

Dennis



**Uncle
Peter**

Kindness 4 Kids!



MENTOR TRAINING MANUAL
commongrace.org

Updated 09/2019

Before you begin mentoring, please submit the following documents to your coordinator:

- ✓ Code of Graceful Conduct
- ✓ Mentor Application (with a copy of a picture ID)
- ✓ Pastor/Leader Recommendation
- ✓ Mentor's Personal Profile

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A Message from the Flounder & President

Dear Potential Common Grace Mentor,

WE need YOU: The essence of Common Grace is the relationship between you and a lonely child.

A CHILD needs YOU: You are the missing piece in a lonely child's life.

GOD needs YOU: "Nah," you say, "God is God; He is sufficient in Himself, and He certainly does not need me!"

But listen to this conversation between an angel and the recently ascended Christ:

Angel: Welcome home, Lord. Who will carry on your work on earth?

Jesus: I sent the Spirit to empower my followers to continue my work of redeeming the world.

Angel: What? You trust those fragile, foolish humans to fulfill your purposes on earth? Lord, with all due respect, couldn't you come up with a better plan than that?

Jesus: My kingdom stands or falls on the faithfulness or faithlessness of my people. That's my plan, and I'm sticking to it!

Join our Common Grace family of fragile, foolish, Spirit-empowered people. One day, by God's grace, the child you love and serve will grow up, turn around, and touch the life of another lonely child.

YOU are NEEDED! Welcome to Common Grace!

Grace to you,
Andy

EXECUTIVE SUMMARY

- NAME: Common Grace
- MOTTO: Kindness 4 Kids
- MEANING: **“Common”** in the sense of ordinary, everyday, easily experienced, and available.
“Grace” is love in action – a sitting dancer may be lovely, but it’s only in movement that she’s considered graceful.
“Common Grace” is about ordinary acts of kindness, especially for children.
- MISSION: To supply lonely elementary school children with caring, attentive mentors.
- VISION: To provide 3,000 additional children with compassionate mentors by 2025.
- HISTORY: The seed of Common Grace was planted in 1999, the day after two teenagers shot and killed their fellow students at Columbine High School in Littleton, Colorado. Jay Jarman, a retired youth minister, approached the principal of a local high school in Aiea, Hawai’i, asking, “What would it take to prevent a similar tragedy from happening here?” “Adults who care enough to come on campus and befriend our kids,” the principal answered. “Neither of the Columbine shooters had even one adult friend that cared about them—whether they lived or died.” Jay heard the same appeal from an elementary school principal a short time later. She told him and Ron Arnold, pastor of Kaimuki Christian Church, “We have lonely kids on this campus. Would anyone in your church family have time to just come, sit beside, talk story and be friends with some of our lonely kids?” Retirees, business people, and college students responded. Eventually, the realization hit. How many people with a little time to spare would enjoy loving and serving these kids? And how many schools would benefit from having the best team of volunteers Hawai’i could offer? Since 2003, Common Grace has helped over 3,000 children and families in an effort to provide friendship for lonely kids.

In 2015, we collaborated with a few high schools to send out the best of their juniors and seniors to mentor elementary school students in return for community service credit. We called this program **Mālama Mentors**. Not only do the elementary school kids receive a friend and a mentor, but high school kids learn selflessness, compassion, the importance of consistency in a child’s life and so much more.

GrandGrace

A multi-generational program that benefits elders, teens and children in one mentoring session. Within a GrandGrace visit, our core values still apply: 30 minutes of playing, 10 minutes of listening and 20 minutes of reading.

Many elders in senior homes are very lonely, simply because they are living away from family or do not have any family at all. GrandGrace allows Mālama Mentors and their kids to build their friendship in the presence of an elder who can engage with them as well. Elders have a lifetime of experiences, stories and

lessons that they love to share, especially with young ones. This program allows elders to meet new friends. Mentors and kids will feel empowered by helping someone in need.

RELIGIOUS RESTRAINT:

Of course we believe in “special grace” – the self-sacrificing love of God lived out in Jesus of Nazareth. However, we must be careful not to violate clear constitutional requirements for separation of church and state. Our volunteers do not preach. When we are on “taxpayer turf” we are simply there to serve.

GOAL: Common Grace will offer the opportunity for every neighborhood church in Hawaii to partner with a nearby public elementary school to love and serve children and their families.

FUNDING: Tax-deductible gifts from individuals, grants from benevolent institutions, and local missions support from churches.

NON-PROFIT STATUS:

501(C)(3) “religious/educational”

STRATEGY:

1. Common Grace finds out if a church and a nearby elementary school both want to create a “kodomono tameni” partnership (“for the sake of the children”).
2. Common Grace sets up and facilitates meetings for pastors, principals, and their respective coordinators.
3. The pastor and church coordinator recruit and approve of five or more volunteers to send to Common Grace for training and screening.
4. The principal and school coordinator select students and obtain necessary permission from parents/guardians.
5. The church coordinator and school coordinator meet to match mentors with students.
6. Mentors (“Aunties” & “Uncles”) start meeting weekly with their kids.

STAFF



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President



ARIES JACKSON
Executive Director



LEIGHNA LARIOSA
Creative Communications

BOARD OF DIRECTORS



Vehia Goo
Chairman of the Board
Teacher,
Likelike Elementary School



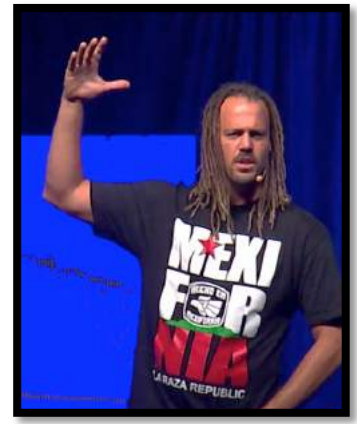
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Why be a Mentor?

Why be a mentor? Because, I truly want to help a child. I'm willing to develop an authentic, personal, growing relationship with a child who needs me.

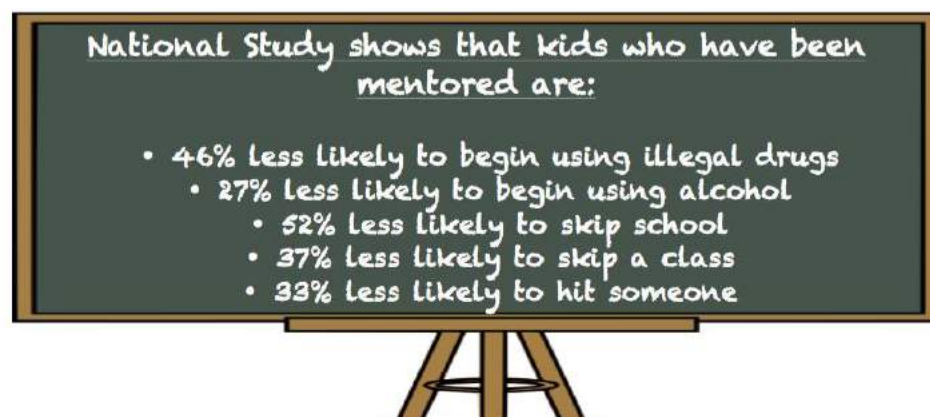
The school chooses a student for me. We start meeting for one hour, once a week, on the child's campus to talk, read, and play. As we spend time together, I get to know the child pretty well, and vice versa.

After the first semester, we make plans to do things outside of school, perhaps with other members of my family and the child's family. How about visiting the zoo, going to a movie, going fishing together, having a picnic, or attending our church's Christmas candlelight service together? (Of course, we also make plans to attend all of the Common Grace Student and Mentor Fun Days!) These would be great opportunities to get to know each other better!

I enjoy spending time with my young friend, whether on the school campus or someplace else, whether for just one hour or for the afternoon. I grow to really care about this child. I hope the feeling is mutual. This seems to be helping both of us!



1.



[illegible]

The Number One Indicator of Success for a Child

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“The answer I discovered was simple and profound. Everything I read pointed to the presence of a caring adult as the most important protective factor in the life of a young person. There are many other relevant factors, including high self-efficacy, self-awareness, school attendance, positive peer relationships, and opportunities to belong. Overwhelmingly, however, research suggested that a relationship with a caring adult is primary.”

-Vital Connections by Lou Bergholz

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-Fortune Magazine

An Hour Well Spent

60 minutes



10 minutes **Listening**



20 minutes **Reading + Homework**



30 minutes **Playing**

CONNECT

CONNECT

CONNECT

CONNECT

CONNECT

CONNECT



The secret of good listening is **not to talk!** Let the child tell us about **his or her experiences and thoughts.**

Ask open-ended questions:

- What did you do over the weekend?
- Who did you hang out with?
- What did you do at school today?

Once he or she starts sharing, **keep it rolling by making encouraging comments:**

- Wow, tell me more!
- How did that make you feel?
- What happened next?

Affirm with declarative statements:

- That's really interesting!
- What a great story!
- I really enjoyed listening to you!

Don't forget to practice, practice, and practice!



Listening Exercise:

- Find a partner. One of you is to talk for 90 seconds about something good that happened recently. The other is to say **NOTHING** except for asking open-ended questions and making encouraging comments.
- After time is called, switch and let the other partner talk for 90 seconds.

*Two good books on listening to children are *Between Parent and Child* and *How to Listen so Children Will Talk*

Use Pages to get to know each other.

Building friendship.

Here is a 6-step plan for you & your kid to find fun in thinking & writing stuff down.

Week 1	Make the most of your “All About Us” sheet in the <u>First Time With Your Kid</u> pocket. Both of you write, “What I learned about you” on the card.
Week 2	On the second meeting, use the I Spy sheet to play I Spy with your kid and write, “What is the most valuable thing you ever lost? & What is the most valuable thing you ever found?”
Week 3	Use the “Phineas & Ferb” cartoon a. Show your kid the picture for <u>only</u> 30-sec b. Ask what they saw (list it down) c. Talk about the guy laughing & pointing at the girl getting blasted by the waterfall. d. “How does it feel to get teased?”
Week 4	Use page 7 from <u>The Tale of Peter Rabbit</u> ask “Why shouldn’t <u>etc.</u> ” (see pg. 16)
Week 5	Use pg. 14 from <u>TToPR</u> ask “What were the birds...” (pg. 16)
Week 6	Buy your kid a book you are sure they will enjoy. Then, give it to your kid to take home and keep forever. (Don’t forget to write something encouraging to your kid & sign it!)



POWER OF READING

Remember, we're not tutors, but we can instill the value of reading and education into our children. You may enjoy reading aloud to your child or having him or her read aloud to you.

DO:

- Pick a book that both of you will enjoy—preview it before sharing it with your child
- Use the “fist” method to determine if the book is too hard for your child. (Make sure there are less than five words per page that your child is unfamiliar with.)
- Make sure it's intellectually & emotionally appropriate.
- Be able to finish in no more than three sessions.
- Sit beside your child so she/he can see easily.
- Edit words for comfort & understanding.
- Try to dramatize—use loud & soft voices, and slow down for emphasis.
- Talk about the story as it unfolds and after it concludes. Interruptions are lenses into a child's heart.

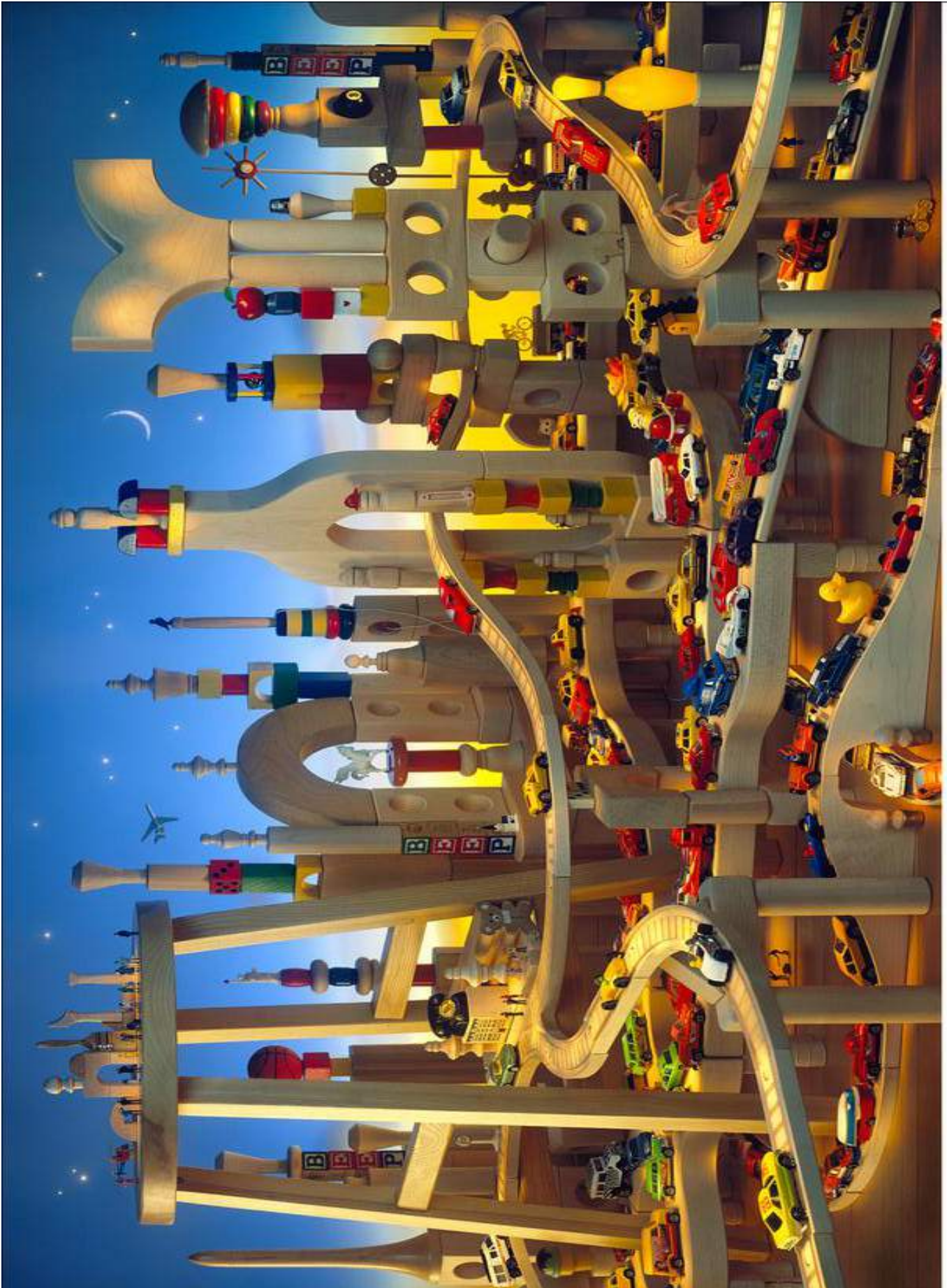
BE CREATIVE:

- Draw an illustration to represent a story
- Letter to parents/guardians
- Story writing with your child

DON'T:

- Choose stories that you yourself don't enjoy.
- Read too fast.
- Try to tie the story into the child's schoolwork.
- Correct his or her reading or pronunciation too often (once/page).
- Keep going after the magic has leaked out.
- Give up immediately—it could take a long time for your child to learn to love reading, and reading aloud improves with practice!
- Force your child to read if it becomes too challenging—remember, you want your child to look forward to spending time with you.

Many of these tips were borrowed from the *Read Aloud Handbook* by Jim Trelease, 1985.



I spy a clock, a birdhouse, a duck,
Five thimbles, a plane, two fish in a truck;

A big red apple, a zebra jeep,
STOP, GO, and BEEP BEEP BEEP.

IT'S A
JUNGLE



IN HERE

USING THE BOOK THE TALE OF PETER RABBIT ---

Hey CG Mentors! Are you ready to enjoy reading with your kid? Please remember, it is not a task to complete but a strategy for sparking conversation and building friendship. There is DRAMA here! Peter is in real DANGER. (What does your kid know about dangers in his or her world?) Dangerous places! --- NEVER GO THERE!! Dangerous people or dangerous dogs.

This book was chosen to promote conversations between your kid and you about the time he got lost in the supermarket and stuff like that. And please tell stories from your own life about when you, the mighty mentor was lost and scared.

The following sample questions can be used with the kid. Or you can come up with your own questions to write into your journals.

Week 4

- p. 7 Why shouldn't Peter go into Mr. McGregor's garden? What does "mischief" mean? It means, "Don't get into trouble!" Where are some dangerous places in your neighborhood? Have you ever been told "Never go there!" or "Don't do _____?"
- p. 14 What were the birds saying to Peter? What can you say to someone who is crying or sad or scared? "They were encouraging him. Were they saying "stupid – why did you get caught. You're in big trouble?" or "C'mon Peter, you can do it! How can we help you?"



“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden.

“Your father had an accident there. He was put in a pie by Mrs. McGregor.

“Now run along, and don’t get into mischief. I am going out.”

Then old Mrs. Rabbit took a basket and her umbrella, and went through the woods to the baker’s. She bought a loaf of brown bread and five currant buns.



He lost one of his shoes among the cabbages, and the other shoe among the potatoes.

After losing them, he ran on four legs and went faster, so that he might have gotten away if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears. But his sobs were overheard by some friendly sparrows, who flew to him in great excitement and begged him to try to free himself.



“—the power of life and death”



A group of frogs were traveling through the woods. Two of them fell into a deep pit. All the other frogs gathered around the pit. When they saw how deep the pit was, they told the two frogs that they were as good as dead.

The two frogs ignored the comments and tried to jump out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died. However, the other frog continued to jump as hard as he could.

Once again the crowd yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, “Did you not hear us?” The frog explained to them that he was deaf. He thought they were encouraging him the entire time

This story teaches a huge lesson:

An encouraging word to someone who is down can lift them up and help them make it through the day, the week, the year, or their life.

“The tongue has the power of life and death”

Proverbs 19:21

POWER OF PRAISE

Praise focuses on outcomes, uses superlatives, and is unconditional. Praise (reinforcement) occurs *after* the child performs a behavior or completes a task. For example:

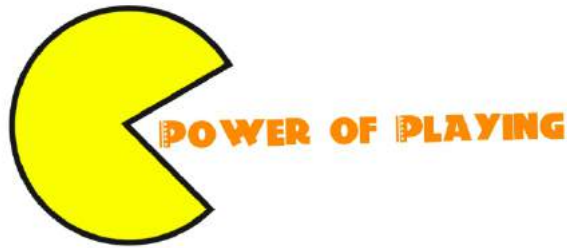
- “You certainly did a good job.”
- “That was great work you did in math.”
- “I like the way you handled that.”
- “You played a good game.”

BOOSTING HOMEWORK

Mentors are not tutors—nor are they parents, teachers, therapists, or guidance counselors. Mentors are true friends. The unique niche that mentors occupy needs to be cherished and protected. According to the DOE, showing interest in your child’s homework is important. Research has highlighted both relational and instrumental attitudes. To support students academically, mentors can positively affect a child. Help them change from “hating homework” to “loving to learn.” To do this, mentors have to first be aware of their own attitude towards learning. Do you love to learn? Your love for ideas, books and imagination will be contagious.

HELP YOUR KEIKI TO JUMP START THEIR HOMEWORK DURING YOUR MENTORING SESSIONS. JUST ASK WHAT HOMEWORK THEY HAVE “FOR TODAY” AND SHOW INTEREST IN THEIR WORK.





Some of the best **inside games** are simple one-on-one activities:

- Hangman
- Tic Tac Toe
- Go Fish
- Checkers
- Connect Four
- Jenga
- Chess
- Mankala
- Pick up Sticks
- Backgammon
- Pass the Pigs
- Building Lego
- I Spy
- Memory

If you and your child are athletic, you might want to try some **outdoor games**:

- Tag
- Frisbee
- Football
- Basketball
- Jump Rope
- Hop Scotch
- Tetherball



Games are what your kid will remember most about your visits.

Make it fun and you will both look forward to your weekly time together!

Not Meant to Fly Alone

In the fall, when you see geese heading south for the winter, flying along in V-formation, you might be interested in knowing what science has discovered about why they fly that way. It has been learned that as each bird flaps its wings, it creates an up-lift for the bird immediately following. By following in a V-formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own. (Christians who share a common direction and a sense of community can get where they are going quicker and easier, because they are traveling on the thrust of one another.)

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. (If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are.)

When the lead goose gets tired, he rotates back in the wing and another goose flies point. (It pays to take turns doing the hard jobs with people at church or with geese flying south.) The geese honk from behind to encourage those up front to keep up their speed. (What do we say when we honk from behind?)

Finally, when a goose gets sick or is wounded by a gun shot and falls out, two geese fall out of formation and follow him down to help protect him. They stay with him until he is ready to fly or until he is dead and then launch out on their own or with another formation to catch up with their original group. --Angeles Arien

“Two are better than one because they have a good return for their work. If one falls down, his friend can help him up. But pity the one who falls and has no one to help him up” Ecclesiastes 4:10



*******MENTOR MEETING ONCE A MONTH IS VERY IMPORTANT
OR CHECK IN WITH YOUR CAPTAIN REGULARLY*******

Common Grace

Code of Graceful Conduct

"We want to be warm, but not misunderstood."

***Standard requirements must be learned and followed.
They protect the children, the volunteers, the church, and the school.***

1. Always meet your child in a public, highly visible location.
2. Never take the child anywhere without written parental consent (use Parental Permission Form).
3. Always have current liability insurance if you use your car.
4. When transporting a child 4-7 years old, always ensure that the child uses a booster seat as required by law. Be sure that everyone in the car is buckled up.
5. Never take the child to the bathroom 1 on 1.
6. Always inform the school personnel when the child is sick or injured while on school premises. Never administer medicine or drugs.
7. Always respect the school's policies for visitors on campus.
8. (Agree to be fingerprinted when schools begin to require it.)
9. No sharing of food on the school campus.
10. No conspicuous gifts on the school campus.
11. Never disappoint a child by not showing up (always call the parent/school in advance if you can't make it to your regular hour).
12. Never speak poorly of the child's family or teacher.
13. Always go directly to your church coordinator with questions or concerns.
14. Always pray for your child before going to your appointed hour.
15. Always be careful not to use "religious" words or expressions on campus.
16. Never take the child to a church function without parental permission.
17. Always be patient and steady, never in a hurry. Be calm. Be lighthearted.
18. Avoid contact with any part of the body normally covered by a swimsuit.
19. You can give your kid a hug every week, but keep it short and sweet and non-creepy.
20. Love the child. Make it obvious that he or she is your "favorite."

I understand and accept the standard requirements and operating procedures of Common Grace as explained above in the Code of Graceful Conduct.

(Please keep this copy for your records.)

Name (Print) _____

Signature _____

Date _____

Church/Organization Name: _____

Child Abuse Reporting Policies for the DOE

1. “The Hawaii 2006 Legislation amended the Child Abuse Reporting statute that became law in June 2006. The legislated amendments call for all school staff members to report any suspicions of child abuse directly to Child Welfare Service or police rather than the past practice of reporting to the principal...The amended law expands the group to include all members of a school—volunteers...”

Document at

<http://downloads.k12.hi.us/training/childabusereporting/transcript.htm>

Video at <http://downloads.k12.hi.us/training/childabusereporting/medium.swf>

2. “How does the law define child abuse or neglect? When the child exhibits evidence of...Substantial or multiple skin bruising...failure to thrive...extreme pain...extreme mental distress...When there exists injury to the psychological capacity of a child as is evidenced by an observable and substantial impairment in the child’s ability to function...”
3. “Who is mandated to report child abuse or neglect? Employees of any public or private agency providing recreational or sports activities...Any of the above named persons who knowingly fails to report an incident involving child abuse or neglect, or who knowingly fails to provide additional information, or who prevents another person from reporting such an incident shall be guilty of a petty misdemeanor...”
4. “What if I’m not sure? You can consult with the DHS regarding your concerns or observations. You need not be prepared to prove that abuse or neglect has occurred before making a report. If the child has shared information with you about the abuse/neglect, this is enough for you to call us...the preference is that you make a referral immediately once the information is shared with you.”
5. “Do I need to follow up in writing? Yes. A mandated reporter checklist has been developed for your use.”
6. “Will the family find out who made the report? The Department makes every reasonable effort to maintain the confidentiality of a reporter who requests that his/her name not be released. Anyone reporting in good faith is immune from liability.”

Document for Department of Human Services “A Guide for Mandated Reporters” at http://hawaii.gov/dhs/social_services/child_welfare/MANDATED%20REPORTER%20HANDBOOK.pdf

The Teacher

One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then she told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed in the papers. That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual.

On Monday she gave each student his or her list. Before long, the entire class was smiling. "Really?" they whispered. "I never knew that I meant anything to anyone!" and "I didn't know others liked me so much!" were most of the comments.

No one ever mentioned those papers in class again. The teacher never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another. That group of students moved on.

Several years later, one of the students was killed in Vietnam and his teacher attended the funeral of that special student. She had never seen a serviceman in a military coffin before. He looked so handsome, so mature. The church was packed with his friends. One by one those who loved him took a last walk by the coffin. The teacher was the last one to bless the coffin. As she stood there, one of the soldiers who acted as pallbearer came up to her. "Were you Mark's math teacher?" he asked. She nodded: "yes." Then he said: "Mark talked about you a lot."

After the funeral, most of Mark's former classmates went together to a luncheon. Mark's parents were there, obviously waiting to speak with his teacher. "We want to show you something," his father said, taking a wallet out of his pocket. "They found this on Mark when he was killed. We thought you might recognize it." Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. The teacher knew without looking that the papers were the ones on which she had listed all the good things each of Mark's classmates had said about him. "Thank you so much for doing that," Mark's mother said. "As you can see, Mark treasured it."

All of Mark's former classmates started to gather around. Charlie smiled rather sheepishly and said, "I still have my list. It's in the top drawer of my desk at home." Chuck's wife said, "Chuck asked me to put his in our wedding album." "I have mine too," Marilyn said, "It's in my diary." Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group "I carry this with me at all times," Vicki said and without batting an eyelash, she continued: "I think we all saved our lists."

According to Saint Mary's school in Morris, Minnesota, this is a true story written by Sister Helen Mroska, a Franciscan nun. According to an Associated Press article published in the Topeka Capitol-Journal in 1998, Sister Mroska decided to write about Mark for Proteus magazine, which had asked for stories about education. That article was later printed in Reader's Digest but has probably reached its biggest audience via the Internet.

<https://www.truthorfiction.com/markeklund/>