Volunteer Mentoring Handbook

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1. Message from the team

Thank you so much for becoming a Whizz-Kidz volunteer mentor!

We hope that you will find your mentoring experience positive and that the information in this handbook helps you along the way.

We would welcome any feedback from you or suggestions on how we can improve the handbook or any part of the mentoring programme. Please also get in touch if you have any questions or concerns at any time.

With a very big thank you from all of us in the Volunteer & Leadership Team!

Contact details:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Rhodes-Jiao</td>
<td><a href="mailto:j.rhodes-jiao@whizz-kidz.org.uk">j.rhodes-jiao@whizz-kidz.org.uk</a></td>
<td>020 7798 6117 or 07780 996810</td>
</tr>
<tr>
<td>Nikki Leadbetter</td>
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<td>07824 662626</td>
</tr>
<tr>
<td>Amy Senior</td>
<td><a href="mailto:a.senior@whizz-kidz.org.uk">a.senior@whizz-kidz.org.uk</a></td>
<td>020 7798 6129</td>
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<td>07795 550175</td>
</tr>
</tbody>
</table>
2. Introduction to the mentoring scheme

Aim of the Whizz-Kidz mentoring programme

To give young people additional support and encouragement in working towards their goals in education, training and employability.

Who will you be mentoring?

Your mentee will be a young person aged 16-25. The mentoring programme is particularly focussed on two groups of young people:

(i) young people who have done or who are planning to do a work placement
(ii) young people doing our Young Leader Programme (see information on this programme in appendix 1)

What is mentoring?

A one-to-one, non-judgemental relationship in which an individual mentor voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee’s life, and lasts for a significant and sustained amount of time.

(Source: Active Community Unit of the Home Office)

“experienced and trusted adviser” (Oxford Dictionary)

A mentor or befriender may come from any walk of life and should be positive, reliable, a good listener, interested, approachable, non-judgemental and realistic (Mentoring and Befriending Foundation)

The role of a mentor is to:

- Build trust
- Know what the mentee wants to achieve through helping them to clarify their goal(s)
- Listen
- Value the mentee’s opinions and beliefs
- Offer a non-judgemental attitude towards the mentee’s problems
- Identify strengths, interests and barriers
- Encourage the mentee to achieve their objectives
- Be reliable
- Build confidence
- Maintain motivation
- Enable
- Provide ideas and information
- Prepare for sessions
- Help to reflect

In particular, a mentor will work towards achieving positive change at a time of transition, through goal setting and motivation (Mentoring and Befriending Foundation)
A mentor should not try to be:

- A social worker
- A therapist
- A counsellor
- A teacher

This means understanding the boundaries of your role and providing advice & support in areas you are comfortable with

Qualities of a good mentor

- Reliable
- Committed
- Positive
- Approachable
- Realistic
- A good listener

3. Your volunteer mentoring journey

- Join Whizz-Kidz mentoring training
- Introduced to your mentee via preferred and safe method of contact
- Read, sign and return mentoring agreement to Volunteer and Leadership Team
- Arrange first mentoring meeting with mentee in mutually agreed public place
- Contact the Volunteer and Leadership Team prior to and after the first mentoring session

How long is the mentoring programme?
Minimum of 3 months in order to be meaningful and advised maximum of 6 months. This can be reviewed on a case by case basis but the advice is 6 months in order that other young people can also have the opportunity to be mentored.
4. Mentoring methods, models and top tips

Communication Skills

Being aware of your communication skills are important in mentoring. They can help to put your mentee at ease and build a trusting, positive relationship. Surprisingly, most of the meaning we convey is through non-verbal communication, therefore as a mentor, you should pay particular attention to both your own and the mentee’s non verbal behaviour, for example, your facial expressions, body language, how you sit and where you sit in relation to each other are all important.

Non-verbal techniques

- Open body posture
- Sitting with nothing between you e.g. a desk
- Nodding encouragement
- Smiling
- Stillness
- Staying with silence

Active Listening

Probably the most important non-verbal communication skill in mentoring is active listening because it:

- Shows someone we are interested and value their thoughts, feelings & opinions
- Encourages them to continue
- Encourages them to trust you and talk openly
- Encourages them to impart information to us
- Helps people to gain insights into their problems as they focus on expressing themselves

Verbal techniques

- Encouraging e.g. I understand. Yes I see. You can do it! Good point!
- Clarifying e.g. so am I right in thinking that it’s grammar that you find hard?
- Restating e.g. so our next meeting is Thursday at 5.30pm at the Centre.
- Reflecting e.g. I remember you wanted to do that course because you love music
- Summarising e.g. so you want to do be a driver because you have done it before and you enjoyed it.
- Validating e.g. after what you have told me, I think that’s a very good idea.

Tips:

- ✓ A lot of active listening techniques come naturally when you are really interested in what the other person is saying. Be interested, don’t fake it!
- ✓ It’s not just about you listening to them, but make sure they are listening to you!
Questioning Skills

In addition to active listening, a key mentoring skill is the ability to ask the mentee the right type of questions to help them explore their goals. The following shows the kind of questions you might use during the mentoring process:

- **Open** to gather information and opinions e.g. *what do you enjoy doing?*
- **Probing** to explore and extend e.g. *what do you like about it?*
- **Summary** to check/clarify what has been said e.g. *so you like working outside?*
- **Reflective** to get views and opinions e.g. *so you want to do work you enjoy?*
- **Factual** to get facts e.g. *what work have you done before?*
- **Comparison** to explore similarities and differences e.g. *what would be the difference between…*
- **Hypothetical** to think more widely e.g. *what might happen if you didn’t attend the course?*

Avoiding Assumptions and Communicating Respect:

Communicating respect is achieved through:

- Not making assumptions
- Showing genuine interest
- Relying on your mentee to inform you
- Avoiding stereotypes

The GROW Model

The most popular model used in mentoring is the GROW model – a handy acronym to remember!

- **G** = Goal: encourage, support and enable the mentee to identify their Goal(s) so that you can focus on this in the mentoring sessions
- **R** = Reality: explore with the mentee what the reality is – where are they now?
- **O** = Options: brainstorm and examine the options for moving forward from the reality towards the goal
- **W** = Will: plan with the mentee what they will do to move forwards towards achieving their goal.
Illustrations of the GROW Model

The GROW Model

- **Goal**
  - What do you want?
- **Reality**
  - Current situation?
- **Options**
  - What could you do?
- **Will**
  - What will you do?

Recycle to achieve your goal
GROW Tips:

✓ Not all mentees will be familiar with thinking about their goals and action planning. It may take time for them to start thinking of themselves and their future in this way.

✓ There will be barriers such as self-esteem issues, family, study and other commitments.

✓ Mentoring should be a learning relationship on both sides. Give the mentee a chance to tell you something e.g. ask about an interest they have. This helps to empower them within the relationship.

✓ Remain flexible and appreciate that goals can change by the week! You may need to revisit the self-awareness raising stage and remind the mentee why they wanted to achieve their goals.

5. Boundaries

Confidentiality – Do’s and Don’ts

1. Most of what your mentee tells you is confidential and kept within the mentoring programme. However there are exceptions:
   - When disclosed information puts anyone at risk
   - If you have concerns for the mentee’s safety

2. You should share with the Volunteer Coordinator any concerns you have over information your mentee has disclosed to you. _Never_ promise to keep secrets.

3. Be aware of your limits when dealing with difficult issues.

4. Never disclose personal information without the mentee’s consent – the exception is if your mentee is at risk in some way.

Communicating with your Mentee

- You should agree one method of communication with your mentee and it should be clear between you that this is for the sole purpose of arranging meetings and that neither party will share those details with anyone else.

- Whizz-Kidz can provide a ‘pay as you go’ mobile phone if you would like to have a separate, dedicated phone. Whizz-Kidz can also provide you with a ‘Whizz-Kidz email address’.

- _If you have concerns at any time about the way your mentee is communicating with you, please discuss this with your Volunteer Co-ordinator._
Establishing Boundaries

Boundaries set the parameters of what is and what is not acceptable behaviour by mentors and mentees in a mentoring relationship.

Why do we need boundaries? They:

- Allow the mentor and mentee to engage safely in a supportive relationship based on trust and respect.
- Give mentors confidence as they know how to react in different situations.
- Develop consistency in mentoring.
- Help mentors manage stress by keeping work and private life separate.
- Remind mentors that the relationship must focus on the needs of the client.

Procedures to ensure boundaries are maintained:

- Both mentor and mentee read and sign the mentoring agreement.
- You can be friendly but you are not the mentee’s friend.
- Don’t socialise with mentees outside of the mentoring meetings.
- Don’t give out personal or intimate information e.g. address, relationship issues, health information, where you socialise etc.
- Don’t give or receive personal gifts to or from mentees.
- Don’t lend or borrow from mentees.
- Don’t buy or sell anything to mentees.
- Always meet in a public place e.g. a café or library.

Tips:

1. **Be Aware** of your own boundaries and don’t be pushed. If in doubt, check with the Volunteer Coordinator first before saying ‘yes’ to anything.

2. **Remember** that the focus of the relationship is the mentee and if you start feeling uncomfortable with personal questions from your mentee, this is the signal to reiterate your role and why you are both here.
Managing Your Meetings
It may help you to have some structure to consider while you are meeting with your mentee. The structure and organisation of a typical mentoring meeting might look like this:

- Prepare for the meeting
- First task is to reconnect to the last meeting
- Establish progress since the last meeting
- What is the focus of the meeting today?
- Work through today’s agenda
- Agree a few actions for the following week
- Agree date, time and location

“What if?” Scenarios

1. **Lack of Information** – *your mentee is providing very little information and you find it hard to get to know them and provide help.*
   - Ask a combination of open and specific questions.
   - Ask how they are finding mentoring and if it’s beneficial.
   - Explain why you are asking them questions and how more information would help you to help them.

2. **Personal questions** - *your mentee asks questions about your history and life. How much information should you give?*
   - Give as much information as you are comfortable with or if it seems relevant to the session.
   - It’s ok to discuss your training, education or work experiences, but at some point, bring the conversation back to the mentee’s issues.
   - If you begin to feel uncomfortable, this is your signal to change the conversation. Use ‘let’s focus on this application’; ‘let’s talk about ___ as it’s more relevant’ or ‘tell me about your family’.
   - Discuss boundaries

3. **Too many questions** – *your mentee asks if you could do the research for them on a job but you have a very busy schedule during the week.*
   - Remind your mentee of your role and the parameters of mentoring.
   - Suggest they have a go on their own and then you can do it together in the next session.
   - Get the mentee started by referring them to information sources e.g. web sites.
   - Ask the mentee to prioritise what is important to know now.
4. Mentee appears to have unrealistic goals e.g. film director
   - No goal is unrealistic!
   - Ask them what skills/experience is needed and how they will achieve them.
   - Ask them what attracts them to that specific job or career.
   - Suggest they do research on what is needed.
   - Ask them what they should be doing now.
   - Suggest developing an action plan.
   - Always be encouraging.

6. What to do if you have concerns?

<table>
<thead>
<tr>
<th>Contact details you need to know</th>
<th>Safeguarding Policy Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whizz-Kidz</strong></td>
<td>Whizz-Kidz has a duty of care to ‘act</td>
</tr>
<tr>
<td><strong>Emergency</strong></td>
<td>prudently’ and take ‘all reasonable steps’ to</td>
</tr>
<tr>
<td><strong>Contact Number</strong></td>
<td>ensure that all individuals with whom the</td>
</tr>
<tr>
<td>020 7798 6177</td>
<td>charity comes into contact through its</td>
</tr>
<tr>
<td><strong>Child Line:</strong></td>
<td>activities are safeguarded from harm.</td>
</tr>
<tr>
<td>0800 1111</td>
<td>Disabled people may be particularly</td>
</tr>
<tr>
<td><a href="http://www.childline.org.uk">www.childline.org.uk</a></td>
<td>vulnerable and have the right to protection.</td>
</tr>
</tbody>
</table>

If you’re concerned about a service user in your work or personal life:
- Call the police or emergency services if the child is in immediate danger
- Submit an incident report to incidentreport@whizz-kidz.org.uk, or if immediate response required call 020 7798 6177

If another adult expresses concerns about a safeguarding issue or asks for safeguarding advice:
- Direct them to the Whizz-Kidz Safeguarding Team
- Explain that it is vital that any concern or incident is reported and they should complete the incident form and send to incidentreport@whizz-kidz.org.uk

If a service user wants to make a disclosure about something:
- Explain that you can’t keep the information confidential
- Call the police or emergency services if the child is in immediate danger
- Make a note of what was said using the child’s actual words wherever possible
- Complete an Incident form and send to Incidentreport@whizz-kidz.org.uk - within 24hrs of disclosure or incident (ideally straight away)
- If a child only wants to talk confidentially, encourage them to contact ChildLine.
It takes a lot of courage for a service user to disclose a concern. So when you’re talking to them:

**Do:**

- Remain calm, accessible and receptive
- Listen carefully, without interrupting
- Acknowledge their courage and reassure them that they are right to tell
- Let them know that you will do everything you can to help
- Explain that you will need to share what they have told you, and what may happen as a result.

**Do Not:**

- Allow your shock or distaste to show
- Probe for more information or make assumptions
- Make negative comments about the alleged abuser
- Promise that ‘everything will be okay’
- Agree to keep the information secret
- Delay in getting emergency help if needed.

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**Safeguarding – always THINK about how you can minimise the risk to service users**

**T** Whizz-Kidz Takes up references and ensures other background checks including police checks are carried out on all staff and volunteers.

**H** Whizz-Kidz Has a minimum of two members of staff and/or volunteers at every activity involving our service users.

**I** Whizz-Kidz Has identified adults that service users can go to if they have concerns.

**N** Whizz-Kidz Never gives people who have not been properly vetted unsupervised access to service users. Whizz-Kidz is clear on staff and volunteer responsibilities.

**K** Whizz-Kidz Keeps the minimum amount of personal data about service users and always ensures it’s safely stored.

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**7. Expenses – what you can claim and how to claim**

It is Whizz-Kidz’s policy that volunteers should not be out of pocket for their contributions, therefore we are very happy to reimburse reasonable receipted travel and subsistence costs.

If you have any queries with regards to expenses, please get in touch with the Volunteer and Leadership Team prior to any commitment being made.

If a volunteer so wishes, expenses can be donated back to the charity, the tax on which can then be reclaimed through Gift Aid.

**Travel and Subsistence**

- Whizz-Kidz has a budget of £30 per volunteering session. For mentoring this is to cover the cost of essential travel and, for example, the cost of tea or coffee if you have arranged to meet your mentor in a café. If expenses exceed this amount, approval should be sought from the Volunteer and Leadership Team in advance of volunteering.

**Procedure for Claiming Expenses**

Please use the Volunteer Expenses Claim Form – only fully completed forms with receipts attached will be accepted.
8. Other organisations to signpost for young people and useful resources

http://www.cipd.co.uk/hr-resources/factsheets/disability-employment.aspx
Free resource you can register for online – takes 2 minutes - includes information on reasonable adjustments.

Appendix 1 – Young Leader Programme information

Other useful documents – see volunteering pages on the website http://www.whizz-kidz.org.uk/support-us/volunteering/volunteering-downloads

- Expenses form
- Incident form
- Record of meeting form
Thank you for your interest in mentoring our Young Leaders!

Mentoring a Young Leader is a really rewarding way to help young people build skills, work on their personal development and champion great causes! It is slightly different to our Work Placement Mentoring Scheme as our Young Leader Programme focuses on nine different areas of Young People’s development.

This guide should provide you with information about:

- What the Young Leaders Programme is and how it works
- What we mean by the term ‘Leadership Trait’
- How to help someone complete a case study
- How to let us know about young people’s progress

The Young Leaders Programme is comprised of nine modules which Young People can work through in a variety of ways.

We encourage Young People to attend Whizz-Kidz services (Ambassador Clubs, Wheelchair Skills Training, Camp Whizz-Kidz and Work Placements) and look at how they can use and develop their Leadership Traits within these.

However, Young People can also include experiences they have outside of Whizz-Kidz.

Young Leaders is not a separate service. It is a way for Young People to capture what they’re doing at our services and in their everyday life that demonstrates Leadership Traits.
The Leadership Framework

The Young Leaders Programme has nine modules for young people to work through. Mentors help Young People to:

- Look at what their mentees are already doing/have already done and support mentees to complete case studies based on this
- Think about how they can achieve other modules, help Young People to plan and prepare

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The Leadership Traits

One of the ways Young Leaders identify if something has challenged them/helped them to develop is by looking to see if they have used these Leadership Traits.

1. **Attitude** - The way you conduct yourself
2. **Courage** - To act in the face of fear
3. **Decisiveness** - The ability to make up one's mind
4. **Enthusiasm** - To be positive
5. **Initiative** - The ability to set into action
6. **Integrity** - To have sound moral character
7. **Judgment** - To make the right decision
8. **Knowledge** - To possess a full understanding of something
9. **Loyalty** - To be dependable
10. **Perseverance** - To never give up
11. **Responsibility** - To be in charge of your actions and take accountability
12. **Unselfishness** - To think of others first
How do Young Leaders complete a module?

At Whizz-Kidz we know that all Young People are different. Young Leaders can approach these modules in whatever order they wish and choose to work on the things that are relevant to them.

Mentors can help Young Leaders to think broadly about each module. For example, the module ‘Develop a skill’ could be interpreted as:

- Sports skills
- Independent living skills
- Wheelchair skills
- Creative skills
- Work skills

For each module, Young Leaders are asked to complete a short case study. Once this is submitted they will pass their module! Sometimes the assessor will give Young Leaders feedback on their case study and ask them for additional information, or ask them to take on additional challenges to complete it.

However Young Leaders interpret each module, Mentors are there to help them identify what they’ve done, help them to reflect on how they approached the tasks, help them to think about what Leadership Traits they’ve use and help them to put this together in a case study. You can also help them with including evidence.

A case study is simply a set of questions that Young People answer to tell us about their experiences and how they’ve met that module. Please familiarise yourself with the Case Study template and examples of Case studies provided.

Young Leaders also need to provide some evidence to demonstrate what they’ve done. The more we have the better but even one piece of evidence will count! This can include photo’s, videos, email communication, an agenda, a link to a website, an article, a quote or testimony from another young person, a volunteer, a Whizz-Kidz member of staff or even you!

The Leadership Framework explained

As a mentor, you give Young People the support they need to keep on track with their Young Leaders Programme, you are there to motivate and encourage them to do more!

However, a lot of the time, mentoring a Young Leader is about helping them to see all the ways in which they are already a leader! A big part of the Mentors role is to support Young People to complete their case studies.

The information on each module below should provide you with some useful ideas and some guidance around the kind of things Young People might do to achieve each module.
### BEHAVIOUR
Young People display positive attitudes and make decisions that benefit their physical and emotional wellbeing and have a positive effect on those around them. They challenge limited perspectives of Disability and Youth.

**Key themes: Problem-Solving, Resilience, Assertiveness**

<table>
<thead>
<tr>
<th>Personal Development</th>
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<tbody>
<tr>
<td>Young people inspire and encourage fun, friendship and independence. They progress in their personal development, growth and self-awareness. Young people, build self-esteem/ identity, they demonstrate understanding of equality and diversity and value difference. Young people Increase employability or enhance wellbeing. They demonstrate autonomy; and may advocate for others. They improve relationships with individuals and society at large</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Role Modelling</th>
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<tbody>
<tr>
<td>Young people demonstrate exemplary behaviours to younger ambassadors; they establish positive relationships with Ambassadors, Volunteers and Leaders. They enhance the services for themselves and for others. Young Leaders empathise and are sensitive to the needs of the others; they demonstrate an understanding of how their actions may affect others</td>
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<table>
<thead>
<tr>
<th>Helping the development of others</th>
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</thead>
<tbody>
<tr>
<td>Young people encourage fun, friendship and independence. They recognise vulnerability in others and guide/buddy ambassadors by identifying strengths or talents in others and encouraging them with this, building confidence in them. They provide useful information and signpost Ambassadors to our relevant services, especially encouraging activities that improve wellbeing. Young people facilitate opportunities for others to practice and improve their social skills and expand peoples perspectives of what you can do as a Disabled Young Person</td>
</tr>
</tbody>
</table>

### SKILLS
Young People participate fully in sessions. They challenge themselves in order to progress in competency and use this learning to teach others

**Key themes: Participation, Challenge, Development**

<table>
<thead>
<tr>
<th>Develop a skill</th>
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<tbody>
<tr>
<td>Young people take the initiative to build on existing skills, increasing their ability. They demonstrate consistent determination, take on new levels of challenge and evidence their progression</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Learn a skill</th>
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<tbody>
<tr>
<td>Young people take on a challenge by taking part in a new activity i.e. arts, sports and life skills sessions, wheelchair skills</td>
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<tr>
<th>Share a skill</th>
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<tbody>
<tr>
<td>Young people identify that they have a skill and breaks this down to lead a session at their own service; they deliver training themselves or work with a club leader/ trainer to teach others</td>
</tr>
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</table>
**WHIZZ-KIDZ CHAMPION**

Young People actively engage with and become an advocate for Whizz-Kidz. They contribute to the delivery, visibility and development of Whizz-Kidz in order to change the lives of more disabled young people.

**Key Themes: Enthusiasm, Knowledge, Loyalty**

**Active and Positive Participation**

Young People participate in Whizz-Kidz Services in an active and positive way. They inform themselves about and affiliate themselves with Whizz-Kidz and other organisations in a positive way. They act as an ambassador passing on information to their local community.

**Representing Whizz-Kidz**

Young people work with Whizz-Kidz teams (including the Young People’s Team, Comms and Fundraising) to support/represent our work both internally and externally. Young people share their experiences and speak to the wider community on behalf of Whizz-Kidz. They represent Whizz-Kidz at events, sit on Boards and working with other local charities and organisations.

**Effecting Change**

Young People support others to take part in campaigns; they attend and support local fundraising initiatives. They raise the profile of Whizz-Kidz and take on additional responsibilities. They take part in activities associated to Whizz-Kidz in addition to our Service. They extend the reach of Whizz-Kidz values and Ambassadorship inside and outside of the organisation.
**Tips for supporting Young Leaders to undertake Leadership**

1. **Help them to find a balanced goal!** Whilst we want Young People to be ambitious, we also want for their goals to be achievable. Help them to come up with ambitions that are realistic based on where they are now. They can always move forward again in another module.

2. **Keep in touch!** Let Ali Hall, Young Leaders Programme Coordinator know what you have discussed/planned at each session. She may offer advice or share this information with the relevant people within Whizz-Kidz. Email Ali at a.hall@whizz-kidz.org.uk.

3. **Remind Young People how far they have come!** There is no better motivation than seeing how far you have already come. Praise Young People for their achievements as well as focussing on their plans.

**Tips for supporting Young Leaders to complete Case Studies**

1. **Keep it simple!** Asking someone to complete a case study might sound daunting. Talk the questions through with them, you can even scribe for them. This can really help at the beginning as it will help them to see that it isn’t scary! If a Young Person doesn’t want to do this as a written exercise they can record or film themselves answering the questions and presenting their evidence. As long as Ali receives this info and all the questions are answered fully, it can take any form.

2. **Get the most from them!** It’s often the small things that help us to move forward and sometimes it’s hard to notice our progress. Encourage your Mentee to ‘break things down’ and give full answers.
   
   For example:
   
   - How did you do that? What did it involve? Did you have to do x, y, z?
   
   - How did that feel? Had you ever done that before? What was it like for you?
• Why did you want to do it that way? Why did you choose to work on those skills in particular? Why help that person in particular?

• I can see how it benefitted you, how did this benefit other people? Will you do it again? What now? Could this lead in to another module?

3. Get it in! Help the Young Person to pull this information together and send it to Ali. Sometimes young Leaders make a start but fall at the final hurdle. Help them to tie up any loose ends and send their case studies to Ali.

And finally….

Mentoring a Young Leader will make a real impact on their lives, potentially way in to their futures. We know at Whizz-Kidz, that with the right equipment, services and support Young People can go on to achieve their dreams and ambitions. By providing such valuable one to one support, you are an important part of this journey. Thank you from all of us at Whizz-Kidz.