

MENTORING^{plus}
Workshop Series

SERIES 4

RESPONSIBLE MENTORING

Talking About Drugs, Sex and Other Difficult Issues

by Dustianne North, M.S.W.



Produced by The EMT Group for the California Department of Alcohol and Drug Programs



The Mentoring Plus Workshop Series is a project of The EMT Group, Inc., funded through the California Department of Alcohol and Drug Programs.

Graphic design by Jacqueline Kramm
Printing by TC Printing

The EMT Group, Inc.
391 South Lexington Drive
Folsom, CA 95630

916.983.9506

California Department of Alcohol and Drug Programs
Mentor Resource Center

800.879.2772

MENTORING^{plus}
Workshop Series

SERIES 4

RESPONSIBLE MENTORING

Talking About Drugs, Sex and Other Difficult Issues

by Dustianne North, M.S.W.



Produced by The EMT Group for the California Department of Alcohol and Drug Programs

WORKSHOP AGENDA

RESPONSIBLE MENTORING **Talking About Drugs, Sex and Other Difficult Issues**

8:30 REGISTRATION AND NETWORKING

9:00 WELCOME AND INTRODUCTIONS

MODULE 1: AGENCY RESPONSIBILITIES

MODULE 2: APPROPRIATE ROLES

10:30 Break

MODULE 3: VALUE CLARIFICATION

MODULE 4: RESPONDING TO DELICATE TOPICS
AND CRISES

MODULE 5: COMMUNICATION STRATEGIES

12:00 Lunch

1:00 MODULE 6: ROLE PLAYING

A: USES OF ROLE PLAYING

B: HOW TO'S OF ROLE PLAYING

2:00 Break

C: PRACTICING WITH PARTNERS

NEXT STEPS

3:30 EVALUATION AND ADJOURNMENT

ABOUT THE AUTHOR

Dustianne North, M.S.W.

Dustianne North has been working in the field of youth mentoring since 1995, when she began building a mentor and volunteer program for the foster care in residence at the Florence Crittenton Center in Los Angeles in 1995. After creating the first mentoring program in Los Angeles County serving youth in foster care to receive official approval from Los Angeles County Department of Children and Family Services, the Los Angeles Probation Department, and Community Care Licensing, Ms. North began providing training and technical assistance throughout the state for EMT. She specializes in assisting programs that serve special needs populations such as court-involved youth. Ms. North has now completed her master's degree in Social Work at UCLA, and she continues to work toward her doctorate in Social Welfare (also at UCLA). Most recently, Ms. North has focused on building mentoring support statewide for foster youth and youth on probation. As a trainer, she draws upon her professional experiences with mentoring, her clinical training as a social worker, and her administrative expertise in designing curricula and facilitating trainings. This diverse scope of knowledge allows her to work with direct practice issues such as communicating with youth, as well as macro-level issues, such as designing mentor programs for foster youth.

RESPONSIBLE MENTORING

Talking About Drugs, Sex and Other Difficult Issues

This workshop will address the very delicate process by which mentors and program managers assist youth as they struggle with difficult issues such as drugs, sex, family problems. What happens when a youth takes the risk of discussing such an issue with a mentor often has a strong impact on the relationship and the life of the mentee. This workshop will help to prepare agencies to train and support mentors as they face these issues, as well as to have a plan for intervention and reporting when necessary.

About the Mentoring Plus Workshop Series

The Mentoring Plus Workshop Series addresses topics most critical to effective mentoring programs. The goal of these workshops is to assist new and existing mentoring programs in providing children and youth with the best mentoring practices available. Mentoring Plus offers:

- Free workshops by request
- Curricula developed by experts in the mentoring field
- A workshop manual that includes all presentation material
- Information on accessing personalized technical assistance
- Networking opportunities

Additional Training and Technical Assistance

Community- and school-based youth mentoring programs may receive free technical assistance and training from The Evaluation, Management and Training (EMT) Group, which is funded to provide this service by the California Department of Alcohol and Drug Programs. Drawing on a statewide pool of diverse consultants, EMT tailors technical assistance to the specific needs of the requesting group.

Please ask a workshop trainer for more information about available services. A Technical Assistance Application is provided for your use in the Program Development Resources section of this binder. You may also contact Lisa Scott or Shelly Boehm of EMT directly at:

- Mail: 391 South Lexington Drive, Suite 110, Folsom, California 95630
- Tel: 916.983.9506
- Fax: 916.983.5738
- Email: lisa@emt.org or shellyb@emt.org
- Website: www.emt.org



RESPONSIBLE MENTORING

Talking About Drugs, Sex and Other Difficult Issues

Introduction	1
◆ What types of issues are likely to come up and what type of response is required for each.	
Module 1: AGENCY RESPONSIBILITIES	3
◆ What are the boundaries of confidentiality and how to honor a mentee's right to privacy.	
◆ How to establish an intervention plan for various issues, as well as a strong and effective network of referral agencies.	
Module 2: APPROPRIATE ROLES	7
◆ What is appropriate for mentors and program managers to do and say with mentees.	
Module 3: VALUES	11
◆ How to assist mentors in taking a non-judgmental approach to values held by youth.	
Module 4: DIFFICULT TOPICS AND ISSUES	15
◆ What are some of the needs of a mentee who comes to a mentor with a difficult issue, and how can they be addressed.	
Module 5: COMMUNICATION STRATEGIES	19
◆ Specific communication skills and tips that:	
1) allow the discussion of issues to be positive bonding experiences for mentors and mentees, and	
2) effectively support mentees as they face their issues.	
Module 6: ROLE PLAYING	27
◆ Specific training methods, especially role playing, that effectively teach these communication skills.	

What are some difficult issues?

Delicate Topics

Sex
Peer pressure
Hygiene
Behavior
Alcohol and drugs
School performance
Self-image/personal insecurities
Class/cultural identity
Others: _____

Issues of Concern

Unsafe sex
Fist fighting
Minor delinquent behavior
Gang affiliation
Drug and alcohol use
Others: _____

Crises Requiring Intervention

Child abuse and neglect
Abusive relationships
Pregnancy and STDs
Health problems
Drug and alcohol abuse/
chemical dependency
Severe violence
Arrest/extensive delinquency
Depression/suicidality
Mental illness
Other trauma
Others: _____

DELICATE TOPICS are likely to come up during discussions between mentors and mentees, and therefore mentors should be trained to handle these topics directly with youth. Caution needs to be taken, however, since these topics can be touchy and strongly affect the relationship. Generally speaking, delicate topics should be discussed only when initiated by the mentee, and confidentiality takes on greater importance. While mentors should be adequately trained to deal with these topics on their own, they should be encouraged to seek support and feedback from supervisors and other mentors when these issues come up.

ISSUES OF CONCERN may have significant implications for the life of the mentee, and therefore mentors need to report these concerns to the agency. However, these issues do not necessarily require direct intervention. Many of these issues are ongoing conditions that mentees face, and mentors may need to be trained and supported to accept these aspects of the mentees' lives without judgment. It is important that mentors and programs do not focus too heavily on changing behavior when these issues arise; however, they should be aware of the challenges their mentees face, and over time they may be able help mentees to ameliorate them.

CRISES are of grave concern and may require direct and immediate intervention — mentors should never be expected to handle crises alone! Some, like child abuse and neglect, are mandated by law to be reported to the county; others may require a referral or a direct intervention by the mentor program. Many of these situations will require collaboration with families of mentees, and this should be handled by the mentor program manager.

MENTORING^{plus}

Workshop Series



MODULE 1

AGENCY RESPONSIBILITIES

CONFIDENTIALITY POLICY

Supervision

Reporting

Parental Involvement

INTERVENTION STRATEGIES

Intra-Agency

Referral

Family Involvement

Intervention

ARE YOU PREPARED?

A Checklist for Mentoring Programs

Are You Prepared?

A CHECKLIST FOR MENTORING PROGRAMS

To be prepared for delicate issues and crisis situations, agencies should:

- Have adequate **resources and personnel**, including access to a human relations expert.
- Provide adequate **training** for mentors about youth issues, communication skills, and the boundaries of confidentiality.
- Provide clearly stated **agency values and positions** on issues.
- Provide **action plans and policies** for every type of crisis.*
 - * What can be handled by mentor alone?
 - * What requires supervisor support?
 - * What requires family involvement?
 - * What requires agency intervention?
 - * What requires referral?
 - * What requires reporting?
- Provide adequate **monitoring and supervision** of mentors that includes careful delineation of what issues mentors can handle alone versus those that require agency support and/or intervention.
- Develop strong **relationships between agency staff and mentees** (and families when possible).
- Develop **relationships with referral agencies**.
 - Know what services they provide
 - Check their references and visit their facilities
 - Maintain regular contact
 - Follow up on any referrals
 - Continue to network and expand base of available agencies
 - Participate in mentor program networks and coalitions

* NOTE: While we have discussed basic guidelines for types of issues that mentors can handle alone, each agency needs to determine its own exact policies for how various issues will be handled.

MENTORING^{plus}

Workshop Series



MODULE 2

APPROPRIATE ROLES

What is the Role of a Mentor? A Program Manager?

DO'S AND DON'TS

	PARENT	CLINICIAN	TEACHER	MENTOR PROGRAM MANAGER	MENTOR	TUTOR / COACH
Primary Aim	<ul style="list-style-type: none"> Provide for overall welfare, discipline and character development 	<ul style="list-style-type: none"> Provide emotional support Facilitate active changes in self-structure, behavior and environment 	<ul style="list-style-type: none"> Educate Build learning and social skills 	<ul style="list-style-type: none"> Monitor, supervise and support mentoring relationships 	<ul style="list-style-type: none"> Built a trust relationship Provide positive modeling 	<ul style="list-style-type: none"> Teach, guide and encourage
Intimacy & Authority	<ul style="list-style-type: none"> Highest intimacy and authority Ultimate responsibility for all aspects of child's life 	<ul style="list-style-type: none"> High intimacy but no real authority Can sometimes have high influence Can have effect of authority 	<ul style="list-style-type: none"> Intimacy varies but limited by numbers in class High authority at school 	<ul style="list-style-type: none"> Open rapport needed but should limit intimacy to allow mentor-mentee connection to flourish Authority over matches and group activities 	<ul style="list-style-type: none"> Usually higher intimacy level than teachers and coaches/tutors, but mentee-driven and varies by program Authority is limited to only what is necessary for safety when mentor is alone with mentee 	<ul style="list-style-type: none"> Moderate intimacy Minimal authority
DO'S						
DON'TS						

MENTORING^{plus}

Workshop Series



MODULE 3

VALUES

What do you value? As an agency? As a mentor?

What do mentees value?

Self-determination of mentees

Exploring Values

1. What ideals do you stand for? How would you like to be remembered?
2. What social and/or political issues are you passionate about?
3. Is there anything you would die for, and if so, what?
4. What types of activities bring you the most meaning in your life?
5. What behaviors or traits in others make you angry or make you want to defend others?
6. How does being a mentor (or program staff) reflect your values, and what do you hope to accomplish by being a mentor (or program staff)?

MENTORING^{plus}

Workshop Series



MODULE 4

DELICATE TOPICS AND CRISIS REPOSE

A CRISIS SCENARIO

Responding to immediate safety and liability issues

Responding to immediate emotional needs of mentee

Helping with problem solving and resources

Responding to Delicate Topics and Crises

A Crisis Scenario

SMALL GROUP ACTIVITY

Imagine that you are a mentor for a 14-year-old boy named Jack. You have been mentoring him for seven months, and he seems to really like you. Jack lives with his mother and two younger siblings. He is in the eighth grade and he performs at a level a little above average. You know from your agency that Jack's father has been incarcerated for the past nine years, but Jack never talks about him. His mother is always appreciative of the time you spend with him since she works two jobs and has little time for him. Jack also has a large extended family in the neighborhood, and you have met several of his cousins, aunts and uncles. The family seems very well known in the neighborhood, and the school principal has told you that parts of the family are gang-involved. When you go to meet Jack at school as agreed upon, he tells you immediately that his house was shot at from a passing car last weekend. He goes on to say that he has been having nightmares ever since, and that he is fearful something will happen to his mother or siblings.

GROUP 1

Please brainstorm strategies to address Jack's immediate safety and your own, and the agency's liability.

GROUP 2

Please brainstorm ways to address his immediate emotional needs in coming to you for help.

GROUP 3

Please brainstorm ways to offer him some solutions and resources for his situation.

brainstorm

Strategies to Address
Immediate Safety & Liability

Immediate Emotional Needs
You Can Help With

Resources and Solutions
You Can Offer

MENTORING^{plus}

Workshop Series



MODULE 5

COMMUNICATION STRATEGIES

Putting the mentee at ease

Honoring the mentee's right to self-determination

Problem solving and resources

Putting the Mentee at Ease

Telling an adult about a difficult issue can feel like a very risky thing for a child or youth. The mentor's ability to help the mentee feel safe in sharing personal information is key to both the development of trust in the relationship and to offering the best possible support for the mentee in his/her situation. As the primary role of a mentor is to build a trusting relationship with their youth, these concerns should take precedence over attempts to change the mentee's behavior or to influence their decisions.

Below are some tips that can assist mentors in putting the mentee at ease. Without these, the mentee may be likely to shut down, or stop wanting help from their mentor. If, on the other hand, the mentor is able to communicate acceptance and use a calm approach, the mentee is likely to continue to accept the mentor's assistance.

- * Stay calm.
- * Use body language to communicate attentiveness — maintain eye contact, sit at same level, etc.
- * Avoid judgmental statements like "Why would you do something like that?" or "I think you know better..."
- * Be honest if you are getting emotional or upset, but *never accuse or berate!*
- * Let the mentee know that you are glad (s)he came to you.
- * Reassure the mentee that his/her confidentiality will be honored.
- * Use tact but be honest.
- * Allow the mentee to talk at his/her own pace — don't force an issue.
- * Don't pry — allow the mentee to bring up topics s/he is comfortable with.
- * Don't collaborate with mentee's family to provide discipline — to do so compromises your role as a neutral and supportive party.

Other thoughts:

NOTES

Honoring the Mentee's Right to Self-Determination

Self-determination is the right that every human should have to make decisions for his or herself. Of course this concept becomes tricky and confusing when youth are involved since many decisions are made for minors with or without their consent. This is because they are not seen as old enough to be trusted with such decisions. So youth live in a world where it is often difficult for them to feel they have a right to make decisions. Further, their decision-making skills may be limited because of the fact that they are offered little opportunity to exercise them. So while teachers, parents, probation officers, and other adults in their lives must focus on managing behavior and determining what is best for a child's welfare, a mentor's job is to help his or her mentee develop these skills and learn to make their own choices.

Below are some tips for promoting and respecting a mentee's right to self-determination. The idea is to process with the youth so that they understand what the implications might be of any particular course of action, and to help them discover what is truly important to them. This process is important to the mentoring relationship as it communicates respect and trust; it is also important to the mentee's development in that it builds healthy decision-making skills. These concerns should take precedence over a focus on changing behavior or influencing the youth's course of action.

- * Focus on his/her feelings and needs rather than jumping to problem-solving.
- * When issue has been talked about, ask, "What do you think you would like to do about this situation," and "How would you like for me to help?"
- * If you are not comfortable with what (s)he wants to do, ask yourself why before you decide whether to say so.
- * If what (s)he wants to do is not possible, explain so gently and apologize.
- * Ask what alternative solutions would make him/her comfortable.
- * Encourage critical thinking through questions and reflections.
- * Use the words, "I don't know — what do you think?"

Other thoughts:

NOTES

Problem-Solving and Resources

Once the mentor has successfully addressed the mentee’s feelings and has processed with the mentee in a way that honors their need for self-determination, the mentor can further assist the mentee in locating resources and options. It is important at this stage not only that the mentor be prepared to assist, but that the agency be prepared for any interventions that are needed. Ideally, this should be a team effort, a team of which the mentee his or herself is the key player. The mentor, the program staff, the mentee’s family, and any other adults who are relevant to the mentee’s life or situation should ideally work together so that the mentee has the best support available. However, it is equally important that the mentee participate in the development of this team and that his or her needs and feelings be addressed at every turn.

- * Know your appropriate role as a mentor.
- * Be honest with the mentee if confidentiality does not hold.
- * Suggest that your supervisor may have some thoughts if you don’t know what to do.
- * Ask the mentee if (s)he would like to talk to the agency with you if necessary.
- * Provide information if the mentee is unaware of resources or options.
- * Brainstorm with the mentee and be creative in finding a solution — there is usually more than one way to handle a situation, and this process is educational for the mentee.
- * Offer to accompany the mentee if (s)he is uncomfortable with something (s)he has decided to do.
- * BE COLLABORATIVE — you are a team.
- * FOLLOW THROUGH WITH ANY AND ALL COMMITMENTS

Other thoughts:

NOTES

MENTORING^{plus}

Workshop Series



MODULE 6

ROLE PLAYING

Strategies for Role Playing

How To's of Role Playing

Sample Role Playing Scenarios

Delicate Topics

Issues of Concern

Crises Requiring Intervention

Strategies for Role Playing

Role playing can be an effective training method, particularly when teaching communication skills. Participants get a chance to consider a specific scenario that would be likely to come up, try their skills in a supportive setting, learn from other mentors as they problem-solve together, and even put themselves in the shoes of the mentee for a time. However, role playing can also be a scary thing for some volunteers, so group dynamics and individual personalities involved should be assessed when deciding how to approach a role playing activity.

Types of Role Playing

GROUP ROLE PLAYING. In this method, trainees are selected to play the role of the mentor, the mentee, and any other relevant person. Other mentors in the group provide input and feedback from the audience. This approach has the advantage of allowing mentors to work together as a group in discovering appropriate ways to discuss issues with mentees. Additionally, the trainer has a high level of control in pointing out specific learning points that come out of the role play. Its disadvantage is that some mentors do not feel comfortable acting in front of a group, as well as the fact that not everyone gets a chance to try every role.

PARTNER ROLE PLAYING. In this method, trainees are broken into groups of 2 or 3, and everyone gets a chance to practice role playing. The advantage of this approach is that it is less scary for mentors to work in small groups, and everyone gets to try each scenario. The disadvantage is that the trainer may not see and hear everything that trainees do and say, and that trainees do not get to learn from watching each other in the same way.

NOTES

Choosing or Creating a Scenario

First, a trainer should select or create a scenario that would be likely to occur with the youth they serve (see page 11 for three sample scenarios). Past real scenarios can also be quite effective as long as confidentiality is honored. The scenario should include the following elements:

1. **BASIC INFORMATION.**

This includes information about the mentee's background, the history of the mentor/mentee relationship, and the setting in which the interaction occurs

2. **A "HIDDEN AGENDA" FOR THE MENTEE.**

This is what the mentee knows that the mentor doesn't. This should only be told to the person playing the mentee.

3. **A "HIDDEN AGENDA" FOR THE MENTOR.**

It is often the case that the mentor will have partial information about the situation or about related things that the mentee is unaware the mentor has. This should only be told to the person playing the mentor.

Introducing Role Playing to Trainees

As stated, trainees are often nervous about trying their skills in front of others. It may be useful, then, to explain the function of role playing, set some ground rules, and ask the group how they feel about doing this activity. It may be a good idea to try the partner role playing method first, and then select those who seem the most comfortable for the first group role play.

NOTES

Setting up the Role Play

Now it is time to prepare participants to begin a role play. In the partner approach, small groups should be told to select a mentor, a mentee, and an observer. In the group approach, one mentor and one mentee can be selected while other trainees become audience.

BASIC RULES. Before the scenario is revealed, rules should be set. It is useful to have the group set their own ground rules that will ensure their comfort in taking risks with the group. The basic rules of the game are as follows.

1. The role play begins when the trainer says “Action!” After this point, only the trainer or one of the actors can interrupt.
2. Actors should not break character to ask questions. The role play should be allowed to continue until either the trainer says “Pause” to interject a learning point or have group discussion, or until an actor becomes truly stuck and does not know what to do or say next. If this happens, the actor can say “Jack Help.” Now, another trainee who thinks they know what to do can take their place. This way, the role play does not have to stop, and more than one trainee participates.
3. The trainer can stop the action at any time; however, it is most useful if trainees are given a chance to struggle along for a time to simulate what it is truly like to be in the moment with the mentee. However, it can be useful to stop if something of note has happened that should be addressed right away, or if the role play has hit a natural break and can be discussed by the group. After discussing what has taken place so far, the trainer has the option of saying “Action!” again and the role play resumes. It is also possible at this point to add more information into the scenario, or even to skip ahead in time.
4. The audience remains passive unless “Jack Help” is called or a discussion is under way.
5. When it is time to give feedback, the trainee playing the part of the mentor should be asked first how they felt and what they thought about what took place. The trainee playing the mentee should be asked next what it felt like to be approached in the way that was used. The audience members should then be asked for their POSITIVE comments, and then their constructive suggestions. The trainer’s own perspective should be stated only after everyone else has had a chance to speak.

Implementing the Role Play

Once the rules have been outlined, the scenario is given. The basic information should be announced to the entire room, while only the mentor(s) should be told their “hidden agenda” and the mentees theirs. The trainer calls “Action!” and the exercise continues from there. It is useful — especially after the first time a group has tried role playing — to debrief with them on how they felt about the activity and role playing in general.

Sample Role Playing Scenarios

DELICATE TOPICS

Scenario #1: Scott (Mentor) & Eddie

Scott is a mentor for Eddie (9 years old), and they have only met twice before. They are at the beach today, and Eddie has seemed a little down in the dumps all day but won't tell Scott why. So far, the day has gone well despite Eddie's lack of enthusiasm. They are working on a giant sand castle together.

Scenario #2: Jeanette (Mentor) & Lisa

Jeanette is a mentor for Lisa (9 years old). They have been matched for just two months, and Lisa is always excited to see Jeanette. Today the two are at the beach, and Lisa is playing in the sand near some young boys. Jeanette notices that the boys have begun to tease Lisa, calling her "smelly." Lisa gets very hurt, and no longer wants to play with them.

ISSUES OF CONCERN

Scenario #1: Charlene (Mentor) & Maria

Charlene has been mentoring Maria (13 years old) for about 6 months, and they have become quite close. They are at McDonalds, and a boy has just approached Maria. They seem to know each other, and the boy asks Maria whether she is going to come with them later as they had planned. Maria says yes, but looks a little uncomfortable and keeps glancing at Charlene. The boy says "See you then..." and walks off.

Scenario #2: John (Mentor) & Joey

John has been a mentor for Joey for a year and a half, and Joey has just turned 16 years old. There is a girl that Joey has had a crush on for several months, and he finally asked her out a few weeks ago. They have gone out a few times, and she is all Joey can talk about. They had a date last night, and today Joey seems especially exuberant as he and John are eating together at a restaurant.

CRISES REQUIRING INTERVENTION

Scenario #1: Lisa (Mentor) & Brianna

Lisa has been mentoring Brianna (16 years old) for about 2 months, and they are still just getting to know each other. Brianna seems to always enjoy their visits, but she hasn't opened up too much about her personal life. She has a boyfriend, but Lisa has never met him.

Scenario #2: Peter (Mentor) & Luis

Peter is a mentor to Luis (17 years old), and has been for about 4 months. The program they are matched in is one specifically for youth with a juvenile justice record; Peter is from a suburban middle-class background, and his only experience with juvenile justice comes from his training to be Luis' mentor. Luis has had a clean criminal record for about a year. As the program has suggested, Peter and Luis have an agreement that Luis can call Peter if any difficult situations come up for him. Peter receives a call from Luis, asking him if they can meet — he sounds very concerned.

Hidden Agendas

DELICATE TOPICS

Scenario #1: Scott (Mentor)

SCOTT'S AGENDA: You know that Eddie has been falling behind in school which is why you were asked to be his mentor. You aren't sure what's bothering him, and you don't want to pry, but you want to help and you want him to know that he can talk to you.

Scenario #1: Eddie (Age 9)

EDDIE'S AGENDA: You found out yesterday that you will be held back a grade if your grades don't get better in one month. You are embarrassed that you aren't doing better in school, and you are afraid you will not be in class with all of your friends next year. You don't know Scott very well yet— you want to ask for his help, but you are embarrassed and nervous.

Scenario #2: Jeanette (Mentor)

JEANETTE'S AGENDA: You noticed from the start of the relationship that Lisa's hygiene is extremely poor. Her mother seems to try to take care of her, but the home is unclean, and Lisa's clothes are often dirty. But she is very sweet and always wants to be close to you, so you don't want to hurt her feelings. Since the match is so new, you have never said anything about her hygiene, but you are wondering if now is the time.

Scenario #2: Lisa (Age 9)

LISA'S AGENDA: People always tease you, and it makes you sad. Your mom works from before you wake up in the morning until the afternoon, so you are responsible for getting yourself to school. You have two small siblings and an older brother, and no one helps you get ready. You wish you had fancy clothes and glamorous makeup like those women on TV but don't have the first clue how to make yourself look good. You are very embarrassed that these boys were teasing you in front of Jeanette — she is the only person in your life who always seems nice and never is mean.

Hidden Agendas

ISSUES OF CONCERN

Scenario #1: Charlene (Mentor)

CHARLENE'S AGENDA: Maria's mom mentioned to you last week that she is not sure about some of the kids Maria has been hanging out with lately. You know also that she is often left to her own devices after school because her mother works until 7 pm.

Scenario #1: Maria (Age 13)

MARIA'S AGENDA: You have made some new friends lately, and they like to smoke pot. You have tried it once or twice, and you liked it. But you are afraid that you will get in trouble, and you don't want Charlene to be disappointed in you. You've always heard that drugs are really bad for you, and you don't want to end up like your uncle who is addicted to heroin, but you really want your new friends to like you. And anyway, it's just pot, right?

Scenario #2: John (Mentor)

JOHN'S AGENDA: You and Joey have become quite close over the time you've spent together, and you have come to care about him a great deal. You have always tried to treat Joey as an adult, and to respect his right to make his own decisions. You have never seen him this excited about a girl — it seems she may be his first real girlfriend. You are really happy for him, and you are hoping to be able to meet her soon. You have wondered what kind of help Joey will need as he learns how to have a boyfriend/girlfriend relationship, and you hope that this won't detract from his doing well in school and staying focused on his life.

Scenario #2: Joey (Age 16)

JOEY'S AGENDA: You can barely contain yourself because you lost your virginity last night!!! You feel completely head over heels for this girl, and you want to share your news, but you're not sure how John will react. He's always been cool with you, but sex is weird to talk about. Also, you and your girlfriend took a risk last night: you didn't use protection. You hadn't been expecting things to go as far as they did, and you've never used a condom before. You are not really sure about the whole protection thing, and you don't know whether John is the right person to talk to... you'd like his advice though.

Hidden Agendas

CRISES REQUIRING INTERVENTION

Scenario #1: Lisa (Mentor)

LISA'S AGENDA: You are trying to establish trust with Brianna, but you don't want to pry either. Last week, Brianna cancelled an appointment with you at the last minute, and when she called you thought you hear a man's voice shouting in the background.

Scenario #1: Brianna (Age 16)

BRIANNA'S AGENDA: You have been with your boyfriend for about six months, and while at first he was nice to you, he has lately been very angry with you. He is 22, so you figure he must know better than you how things should be. You can't understand what it is you are doing wrong that makes him yell, and the last time he got angry he threw some dishes at the wall. You are starting to become concerned about how he's treating you, but you love him very much and you don't want to lose him. You have spoken with no one about this, and you are not sure you want to. It sure would be nice to get someone else's thoughts on the matter, but who can you trust? Lisa seems nice, but can you trust her?

Scenario #2: Peter (Mentor)

PETER'S AGENDA: You are nervous about what this could mean, but you want to help Luis if you can. You feel like this is the first big test of your mentoring skills, and you want to handle it well. You know how hard Luis has been working at staying out of trouble, and you are also flattered that he called you when he needed something. But he wouldn't talk about it on the phone, so you don't know what you are getting into exactly.

Scenario #2: Luis (Age 17)

LUIS' AGENDA: You have been enjoying your time with Peter, and you really do want to make changes in your life. But your family and friends have certain expectations of you, and they are important to you too. So far they have understood you and have been cool about the changes you are trying to make, but it is still important to you to spend time with them. Last night you were at a party, and a fight broke out. Your friends were very angry at the other guys, and they were talking smack about going after them. You went home and went to bed not sure whether they would do anything at night. This morning you found out that one of the other guys was killed last night — you don't know whether it was your friends who did it, but you are worried. You are also worried because you were at the party, and so you are afraid you'll be dragged into the investigation.