

# Heart-to-Heart Girls Mentoring Program

## Mentor's Workbook

Jenny R. Limoges & DeeAnne Vonde Ph.D.



**Second Edition**

**Website: [www.heart-to-heart-mentoring.com](http://www.heart-to-heart-mentoring.com)**

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Interested in a boys mentoring program? Find out about the unique, hands-on activity based boys program, Knights in Training (KIT) by emailing [Knights.In.Training@gmail.com](mailto:Knights.In.Training@gmail.com)



## About the Authors:

Jenny was raised in Calgary, AB and started her mentoring career at Lord Beaverbrook High School in 1999. She was one of the leading mentors in the Health in Perspective program (H.I.P. program) at Acadia Elementary School. She held trainings for other high school mentors and helped expand the program through Southern Alberta.



Jenny received the Outstanding Leadership for 1997-1999 at Wilma Hansen Junior High for her service to the school and students. She was awarded the Major Citizenship Award in 2002 at Lord Beaverbrook High School for her dedication to the leadership program and her volunteer work in the school and around the community. Jenny also received the Don Stowell Scholarship Award of Dedication in 2002.

In October 2011, Jenny co-authored the Knights in Training (KIT) Boys Mentoring Program with DeeAnne Vonde and Travis Moon. The KIT program is also having great success. Jenny currently resides in Calgary Alberta, is an honours student at Mount Royal University and is applying to medical schools in the summer of 2013. Contact Jenny directly via email: [jenny@heart-to-heart-mentoring.com](mailto:jenny@heart-to-heart-mentoring.com)

As one of the program designers, Jenny facilitates mentoring and teacher trainings for both the Heart-to-Heart and KIT programs and offers poster sessions at conferences.

DeeAnne holds a Ph.D. from Michigan State University in Family Ecology, a B.Ed. and MA from Ball State University. Dr. Vonde was awarded the Prime Minister's Award for Teaching Excellence in 2001, for her work in developing the T.E.A.M. Leadership program. T.E.A.M. leadership is a student driven, service based high school program. She received the People First Award in 2005, presented by the Calgary Health Region for her work on the sexuality website.

DeeAnne received the Pan Canadian Learning Innovation award in 2001. In 1998, 1998, and 2000 she was nominated for



the Pan Canadian Student Choice Award. She is a past member of Phi Delta Kappa. In 1999 she was the President of the Calgary Chapter, Foundations Representative for the Calgary Chapter, 1997-1999, Winner of International Newsletter Award, 1995, Winner of the Bessie Gabbard Award, Special Commendation for Phi Delta Kappa International, November, 2001.

She is presently the Chair of the Neighbour Grants Committee of The Calgary Foundation and a past board member of YouthInkIt Publications, a nonprofit society. Dr. Vonde has written several books and journal articles and presented at numerous conferences. She is currently an adjunct instructor for Gonzaga University.

For the past two years her time has been divided between revising the Heart-to-Heart manuals and coauthoring the Knights in Training manuals for boys. DeeAnne is married to Tom, mother of Chris, Laurel and Eric, and grandmother to Jae, Easton, Ty, and Harrison. Contact DeeAnne directly via email at: [dsvonde@gmail.com](mailto:dsvonde@gmail.com).

## **Why consider a mentoring program in your community?**

There are many reasons to consider a girls mentoring program in your community. First of all, girls face the greatest decline in self-esteem when they move from elementary school to junior high school. For many girls, self esteem never fully recovers to that of an earlier age when she was eight or nine years old. Secondly, girls change the way in which they interact with others when the pressures of the outside world, specifically media, leave lasting impressions on how they should think, act, look and feel in order to be accepted. Also consider the way in which a pubescent girl starts to view herself after she witnesses the “male gaze” as described by Andi Zeisler in *Feminism and Pop Culture*. She starts to form an opinion that she must be attractive, appealing to the opposite sex, be an object first and foremost. Indeed, she must be thin and light skinned in order to be considered conventionally beautiful. According to Friedman, pubescent girls also change the way in which they speak. At an age of eight or nine, a girl will often start sentences with “I think,” “I like,” “I know,” and “I feel,” but as they transition into junior high school, these same girls wait to hear what others say and feel. They

frequently respond in agreement, or decide to remain silent in order to prevent rejection and increase the likelihood of being well-liked. Sadly, this results in girls preferring to silence themselves instead of stating what they believe for fear of being cast out of the popular crowd. Mentoring programs help girls build confidence at a critical time where self-esteem is plummeting. Quality mentoring programs teach critical thinking skills and empower girls to form a tight-knit group where they can develop authentic and genuine relationships. An authentic and genuine relationship with other girls provides a safety net where girls can honestly share their feelings, disagree with one-another, and build their inner strength to use their voice to regain confidence.

## **What is the purpose of group mentoring as opposed to individual mentoring?**

Group mentoring programs offer an opportunity for individuals to make friends within their group and collectively identify challenges. Furthermore, the girls discover that they are not the only ones to have self-doubt, low self-esteem, or concerns about friends, bullying among other challenges. Group sessions also bring individuals together that they otherwise may not have known. By having girls interact with others outside of their own group of friends, they will develop networking skills, break down previous barriers and feel a part of something greater than themselves. It also provides the participants with an opportunity to develop authentic relationships with others so they have a great network of friends prior to the transition into junior high school where friendships tend to shift and breakdown.

## **What is Heart-to-Heart?**

“Heart-to-Heart” is a mentoring program in which participants learn life lessons through group discussions. The activities and group work are lead by trained female mentors aged fifteen years or older. The mentors act as role models to younger girls aged ten to thirteen, known as mentees. By using carefully selected activities and engaging group discussions, there is an opportunity for the mentors to foster inclusion. The mentors

have a positive influence on the mentees and meet for approximately 1 hour per session for a total of 10 sessions. Heart-to-Heart can also be used as an after school program, lunch program or as a resource for other youth programs.

While the goals of this program are many, it focuses on fostering inclusion, and building a sense of belonging with each individual member. During the delivery of the program, not only is there a sense of inclusion, but often the group becomes a “tight-knit” group able to find security and comfort in each other, thus increasing the self confidence of everyone. The mentors will teach the mentees how to resist negative peer pressure, help them to think critically with regards to negative media messages and address personal health issues such as saying no tobacco and other drugs.

## **Goals of the Heart-to-Heart Mentoring Program**

Foster inclusion

Build a sense of belonging

Form a “tight-knit” group

Build self-confidence

Develop critical thinking skills

## **Mission Statement:**

Heart-to-Heart is dedicated to helping young girls develop a deeper understanding of who they are while building strong, positive relationships. Using a character-based framework to look critically at topics such as media messages, cliques, bullying, peer pressure and healthy lifestyle, Heart-to-Heart empowers young girls to love themselves for who they are.

## What is the purpose of this workbook?

This workbook has been created specifically for the Heart-to-Heart mentoring course. Inside, you will find the necessary background information, worksheets and course information that you will follow along with during the training course. There is ample note-taking space included in these pages to ensure that everything you learn through group discussions, role-plays and activities can be recorded in this workbook. Upon completion of this course, you will keep this workbook as a reference, and it can assist with preparation for the day to day lesson plans Heart-to-Heart has. Enjoy your training course, and make the most out of what you learn by journaling in your workbook!

## What can you expect in the mentoring training course?

The training course is designed to ensure that each participant understands what it means to be a mentor and how to use the Heart-to-Heart program to fulfill the mentoring role. Being a mentor means that you are expected to “walk the talk”. Not only are you a role model during the training and throughout the delivery of the program, you are asked to always make responsible and well thought out decisions.

Through discussions, role-playing and other games and activities, you will learn about the lesson plans and program goals and get to know other mentors in the process. The friends you make over this training course may be involved in the same community as you, or they can assist you with lesson plans, activities and offer advice in the near future. Once you form your own “tight-knit” groups you will benefit from this opportunity to find support and similarities in your peers. Enjoy having plenty of heart-to-heart discussions with the other mentors!

## Mentoring course outline

Session 1: Introduction to program – Getting to know you	Page numbers TBA
Session 2: Respect	TBA
Session 3: Body language & perception of self  Activities: <ul style="list-style-type: none"><li>• Two for the show</li><li>• What am I really saying?</li><li>• Screamers</li></ul>	TBA
Session 4: Communication & trust	TBA

<p>Activities:</p> <ul style="list-style-type: none"> <li>• Telephone game</li> <li>• Whale and penguin game</li> <li>• Electricity</li> <li>• Blind fold adventure</li> <li>• Sister's trust</li> <li>• Human knot game</li> <li>• Journal of self reflection</li> </ul>	
<p>Session 5: Media messages</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Self-image portrait</li> <li>• Dove's "Evolution" video</li> </ul>	TBA
<p>Session 6: Peer pressure</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Popcorn game</li> <li>• Jelly bean guessing game</li> </ul>	TBA
<p>Session 7: Healthy relationships</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Picture perfect</li> <li>• Future wish</li> <li>• Anonymous Annie</li> <li>• What would you do?</li> <li>• Creative cards</li> </ul>	TBA
<p>Session 8: Responsible decisions regarding Tobacco &amp; other drugs</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Giant cigarette</li> <li>• No smoking my way</li> <li>• Straw jog</li> <li>• Saying "no" to tobacco and other drug role-playing scenarios</li> </ul>	TBA
<p>Session 9: Bullying</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Friend versus foe</li> <li>• Bullying scenarios and role-playing</li> </ul>	TBA

<ul style="list-style-type: none"> <li>• Freeze tag</li> <li>• Anti-bullying strategies</li> </ul>	
<p>Session 10: Celebration/Wrap-up</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Power of flowers</li> <li>• Anonymous answers</li> </ul>	TBA

Session 1:

Topic: Getting to know you

Group Discussion: Why are you here?

In the space provided below, write notes about the group discussion and why you are interested in mentoring.

Getting to know you activity:

Record your thoughts about MRS. INTRODUCTION.

Which activity did you participate in? How comfortable are you explaining this game?

Group discussion: What is a mentor? In the space provided below, write down the main points from the discussion, and be sure to include which words to avoid (those that make a person feel excluded) and words to use often (words that foster inclusion). What kinds of body language do you need to watch for that can make people feel included, or excluded?

Activity: BAG-OF-ME

Which 3 items did you choose to bring with you to this training? What are the benefits of starting off the training course with this activity? Do you feel more comfortable after sharing with your peers?

What is the purpose of the bracelets? Why is it a tool for fostering inclusion?

Group Problem Solving:

This survey below is to be discussed openly in your small groups. Come up with the answers collectively and we will share as a group afterwards. Feel free to add to your answers after the group discussion.

Read each scenario and decide on a group response. Record your group response below:

1. Proper preparation for each Heart-to-Heart session leads to success. You find yourself in a situation where the other mentors in your group are not as prepared or not contributing. Maybe you are faced with the situation where one mentor fails to attend multiple sessions. How do you approach this situation?
  
2. It is your first time working with children, and being a role model. On your first day at Heart-to-Heart, you want to show positive group behavior and contribute to the group. What are 5 things that you can do to show these things?
  
3. We may not be able to choose our group members. What are some ways to work with a mentor that you may not want to associate with outside of mentoring hours? How do you maintain a professional environment?
  
4. You are organizing your lesson plan with the other mentors in Heart-to-Heart. You and another mentor do not see eye-to-eye on who should lead a certain activity, and also, on which activities are best suited for the group. You know that your ideas are best suited, and the other mentor's ideas don't seem to touch on the important points. How do you overcome this disagreement, and what will the lesson plan look like?

5. It is your turn to lead the welcome activity for a particular session. You feel confident in the materials and you are well versed in the session's objectives. When you begin your welcome activity, the mentees seem bored and uninterested. What do you do?
  
6. In one of your small group discussions, one of the mentees informs you of some problems she is facing at home. One of the problems in particular is regarding physical abuse. How do you handle the discussion during the group conversation, and what steps will you take after the session is over?
  
7. You are now mid-way through Heart-to-Heart at the designated mentoring site. Your topic for the next session is regarding responsible decisions in tobacco use. One of the mentors in your group is a smoker, and you can smell the cigarette smoke on her clothing. Is this appropriate? Why or why not? How do you handle the situation?
  
8. One of the mentees in your Heart-to-Heart group seems uninterested in the program. You notice that she has not bonded with the other girls in the group and seems to enjoy being by herself. What do you do?

9. One of the mentees in your Heart-to-Heart group is disruptive. You specified the ground rules in Session 1 and are unsure about what to do. The experiences of the other mentees are suffering. What do you do?
  
10. What are some strategies you can use as a mentor to get along with the other mentors in your group and maintain a positive relationship?
  
11. One of the mentors in your group is “glued” to her cell phone. Not only do you find it disrespectful, the mentees notice her disengagement. What do you do?
  
12. In the space provided, please record some positive feelings you had from working with this particular group, and at least one thing you liked about each group member. Be sure to record your statements using “I messages.” An example of an “I message” is “Rashida, I liked how you showed courage by offering your opinion on...” Feel free to share with your group upon completion.

Session 2:

Topic: Respect –

In the space provided below, record the group answers of what Respect means.

What are some actions that adults sometimes display that show disrespect for youth, and vice versa? Record the group answers here.

Record some of your ideas on how to overcome disrespect by others and how you can offer tips to youth.

How do effective mentors show respect?

How difficult was it to abide by the rules of the talking stick during the group discussion? We imagine, as mentors, this was a challenge. Think about how challenging it will be for the mentees when they all have positive things to share with you *at the same time!*

Respect Activities:

What is the purpose of the Stereotypes activity? What does this activity have to do with respect?

Once again, you, the mentor, are modeling and mentoring. Your topic was showing respect. You did this by listening to the other mentors share what was in their “Bag of Me,” by getting involved in each activity, by coming prepared, by waiting your turn to share your opinions.

Being prepared, or “over prepared” is one of the many ways of showing everyone involved that you value their time and that you are glad they are here. Thanking the person for sharing is just one more way to reinforce how much you appreciate what they have said. Remember to always make eye contact as well.

If you notice that anyone was trying to put someone else down, hopefully you stopped it. While it is unlikely that this happened already, be prepared. Mentors are less likely to putdown something that the trainer is sharing than they are to putdown something shared by one of their fellow mentors. Should anyone attempt to put someone else down, it is the responsibility of the mentor and the adult facilitator to stop the discussion immediately. The mentor and the trainer should make it very clear, in a positive way that derogatory remarks are not acceptable in this setting.

### Session 3: Body language & perception

Activities:

Body Language Charades

Group discussion following Body Language Charades.

How did you know what body language word was associated with your team mates actions? Slumped in chair or sitting up straight? Arms folded, or arms open?

Do you ever get mixed messages from someone in your life? Is there a disconnect between the verbal and non-verbal language?

Using this scale: 1 – I will not intervene, 3 – I would consider intervening, 5 – I will intervene, circle your response for each given scenario.

Scenario 1: Your friend Joe gives Mary a dirty look when she gets her test back with her score of 100%.                    1                    2                    3                    4                    5

Scenario 2: Sandra is walking down the hall and hoping to join your group of friends. No one in your group likes Sandra so they suggest that everyone moves away and ignores Sandra.                    1                    2                    3                    4                    5

Scenario 3: You are in the locker room and your team mates are laughing about the latest rumor about Jasmine. Jasmine enters the locker room and everyone stops talking. Jasmine looks upset.

1                      2                      3                      4                      5

Scenario 4: You are leading a group discussion during a Heart-to-Heart session and you witness a mentee elbow another mentee.

1                      2                      3                      4                      5

Scenario 5: Your two friends Patricia and Sophie are fighting. Sophie begs you to ignore Patricia.

1                      2                      3                      4                      5

What kind of skills do you have to develop so you may have the strength to intervene when you witness negative body language?

Following the group discussion on different forms of communication, record how you will utilize positive communication to foster trust and deepen your relationships?

After playing the telephone game, can you see how messages get distorted? Can you connect this message with how gossip is spread?

What qualities do you see in people you can trust? Do you have someone you can trust? What makes he/she trustworthy?

What happens when trust is broken?

How long does the relationship have to continue for trust to begin to develop? How does this relate to mentoring?

What is some of the communication that you find in building trust?

Some of the questions are difficult for the mentees. What are some things your mentoring team can do to foster a trustworthy environment?

What is the purpose of the whale and penguin activity? How does this activity relate to problem solving, trust, and communication?

Why is the Electricity game useful?

Journal of self reflection:

What is the journal of self reflection?

Why are the contents of the journal entries not a topic for conversation?

If you, the mentors, are going to write responses in the journals, what are some of the ground rules?

Why is it important that you, as a mentor, adopt the journaling practice?

Why is it necessary to wait until Session 4 to introduce the journal of self reflection?

Journaling activity – Your chance to “walk the talk”

Session 5: Media Messages

How many would you guess you come into contact with per day?

In what ways do the media and advertisements influence you?

After presentation

List a few of the expectations of women in our culture today. Where did these expectations come from, and how fair are they?

What ideas did you pick up from Kibourne’s film that encourages you to critically assess media and teach others to have critical thinking skills?

List the potential physical, emotional and mental effects on girls and women who try to uphold the message of ideal beauty?

Do the advertisements utilizing thin models and the advertisements for food contradict each other? What effect can this have on healthy eating habits?

What is one thing you learned after watching this video?

Describe your positive advertisement example here.

Did anyone disagree with your explanation as to why this is an example of a positive advertisement? Why or why not?

Describe your negative advertisement example here.

Did anyone disagree with your explanation as to why this is an example of a negative advertisement? Why or why not?

Session 6:

Session 6: Peer pressure  
Popcorn game

Group discussion:

What actions did you see that surprised you?

Did you get a role card? If so, how difficult was it to follow the role-card and convince others to eat popcorn, or refrain from eating popcorn? If you did not have a role-card, did you eat popcorn even if you did not want to? Why?

It is just popcorn. Why would we do an activity like this in Heart-to-Heart?

Are there any similarities in behavior between eating popcorn during the game and smoking cigarettes?

What were the highlights of the peer pressure discussion?

Team building game

Notes

Group discussion:

Do you always know when you are experiencing peer pressure? Why or why not?

What factors contribute to a youth being at a high risk of giving in to negative peer pressure?

Is peer pressure always negative? Give examples of positive peer pressure.

What factors contribute to a youth being at a high risk of giving in to negative peer pressure?

What did you learn about peer pressure?

What did you learn about yourself?

What is the significance of the popcorn game and guessing game in this session?

How can you relate peer pressure to media messages, respect, body language, and trust?

### Session 7: Healthy Relationships

\*\*\* Depending on your organization, or your group of mentees, some of the topics in this session may not be appropriate. Please verify your outline of Session 7 with those in charge before you deliver the session to ensure that everyone is comfortable with what you will be discussing. \*\*\*

Individual presentations: present the healthy/unhealthy relationship examples  
Record your healthy relationship examples and unhealthy relationship examples characteristics here. Did anyone disagree with your categorization? Why or why not?

List the characteristics of the healthy and unhealthy relationships.

What other activities did you participate in? How does this relate to the topic healthy relationships?

Personal boundaries:

How do you feel when someone invades your personal space by standing too close?

What if someone touches you in a way that makes you feel uncomfortable? What do you do about it? Do you move away, do you tell someone, do you totally avoid them and hope that you never bump into them again, or do you challenge them and tell them it is not okay?

What is it that governs your decision to take action or to not act at all?

Think about how hard it is for you to stand-up and defend yourself. What strategies could you share with a young mentee about how to develop this skill?

\*\*\* Depending on your organization, or your group of mentors, some of the topics in this session may not be appropriate. Please verify your outline of Session 7 with those in charge before you deliver the session to ensure that everyone is comfortable with what you will be discussing. \*\*\*

\*\*\* Investigate organizations that are available 24 hours a day to aid youth facing challenges. Bring this information with you to the session. Perhaps you can put the information on mini cards and give one to each mentee as they leave the session. \*\*\*

Be prepared for a participant to express her attraction to other girls. She may be concerned that something is wrong with her. If any discussion arises regarding personal harm or harm to others, you must report this to an adult.

List the personal boundary strategies that your group came up with:

Other group discussion notes:

Session 8: Responsible decisions regarding tobacco and other drugs

What did you learn from the giant cigarette presentation? What did you not know before?

Why is it that many are informed about the health risks associated with smoking cigarettes among other drugs but they still decide to use them?

What does addiction mean? How can you explain this concept to a young mentee?

Think about how confusing the message will be if you smell like smoke and are encouraging them to be informed about the dangers associated with tobacco and other drugs. The mentees look up to you and want to be just like you. Name some strategies you can utilize so you are not giving mixed messages.

Group discussion point notes: Parent/Teacher/Counselor versus Mentor

Mentors do not talk about “right” or “wrong.” We don’t impose values upon the mentees. We are here to inform and encourage the mentees to think critically and make responsible and informed decisions. Sometimes you have to be careful how you state things because you may not be aware of the religious/cultural/family traditions which can include activities such as smoking.

What is the significance of role-playing and thinking on your feet? How will mentees benefit from role-playing?

## Session 9: Bullying

### Friend vs Foe activity

What do you already know about bullying? Where did you learn this information?

Are the presentations you had about bullying lame/boring that you are sick of hearing about it?

When you see someone being made fun of, what do you do about it? Be honest. If you choose to do nothing, why?

Why is the threat of rejection or the risk of being the victim so immense that one turns a blind eye to bullying?

Think about how difficult it is to stand-up for someone being bullied.

Role-playing strategies.

What are some strategies that you know which help to make standing up to a bully easier?

Record one step you are willing to take to end bullying in your community.

## Mentor Post-Pre-Assessment Questionnaire

Age:                      Grade:                      Gender:                      Past mentoring experience (yrs)

These questions are about how you see yourself. Please circle the best answer by following the guide below.

1=Never    2=Seldom    3=Sometimes    4=Often    5=Always

	Pre-training	Post-training	
I am confident leading a group activity			
I am comfortable speaking in front of a large group			
I am comfortable speaking up if I disagree with a peer			
I can organize an entire session of Heart-to-Heart			
I am comfortable using "I messages"			
I am an active listener			
I remember details that people share with me			
I will commit to preparing for each session prior to session delivery			
I am reliable			
I feel comfortable asking for help if a problem arises			
I know how to engage a mentee			
I know how to improvise if I am faced with a logistical problem (such as location, transportation, or interruptions)			
I think critically			

If you are going to be an effective mentor, why is it important to be a good listener?

What did you learn about yourself?

Are there strengths that you have that you didn't recognize before training? Are you surprised?

What do you need to work on? Who can help you work on this?

What do you bring to Heart-to-Heart mentoring?

What is the difference between a mentor and a counselor?

What does it mean to walk the talk?

What surprised you about this training course?

What did you learn about yourself?

What built up your confidence?

**WORDS OF ENCOURAGEMENT**

**NAME:** \_\_\_\_\_

Congratulations! You have successfully completed the Heart-to-Heart mentoring program. Delivering the Heart-to-Heart mentoring program placed high expectations on you as a mentor. You were willing to walk the talk. You hopefully gained self-esteem, improved on your leadership skills and will walk away feeling more confident. If you are interested in becoming a Heart-to-Heart Facilitator and teaching other individuals how to mentor, please email [jenny@heart-to-heart-mentoring.com](mailto:jenny@heart-to-heart-mentoring.com) for more information.

Any and all feedback is welcomed via email: [jenny@heart-to-heart-mentoring.com](mailto:jenny@heart-to-heart-mentoring.com)

Did you add new games that we did not include in this program? Please send us your ideas and game instructions to [jenny@heart-to-heart-mentoring.com](mailto:jenny@heart-to-heart-mentoring.com)

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There are many excellent books and journal articles with ideas about how to mentor youth. If you know of others that we might include in this list of references please contact [jenny@heart-to-heart-mentoring.com](mailto:jenny@heart-to-heart-mentoring.com). We will incorporate them into the next edition.