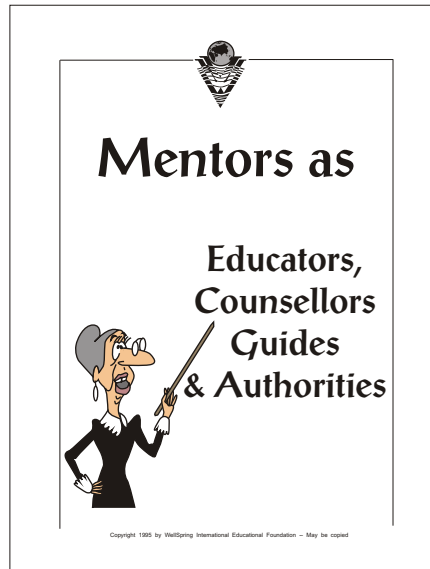




What are Mentors to Do?





Key Points

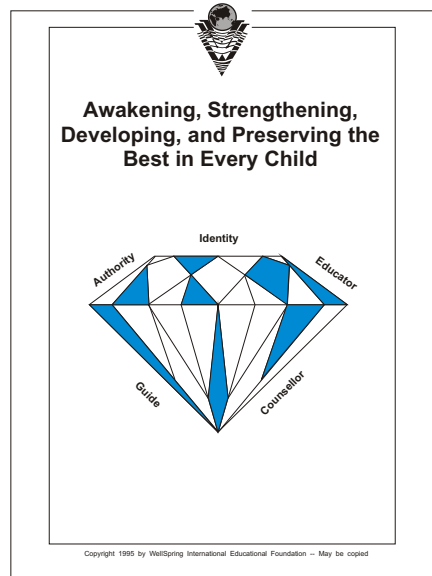
- * **The vast majority of what children learn they learn from observation and thought.**
- * **Just exactly what are mentors supposed to do -- day in and day out to make the most of their time with children?**
- * **There are four different sorts of things that mentors can do to meet any opportunity.**
- * **Each role seeks a different outcome using different methods.**
- * **Each of these is a distinct role -- but all are different forms of education.**
- * **More important than the role itself is the spirit with which the mentor performs the role for it is the spirit itself that educates and the spirit that is educated.**
- * **Mentors are not there for themselves but rather for the development of the potential of those they work with -- to help them develop their unique voices and potential.**



Mentors as

**Educators,
Counsellors
Guides
& Authorities**



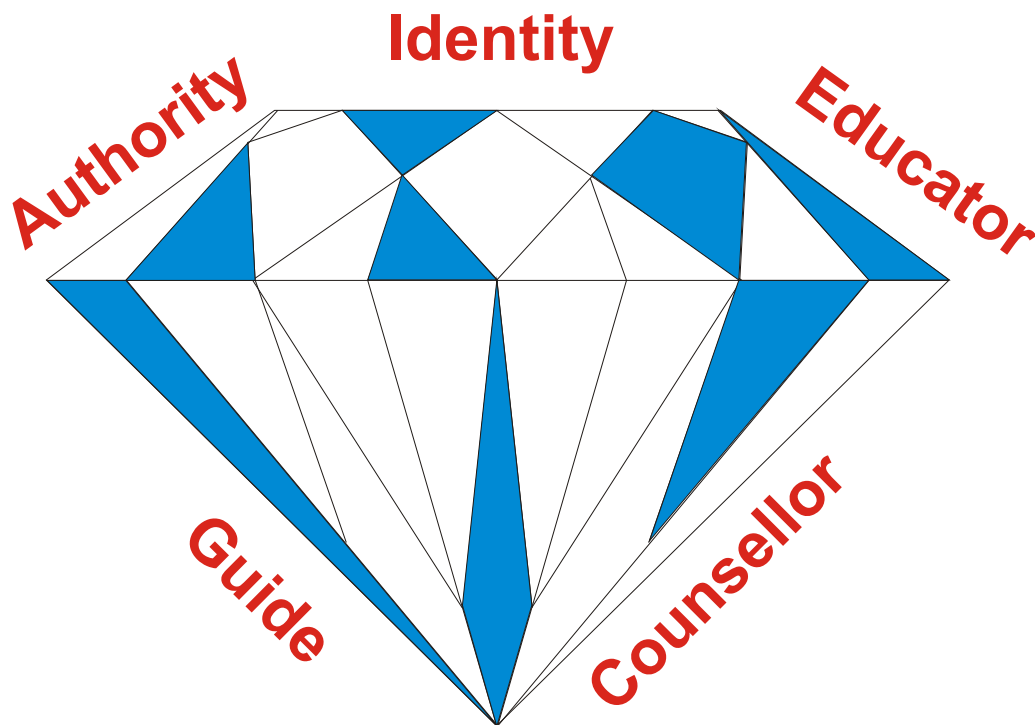


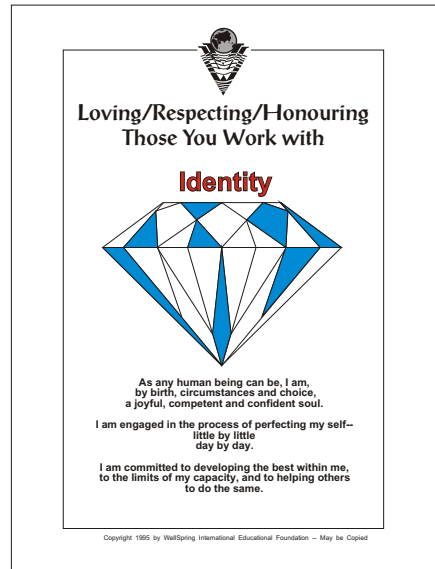
Key Points

- * **Each child is like an uncut gem -- the inner light is there, in potential, awaiting the vision and effort of educators to release it.**
- * **Parents are the first educators of their children -- their curriculum is the virtues, the building blocks of character. Mentors build on the foundation they lay.**
- * **The Mentor's classroom is everyday life -- the teachable moments that occur each and every day.**
- * **These moments occur when things are going right -- not just when things are going wrong.**
- * **Educators do not put things into children, they bring forth what is already there in potential.**



Awakening, Strengthening, Developing, and Preserving the Best in Every Person





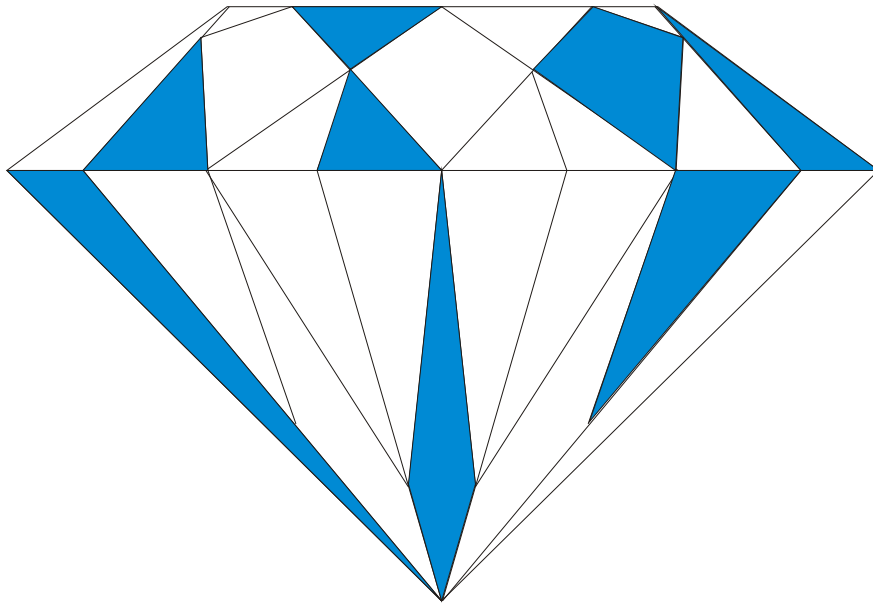
Key Points

- * **Before pursuing any educational program, it is important to determine what the child would be like if everything worked as it was supposed to work.**
- * **The Virtues Project treats the child as a spiritual being -- born into potential -- capable of forming a relationship with a mentor and using it to develop his/her potential.**
- * **The Virtues Project helps the child understand that it is the combination of the gifts they were given and personal effort that results in progress - perfecting is a continual process.**
- * **A spiritual child understands the unity of all creation and knows that (s)he never flawed, inadequate, or incomplete -- merely unfinished in this world.**
- * **The key to forming any relationship that will empower those you work with is love/respect. You must find something that attracts you to each of those you work with.**



Loving/Respecting/Honouring Those You Work With

Identity



**As any human being can be, I am,
by birth, circumstances and choice,
a joyful, competent and confident soul.**

**I am engaged in the process of perfecting my self--
little by little
day by day.**

**I am committed to developing the best within me,
to the limits of my capacity, and to helping others
to do the same.**



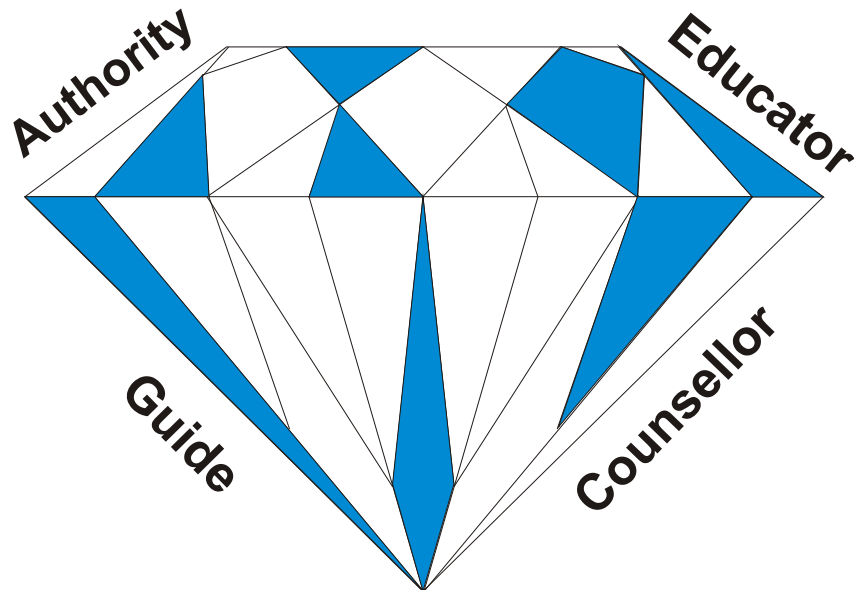
Key Points

- * **Think of any person as a uncut gem. The underlying structure is there awaiting the gem cutters hand.**
- * **Children are placed into the arms of parents/others for care and development -- for preparation for the day when they take their places as independent human beings.**
- * **Children are a sacred trust -- everyone in the community is responsible for the execution of that trust -- parents, teachers and mentors in particular.**
- * **Everyone must help the child develop their potential and all sides of his/her personality. One approach alone will not permit them to do this.**
- * **Each role provides something different that a child requires. Taken all together they work to develop all a child's potential & prepare him/her for independence.**



What Can Mentors Do?

**To provide others with
an opportunity to develop
the Best within each of them?**

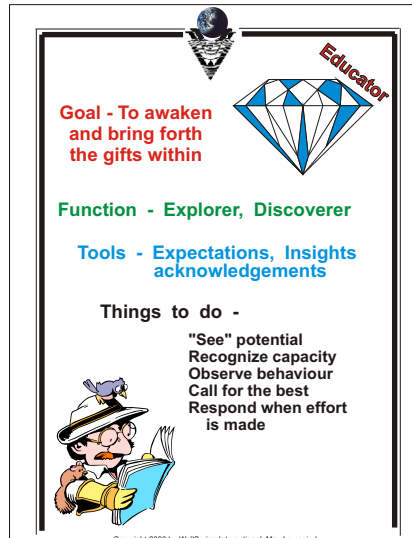


Goals of your efforts?

Roles to play?

Tools available?

Things to do?



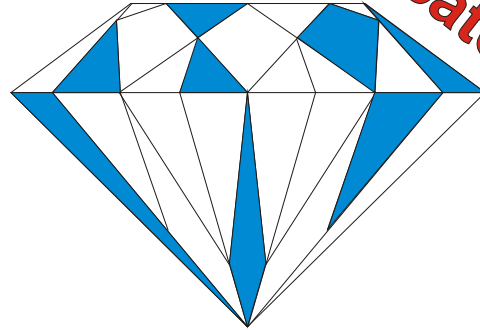
Key Points

- * **The first challenge for any mentor is to recognize and respond to the gifts each child brings into the classroom.**
- * **The Virtues Guide is an excellent resource for learning to recognize the virtues when you see them.**
- * **Children are often urged on by physical development -- they do not know what is valuable or worthless.**
- * **The reaction of educators tells the child that something is of value -- awakens him/her to the best within.**
- * **The soul responds to the names of the virtues.- The brain's ability to abstract helps children understand.**
- * **Children will live up or down to our expectations -- a wise mentor expects the best and calls the child to it and acknowledges every effort.**



Educator

**Goal - To awaken
and bring forth
the gifts within**



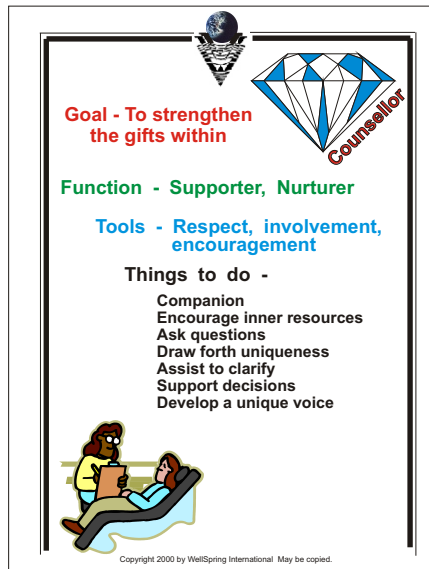
Function - Explorer, Discoverer

**Tools - Expectations, Insights
acknowledgements**

Things to do -

**"See" potential
Recognize capacity
Observe behaviour
Call for the best
Respond when effort
is made**





Key Points

- * **Once awakened, a child's gifts are strengthened by having opportunities to use them.**
- * **The goal is always to encourage the development of independence -- do not do it for them if they can do it for themselves.**
- * **The mentor must be there to access the child's inner decision-making ability and encourage its use.**
- * **Children can make choices, to include moral choices -- once made, the challenge is to support the choice.**
- * **Even a bad choice can be a valuable learning experience if a mentor helps a child determine what went wrong.**
- * **Above all a mentor must help a child to develop his/her own way of knowing and a unique voice to express it.**



**Goal - To strengthen
the gifts within**

Function - Supporter, Nurturer

**Tools - Respect, involvement,
encouragement**

Things to do -

Companion

Encourage inner resources

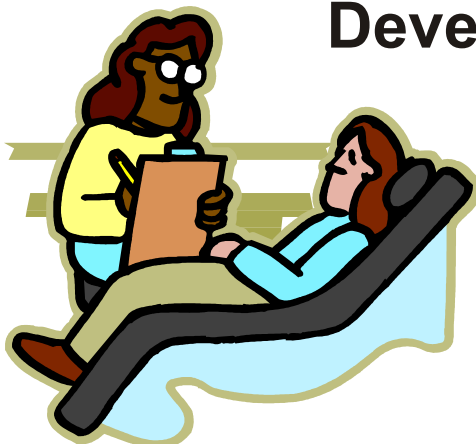
Ask questions

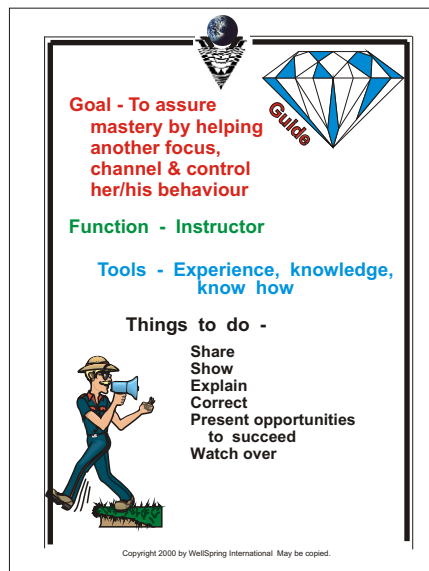
Draw forth uniqueness

Assist to clarify

Support decisions

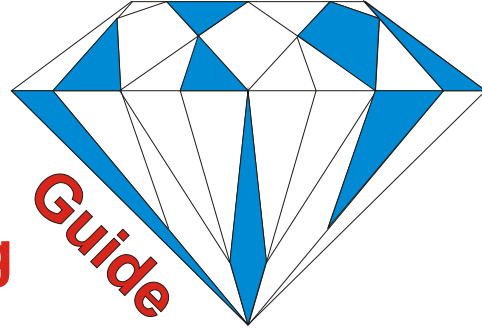
Develop a unique voice





Key Points

- * **Mentors, when acting as a child's guide, seek to use all their art and skill to benefit those they work with**
- * **Do everything possible to assure that those you work with are successful in whatever they undertake.**
- * **Rehearsal, explanation, educational correction provided in a climate of respect assure success.**
- * **Children will learn little if tasks are constantly done for him/her -- one or two times to demonstrate is enough.**
- * **If there is no freedom to fail, the pressure makes success much less likely.**
- * **A good guide permits children to take the lead and then watches over the process to see that it goes right.**

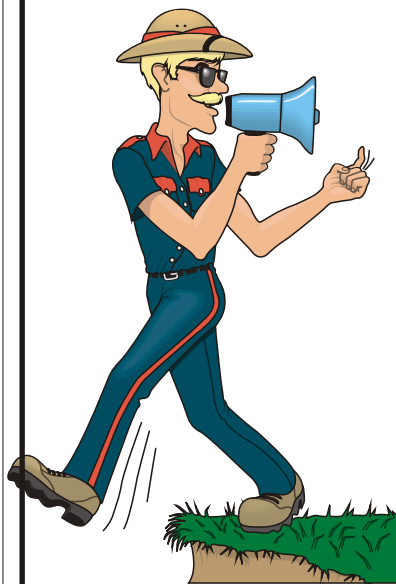


Goal - To assure mastery by helping another focus, channel & control her/his behaviour

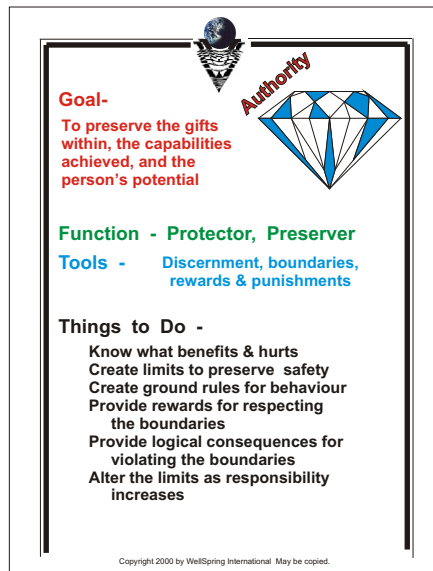
Function - Instructor

Tools - Experience, knowledge, know how

Things to do -



**Share
Show
Explain
Correct
Present opportunities
to succeed
Watch over**

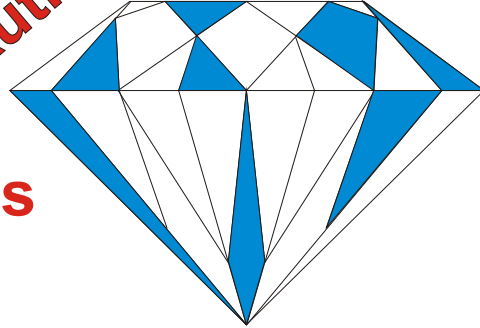


Key Points

- * **Mentors must use their authority, not as dominance, but in service of a child's learning.**
- * **Children without boundaries, without clear limits, never feel safe.**
- * **One of the primary challenges for mentors is to keep their children safe.**
 - # **To assure that children are prepared to keep themselves safe as much as possible,**
 - # **To step in and assure their safety when they are not ready to handle or manage the situation.**
- * **Another challenge is to support the development of a strong conscience, the child's inner authority.**
- * **The use of a mentor's authority must never be arbitrary -- it must change as children develop.**



Authority



Goal-

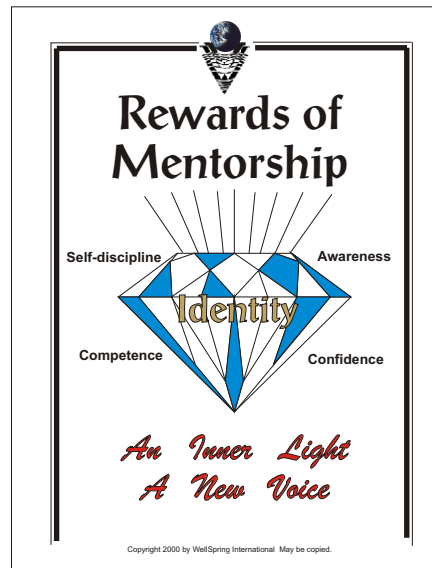
To preserve the gifts within, the capabilities achieved, and the person's potential

Function - Protector, Preserver

Tools - Discernment, boundaries, rewards & punishments

Things to Do -

- Know what benefits & hurts**
- Create limits to preserve safety**
- Create ground rules for behaviour**
- Provide rewards for respecting the boundaries**
- Provide logical consequences for violating the boundaries**
- Alter the limits as responsibility increases**

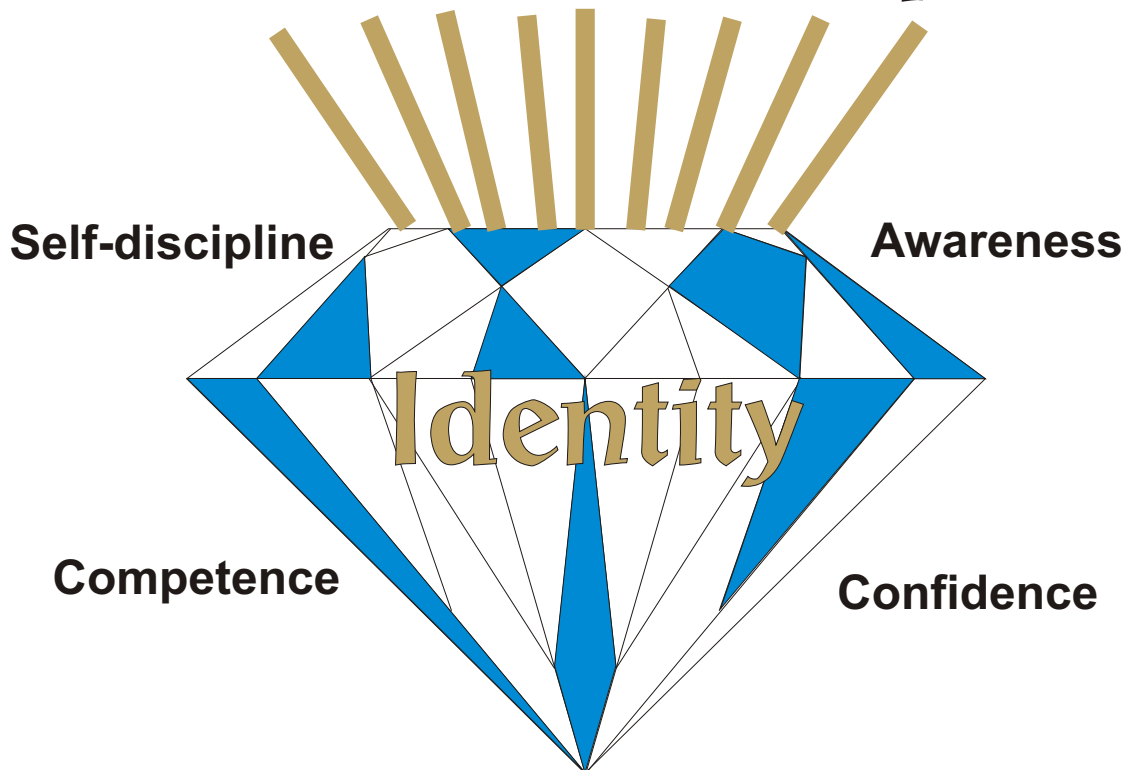


Key Points

- * **Just as a gem cutter releases the beauty within a gem, a spiritually oriented mentor releases, strengthens, develops and preserves each child's potential.**
- * **Children who are developed claim their independence -- the progress belongs to them -- the success belongs to them -- it is their voice -- outer effort releases an Inner Light.**
- * **The roles played by the mentor are now played by the child --**
 - # **The awareness of the educator becomes the child's awareness,**
 - # **The companioning and support of the counsellor builds confidence,**
 - # **The experience of the guide develops competence,**
 - # **And the preservation of the authority becomes self-discipline.**



Rewards of Mentorship



*An Inner Light
A New Voice*