NOTABLY MALES)

INCREASING STRESSES ON SCHOOL CULTURE

## SOCIAL

INCREASING POVERTY

GROWING HOMELESSNESS

FRAGMENTED FAMILIES COMMUNITIES

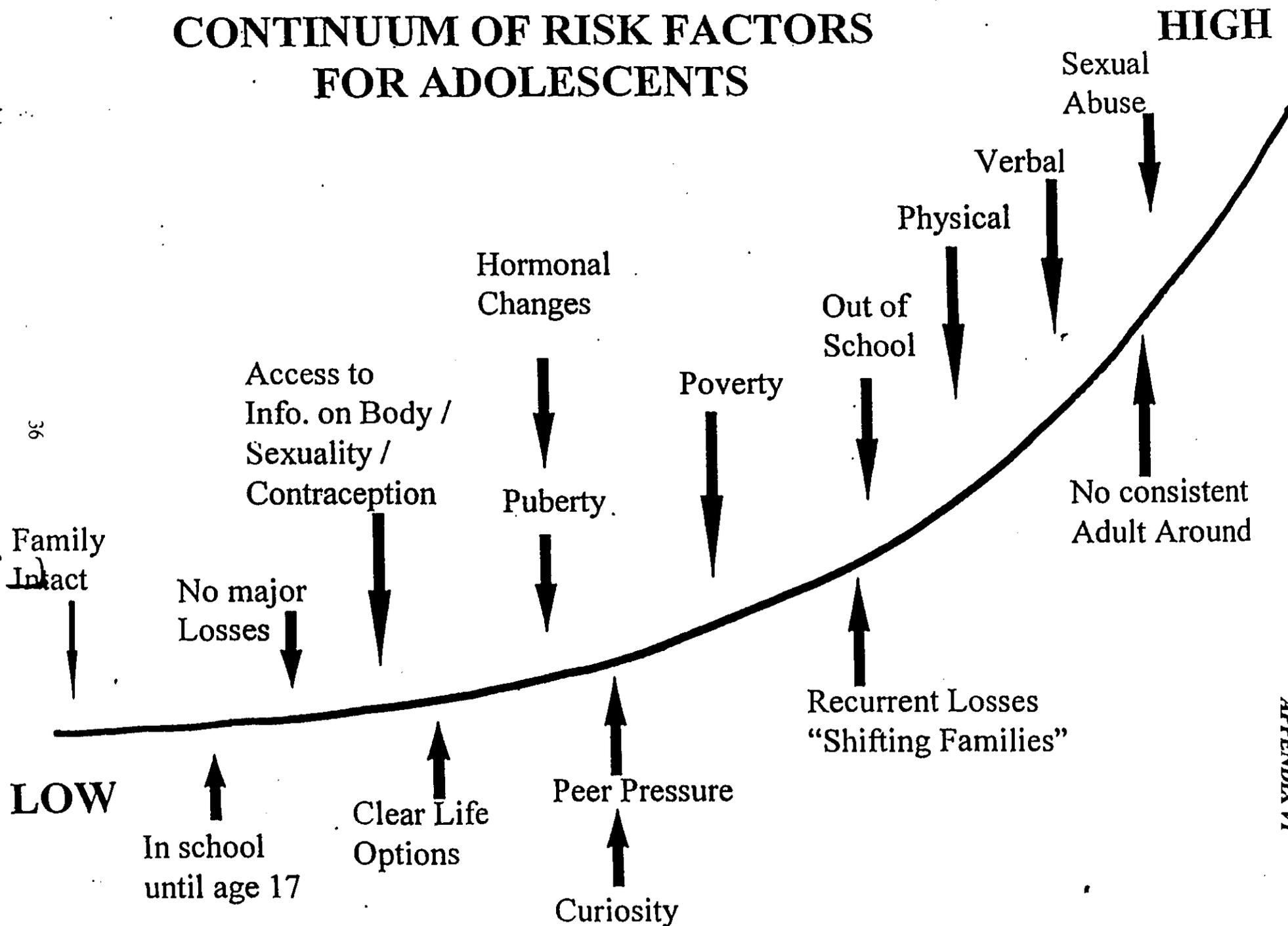
NAVIGATING COMMUNICATION & TECHNOLOGY

FRAGMENTED COMMUNITIES

MARGINALISED MALES

INCREASING VIOLENCE/UNSAFE

# CONTINUUM OF RISK FACTORS FOR ADOLESCENTS



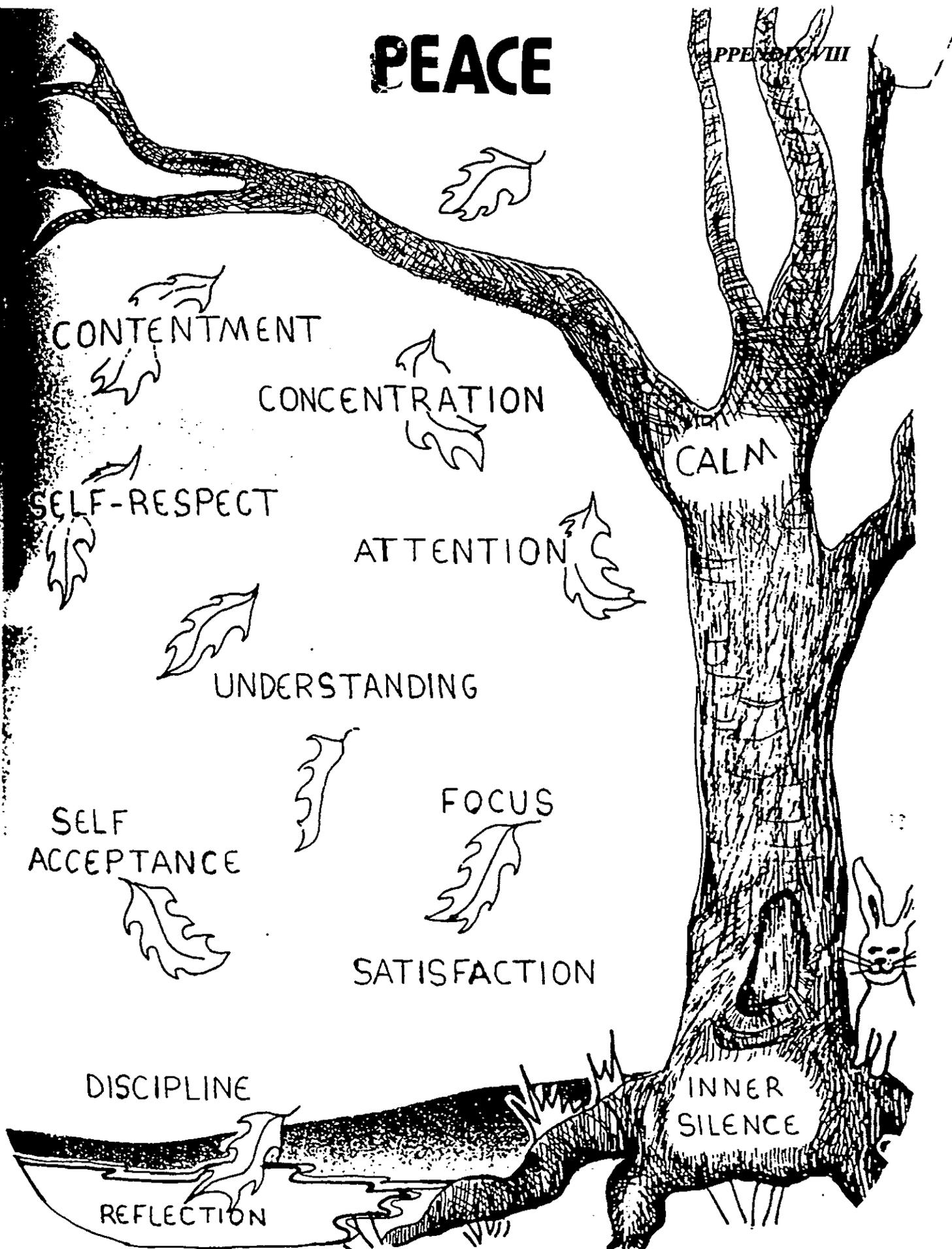
**QUALITIES OF THE IDEAL CITIZEN**  
***(CARICOM Vision Of The Ideal Caribbean Person)***

Such a person should:

- \* have respect for human life, since it is the foundation on which all other desired values must rest;
- \* be emotionally secure with a high level of self-confidence and self-esteem;
- \* be aware of the need to live in harmony with the environment;
- \* have a strong appreciation of family and kinship values, community cohesion and of moral issues including responsibility for and accountability to self and community;
- \* have an informed respect for our cultural heritage;
- \* be literate and numerate;
- \* demonstrate independent and critical thinking;
- \* demonstrate a positive work ethic;
- \* value and display creativity in various aspects of life;
- \* take the initiative in promoting and maintaining physical, mental, social and spiritual well-being and should contribute to the health and welfare of the community and country;
- \* nourish in him/herself and in others, the fullest development of each person's potential without gender stereotyping, and embrace differences and similarities between females and males as a source of mutual strength.

# PEACE

APPENDIX VIII



CONTENTMENT

CONCENTRATION

CALM

SELF-RESPECT

ATTENTION

UNDERSTANDING

SELF  
ACCEPTANCE

FOCUS

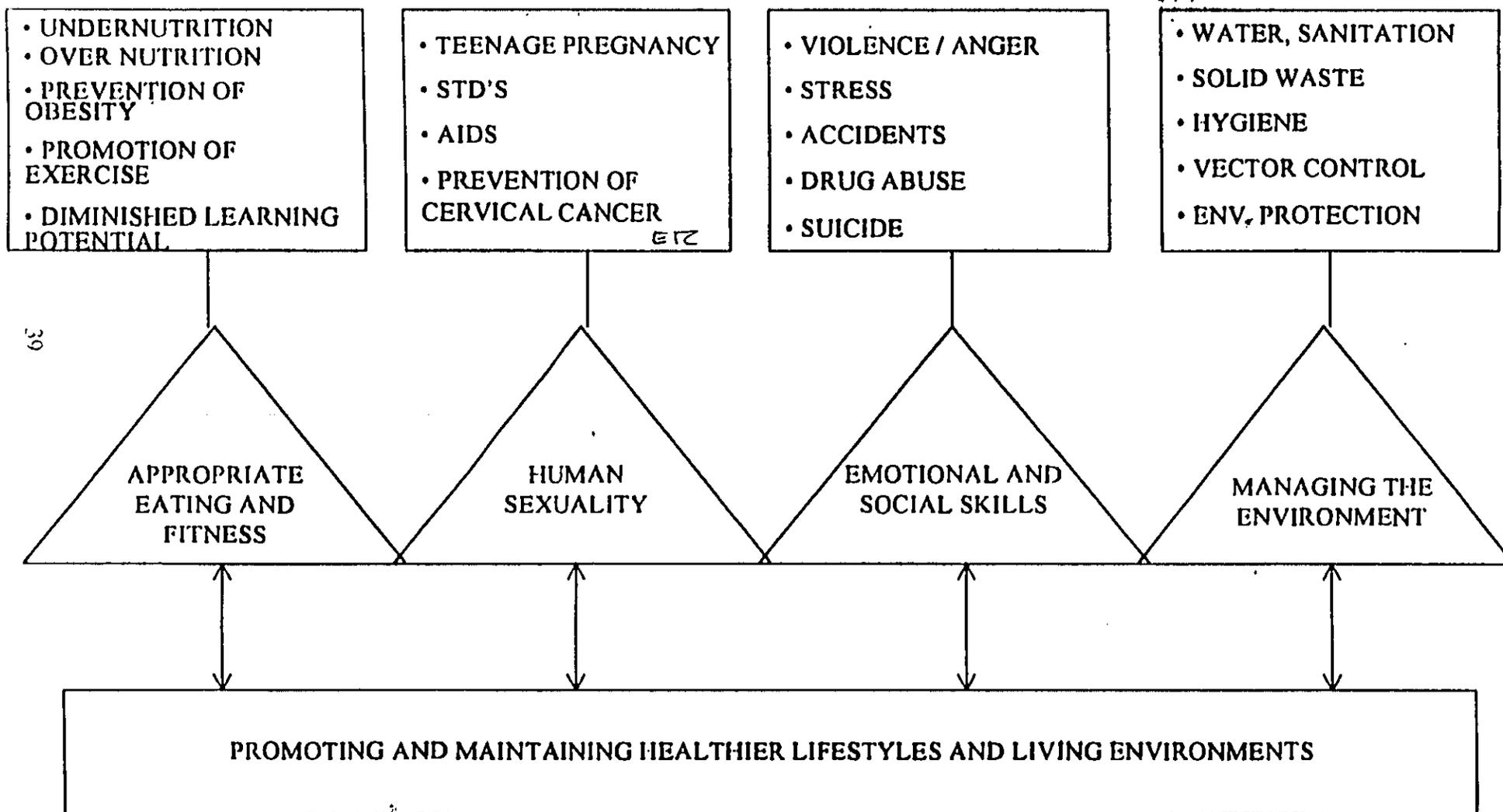
SATISFACTION

DISCIPLINE

INNER  
SILENCE

REFLECTION

# CONDENSING AND REFOCUSING MULTIPLE PROBLEMS INTO FIVE THEMATIC AREAS OF ACTION



39

APPENDIX IX

Source: Brandon, Pat. Pan American Health Organisation, Barbados, 1997.

## **4 MOTIVATIONAL SONGS**

If You Think You're Beaten, You Are

Sharing is Caring

You're Just As Good

Don't Give Up

Source: "Education in Human Values (Teachers' Handbook, Jamaican Edition)" edited by EHV Society of Trinidad & Tobago. 1990.

IF YOU THINK YOU'RE BEATEN, YOU ARE

~~APPENDIX X~~

Musical staff with notes and chords D and A.

1. If you think you're beat-en, you are. <sup>spoken</sup> YOU ARE.

Musical staff with notes and chords A7 and D.

If you think you dare not, you don't. <sup>spoken</sup> YOU DON'T.

Musical staff with notes and chord G.

If you'd like to win, but you think that you can't, it is

Musical staff with notes and chords D, A7, and D.

al-most for cer-tain that you won't. <sup>spoken</sup> YOU WON'T.

Musical staff with notes and chords D and Em.

If you think you'll lose, you're lost. <sup>spoken</sup> YOU'RE LOST. For

Musical staff with notes and chords A7 and D.

out in the world you will find, suc-cess be-gins

Musical staff with notes and chords Em, A7, and D.

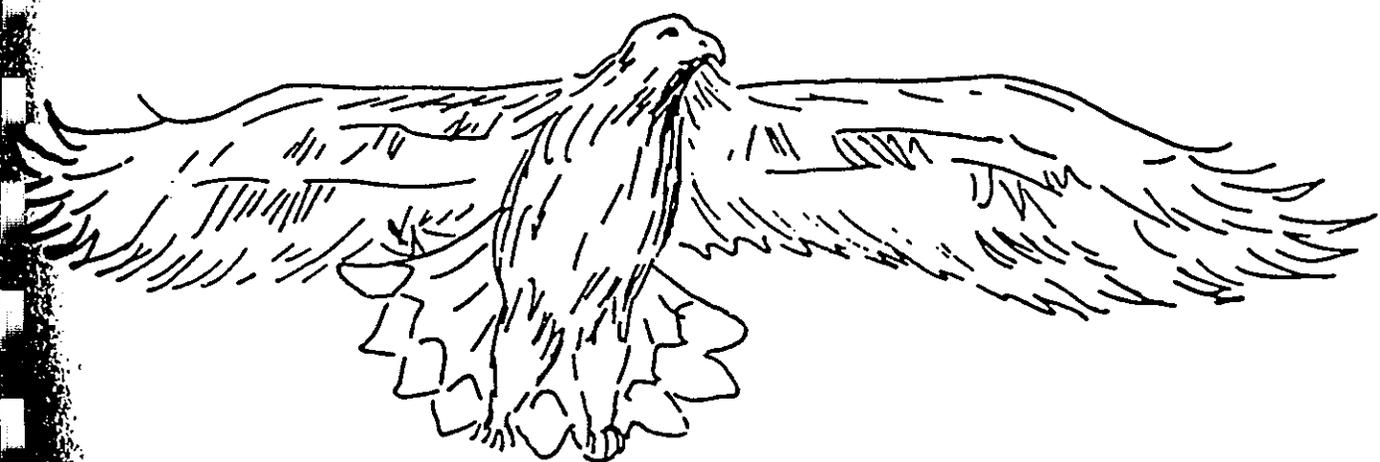
with a per-son's will. It's all in the state of mind.

Musical staff with notes and chords D and A.

2. If you think you're out-classed, you are. <sup>spoken</sup> YOU ARE. You've

~~ARRANGED BY X~~

A7 D  
 got to think high to rise. spoken BE A STAR! You've  
 G  
 got to be sure of your- self be- fore you can  
 D A7 D  
 ev-er real-ly win a prize. Life's bat-tles don't al-ways  
 Em A7 D  
 go to the strong-er or fast-er one. But  
 Em  
 soon-er or lat-er the one who wins is the  
 A7 D  
 one who thinks he can. spoken HE CAN!



Shar- ing is car- ing. For oth- ers all are broth- ers.

Giv- ing and for- giv- ing is real-ly liv- ing the lov- ing

way. Words like "I" and "mine" bring a-

bout pos- ses- sive- ness. And hold- ing on- to what we own won't

bring us hap- pi- ness. So love and smiles and sym- pa- thy should

not be locked a- way; for those things on- ly mul- ti- ply when

giv- en a- way. Shar- ing is car- ing. For oth- ers all are

broth- ers. Giv- ing and for- giv- ing is real-ly

liv- ing the lov- ing way.

YOU'RE JUST AS GOOD  
(to the tune of Oh, Susanna!)



Oh, the grass is nev - er green - er in the oth - er guy's back - yard. When you



get up close, you'll find the ground is just as bare and



hard. Be con - tent with the one you're born to be. 'Cause you're



just as good - don't try to change to ex - er - cise - one you see

DON'T GIVE UP

(to the tune of Alouette)

The melody is an old tune from France.

Don't give up no mat - ter what the task is. You'll suc - ceed, but

on - ly if you try. On - ly if you try real hard, On - ly if you give your best.

Try real hard - give your best - Give your best - try real hard - Ah!

## Feelings

1. When I think about how things are between me and my parent or parents, I feel:
  - a. Really good — things are fine.
  - b. Just okay — things are not great, but not bad either.
  - c. Pretty bad.
  - d. Miserable — it couldn't get much worse.
  
2. Now that I'm older, I seem to feel a lot more \_\_\_\_\_ than I used to.
  - a. Nervous
  - b. Angry
  - c. Depressed
  - d. Happy
  
3. When I think about my best friend or friends I feel:
  - a. Anxious about our friendship
  - b. Really good — things are good between us
  - c. Jealous of other people they hang out with
  - d. Angry that things between us have changed
  
4. When I think about going out with someone I really like, I feel:
  - a. Excited
  - b. Nervous
  - c. Turned on
  - d. Scared
  
5. One of the most powerful feelings I have ever experienced is:
  - a. Fear
  - b. Anger
  - c. Love
  - d. Joy

**How Does Your Family Feel About...?**

*Write down the messages your family has given you on each of the following:*

1. Getting good grades in school
2. Being male/female
3. Going out with girls/boys
4. Using alcohol and other drugs
5. Making money
6. Making money selling drugs
7. Being respected by others
8. Graduating from high school
9. Having expensive sneakers
10. Having sex as a teenager
11. Using condoms or other forms of birth control
12. Getting a job to help your family
13. Going to college/training after high school
14. Having children
15. Staying out of trouble with the law
16. Helping others in your neighborhood or religious community

## Tips for Facilitating Values Exercises

1. Even young adolescents may feel personal and family values strongly, and discussing these values may arouse emotions. Be sure that ground rules are in effect at all times.
2. Emphasize that individual values differ and there are no "right" or "wrong" answers. Allow open discussion as long as it does not get out of hand — allow participants to express, explain and defend their values. Encourage them to use "I" statements and do not allow any put downs.
3. Whenever a discussion centers on a value that is a foundation for *Life Planning Education* (for example, that exploitation of another person is wrong), clarify the value and explain that this program supports that value.
4. If an argument over a value-related issue erupts, call time out and ask each side to articulate its point of view. Reiterate that people's values differ and that is okay, then move on to another topic. If confusion and dissatisfaction remain, you may want to schedule a formal debate of the issue at another time.
5. Remember that while you are monitoring your participants to ensure that they are nonjudgmental, you must be nonjudgmental as well. Be aware of your own personal values, especially when controversial topics like abortion, public assistance, euthanasia, birth control, premarital intercourse, and so on are discussed. Monitor your verbal comments and body language so as to avoid taking one position or another.
6. Support young people so they will not feel pressured by the values and opinions of their peers. Make it clear that it is alright to change one's mind based on new information or a new way of looking at an issue.
7. Occasionally, one or two teens will express a particular value stance in opposition to the remainder of the group. In such a case, it is your responsibility to support such a minority viewpoint. Use a verbal comment, touch or physical proximity to show your support, but state clearly that you support the behavior of standing up for one's values rather than the position.
8. Whenever there is discussion about a topic and no one in the group expresses a commonly held position (e.g., abstinence from sexual intercourse is the best choice for teens), remind the group convincingly of that position. You can say "Lots of other people might say..." and give reasons for that position.
9. You will be asked about your own values related to various topics. It is appropriate to share some of your personal values and to discuss the values that you learned from your family, held as a young person or helped you make positive decisions about vocational goals, education and so on.

It is best not to share personal values related to highly controversial topics. You are an important figure in the lives of your teens and have tremendous potential for influencing their values and behavior. If asked about a topic like abortion, say something like "I'm more interested in what you believe right now" or "Knowing my position may not help you figure out your own." If you do share personal values, be clear that the values are right for you, but not necessarily right for participants.

## THE FOUR CONDITIONS OF SELF-ESTEEM

Self-Esteem develops when primary needs of life have been appropriately satisfied. The authors have found that high self-esteem can be gained when children and teenagers experience positive feelings within four distinct conditions. They are:

### CONNECTIVENESS

the feeling a teenager has when he or she can gain satisfaction from associations that are significant to him or her and these associations are affirmed by others.

### UNIQUENESS

the special sense of self a teenager feels when he/she can acknowledge and respect qualities or attributes that make him or her special and different, and when he or she receives respect and approval from others for these qualities.

### MODELS

reference points that provide the teenager with human, philosophical, and operational examples that help him or her establish meaningful values, goals, ideals and personal standards.

### POWER

a sense that comes from having the resources, opportunity and capability to influence the circumstances of his or her own life in important ways.

*All four of these conditions should be present continuously for a high sense of self-esteem to be developed and maintained. No one condition is more important than the other. If any one condition is not adequately provided for, there is a decrease or distortion of self-esteem.*

#### HAVING A SENSE OF CONNECTIVENESS, IS ALL ABOUT...

- \* Identifying with a group of people
- \* Feeling connected to a past or heritage
- \* Feeling that we belong to something or someone
- \* Feeling good about our relations or to what we belong
- \* Knowing that the people or things we are related to are considered in a good light by others
- \* Feeling that we are important to others.

HAVING A SENSE OF UNIQUENESS, IS ALL ABOUT...

- \* Knowing that there is something about one's self, in spite of recognising that we're like a lot of other people
- \* Being aware that others think that we are special
- \* Respecting one's self as an individual
- \* Enjoying the feeling of being different, without having to make others uncomfortable.

HAVING A SENSE OF POWER, IS ALL ABOUT...

- \* Feeling that we are in charge of our life
- \* Being able to use those skills we have, in situations which require those skills
- \* Feeling that we can make decisions, and solve most problems which we might have.

HAVING A SENSE OF MODELS, IS ALL ABOUT...

- \* Knowing people whom we feel are worth emulating
- \* Feeling confident that we can distinguish right from wrong, and good from bad
- \* Having values and beliefs which consistently guide and direct us
- \* Feeling that there's something that we're working towards and knowing, more or less, where we're headed
- \* Being able to make sense out of what's going on in our life and around us.

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Source: Harris Chemes and Ronald R. Bean. *Self-Esteem: This Key To Your Child's Well-Being*. 1981.

## EIGHT BASIC VALUE QUESTIONS WORKSHEET

Describe the value:

1. Have I freely chosen this value?
2. From among what alternatives? (List)
3. What are the consequences of choosing this value?
4. How recently have I acted on this value?
5. In what way has this value become a regular pattern in my life?
6. When did I most recently publicly affirm this value? (Give details)
7. How do I prize or celebrate this value in my life?
8. How does this value help me to grow as a person?

## VALUES

The answers you give to these questions supply some clues about what your values are:

1. What do you say YES to?
2. What do you praise?
3. What do you say NO to?
4. What do you talk about?
5. How do you spend your money?
6. How do you spend your time?
7. What are the qualities you like in your friend?
8. What are the qualities you do not like in your friend?
9. What are your views on teenage pregnancy?

Your answers to these questions tell something about some of the things that affect you deeply, and those that you believe to be desirable. When you do not agree with someone or some act, you indicate what you think is desirable in that situation.

Values tell an individual what he feels he should do, what he ought to do, or must do. They are standards for judging what is right or good, and what is wrong or bad in personal conduct or in relationship with one another.

Our values act as guides to our behaviour and are based on our attitudes and beliefs of what is morally right or wrong, what is beautiful and what is ugly.

A person's values are his own, they are learned beliefs thoroughly internalized and transmitted, not given. They are developed through socialization and contact with other people. Values are always important to the person who holds them. The person will cherish and defend those values and act upon them whenever the situation arises. A value is chosen by the individual. If there is no choice there is no value.

### Sources of Values

#### 1. The Family:

The family is the most important source of values for the child. During the socialization process he learns certain values like honesty, sharing, loyalty, togetherness. Many of the values of the family are passed on through home activities including problem solving, budgeting, and making choices.

#### 2. The School:

The school transmits certain values that help gratify the need for self actualization, for growth and development and for the fulfillment of human possibilities. Thus, certain values pertaining to specific subject offerings and to education may be transmitted through the school: Examples of these are skills, order, planning and efficiency. There are also certain values connected with wealth and the professions: Examples are work ethic, financial/economic security and education efficiency.

#### 3. The Community/Society:

Both the near environment (the community) and the far environment (the society) play an important part in the shaping of values. Advertising by radio and television help to shape our values by the food we eat and the clothes we wear. When prices are high and goods are scarce the forces in the environment do not cause our values to change. Instead, we tend to adjust the goals which we had set ourselves.

#### 4. The Media:

Radio and television, newspapers and other printed materials have an influence on our thinking and also help to shape our values.

#### 5. Contact with Different People:

Values develop from our contact with people who are different from us – people from other towns and countries. Students who grow up meeting the same people every day and have no contact with outsiders are deprived of a broadening of ideas. Our range of experiences is broadened as we associate with different people, and those experiences help to develop our values.

A person's values may change as his contacts and experiences widen. Some values may get stronger while others are changed or forgotten.

#### Reaction to Authority:

We develop values as a result of our reaction to those in authority over us. The authority

may be the home, the church or the State (laws of the country) which set standards that help to develop values. We interpret the standards which help us to develop certain values as individuals and as a family or a community.

**Values and Goals**

Goals and values are closely related. The goals we set form the basis of our values, at the same time our values help us to decide on our goals. Here are two statements of goals with their accompanying values.

Some day I shall have just two children (goal)  
family size (value)

Mary and I cleaned the house (goal)  
cleanliness (value)

You can think of two personal goals and the values attached to each.

The decisions we make are based on our values. Also, our values help us to make decisions. Thus many students, bearing in mind family values, would find it difficult to make a decision for "shacking up" or for "adolescent pregnancy." To them, the value of learning now and getting an education is stronger and more sensible and acceptable.

Because values are basic to decision making, it is important that they be made explicit: that is, they should be expressed in words rather than be left implicit (not verbalized). When explicit these decisions can be open to examination for meaning and justification and could later be organized into a system of values.

**Lesson Plan On Values**

**Values**

Level: Pre-teens and Early Teens

Competency: (a) Clarify personal and family values  
(b) Recognize values and sources of values

**Behavioural Objectives**

**Generalizations**

Students will be better able to:

Identify personal values

Values are learned beliefs that are transmitted not given.

Identify family values

A person's values are his own.

Determine sources of personal values

Personal and family values may be the same.

Determine sources of family values

An individual's values are shaped by exposure to one's environment. This includes the home, school, church, media.

- \* contact with different people
- \* the laws of the State (authority)
- \* individual experiences.

Determine the impact of personal values on goals

Values serve as guides in developing goals: The goals we set are based on our values.

Determine the impact of family values on goals

Families with similar values may seek different goals.

**LEARNING OPPORTUNITIES**

**RESOURCES**

Students (1) list words that come to mind when they think of the word values. (2) view television shows such as Family, The Jeffersons, Rhoda, Different Strokes and identify two values and two goals of each member of the family and discuss.

Transparency:  
Values and Goals  
  
Films:

**Values Clarification**

One of the major thrusts of the Family Life Education programme in our schools is to bring about behavioural and attitudinal changes in ourselves as teachers, and in our students. We should strive to develop in our students a positive attitude toward family life and toward self. These are important goals of a family life education programme. In order to achieve these goals, there is need for an on-going assessment of how we behave, why we behave the way we do, and how we can endeavour to lead fuller and more productive lives.

This makes the question of values a very important aspect of our programme, since values act as guide to our behaviour. Although our values are important clues to our actions, all of us young and old, become confused about our values. This value conflict is more acute for adolescents, because they are confronted with so many choices in this generation.

Some definitions given to values include the following:

1. Values are "normative" standards by which human beings are influenced in their choices among alternative courses of action.
2. However inconsistent our actions seem to others, most people behave in ways that are in harmony with their real values.

The process of valuing centres on three key words: choosing, prizing and acting.

Before something can become a full value it must be:

1. Chosen freely

2. Chosen from among alternatives
3. Chosen after due reflection
4. Prized and cherished
5. Publicly affirmed
6. Acted upon
7. Part of a pattern of life

Here are some of the traditional Ways of Guiding our Children to lead productive lives:

- A. **Moralizing** – This is a direct subtle way of inculcating adult value on the young. The assumption goes like this:

My experiences have taught me certain sets of values which I believe would be right for you. Therefore to save you the pain of coming to these values on your own, and to avoid the risk of choosing a less desirable, set of values, I will effectively transfer my values to you.

The Problem with moralizing is that:

- (1) It is becoming less effective.

It works when there is consistency in what is considered as the "desirable" value. What confusion the young adult must have when parents, school, church and peer are saying different things?

- (2) Many times only lip service is paid to the values of authority while behaviour contradicts these values.

- B. **Laissez-faire attitude** (by adults). The assumption is that "No one value system is right for everyone. People have to develop their own set of values. So I'll just let my students do and think what they want without intervening in any way, and eventually everything will turn out right.

The Problem with laissez-faire attitude is that

Everything does not usually turn out right. Young people left on their own experience a great deal of conflict and confusion. In our experience most young people do not need adults running their lives for them, but they want and need help.

- C. **Modelling** is the third approach to transmitting values. The rationale is that I will present myself as an attractive model who lives by a certain set of values.

This emphasises the importance of setting a living example for a learner to follow, thus deeds should match words.

- D. **Values Clarification**. This approach tries to help children to build their own value system. It does not tell a person what his values should be or what values he should live by; it simply provides the means for him to discover what values he does live by. It helps the individual determine the content and power of his own values.

People often need help in solving problems or in making decisions. The decision-making model provides a process which can assist them in both areas, in fact, it can be useful for most situations in life including the area of human sexuality.

### Steps in the Decision-Making Process

1. Define the Problem – State exactly what the problem or the situation around which a decision needs to be made.
2. Consider All Alternatives – List all possible ways to resolve the problem or possible decisions that could be made. It might be necessary to gather information so that all alternatives can be considered. Consult with others so as to make sure you have not overlooked any.

Note. In order to ensure a balanced discussion the teacher may add additional alternatives not considered by students.

3. Consider the consequences of each Alternative

List all the possible outcomes, both positive and negative for each alternative or each course of action that could be taken. It is important to have correct and full information at this point.

4. Consider Family and Personal Values – Values include beliefs about how we should act or behave, the personal and family rules we live by, and beliefs are important e.g. beliefs about loyalty, honesty, whether it is all right to smoke or drink or slack up. Most of our values come from the training we receive at home. Other values come from our friends and society. Consider whether each alternative is in keeping with your personal and family values.

Our decisions affect many people who are important to us, e.g. our parents, relatives, siblings, peers. The effect of each alternative on others should be considered in making a decision.

5. Choose One Alternative – After carefully considering each alternative choose the alternative that is most appropriate based on our knowledge, values, morals, religious upbringing, present and future goals and the effect of the decision on significant others.

Note: The teacher should refer students to parents, and clergy for personal, religious and moral decisions.

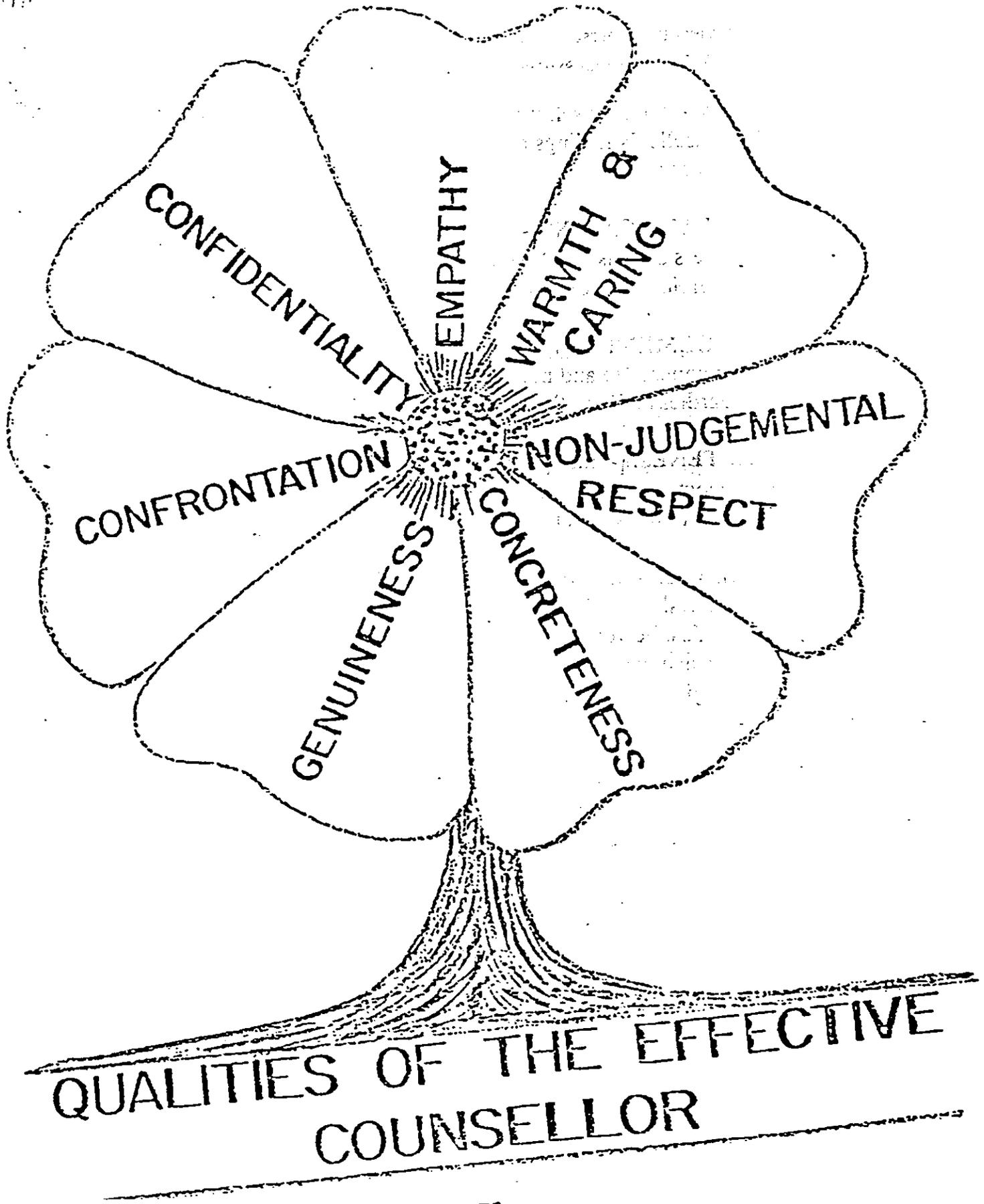
6. Implement the Decision – Do what is necessary to have the decision carried out the way you want to be, and take full responsibility for your action.

Source: Wagman, Ellen, Lynne Cooper, *Family Life Education*  
Teacher Training Manual, Network Publications, Santa Cruz, 1981

## QUALITIES OF THE EFFECTIVE COUSELLOR

Let us briefly review those personal qualities that the counsellor needs to develop in order to foster adequate trust, sharing, self-understanding and growth in the client.

1. **EMPATHY** - the counsellor must display empathy, that is, the ability to feel the counsellee's feelings and to see the world and life as the counsellee sees them.
2. **WARMTH AND CARING** - the counsellor must be warm and friendly saying in one's actions that "I accept you as a human being needing my love and attention regardless of your behavior".
3. **NON-JUDGEMENTAL RESPECT** - the counsellor needs to avoid judging the counsellee and must respect her individuality and human dignity regardless of how the counsellee looks, behaves or even smells!
4. **CONCRETENESS** - though the counsellee may stray from the matter at hand, become lost in confusion or cloud the issue the counsellor has to help her stick to the subject and be specific.
5. **GENUINENESS** - the counsellor should not pretend to be all knowing or perfect. He/she should not put on a 'phony' role of niceness or superiority. Just be yourself. With diplomacy, express some of your own feelings and experiences. If you are obviously tired, say so. Smile of the client gives a joke and is not too sensitive. Be yourself. Be honest.
6. **CONFRONTATION** - this skill requires that the counsellor be brave and caring enough to point out inconsistent, illogical or inappropriate behavior. A willingness to confront should involve diplomacy.
7. **CONFIDENTIALITY** - one of the most destructive things a counsellor can do is to betray a counsellee's wish to have what he/she shares remain confidential. To betray confidence is to cause disillusionment, hurt, and more difficulty in seeking counselling in the future.



CONFIDENTIALITY

EMPATHY

WARMTH &  
CARING

NON-JUDGEMENTAL  
RESPECT

CONCRETENESS

CONFRONTATION

GENUINENESS

QUALITIES OF THE EFFECTIVE  
COUNSELLOR

## COMPONENTS & PURPOSES OF FACILITATIVE, OR CORE, RELATIONSHIP CONDITIONS

(EMPATHY, GENUINENESS, POSTIVE REGARD)

CONDITION	COMPONENTS	PURPOSES
<p><b>EMPATHY</b> (Accurate understanding)</p>	<p>Desire to comprehend. Reflection of implicit client messages. Reference to client feelings. Discussion of what is most important to client. Pacing of client's experience.</p>	<ol style="list-style-type: none"> <li>1. To build rapport.</li> <li>2. To elicit information by showing understanding.</li> <li>3. To foster client self-exploration.</li> </ol>
<p><b>GENUINENESS</b> (Congruence)</p>	<p>Appropriate role behaviour. Congruence. Spontaneity. Openness and self-disclosure. Supporting nonverbal behaviours.</p>	<ol style="list-style-type: none"> <li>1. To reduce the emotional distance between client and counsellor.</li> <li>2. To increase identification between client and counsellor, thus contributing to trust and rapport.</li> </ol>
<p><b>POSITIVE REGARD</b> (Respect)</p>	<p>Commitment Effort to understand. Nonjudgmental behaviour. Warmth and immediacy.</p>	<ol style="list-style-type: none"> <li>1. To communicate a willingness to work with the client.</li> <li>2. To show interest in the client as a person.</li> <li>3. To convey acceptance of the client.</li> </ol>

# WHAT IS MENTORING? APPENDIX XIX

**M**entoring is a one-to-one relationship over a prolonged period of time between a youth and an older person who provides consistent support, guidance and concrete help as the younger person goes through a difficult or challenging situation or period in life. The goal of mentoring is to help the mentees gain the skills and confidence to be responsible for their own futures including, and with an increasing emphasis on, academic and occupational skills.

Mentoring is an act of community-building. It requires believing in and caring about young people—their future and ours.

Mentoring is the process of sharing personal knowledge and skills with a young person.

## WHAT IS A MENTOR?

- A mentor, according to the American Heritage Dictionary, is “a wise and trusted counselor or teacher.”

The word “mentor” has a Greek root meaning steadfast and enduring.

The ancient Greek poet Homer first coined the word “mentor” in his epic poem, *The Odyssey*. The great warrior Odysseus knew he would be away from home for many years, so he chose a man named Mentor to be the guardian and tutor of his son. Thus, mentor came to mean any trusted counselor or guide.

- A mentor encourages her mentee to think, act and evaluate.
- A mentor praises, prods, connects and listens
- A mentor helps a young person identify and develop her potential and shape her life.
- A mentor encourages the mentee to use her strengths, follow dreams and accept challenges.

*“The true mentor fosters the young person’s development by believing in him, sharing a dream and giving it his blessing, and helping to define the newly emerging self in its newly discovered world.”*

Daniel J. Levinson, *The Seasons of a Man’s Life*, New York: Ballantine, 1978.

## WHY MENTORING?

- Young people want support:

The majority of young people cite parents or other adults as the first source of advice for troubling personal problems.

- There was a time when our society was made up of extended families and close communities:

Aunts, uncles, grandparents, older cousins and family friends often served naturally as mentors.

- However, today’s families are changing dramatically:

## WHAT RESEARCH TELLS US ABOUT MENTORING

- "Mentoring" is an extremely broad concept in the literature: books, parents, spouses, public figures or role models, clubs, teachers, and business atmospheres have all been called "mentors". Mentors need not personally know the student who has been influenced.
- There is no such thing as a profile of an ideal mentor, student, or even an ideal program.
- When mentoring is working it is the third most powerful relationship for influencing human behavior after the family and couple relationships if it is working.
- Spontaneous or accidental mentoring almost always works. Planned mentoring is an attempt to create the most fertile environment for spontaneous mentoring to occur.
- For the mentoring relationship to endure, the mentor must be deriving at least as much satisfaction from it as the student.
- Similarity of sex, race, ethnic, socio-economic and geographic background can certainly help the relationship establish trust faster, but once a real mentoring relationship has developed, none of these likenesses is necessary or missed.
- Once a relationship has been established, it is difficult to maintain it with young people if more than two weeks goes by without a meeting, telephone call, or letter.
- Eating together is an informal way to meet together.
- The benefits of mentoring may not show in a student for years; may be very subtle; or may be masked by peer, family, sibling or environmental pressures.

Adapted from: The Uncommon Individual Foundation, Three Radnor Corporate Center, Suite 400,  
100 Matsonford Rd., Radnor, PA 19087

## ACTIVE LISTENING

1. Non-judgmental : Express no value judgements on what you are hearing, but do comment :
  - “Is that so?”
  - “I understand.”
  - “Tell me more.”
  - “Explain that with more details.”
  - “Yes, I see.”
  - “I understand how you feel.”
  
2. At appropriate places in the listening, your response should be :
  - “Let me see if I can sum up what you’ve been saying.” (Then you give, in your own words, what you think you’ve just heard.)
  
3. Even though the talker seems to be asking a question or seeking advice, the real need is to “get it all out.” Resist the temptation to interrupt with a “solution.”
  
4. Although a casual observer would call it a conversation and you will be tempted to reply with your own personal experiences in similar situations, resist the temptation to bring your greater knowledge and background into the discussion. Let the talker go on, with encouragement from you, until he or she runs down.
  
5. Active Listening takes time, but not too much time. The first 10 minutes are simply warm up, feeling you, the listener, out and feeling comfortable in the situation. The next half hour is the heart of the exchange. After 45 minutes, the speaker usually becomes repetitive and you both can go on to other things.
  
6. Active Listening can be over the phone if you both have leisure and quiet. It works well over food and drink, in quiet and private places, and after initial shyness and strangeness have been overcome.

**Thank you for volunteering to be a mentor and to make a difference for students in the Y.O.U. Programme.**

# MENTOR APPLICATION

APPENDIX XXII

We appreciate your interest in becoming a mentor. Mentors are concerned adults who commit their time, skills and creativity to help young students achieve their potential through consistent one-to-one relationships. The information in this application will help us to match you with a student and will be kept confidential.

DATE \_\_\_\_\_

NAME \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_  
\_\_\_\_\_

HOME PHONE (\_\_\_\_) \_\_\_\_\_ WORK PHONE (\_\_\_\_) \_\_\_\_\_

EMPLOYER \_\_\_\_\_

OCCUPATION/JOB TITLE \_\_\_\_\_

BIRTHDATE \_\_\_\_\_ GENDER \_\_\_\_\_ HIGHEST LEVEL OF EDUCATION \_\_\_\_\_

LANGUAGE(S) OTHER THAN ENGLISH \_\_\_\_\_

PLEASE LIST ANY SPECIAL INTERESTS, SKILLS OR HOBBIES

\_\_\_\_\_  
\_\_\_\_\_

PLEASE LIST EXAMPLES OF ANY PRIOR VOLUNTEER EXPERIENCE

\_\_\_\_\_  
\_\_\_\_\_

WHY WOULD YOU LIKE TO BE A MENTOR?

\_\_\_\_\_  
\_\_\_\_\_

PLEASE CIRCLE THE WORDS WHICH DESCRIBE YOUR PERSONALITY:

SPIRITUAL	SENSITIVE	QUIET	OUTGOING	OTHER _____
ADVENTURESOME	HAPPY	SHY	TALKATIVE	_____
CONFIDENT	MOODY	NERVOUS	FRIENDLY	

**LIST THREE (3) PEOPLE WHO CAN SERVE AS CHARACTER REFERENCES**  
 (PLEASE INDICATE AT LEAST ONE WORK REFERENCE)

NAME _____	NAME _____
ADDRESS _____	ADDRESS _____
CITY _____ STATE _____ ZIP _____	CITY _____ STATE _____ ZIP _____
TELEPHONE _____	TELEPHONE _____
RELATIONSHIP _____	RELATIONSHIP _____

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE \_\_\_\_\_

RELATIONSHIP \_\_\_\_\_

**WOULD YOU AGREE TO HAVE US CHECK YOUR NAME THROUGH FEDERAL AND STATE CRIMINAL RECORDS AND STATE RECORDS OF CHILD ABUSE AND NEGLECT PROCEEDINGS?**

YES \_\_\_\_\_ NO \_\_\_\_\_

SOCIAL SECURITY NO. \_\_\_\_\_

(Required in order to obtain records)

***If you become a Mentor, you will be asked to agree to the following basic requirements:***

- |   |   |
|---|---|
| <p>1. To serve as a Mentor for at least <i>one year</i>.</p> <p>2. To maintain <i>weekly contact</i> with the student and to meet face to face with the student at least every other week.</p> <p>3. To attend a <i>Mentor Orientation</i> session and to participate as much as possible in other Mentor <i>training and support</i> sessions.</p> | <p>4. To be <i>dedicated and dependable</i> in trying to assist the student to achieve academic and personal goals; to base your relationship with the student on respect for the student and the student's family; and to preserve the <i>confidentiality</i> of all information learned about the student and the student's family.</p> |
|---|---|

***I certify that the information I have supplied above is correct to the best of my knowledge. I grant permission to contact the references provided.***

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

***Thank you for taking the time to complete this application and for wanting to make a difference in a child's life.***

# ADOLESCENCE

## WHO ARE THESE YOUNG PEOPLE WE ARE TALKING ABOUT?

- They are wonderful and loving.
- They want to believe in themselves.
- They are adventuresome.
- They are skeptical about adult relationships.
- They experiment with styles of behaving and dressing.
- They think they are invulnerable.
- They are testing their limits and boundaries.
- They want to be independent but, in spite of what they say, they need responsible adults more than ever.

### Most of all:

- They are special.
- They need love, support, understanding and affirmation.
- They will never be this age again.

We ought to make the most of this time—for them and for ourselves.

## EARLY ADOLESCENCE

Early adolescence is the stage of life between childhood and adolescence, usually ages 9 to 14. It is an exciting, sometimes frightening time in the life of a child-growing-into-adolescent because of the major changes—physical, emotional, intellectual, social—occurring during these years. During adolescence, the rate of growth and development is unmatched in any phase of life except infancy.

During adolescence, one of the most profound attitudinal changes is the increasing importance of the peer group. As children, peers are valued as playmates rather than for strong emotional ties, but adolescents learn to establish and maintain close relationships with people their own age.

Within peer groups, young adolescents begin to experiment with new roles of “young adult” and “man” and “woman” in an effort to establish and identify appropriate behavior.

Adolescents need greater autonomy balanced with positive adult support. When conflicts with parents and other important adults arise, they are generally related to adolescents’ needs for increased independence.

Young adolescents are defining who they are. Their search for identity is influenced by changing relationships with peers and adults, and by internal emotional changes, some of them caused by puberty.

The ungainly appearance typical of puberty aggravates the emotional stress of young adolescents, who are already self-conscious. Mood and behavior swings may occur, and may be accentuated by a diminished self-esteem—a negative view young adolescents have of themselves that they think others share.

Young adolescents may be self-centered. They are preoccupied with themselves—their appearance, thoughts and feelings—and exclude the concerns of others. An adolescent may imagine the existence of an ever-present audience as obsessed with her appearance and behavior as she is.

A logical consequence of this self-consciousness and self-centeredness is a feeling of uniqueness and invulnerability.

## WHAT IS MIDDLE ADOLESCENCE?

Middle adolescence is the stage of life between early adolescence and late adolescence, usually ages 15 to 17.

During middle adolescence, the powerful role of peer groups becomes more evident than at any other time. Adolescents look to peers for identity and often adopt many of the peer group’s values and ideas. Involvement with clubs, team sports, gangs and other groups increases during middle adolescence and can be a source of very positive peer influence.

There may be an increased involvement in sexual relations, exemplified by dating activity and sexual experimentation.

Middle adolescents are struggling for independence.

Conflicts and emotional separation become more prevalent as middle adolescents exhibit less interest in parents and devote more time to peers and their concomitant fads.

The desire to be free from parents' rules and values can cause middle adolescents to have difficulties with everyone they view as an authority figure, including you as a mentor.

Middle adolescents are developing a new sense of individuality.

There may be long periods of moodiness and self-reflection, struggling for identity, and asking questions such as:

- "Who am I?"
- "How do others see me?"

Middle adolescents may spend a considerable amount of time trying to make themselves more attractive with such things as clothing, makeup and body building.

Middle adolescents think abstractly and continue to increase their ability to reason. They are capable of perceiving future consequences of current acts and decisions, but do not always consider these consequences seriously. There may be a preoccupation with fantasy and idealism as abstract thinking and a sense of the future develop.

Middle adolescents experience increased scope and openness of feelings, with a new ability to examine the feelings of others.

#### ADOLESCENT BEHAVIOR — WHAT IS "NORMAL" ?

The contradictions, contrasts and conflicts described above are quite normal. The many changes they are experiencing, along with the pressures of today's society, place some adolescents under a great deal of stress.

There is no "typical" young adolescent; every child remains an individual with strengths, weaknesses, and attractive and irritating qualities.

#### HOW CAN MENTORS HELP?

- Set limits and provide structure to help prevent adolescents from harming themselves, to ensure that some experiences are tailored for success and to let them know that you care about them.
- Help mentees focus on their strengths and put them in situations where they have to use these strengths. Reinforce, compliment and model positive behavior.
- Help mentees develop the ability to see another's point of view. For example, when they see a video or film, ask how it might have felt to be each of the characters.
- Seek opportunities for the mentees to:
  - Make meaningful contributions to their families, schools and communities.
  - Explore their ability to act independently.
  - Have the opportunity to be responsible and make decisions.
  - Find creative solutions to their own problems.

## ADOLESCENT ISSUES AND NEEDS

What new issues are raised when young people become teenagers, and what are the most effective ways to address these issues? While all teenagers face peer pressure and emerging sexuality as part of normal adolescent development, such behaviors too often escalate to self-destructive behaviors, such as substance abuse, or to early parenting. In addition, public awareness has been raised recently on such issues as family violence and teen suicide. While mentoring programs are not intervention programs, they can help young people to make decisions or seek professional help regarding these serious issues. The following list discusses the degrees and kinds of help that mentors can provide.

### *Peer Pressure*

Adolescence is a time of socialization. Young people are gathering information, advice, ideas, and signals from people other than their parents and teachers. They look to their peers for approval, comparison, sources of self-esteem, and their own identity. It is important to instill a sense of self into young people if they are to learn to make educated decisions in situations where input from authority figures differs from peer input. Mentors should avoid trying to replace either the authority figures or the peers: scolding or playing savior will hinder trust-building, while transferring the source of approval from the youth's peers to yourself will end up making you partly responsible for the youth's decisions when they backfire, and will detract from the youth's ownership of her successes when those decisions prove effective. The role of mentors is to equip adolescents with decision-making skills, so that young people can learn to feel responsible for the outcome of their decisions.

### *Substance Abuse*

Peer pressure, family history and popular culture can all contribute to a young person's experimentation with alcohol, tobacco, and drugs. Encouraging young people to discuss and ask questions about substance abuse is an important step towards engaging their trust and allowing them to educate themselves regarding its dangers. Your role as a mentor is to make literature and other resources available to them and help them to use those resources. In addition, explaining to them why you have chosen not to abuse these substances -- if they ask -- gives them a role model for a non-substance abuser, without preaching. A mentoring program is not an intervention service, however. Young people who already have substance abuse problems require more rigorous intervention than a mentoring program can offer.

### *Emerging Sexuality and Teenage Parenting*

Body changes and social changes -- not to mention popular culture's influence -- makes sexuality an issue at a very young age in our society. In the age of AIDS, other sexually-transmitted diseases, and high teen pregnancy rates, sex education that incorporates sensitivity to emotional needs as well as physical causes and effects is essential. Young people in need of intimacy, emotional support, or personal prestige may turn to, or seek out, sexual relationships to fulfill these needs. For this reason, effective education on sexual issues should include skills for making decisions, setting goals, setting limits for relationships, fulfilling emotional needs without sex, and taking responsibility for decisions and their consequences.

### *Child Abuse and Family Violence*

Physical abuse detracts from a youth's self-esteem in ways that sometimes only professionals can help change. A youth may become withdrawn; may turn to peers for support and away from

authority figures -- no matter how well-meaning. The youth may recreate a family history of violence or abuse in other relationships, thus continuing a cycle of self-hatred, shame, and hatred or suspicion of others. These problems require professional help, and mentors should contact program coordinators to find such help, without breaking the youth's trust in the mentor. A mentor may need to say: "I'm concerned for you and I have to report what is happening to so-and-so."

### *Depression and Suicide*

Depression and suicide are often related to one or more of the issues above, compounded by a young person's inability to find answers to serious questions, or emotional support for difficult problems. It is important, first of all, to acknowledge the "seriousness" and the "difficulty" because adolescents are often encountering such problems for the first time. Telling them "It's just a phase" or "You'll grow out of it" only verifies any beliefs they may have that you just don't understand. Suicide counselling is a matter for professionals, and mentors should contact program coordinators for referrals, with the adolescent's knowledge. In addition to seeking professional help for the youth, mentors can listen, provide resources and help the youth to use them, and provide a support system for the youth while the youth and professional counsellor seek answers.

In a case where a young person's friend or school mate has committed suicide, or died unexpectedly, counselling and emotional support are necessary to prevent others from following suit, for whatever reasons -- as a "solution" to problems, as a cry for help or attention, as a form of "revenge", or as a way to resolve feelings of helplessness over the first death. School counsellors, psychologists and social workers can organize and implement school-wide or area-wide counselling in such cases.

## **WHAT WE EXPECT OF MENTORS...**

- \* To meet with the student at least once a month and call or send a postcard in between.
- \* To commit yourself to at least a two-year relationship or, if possible, longer.
- \* To share your experiences and ideas with a student.
- \* To encourage a student to make his or her own decisions and to be responsible for these decisions by understanding the possible consequences.
- \* To assist a student in accomplishing and refining the tangible skills needed in daily living.
- \* To assist a student in the development to intangible skills, such as work attitudes and ethics, problem-solving, assertiveness, self-esteem building, etc.
- \* To be available to a student when a listening ear is needed.
- \* To participate with a student in activities or cultural experiences.
- \* To report to the Y.O.U. Office any difficulties encountered with the student with whom you are matched. If the match is not suitable, notify Y.O.U. immediately.

The mentoring relationship typically goes through three stages:

### STAGE I

#### THE BEGINNING — DEVELOPING RAPPORT AND BUILDING TRUST

- **BUILDING TRUST** takes weeks, sometimes months.

One of the best ways to build trust is to help your mentee quickly accomplish something tangible that is important to her. For example, assist her in following up on an interest, getting involved in a club, or meeting someone important in a career field of interest.

- **TESTING** may occur.

Testing may occur particularly when mentees are from unstable backgrounds where they have been repeatedly disappointed by adults. Testing is a form of protection from further disappointment.

Your mentee may come from a family where nothing can be taken for granted:

- People living in the household come and go
- Frequent moves occur during the course of a year.
- The phone may be turned on and off.
- Food may be unavailable at times.

Mentees may be slow to give their trust because, perhaps based on past experience with other adults, they expect inconsistency and lack of commitment.

During the testing period, mentors can expect

- missed appointments
- phone calls not returned
- unreasonable requests
- angry or sullen behavior

#### WHAT CAN MENTORS DO?

- Predictability builds trust, so **BE CONSISTENT:**

- Be on time for arranged meetings.
- Bring promised information and materials.
- Follow through on agreements and arrangements with your mentee.

- Provide mentees reassurance that what you discuss together is **CONFIDENTIAL:**

Early in the mentoring relationship, you should explain that:

- Nothing your mentee tells you will be discussed with anyone else except your program coordinator.
- If you feel that it is important to involve another adult, it will be discussed first with your mentee.
- If there is a threat of physical harm to your mentee or others, you must break confidentiality to seek protection for the endangered person(s).

Though Stage I may not be difficult in all relationships, it may be in some. It is important for you to be prepared for initial disappointments and frustration and to refrain from blaming yourself.

## STAGE II REACHING GOALS

- **THIS CAN BE A TIME OF CLOSENESS IN THE RELATIONSHIP.**

Once the testing is over, the rocky part of the relationship usually ends and exciting progress may begin to take place.

- **A MENTORING RELATIONSHIP CAN TAKE MANY FORMS.**

- The family-like relationship where you are felt to be part of the family and contacts are frequent and intense.
- The important, less intense relationship where the focus is on accomplishing tasks. Time together is limited to weekly contact or the contact required by the mentoring program.

Any variety of these forms has its value and you may find your relationship fluctuating between them over time.

- **NOT ALL MENTORING RELATIONSHIPS PROCEED SMOOTHLY.**

When things are not working, you must explore these issues:

- The fit or match may not be right.
- Your mentee may have been so disappointed and damaged by earlier experiences that she is unable to risk taking advantage of a helping relationship.
- Some mentor pairs will get stuck in the testing stage.
- You may feel burdened by the relationship and feel angry or annoyed by the youth's behaviors.

- **AS A MENTOR, IT IS IMPERATIVE THAT YOU SHARE YOUR EXPERIENCES WITH AND RECEIVE SUPPORT FROM:**

- The staff of your mentoring program.
- Other mentors.
- Resource persons and reference materials.

## STAGE III TERMINATING THE RELATIONSHIP

- **TERMINATING THE RELATIONSHIP IS A CRUCIAL PART OF THE RELATIONSHIP.**

- The way the relationship ends can shape how your mentee thinks about and learns from the experience.
- Mentors should discuss strategies and guidelines for ending the relationship with the coordinators of their program.
- No matter what the strategy, if at all possible, plan ahead for the end of the relationship with your mentee. Encourage your mentee to verbalize her feelings about the termination and help her to feel supported and in control by planning future coping strategies together. Whatever you do, do not just drop out of sight.

*"And so it ends...  
Much of its value may be realized—  
as with love relationships generally—  
after termination. The conclusion of the main  
phase does not put an end to the  
meaning of the relationship.  
Following the separation, the younger man  
may take the admired qualities of the Mentor  
more fully into himself.  
He may become better able to learn from himself,  
or listen to the voices from within.  
His personality is enriched as he makes the  
Mentor a more intrinsic part of himself.  
This internalization of significant figures is a  
major source of development in adulthood."*

Daniel J. Levinson, *The Seasons of a Man's Life*,  
New York: Ballantine, 1978, p. 98.

ACTIVITIES MENTORS CAN ENGAGE MENTEEES APPENDIX XVII

1. Taking them to lunch or dinner.
2. Talking on the telephone.
3. Exchanging birthday cards, holiday cards, and 'Get Well' cards.
4. Teaching them to use computers, word processors, etc.
5. Arranging for them to spend 1/2 day at mentor's place of work.
6. Helping them get part time and summer jobs.
7. Taking the student's brother or sister along when a trip or outing is arranged.
8. Having conferences with their teachers.
9. Visiting their counsellors or principals in the school.
10. Organizing a party or outing with other mentors and their students.
11. Teaming up so that two best friend students do everything with one or two mentors.
12. Giving or loaning books and paperbacks to read.
13. Being there at report card distribution.
14. Exchanging postcards while on vacation.
15. Arranging parties, meetings, feedback sessions, etc. of the whole mentoring group for mentees, parents, etc.
16. Taking photos together, then sending a copy.
17. Taking students to College Fairs.
18. Exchanging small gifts at birthdays, Christmas, etc.
19. Working with siblings.
20. **\*\*Tutoring\*\***
21. Going to student's school programmes.
22. Talking to teachers when there is a special problem.
23. Writing reminders before each meeting.
24. Sharing articles from magazines.
25. Taking them to Job Fairs.
26. Watching a special TV show together.
27. Spending a day together "doing nothing."
28. Visiting the student's home.

## BEST ADVICE FOR YOUR MENTORING PROGRAM

Above all, encourage these five specific activities. Students who get a healthy dose of any of them do substantially better than those who don't:

- Provide introductions to others who can help.
- Take students to places and events they've never been to before.
- Counsel them about the things that trouble them; simply being there to listen often matters most.
- Help them prepare for interviews and other new experiences.
- Inspire them to raise their goals and self-expectations.

THE COMMONWEALTH FUND



# HEART Trust/NTA TRAINEE APPLICATION FORM

APPENDIX XXIX

HEAD OFFICE  
6B Oxford Road  
Kingston 5  
(876) 9291410-8, 960-7635-6

TRAINING & EMPLOYMENT REFERRAL CENTRE  
(T.E.R.C.)  
7 Ripon Road  
Kingston 5  
FAX: (876) 968-4433 or TEL: (876) 968-7488/9  
TOLL FREE 1-888-991-2407

Two  
photographs  
to be  
attached

( ) ( ) ( ) SECTION A PERSONAL DATA ( ) ( ) ( )

SURNAME \_\_\_\_\_ MIDDLE NAME \_\_\_\_\_

CHRISTIAN NAMES \_\_\_\_\_ SEX  (Female)  (Male)

ALSO KNOWN AS \_\_\_\_\_

DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_ (DD/MM/YY)

ADDRESS \_\_\_\_\_

TELEPHONE # \_\_\_\_\_ PARISH \_\_\_\_\_

WEIGHT [ ] [ ] kg HEIGHT [ ] [ ] cm RELIGION \_\_\_\_\_

N.I.S. # \_\_\_\_\_ MARITAL STATUS  Widowed  Married  Divorced  Single

HAND USED  (Right)  (Left)

( ) ( ) ( ) SECTION B PARENT/GUARDIAN ( ) ( ) ( )

SURNAME \_\_\_\_\_ MIDDLE NAME \_\_\_\_\_

CHRISTIAN NAMES \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE # \_\_\_\_\_ RELATION \_\_\_\_\_

( ) ( ) ( ) SECTION C DEPENDENTS ( ) ( ) ( )

NAME	SURNAME _____	MI <input type="checkbox"/>	CHRISTIAN _____	RELATION _____
DATE OF BIRTH	____/____/____ (DD/MM/YY)			
NAME	SURNAME _____	MI <input type="checkbox"/>	CHRISTIAN _____	RELATION _____
DATE OF BIRTH	____/____/____ (DD/MM/YY)			

( ) ( ) ( ) SECTION D SKILL TRAINING PREFERENCE ( ) ( ) ( )

ON THE JOB : STATE JOB CHOICE ONLY or  
INSTITUTIONAL : STATE TRAINING CENTRE, SKILL AREA IN ORDER OF PREFERENCE

PREFERENCE	JOB CHOICE/SKILL AREA	TRAINING CENTRES
1)	_____	_____
2)	_____	_____
3)	_____	_____

RESIDENT  NON-RESIDENT

( ) ( ) ( ) SECTION E INSTITUTIONS ATTENDED ( ) ( ) ( )

NAME OF SCHOOL	DATE STARTED	DATE ENDED	TYPE OF AWARD OBTAINED

**SECTION F QUALIFICATIONS**

EXAMINING BODY	SUBJECT	GRADE	DATE	INSTITUTION

**SECTION G EMPLOYMENT DETAILS**

FIRM NAME	DATE STARTED	DATE LEFT	REASON FOR LEAVING

**SECTION H HEALTH INFORMATION**

(NB THE SUCCESSFUL APPLICANTS FOR ACADEMIES WILL BE REQUIRED TO UNDERGO A MEDICAL EXAMINATION)  
 DO YOU SUFFER FROM ANY OF THE FOLLOWING?

ALLERGIES	YES <input type="checkbox"/>	NO <input type="checkbox"/>	EPILEPSY	YES <input type="checkbox"/>	NO <input type="checkbox"/>
DIABETES	<input type="checkbox"/>	<input type="checkbox"/>	ASTHMA	<input type="checkbox"/>	<input type="checkbox"/>
DEPRESSION/ MENTAL ILLNESS	<input type="checkbox"/>	<input type="checkbox"/>	OTHER	<input type="checkbox"/>	<input type="checkbox"/>
HAVE YOU BEEN FULLY IMMUNISED?			IF "YES" INDICATE	<input type="checkbox"/>	<input type="checkbox"/>
DO YOU HAVE A VALID FOOD HANDLER'S PERMIT?				<input type="checkbox"/>	<input type="checkbox"/>

**SECTION I CRIMINAL RECORD**

HAVE YOU EVER BEEN CONVICTED OF A CRIMINAL OFFENCE?

IF 'YES' STATE DATE AND NATURE OF THE OFFENCE. (DD/MM/YY)

I HEREBY CERTIFY THAT THE INFORMATION GIVEN BY ME ON THIS APPLICATION FORM IS TRUE, COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

I FURTHER UNDERSTAND THAT ANY FRAUDULENT STATEMENT WILL LEAD TO INSTANT DISMISSAL FROM THE PROGRAMME

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_/\_\_\_/\_\_\_ (DD/MM/Y)

## ACADEMIES

NATIONAL TOOL & ENGINEERING INSTITUTE (NTEI) 7 Ashenheim Road Kingston 11 (Non Residential)	INDUSTRIAL SKILLS Tool & Die Making Industrial (Plant) Maintenance Industrial Electronics	3 Years 3 Years 3 Years
JAMAICA GERMAN AUTOMOTIVE SCHOOL (JAGAS) 87A Maxfield Avenue Kingston 13.	MECHANICAL SKILLS Auto Mechanics	2 Years
PORTMORE ACADEMY St. Catherine (Residential to Both Male & Female)	BUILDING SKILLS Masonry & Steel-Fixing Plumbing Carpentry & Joinery Cabinet Making Welding Electrical Installation	9 Months 9 Months 9 Months 9 Months 9 Months 9 Months
KENILWORTH ACADEMY (Sandy Bay, Hanover) (Non-Residential)	ASSORTED SKILLS Food & Beverage Services Housekeeping Machine Embroidery Machine Operating Machine Mechanics Marketing & Sales Garment Construction Data Entry Hotel Accounting General Accounting Clerical Receptionist Front Office Tailoring Food Preparation	10 Months 5 Months 7 Months 7 Months 7 Months 10 Months 12 Months 4 Months 9 Months 9 Months 9 Months 9 Months 6 Months 9 Months 10 Months
COSMETOLOGY 10 Hope Road, Kingston (Non-Residential)	COSMETOLOGY SKILL Manicuring/Pedicuring Hairstyling Facial Salon Management	7 Months 7 Months 7 Months 7 Months
RUNAWAY BAY ACADEMY St. Ann (Residential & Non-residential, to both Male and Female)	RESORT SKILLS Food & Beverage House-keeping Front Office Hotel Accounting Food Preparation Maintenance	9 Months 9 Months 9 Months 9 Months 9 Months 9 Months
STONY HILL ACADEMY Stony Hill, St. Andrew (Residential, Female Only)	COMMERCIAL SKILLS Marketing & Sales Accounting Clerical & Receptionist	9 Months 9 Months 9 Months
GARMEX ACADEMY 76 Marcus Garvey Drive (Non-residential)	SEWING SKILLS Basic Sewing Machine Operations Basic Sewing Mechanics Machine Embroidery Garment Construction Tailoring Hand Embroidery & Craft Design & Pattern Making	12 Weeks 4 Months 6 Months 1 Year 1 Year 4 Months 6 Months
EBONY PARK ACADEMY Toll Gate, Clarendon (Residential to both Male & Female)	AGRICULTURAL SKILLS Small Stock Management Dairy Management Ornamental Horticulture Vegetable & Condiment Tractor Maintenance Garment Construction	18 Months 18 Months 18 Months 18 Months 18 Months 1 Year

**LISTING OF CAREER DEVELOPMENT AGENCIES**

<b>AGENCIES / ORGANIZATIONS</b>	<b>RESOURCES AVAILABLE</b>
1. Girl Guides Assn. Of Jamaica	General Information
2. Jamaica 4-H Club	Operate Projects in all Parishes to teach Agro-Processing and Home Making Skills to young persons ages 10-25 years.
3. Mel Nathan	Operates a Basic School and Community College for youth 16 years and over. Courses offered in Garment Making, Electrical Installation, Catering, Plumbing and Woodwork.
4. Operation Friendship	Programme targets Western Kingston; includes Day Care and Basic School, Health Services, Vocational Training for youth 16-23 years and Social Work.
5. Police Youth Clubs	Programmes include Sports, Education, Family Life Education and Summer Camps for young persons 12-25 years old.
6. SDC (Social Development Commission)	General Information
7. YWCA Kingston	Educational, Recreational, Spiritual and Leadership Development Programmes for the whole family.

8. Boys' Brigade	Uniformed group for boys 8-18 years. Offering activities which include Drill, Sports, Outdoor Life and Skills Training.
9. Girls' Brigade	Uniformed Organization for girls 5-18 years. Programmes address Educational and Physical Development and Service to Community.
10. Jamaica Coalition on the Rights of the Child	General Information
11. Scouts Association of Jamaica	General Information
12. Youth Education Support System (YESS)	Skills Training
13. Hanover Street Baptist Church	Training and Business Centre
14. Food for the Poor- Medical Service Division	Placement Services
15. Cornerstone Ministries	Furniture Making, Joinery, Building, Computer Equipment and Life Skills.
16. Youth Opportunities Unlimited	Career Guidance and Career Placement Services
17. St. Andrew Scots Kirk	Training facilities for Garment Construction
18. Allman Town Human Resource and Skills Centre	Skill Instructors in Tailoring, Dress Making, Baking and Woodwork.

19. HEART / NTA	General Information
20. UWI Placement & Career Services	General Information
21. Cultural Training Centre	General Information
22. Cultural Arts Centre (Montego Bay)	General Information
23. Hamilton Knight Assocs.	General Information

UPLIFTING ADOLESCENTS PROJECT

PERSONAL & FAMILY DEVELOPMENT  
WORKSHOP FOR NGO TRAINERS

April 1-2, 1998

PARTICIPANTS' EVALUATION OF THE WORKSHOP

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Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- a. Strongly Agree
- b. Agree
- c. -No Opinion
- d. Dis-agree
- e. Strongly Dis-agree

Section A. Evaluation of Workshop Content

The AIM of the workshop was to prepare NGO participants to deliver services in the area of personal and family development to at-risk adolescents, aged 10-14 years old. The OBJECTIVES are outlined in the Agenda document.

1. The objectives of the workshop were met.  
a.       b.       c.       d.       e.
2. The organization of the workshop, in terms of its sequencing of activities, was well structured.  
a.       b.       c.       d.       e.
3. Workshop materials distributed were relevant to the program.  
a.       b.       c.       d.       e.
4. Workshop materials were readily available.  
a.       b.       c.       d.       e.
5. The teaching methodologies used in this workshop were effective.  
a.       b.       c.       d.       e.
6. The workshop's content is relevant to my work with youth through the NGO.  
a.       b.       c.       d.       e.

7. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to teaching and counseling on personal and family development with at-risk adolescents.
- a.       b.       c.       d.       e.
8. My overall evaluation of the workshop is positive.
- a.       b.       c.       d.       e.
9. I would recommend others from my organization to attend a similar workshop.
- a.       b.       c.       d.       e.
10. I plan to utilize the techniques learnt at this workshop in my work.
- a.       b.       c.       d.       e.
- 

**Section B. Participant's Comments**

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

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2. Was there anything negative, in your opinion, about the workshop?

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3. Would you like to see anything omitted from or de-emphasized in future workshops on this subject?

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4. Note briefly any barriers or limitations which may exist in your NGO which would make it difficult for you to implement what you have learnt at this workshop.

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5. What kind of follow-up activity would you like to see in this area?

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**Section C. Evaluation of Workshop Presenters**

Please rate the Workshop Facilitators on the following scale:

- i. A Excellent
- ii. B Good
- iii. C Fair
- iv. D Ineffective

#	Evaluation Factor	Monica Brown	Utealia Burrell	Betty-Ann Blaine
1	Facilitator's command of the subject matter.			
2	Facilitator's Quality of Presentation			
3	Facilitator's Material presented was easily understandable and absorbed.			
4	Facilitator's inclusion of teaching and counseling techniques			

Any other overall comments:

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UPLIFTING ADOLESCENTS PROJECT  
WORKSHOP  
ON  
PERSONAL AND FAMILY DEVELOPMENT FOR NGO TRAINERS  
April 1 & 2, 1998

**PARTICIPANTS' COURSE EVALUATION**

A total of 42 representatives from 13 non-governmental organizations (NGOs) supported by the UAP and the Youth Division of the Ministry of Local Government participated in the workshop. This number included the two key staff of the NGOs who participated as presenters. The workshop was also attended by UAP staff, representatives from USAID, and a rapporteur.

Thirty four (34) participants completed the participant's evaluation form, providing some feedback to the course organizers on the conduct and value of the course.

The report provided below summarizes the views of the participants who completed the evaluation form.

Evaluation Form

The evaluation form (blank attached) contained three sections, which evaluated:

- a. Workshop Content,
- b. Participants' Comments on the Workshop; including Positive and Negative Features of the Workshop, Areas to be de-emphasized or omitted from future workshops, Impediments to implementation at the NGO level, Desirable Follow Up Activity; and Overall Comments; and
- c. Evaluation of Workshop Presenters.

Evaluation Completion Rate

Thirty four (34) of the forty (40) participants (excluding the 2 presenters) who were present on the second day, completed the evaluation form, for an 85% completion rate. Again, several of the participants, particularly those from out of town, had already left by the time the evaluation forms were distributed, and this would have accounted for the 15% non-completion rate. Most participants completed all sections of the form, but there were several who did not fully do so in Sections B and C. In section B, a blank in answer to any of the sections was rated as "None Stated" and counted along with those indicating the answer "None". In section C, one participant rated each of the presenters on "command of the subject matter" only, and only 28 of the other 33 participants rated Dr. Brown. The completion rates for evaluation of Mrs. Burrell and Mrs. Blaine by the other participants who completed the questionnaire were 31 of 33, and 32 of 33.

### General Evaluation Results

The general consensus of the participants who completed the forms seemed to be that the workshop met all its objectives, was well presented, was going to be useful to their work, and would be beneficial to others in their organizations. Measuring on a scale of 1 to 5, the average rating of the Workshop Content was a high 4.54. The overall rating for the three presenters was 3.58 out of a maximum 4 points.

Eighteen different positive features of the workshop were identified, of which 6 received 4 or more endorsements. On the negative side, only three different features were identified, with one of them receiving two "votes", and the others, one each. Eight different impediments were identified with all of them receiving one mention each. Six of the seventeen (17) identified follow-up activities received multiple endorsements (2 each). There were also 19 different overall comments, with "Very Good/Excellent workshop" being the most popular comment with 6 endorsements. Four other overall comments received 3 or more mentions.

Details on the assessments in each section are provided below.

#### *Section A: Workshop Content*

As noted above, the overall rating in this area was an average of 4.54 out of a maximum 5 points. Of ten evaluation factors, seven were rated at 4.50 or higher. The notable areas which were highly rated were :

- I would recommend others to attend a similar workshop (4.71);
- I plan to utilize the techniques learnt at this workshop in my work (4.68);
- The workshop's content is relevant to my work through the NGO (4.65)
- The objectives of the workshop were met (4.62); and
- Workshop materials distributed were relevant to the program (4.62).

It was pleasing to note that the factor "The workshop's content is relevant to my work through the NGO" was highly rated, testimony to the pervasive nature of personal and family development interventions in the work of the NGOs.

All ten areas in this section were rated above 4.0, which is therefore between "Agree" and "Strongly Agree" with the factors being rated. Only two areas scored below 4.4:

- Workshop materials were readily available (4.32); and
- The teaching methodologies used in the workshop were effective (4.29).

In the factor relating to availability of workshop materials, it was ironic that 2 participants disagreed. Responding to previous workshops' results, an extra special effort had been made with this workshop to prepare, beforehand, all materials to be distributed, and to ensure that enough would be available for all participants. It is notable that one of the positive features of the workshop identified by 4 participants was "The quality and amount of materials distributed was remarkable..".

Although still highly rated at 4.47 out of 5.0, it was nevertheless disappointing that the factor "I am now in a better position to teach and counsel in personal and family development to adolescents" was 8<sup>th</sup> of the 10 factors.

*Section B: Participants' Comments*

This section had five areas, and "None or None Stated" was the dominant response in four. For "Positive Features of the Workshop" only two participants had no comment or found nothing positive to say. "None or None Stated" was the response in 30 of 34 participants for "Negative Features", 33/34 for "Areas to be omitted or de-emphasized", 26/34 for "Impediments...", and 14/34 for "Desirable Follow Up Activities".

The most popular Positive Features of the workshop and their frequencies were:

- ▶ The mentoring program discussions: how to develop one etc. (12);
- ▶ Counseling skills: taking time to listen to and know adolescents, i.e. being genuine in counseling. (7); and
- ▶ Learning to identify and understand the social issues and risk factors facing adolescents (6).

Many of the other comments reinforced the value of the workshop in improving counseling skills. Some of these and their frequencies were:

- ▶ Involvement of participants in finding their own solutions(4);
- ▶ Learning positive ways of helping and addressing the needs of adolescents (4);
- ▶ Identifying values to believe in and stand up for (2);
- ▶ learning to share, reinforcing positive traits, and being better equipped to counsel (2); and
- ▶ condensing and re-focusing problems into 5 action themes.(1)

Under **Negative Features of the Workshop**, only three comments were made, with two being of some significance:

- ▶ Too many things were packed into the workshop: time was too short, thus all the items were not evenly covered (2); and
- ▶ Counseling session should have tested participants' views first, before starting the lectures (1).

Even though these views were in the minority, they are nevertheless significant, in that they speak to procedures in scheduling and implementation of the workshop, and should be perhaps be noted for future reference.

The third **negative** feature identified "Session on Mentoring was too long and overlapping" should also be given some attention in terms of scheduling, even though it is contradicted by the fact that mentoring featured highest in the "Positives" and is also mentioned in the overall comments as "Mrs.

Blaine's presentation was new and interesting". This negative comment could also be seen to support the first one identified, that "... items were not evenly treated."

The single **Desirable Omission or Topic to be de-emphasized** was "Guiding children into correct career choices". It was not clear if the participant mis-read this question, or whether she did in fact feel that the NGOs should not get too deeply into guiding career choices of 10-14 year olds.

For **Impediments in the NGOs to implementing the Workshop's Techniques**, it was surprising that the overwhelming response was "None or None Stated". Twenty six participants identified no impediments. This is notable since many of the participants at this workshop have attended others organized by the UAP, especially in the last two months, and were able to identify impediments previously. As stated before, none of the impediments identified attracted more than one "vote" each.

It is now no longer surprising that "Staffing" was identified as a possible impediment. However, as mentioned before, the fact that this impediment got only one endorsement in this workshop evaluation, as compared to other workshops when the endorsements were multiple, is probably testimony to the pervasive nature of personal and family development activities in the NGOs, and therefore the fact that most NGO staff need to be involved in delivering interventions of one form or another, in this area.

Other notable impediments identified included:

- ▶ Lack of group and staff meetings to discuss adolescents' growth and development and to make plans;
- ▶ some NGO staff are unwilling to venture into inner-city communities; and
- ▶ the age-group being taught, and the time available to teach.

Under **Desirable Follow-Up Activity**, "None or None Stated" was again the most frequent response (14). Some of the significant activities identified for follow up were:

- ▶ Mrs. Blaine should hold follow-up workshops (on mentoring) for other NGOs;
- ▶ More workshops in this area (P&FD);
- ▶ Invite adolescents to attend, participate in and testify at future workshops;
- ▶ Further work on counseling skills.

Of the desirable follow up items identified which received only one vote each, the following are noteworthy:

- ▶ More networking among NGOs;
- ▶ Workshop on Child Protection, Child Law and Resources;
- ▶ Follow up sessions to cover topics which were hardly touched: conflict resolution and coping with aggressive behavior, for instance; and
- ▶ Invite back participants to a follow up workshop to share how the training has been used.

*Section C: Evaluation of Workshop Facilitators*

The workshop was presented by three individuals: one consultant from the University of the West Indies, and two key NGO staff members. All three were highly rated by the participants, with scores in excess of 3.4 out of 4.0. The consultant, Dr. Monica Brown, scored highest overall (3.69) and also had the highest score of any of the evaluation factors (Command of subject matter - 3.83). Mrs. Burrell and Mrs. Blaine were rated overall at 3.59 and 3.47 respectively.

Dr. Brown was rated an average over 3.5 in each category, meaning that most participants rated her as excellent. Mrs. Burrell was also rated excellent by most participants in three of the four categories. For the factor "Quality of Presentation" two of thirty one participants rated Mrs. Burrell only "Fair", thus with the 14 who rated her "Good", combined to exceed the 15 who rated the quality of presentation excellent. This brought down the average for that factor below 3.5.

Similarly, Mrs. Blaine was also rated excellent by most participants in two of the four categories. Again, the exceptions were when participants rated the presentation "Fair" and this occurred in "Quality of Presentation" and "Inclusion of teaching and counseling techniques". One participant out of of 32 (the same one who wrote the negative comment that the "Mentoring session was too long and overlapping") in fact felt that Mrs. Blaine's "Inclusion of teaching and counseling techniques" rated "Poor".

In spite of the relatively lower average scores due to the odd "Fair" and "Poor" rating, it should be noted that the value of the sessions led by Mrs. Burrell and Mrs. Blaine could nevertheless be seen in the fact that specific positive comments were made regarding both.

Prepared by: Sam Dowding, NGO Coordinator, UAP (April 20, 1998)

UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 PERSONAL & FAMILY DEVELOPMENT FOR NGO TRAINERS  
 APRIL 1 & 2, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Evaluation Factor	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree	Total score	Average (5= best)
Section A: Views on Workshop Content	5	4	3	2	1		
1 The objectives of the workshop were met.	21	13				157	4.62
2 The workshop's organization, in terms of sequencing of activities, was well structured.	18	15	1			153	4.50
3 Workshop materials distributed were relevant to the program.	21	13				157	4.62
4 Workshop materials were readily available.	15	17	0	2		147	4.32
5 The teaching methodologies used in the workshop were effective.	10	24				146	4.29
6 The workshop's content is relevant to my work through the NGO.	22	12				158	4.65
7 I am now in a better position to teach/counsel in PFD to at-risk adolescents	17	16	1			152	4.47
8 My overall evaluation of the workshop is positive.	18	16				154	4.53
9 I would recommend others from my organization to attend a similar workshop.	24	10				160	4.71
10 I plan to utilize the techniques learnt at this workshop in my work.	23	11				159	4.68
Overall Rating on Workshop Content							4.54

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UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 PERSONAL & FAMILY DEVELOPMENT FOR NGO TRAINERS  
 APRIL 1 & 2, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Section B: Written Comments by Participants

Freq.	B1: Positive features of the Workshop	B2: Negative features of the Workshop	Frequency
12	The Mentoring Program Discussions: how to develop one etc.	None, or None Stated	30
7	Counseling Skills: taking time to listen/know adolescents; being genuine in counseling	Too many things packed into the workshop: time too short, items not evenly covered	2
6	Learning to identify/understand the social issues/risk factors facing adolescents	Counseling session should have tested participants views first, before starting lecture	1
4	Involvement of participants in finding their own solutions	Session on Mentoring too long and overlapping	1
4	The quality and amount of materials distributed was remarkable; songs appreciated		
4	Learning positive ways of helping and addressing the needs of adolescents		
2	Identifying values to believe in and stand up for		
2	The tee-shirt opening exercise		
2	Learning to share, reinforcing positive traits, and being better equipped to counsel		
2	Outstanding delivery methods: presentation skills; good relevant information		
2	None or None Stated		
2	Career and self Development		
2	Guides to decision making		
1	Small Group activity: was reinforcing of the lectures		
1	Condensing and re-focusing problems into 5 action themes		
1	Creating a better Jamaica with this valuable information		
1	Role playing		
1	Encouraging, informative workshop		



UPLIFTING ADOLESCENTS PROJECT  
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 PARTICIPANTS' EVALUATION TALLY SHEET

Freq	#5 Desirable Follow-Up Activity	OTHER OVERALL COMMENTS	Frequency
14	None or None Stated	None or None Stated	12
2	Mrs. Blaine should hold follow-up workshop for other NGOs	Very Good/Excellent workshop	6
2	Occasional follow-up visits to the NGOs	I learnt to better understand needs of adolescents and how to deal with them	4
2	More workshops in this area (PFD)	Well organized and researched workshop	4
2	Invite adolescents to attend, participate, and testify at future workshops	Informative and educational; truly enlightening	4
2	More personal development training for teachers care-givers	I learnt a lot	3
2	Further work on counseling skills	"If all workshops are as interesting and sophisticated as this one, I would like to be back"	2
1	Develop standardized counseling for UAP NGOs	Food was very good/delicious and appetizing	2
1	Workshop on Child Protection/Child Law and Resources	Mrs. Burrell was really encouraging and used good techniques	2
1	Seminar on issues facing teenagers	Enjoyed the workshop	2
1	More networking between NGOs	Dr. Robinson helped to keep some topics alive	2
1	Adolescent decision making	Mrs. Blaine's presentation was new and interesting	1
1	Send workshop documents to all participants	Exercise was good: I need more	1
1	Need more ways to communicate specific topics to youth	Great to meet the other NGOs	1
1	Arranged counseling programs for persons to participate	Very comprehensive - university material	1
1	(?) Support from each group on a relay basis	Group exercises too few: setting too formal	1
1	Invite back participants to follow-up workshop to share how training has been used	Thank you	1
1	Follow-up sessions to cover topics which were hardly touched: conflict resolution, and coping with aggressive behavior, for instance	The food should have been a little more, with fruits on the menu, cocoa or Milo..."	1
		I could not in honesty evaluate Dr. Brown	1
		"To be very honest, at the first I really did not want to be here, but	1
		despite all of this negative thought, I give thanks that I was."	1

UPLIFTING ADOLESCENTS PROJECT  
 EVALUATION OF TRAINING WORKSHOP  
 PERSONAL & FAMILY DEVELOPMENT FOR NGO TRAINERS  
 APRIL 1 & 2, 1998  
 PARTICIPANTS' EVALUATION TALLY SHEET

Section C: Views on Workshop Facilitators					Total score	Average (4=best)
	4	3	2	1		
<i>MONICA BROWN</i>						
	A	B	C	D		
1	Facilitator's command of the subject matter.	24	5			111 3.83
2	Facilitator's Quality of Presentation	17	10	1		100 3.57
3	Facilitator's material presented was easily understandable and absorbed.	18	10			102 3.64
4	Facilitator's inclusion of teaching and counseling techniques	20	8			104 3.71
Presenter's Overall Average Score						3.69
<i>UTEALIA BURRELL</i>						
	A	B	C	D		
1	Facilitator's command of the subject matter.	21	11			117 3.66
2	Facilitator's Quality of Presentation	15	14	2		106 3.42
3	Facilitator's material presented was easily understandable and absorbed.	19	11	1		111 3.58
4	Facilitator's inclusion of teaching and counseling techniques	22	9			115 3.71
Presenter's Overall Average Score						3.59
<i>BETTY ANN BLAINE</i>						
	A	B	C	D		
1	Facilitator's command of the subject matter.	23	10			122 3.70
2	Facilitator's Quality of Presentation	15	14	3		108 3.38
3	Facilitator's material presented was easily understandable and absorbed.	20	10	2		114 3.56
4	Facilitator's inclusion of teaching and counseling techniques	15	11	5	1	104 3.25
Presenter's Overall Average Score						3.47

OVERALL AVERAGE FOR ALL PRESENTERS

3.58

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