

FACES

Fostering Active Child Engagement Strategies

Putting a **F****A****C****E** to Every Name

A Guide to Intentional Mentoring



The Positive Engagement Project
THE POSITIVE ENGAGEMENT PROJECT
Making a difference...not a dollar.



FACES Putting a FACE to Every Name

Fostering Active Child Engagement Strategies

Sometimes all a child needs is someone to show they care and give them some encouragement. With that simple idea in mind, The Positive Engagement Project has launched FACES to assist those who have an innate passion to work with children and to make a difference in their lives. FACES truly is planting seeds of encouragement and experiences that will hopefully blossom with our students in the future. The following quote says it all:

“They might not remember what you said, but they will NEVER forget how you made them feel.”

Fostering Active Child Engagement Strategies, or FACES, can be thought of as the following:

Fostering: Encouraging

Active: Taking part in students’ lives

Child: Student centered

Engagement: Involvement

Strategies: Ideas

Ideas designed to encourage focused involvement in students’ lives. In other words, FACES wants to put a face to every name!

What is FACES?

FACES is a way for a staff to provide intentional mentorship, be a role model and provide friendship to a child in need of some extra care. By being a mentor, we mean developing a one-on-one relationship between a member of the school staff (this is anyone who works on the campus) and a student. The FACES program will provide staff members with strategies and ideas that will help them enrich a child's self value and esteem. FACES is designed to give staff members a set of tools which they can use to build quality relationships with students in need.

Each aspect of FACES is like an ingredient of a recipe. Individually, they each have a distinctive flavor, but when brought together, they can create something entirely unique.

Fostering: Encouraging

Active: Taking part in students' lives

Child: Student centered

Engagement: Involvement

Strategies: Ideas

The goal of FACES is to put a face to every name in order to have a powerfully positive impact on those students and staff members involved.

It is an expectation that members of a school campus should invest time to nurture every student. FACES is a program intended to go deeper with that population who may need even more exposure to love and kindness. The fact is we have children who live and deal with unimaginable circumstances. Many times these kids simply are growing up too fast. Our hope is to set up a system where we give those kids the extra attention they truly deserve by simply talking to them and establishing relationships that go beyond the daily grind of assessments and classroom objectives.

It is vital we help students recognize their own value as individuals. The idea of FACES is simple, but the impact is not! By investing some focused and intentional time with students and sharing their successes as a staff, each member of the professional community can acknowledge these students when they see them on campus.

Imagine a scenario where a student has little to no meaningful adult interaction on a daily basis at their school, besides that of their classroom teacher. Yes, that child benefits from the care and consideration from their teacher, but what if we can magnify experience? With the FACES program, they may have upwards of a dozen staff members recognizing things that they are doing well at school. This packet will outline how a staff can set up and implement FACES for the students at their school site.

In a nutshell, FACES is intended to pair staff members from a school campus with students who may be in need of some additional attention. This program is designed to encourage intentional and focused interaction and dialogue with students. The amount of behind the scenes work is minimal when compared to the immense differences we can make for our students.

How do you set up FACES at a site?

First, as a staff, identify the at-risk population of students who could benefit from some intentional TLC. It is recommended to not go above a 2:1 student to staff ratio (this will be explained in the mentor responsibilities section on page 12). These are students that may come from a single parent household or have experienced some type of abuse in the past. Many times these could be behavior problems at a school, but more times than not, these are students who keep to themselves. Let's not let them slip through the cracks!

Referring students is done by distributing a simple identification sheet to the staff. Have staff list any student they currently have or have had in the past that could benefit from FACES. Also, have staff members list current teacher of recommended student (if they know who he or she is) and the reason why they are being nominated (*refer to: 1. Identification Process Template on page 22*). This

information should be considered extremely sensitive, so being vague is a better rule of thumb than being overly specific. Staff members need to be aware of why these kids have been selected, but being discrete and cautious with description is a must. Descriptions should be kept as brief as possible. For example: quiet; few friends; goes to nurse frequently.

Second, now that a master list has been assembled, create a photo ID list of each student so your entire staff is aware of the kids by name, face, and circumstance in the FACES program. This will most likely be the most difficult and time consuming portion of the preparatory stage of FACES. If you are unable to get a school photo from your attendance program and have to take pictures of the students, **be sure not to tell them what it is for** (this is a confidential program). It is important that the students are *unaware* that they are part of the FACES program.

Third, have all staff members (teachers, custodians, office, EVERYONE) commit to one or two students. A situation may arise in which a staff member needs to mentor more than two students, but this should be minimized as much as possible in order to be the most effective. Ideally, primary teachers should focus on upper grade students (which will continue a positive relationship started from their

prior time with each other). Upper grade teachers should focus on primary students (which will frontload positive relationships for when students come to their classes in the upcoming years). We are aware of how difficult it can be for staff to find a student, nonetheless interact with them when they are on the opposite ends of the campus, but the value is immeasurable.

Upper grade students benefit greatly from the continued relationship with a former teacher. Your primary grade students can benefit just as much by having an upper grade teacher take them under their wing at such an early age.

*If daily schedules get in the way, then have your staff select students (not in their classrooms) that they know they will be able to interact with on a regular basis.

Fourth, when every student in the program has a FACES mentor, create a folder for each staff member with the photo ID log, a list of all of the kids in the program, current teacher, FACES mentor, and brief (confidential) reason why they were identified (template is available on page 24), and a list of "Conversation Cues." The Conversation Cues pages in the back of this packet should be used as a guide for conversations and open ended questions for the staff members.

Fifth, have a point person, a staff member in charge of implementation, remind mentors to see their FACES kids *at least once a week* (in this case, more is always going to be better), and provide a Conversation Cue and/or strategy for them to use.

For example, have your staff members try the Friday Question/Next Week Revisit strategy. This is when you ask your FACES kid, “What are you doing this weekend?” When they respond, really listen to what they are doing and show a genuine interest.

Let’s say Justin answers that he’s going to see his grandparents on Sunday to celebrate their wedding anniversary. On Monday or Tuesday of the following week, don’t ask Justin a general question, but rather a detailed question about his time at his grandparents to show that you are really interested in him and things that he is doing. Maybe even add to the conversation a time when you visited your grandparents when you were a kid. This shows a true connection between you and the student.

The point person, or coordinator, of FACES at the school site should send out an email two or three times a month suggesting some strategies for the teachers to use or have them reference their Conversation Cues pages in the packet. The Positive Engagement Project is made up of classroom teachers and other educational professionals, so we know how easy it is to get suffocated with the endless tasks of our profession. At this point, the FACES coordinator is

there simply to remind staff members of seeing their kids on a weekly basis and to suggest some strategies/questions to talk about.

The sixth and most critical step, at staff meetings, is to designate two or three minutes for a quick whip around share from participating staff. Anyone can volunteer to share something positive about their FACES student. We cannot stress the importance of this piece! This is where the entire staff can gain some information so they can congratulate that FACES student.

Let's say Emily, an identified FACES student, received an award at an assembly and is very proud of it because she mentioned it to her FACES staff member. That staff member can share during the whip around how well Emily is doing and about the award. Now, here's the cool part, when a staff member sees Emily around the campus, they can tell her how awesome of job she's doing and how deserving she is of the award. This is where a student doesn't just feel the love of their teacher and FACES staff, but potentially a slew of adults. There could be multiple people who acknowledge Emily for getting that award.

Far too often, students feel they stand out when they have made a mistake. How awesome will it be when students feel they stand out because of what they did right. For some, this may be their first experience receiving this type of recognition. Most likely, Emily is

going to feel good that so many people know about her successes. What a great way to nurture a student's self-esteem and build positive relationships.

What is needed by staff members for FACES to work?

One thing we value very highly is time. As teachers ourselves, we know there is never enough of it. FACES is intended to be a quick, intentional, and meaningful interaction with students. A couple of minutes a week could make a huge difference in their lives.

When a staff member signs up to mentor one or two of the identified students in the program, it is crucial that they stay committed to those kids for the year. We know there will be times when staff members feel like they are in a losing battle, that their students aren't making progress, that they as mentors aren't making any difference. However, positive interaction with students is *never* a losing proposition.

At one of our schools, we had a staff member want to change FACES kids because they had a hard time watching their student get sent to the office everyday and felt like they made little to no progress with them. Finally, she sat down with another mentor who said, "Even though it seems like she's not hearing you and you want to give up on her, keep in mind that this little girl has probably been

given up on many times in the past. The few minutes you spend with her might be the only positive minutes she gets with an adult who is not her teacher all week.”

After a few tears, she came to the realization that the student was getting sent to the office on a daily basis was because she (the mentor) worked in the office and this was the child's way of seeing her. Needless to say, the staff member rededicated herself to her FACES student and ended up carving out a special place in her heart for her. The student eventually moved schools (you will find this is not uncommon of the kids identified for FACES), but the relationship between the two still continues today via telephone, email, and the occasional drop in visit at her new school (in the same district).

The qualifications are rather simple. First and foremost, FACES mentors need to have the desire to make a difference in a child's life. Second, you must be committed to having a positive impact on the lives of your students. If you have both desire and commitment, you will make a difference for the students at your school.

What are the responsibilities of a FACES mentor?

Besides being consistent and reliable, mentors need to be open and have fun. It is important to mentor these kids in a way that doesn't pass judgment. Become another person they can truly trust. **Mentors should seek out and speak with their FACES kids at least once a week (if not more).**

Positive changes in the lives of elementary aged students do not happen quickly or automatically. If they are to happen at all, the FACES mentor and student must meet long enough and often enough to build a relationship that helps the student feel supported, safe, develop self-confidence and self-esteem.

As stated previously, do not inform the student that you selected them. You don't want any student to know what the FACES program is. The only thing you want them to know is that you care about them and want to learn more about who they are.

What are some ways to inform staff of strategies for the week?

If you have areas on your campus that are ONLY for staff, create a simple bulletin board where you can post the strategies for that week. However, be careful with this communication. On many occasions, children of staff members or student helpers have access and go into these “staff only” areas.

Keep it simple. Post a reminder like, “Have you seen your FACES student this week?” Then post a strategy, quote, or question to ask from the Conversation Cues bank.

A second way is to have the point person send an e-mail at the start of each week with the strategy or question from the Conversation Cues bank to the entire staff. Also, they can add a reminder to follow up on the previous week’s Conversation Cue. For mentors who do not have access to email, print them a hard copy of the message.

What is the F of FACES?...Fostering

The F in FACES stands for fostering. By fostering we mean the development of both relationships with a particular student population and the strategies needed to create the connection

What is the A of FACES?...Active

The A in FACES stands for active, or being a part of students' lives. By being active as a staff, we are purposefully finding and making connections with the FACES group.

What is the C of FACES?...Child

The C in FACES stands for child. FACES is a student centered program...it's all about the kids and the relationships we can create with them.

What is the E of FACES?...Engagement

The E in FACES stands for engagement. If we don't get involved with these kids...who will? We can't wait for the perfect storm to arise and then talk to these kids....we must create the opportunities to get through to our students.

What is the S of FACES?....Strategies

The S in FACES stands for strategies. We want our staff members to have as many tactics, approaches, and tools as possible when mentoring our kids. The following are relationship building strategies for you to use with your FACES students. The staff point person can select one of these strategies or prompts from the Conversation Cues bank each week for the mentors to focus on.

1. Homeroom Teacher Reports: Talk with your FACES student's homeroom teacher this week. Get an update on how they are doing socially and academically in class. Be sure to get at least one positive comment from the teacher that you can share with your FACES students. For example: "Mrs. Mejia told me you turned in all of your homework last week. That's awesome!"

The homeroom teacher reports will show your student that they are special enough for their teacher to talk about them outside of class with other staff members from the school. Sometimes just the knowledge that the homeroom teacher and the other staff member share positive information about a student is enough to motivate kids and really increase their self-esteem.

This has been experienced first-hand with a student who didn't have a stable home life. When two teachers on the campus started sharing successes they were seeing with him in class, he became a leader in the classroom and on the playground. Instead of the quiet

and very apathetic student he was at the start of the year, he really opened up when he realized both Ms. R. and Mrs. M. were communicating about how well he was doing in their respective classrooms.

2. Look For Commonalities: What are some personal interests that both the student and the FACES mentor share? It could be anything from a love of chocolate cake to an interest in horses. Whatever commonality you can share, no matter how little, can be a gigantic boost to your relationship.

There was a student who was really into NASCAR races. His FACES mentor enjoyed racing, but not as much as her youth counterpart. Regardless, she decided one weekend to watch a race with more attention to detail than she had in the past so she could talk specifics with her FACES student the upcoming week. Needless to say, the two of them had a great conversation and she thanked him for turning her onto the sport! As the year went on, the two of them started liking the same driver and discussed how he did during the last race.

One little common interest between the two became a huge part of their relationship. You would be surprised how much it means to a student when an adult they respect has a common interest!

3. Before/After School or Recess Help: Invite your FACES student to your classroom to help you with a task (sharpen some pencils or help hang up some writing samples). If you notice they are at school early (which is the case with a lot of FACES kids), invite them to help out in your room once in a while.

Maybe before and after school won't work for you, then you could invite them in during one of their recesses. Your class might still be in session, but this is also a good way to get them in and get excited about seeing and sharing with you.

The task itself isn't very important, but rather the opportunity to interact with them is. For some students, they may be returning to their former classroom (if they had the teacher in primary years). For other students, this might be their first time in an upper grade room (or their future classroom if this is a primary student). The conversation might be little, depending on the situation, but the interaction is still valuable.

*It is suggested to have another adult or student in the room and leave the door open if you invite a student to your classroom or office. It is always better to be safe than sorry.

4. Prearranged Help/Visits With Homeroom Teacher: Set up a time with your FACES student's homeroom teacher when that student can come to your classroom. If the student is an upper grade student, maybe they can come in to help read with some students for a few minutes or help with a project. If it is a lower grade student, maybe they can come up to be the special helper in the classroom for a few minutes. This can be something as simple as having them come up and sharpen pencils for you.

Just the fact that they were chosen to go to another classroom is a pretty big deal for kids, but when they realize that you specifically asked for them, then that big deal turns into a HUGE deal. Don't do this strategy very often, but once in a while. This won't be one of those interactions that are filled with conversation and questions, but rather the request will speak louder than any questions you may have on that day.

5. Use Conversation Cues: There are five pages of questions to promote conversations between the mentor and the FACES student in the back of this file. These questions are divided into Family Questions, Student Questions, Questions about the Week, School Questions, Interests Questions, and Entertainment Questions. These questions are intended to spark more than just yes or no responses, but remember the adult has to show a genuine interest in the

responses from the students if the questions are going to lead to more meaningful interactions. These Conversation Cues are merely icebreakers that will hopefully lead to other conversations.

6. Friday Question.....Monday Revisit: Make it a point to wish your FACES student a good weekend and inquire what their plans are every Friday. It doesn't matter if they have a soccer game, going to Dad's house, going to church, or doing 'nothing' over the weekend. Be sure to ask them on Friday and revisit the following Monday. This strategy is a great way to demonstrate how much we care about these kids by not only asking what are they doing, but revisiting the question from Friday and showing we were thinking about them over the weekend. "How was your soccer game?" or "What did you do over at your Dad's?" will exhibit that not only are our questions genuine, but we listen and care about their answers.

7. Enrichment Pop-In: Discuss beforehand with the homeroom teacher to see if it's okay, then just "drop-in" to your FACES student's class during your enrichment. Pretend to be there to ask the teacher a question...while you are there, make it a point to go see how your student is doing. Only a couple of seconds (you don't want to completely derail the lesson in the classroom), but be sure to make your student feel special by specifically saying hello to her. A simple, "Hey Eliana!" will make her day!

8. Special Handshake or Greeting: This sounds incredibly cheesy, but man it is effective. If we get the nerve, we will post a video on our site of a few of the various handshakes we have used in with kids. If you lack creativity in this department, let the student come up with it!

How can a staff get more information on FACES?

We are only an email away to answer any questions a staff might have. We are also available for professional development to help staffs get FACES introduced and started at your site. All you have to do is contact us at pepreps@yahoo.com and we will work with you in any capacity needed.

The following pages are templates used to get FACES up and going.

1. Identification Process – Run these back to back to give teachers more room if needed to list students.

2. FACES Sample Photo ID Log – The first example doesn't have a FACES staff member....this is where teachers sign up for students. The final version (#4) will be created once every student has a staff member assigned.

3. FACES Photo ID Log Template – Feel free to create your own version of this or email us at pepreps@yahoo.com requesting the electronic template.

4. FACES Sample Completed Photo ID Log – This sample is just like #2, but now each student has a FACES staff member by their name. This allows the homeroom teacher and FACES mentor to communicate. **This completed document is the confidential piece that goes to every staff member. Be sure to place in a folder and print in color if possible. Mark as CONFIDENTIAL on the folder! Do not write FACES on the cover of the folder and try to have the same color folder for each mentor so you can reference “purple folder” if a student walks up during a mentor/mentor conversation.*

5. Conversation Cues – This document should also be placed in the FACES folder. These questions are divided into Family Questions, Student Questions, Questions about the Week, School Questions, Interests Questions, and Entertainment Questions.

1. Identification Process

Please make a list of any current or former students that you think would be a good candidate for the FACES program.

Please return list to _____ mailbox by _____.

Fill out as much information as possible.

| Student Name | Grade | Teacher | Reason for FACES recommendation |
|--------------|-----------------|------------|----------------------------------|
| Eddie P. | 3 rd | Mrs. Jones | Raised by grandparents, very shy |
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FACES Putting a FACE to Every Name



Name: M

Grade: 3rd

Teacher: Mrs. Jones

FACES Mentor:

Info: Mom and dad recently separated. Goes to boys and Girls club until 6:30 everyday.

Notice that FACES mentor hasn't been filled out. This is the form where staff members pick their FACES students.



Name: Frank Frankerson

Grade: 2nd

Teacher: Mrs. Anderson

FACES Mentor:

Info: Lives with grandparent; was taken from his mother; witnessed his mother being abused.



Name: John Johnson

Grade: 4th

Teacher: Mr. Moore

FACES Mentor:

Info: Rarely finishes class work; spends a lot of time by himself at recess.



Name: Bobby Bobison

Grade: 1st

Teacher: Mrs. Black

FACES Mentor:

Info: Mom is not in his life; has learning issues; currently being raised by foster parents.

FACES Putting a FACE to Every Name

Name:

Grade:

Teacher:

FACES Mentor:

Info:

FACES Putting a FACE to Every Name



Name: Matthew Matterson

Grade: 3rd

Teacher: Mrs. Jones

FACES Mentor: Joan (campus monitor)

Info: Mom and dad recently separated. Goes to boys and Girls club until 6:30 everyday.



Name:

Grade:

Teacher: Mrs. Anderson

FACES Mentor: Mr. Thomas

Info: Lives with grandparent; was taken from his mother; witnessed his mother being abused

Notice that FACES mentor has now been filled out. This packet allows everyone to know each student and staff members involved.



Name: John Johnson

Grade: 4th

Teacher: Mr. Moore

FACES Mentor: Erick (custodian)

Info: Rarely finishes class work; spends a lot of time by himself at recess.



Name: Bobby Bobison

Grade: 1st

Teacher: Mrs. Black

FACES Mentor: Mrs. Watson

Info: Mom is not in his life; has learning issues; currently being raised by foster parents.

FACES Conversation Cues

Fostering Active Child Engagement Strategies



Family Questions

- How many brothers and sisters do you have?
- Are your brothers and sisters older or younger? What are their names?
- How do you like being a big/little sister/brother?
- What is your favorite thing to do as a family?
- What are your parents' names?
- Where does your Dad work / what does your dad do for a job?
- Where does your Mom work / what does your mom do for a job?
- What is your favorite pet?
- What kind of pets do you have?
- What are the names of your pets?
- If your family could go anywhere for a vacation, where would you go?
- What are family gatherings like?
- What is your favorite memory of your grandparents?
- Where do most of your family live? (aunts, uncles, cousins, grandparents)
- How far away is your home?
- How do you get to school?
- What is your favorite thing to do with your family?



**Student
Questions**

How old are you?

What is the best/worst thing about being ____ years old?

When is your birthday?

What did you do for last birthday?

If you could have the perfect birthday party, what would it be?

What job would you like to have when you grow up?

What has been the happiest day of your life?

When are you (or have been) most afraid?

What is your favorite food?

Who is your best friend? Why are they your best friend?

What is one thing that your Mom/Dad makes for dinner that you just can't stand?

Describe your perfect day.

If you could change one thing about yourself what would you change?

If you could receive one thing in the whole world as a present right now, what would it be?

What is your favorite kind of ice cream?

What is your favorite kind of candy?

Is your bedroom decorated? How is it decorated?

Do you have to share your bedroom with anyone?

What is your favorite time of the year?

What do you want to be when you get older? Why?

What is the silliest thing you have ever said or done?

What were some chores you did around your home this week?

What did you do this week in class?

What was the best thing that happened to you this week?

Tell me something you did this week that you are proud of.

What do you do after school?

Who did you play with at recess this week?

What was something fun you did this week?

What are you going to do this weekend? Revisit the following week.



**Questions
About the
Week**



**School
Questions**

Do you like the class you are in more or less than last year? Why?

Do you ride the bus to school?

What is your favorite thing to learn at school?

What are you studying in school right now in math? ...language arts?...science?

Do you have hot or cold lunch at school? Which do you prefer? Why?

What is your least favorite thing about school?

What kind of homework do you have each night?

What do you like to play at recess?



Interests Questions

What do you like to do for fun?

Do you play sports? Which ones?

What is your favorite position to play?

Does your team have a name?

What is your favorite thing to do on the weekend?

Do you prefer to spend your time inside or outside?

Do you like to draw? What kinds of things do you draw?

What do you do when you get home from school?

Do you like to do puzzles?

Where does your family go on a vacation?

If you could go to Disneyland or the beach, which one would you choose and why?

If you could do anything you wanted tomorrow, what would it be?

What is your favorite type of food?

If you could change one thing in the world what would you change?

Are you more into video games or books? Why?

If you could only play one thing afterschool, what would it be?

What is your favorite thing to do by yourself?

Where is the most exciting place you have been in the past year?

Do you have a bike? What does it look like?



**Entertainment
Questions**

What is your favorite TV show?

Why do you like it?

What is the one thing you couldn't live without?

What is your favorite movie ever?

What was the last movie you saw? Did you like it or not, and why?

What cartoon character would you most like to be and why?

What is the best toy that you have?

Do you like to read? What is your favorite book?

Do you know how to play any instruments? Which one(s)?

Do you like to play video games?

What kind of video game system do you have?

What is your favorite game to play on the Wii, Xbox, etc?

Do you have a portable game system like a PSP or DS? Which one?

Do you like to go out to eat?

What is your favorite place to eat?

Do you like any sports? What's your favorite team(s)?

Have you ever been to a professional _____ game?

What kind of music do you like?

Who is your favorite band/artist?

What is your favorite song?