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Saturday Program 2010 Welcome, Volunteers

Welcome to the Saturday Program, fantastic volunteers!!

We know how precious your time is, so we are going to keep this short and sweet.

- (1) Thank you so much for volunteering – it's amazing to see you come out and spend time to tutor and mentor these students even though you all have a million other things to do.
- (2) We took the time to put this brief Volunteer Guide together in hopes that it can adequately acquaint you with the Saturday Program...so please take the time to flip through it at some point.
- (3) If you ever have any questions, please do not hesitate to contact any of the Saturday Program Directors should you have concerns, suggestions, questions, anything. We especially love suggestions, because that's how this program can improve in future years.

Sincerely,

Kenneth Lee
Lynn Sterling
Yimeng Zhang
Tiffany Lo

2009-2010 Saturday Program Directors



Saturday Program Mission and Program History

Mission Statement

The mission of the University of Toronto Saturday Program is to provide tutoring, mentorship and enrichment to inner city students in grades 8, 9 and 10, and those returning to the program for a second year who have demonstrated the desire to explore their potential, but who are not achieving their academic goals.

Program History

University of Toronto (U of T) medical students in partnership with the U of T Office of Student Affairs, Faculty of Medicine, and the Toronto District School Board (TDSB) established the Saturday Program in 1996. The program was designed to foster the education of groups that are typically underrepresented in the university system. The original program invited grade 9 and 10 Aboriginal, Black, and Portuguese high school students from designated inner city schools to the university on Saturday mornings to receive tutoring in math, science, and English from medical student volunteers, and to participate in enrichment activities. This initial pilot program proved to be a great success and since then the Saturday Program has flourished.

The Saturday Program now supports students of all cultural backgrounds who have the potential to succeed, but are not realizing their academic goals. The number of students participating in the Program has steadily increased over the years. In 2005, one hundred and twenty five students of highly diverse backgrounds took part. In 2006, the program was expanded to include grade 8 students. This year we will be serving around 100 students in grade 8, 9 and 10 from all over Toronto.

The group enrichment activities offered as part of the program have also evolved over the years to meet the needs of the growing diversity and interests of the participants. The introduction of weekly workshop and career exploration to provide the students with the materials and instruction needed to cultivate their skills in an area of interest was a huge success last year and will continue to be so this year.



Saturday Program 2010 Student Selection and Matching

How are the high school students selected?

The selection of the student participants of the Saturday Program is organized by the TDSB based on particular educational criteria originally formulated in 1998 by the Saturday Program Coordinators. In the fall, Education Specialists invite teachers, guidance counsellors and principals to identify grade 8 and 9 students who fit the selection criteria and who are likely to benefit from the Program. Students who were enrolled in the program last year and desire to return in later grades are evaluated based on separate selection criteria assessed by their guidance counsellors. Parents of selected students are invited to attend an information meeting, and both students and parents must agree to participate.

Teachers, guidance counsellors and principals are PIVOTAL in identifying students for the Saturday Program. The following are the critical criteria that are used in guiding student selection. The student should:

- Be enrolled in grades 8, 9 or 10 in a Toronto elementary or high school that is designated as inner city, or be in a higher grade, but entered the Program in either grades 8, 9 or 10 and demonstrated benefit from the Program;
- Require support in the core subjects of math, science, or English;
- Have marks that are consistently below 80% in two or more of the core subject areas listed above;
- Show little improvement in marks despite consistent effort.

How are students and tutors matched?

Each participating high school student is matched with two tutors from different disciplines or medical school years. The tutor pairs will share the tutoring responsibilities over the duration of the Program. This design guarantees continuity in the student-mentor relationship, and in addition, the different educational backgrounds of each co-tutor will ensure that each student's specific and various needs will be addressed.



Saturday Program 2010 Contact Information

Student

Name: _____

Phone Number: _____

Email: _____

Room Number: _____

Group: _____

Tutor #1

Name: _____

Program/Year: _____

Phone Number: _____

Email: _____

Tutor #2

Name: _____

Program/Year: _____

Phone Number: _____

Email: _____

Saturday Program Directors

All Directors:

Kenneth Lee
Lynn Sterling
Yimeng Zhang
Tiffany Lo

saturday.program@gmail.com



Saturday Program 2010 My Personalized Schedule

Date	Time	Event	My Schedule
Jan	23 9:00	All volunteers arrive and register in MSB 3154 (Medical Sciences Building)	<input checked="" type="checkbox"/>
	9:00-9:45	Tutors move to designated homerooms in MSB, meet co-tutors, determine schedule for the next 10 SP weekends	
	9:45 - 11:15	Students Arrive, move to assigned rooms, icebreakers with tutors	
	11:15 --12:30	Welcome and Opening Ceremony	
	12:30 - 1:00	Lunch	
	30 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Medicine Workshop: Human Body	
Feb	6 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Engineers Without Borders	
	12:30 - 1:00	Lunch	
	13 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Rotating Workshops: Samba Squad & Arts	
	12:30 - 1:00	Lunch	
	20 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Rotating Workshops: Samba Squad & Arts	
	12:30 - 1:00	Lunch	
	27 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Egg Drop Workshop	
	12:30 - 1:00	Lunch	
Mar	6 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Growing Up Healthy	
	12:30 - 1:00	Lunch	
	13	No Saturday Program (March Break)	
	20	No Saturday Program (March Break)	
April	3	No Saturday Program (EASTER BREAK)	
	10 9:45 - 11:15	Tutoring in homeroom	
	11:15-12:30	Amazing Race/Scavenger Hunt	
	12:30 - 1:00	Lunch	
17	9:45 - 11:15	Tutoring/Goodbye in homeroom	
	11:15-12:30	Closing Ceremonies	
	12:30 - 1:00	Lunch	

Coffee and Hot chocolate will be available each morning in the Stone Lobby in MSB starting at 9:35 am for both students and tutors!



Saturday Program 2010 Tutor Attendance

- Please be at MSB by 9:45am.
- If at the last minute you cannot make it:
 - contact your co-tutor
 - if they can't make it, call us: (416) 978-2684 and leave a message.
 - **important:** call your student and let them know they still have a tutor/mentor for them when they arrive
- Ideally, decide in advance with your co-tutor who will be tutoring each Saturday. If NEITHER of you can make it:

1. EMAIL US Well in advance (Saturday.program@gmail.com)



Student Attendance

Student attendance is taken every morning in the homeroom before tutoring starts. Attendance forms will be located in each homeroom and will be filled out and initialled *by the tutor* for their student. Forms will be picked up from each homeroom by a director or designated core volunteer between 10:30am and 11:00am.

If your student cannot attend a session, (s)he is supposed to:

1. CONTACT THE TUTOR (by phone or email) **before** Saturday Morning

-AND-

2. CALL **(416) 978-2684** and leave a message on the answering machine.

If your student fails to do this on 2 occasions, (s)he will lose the privilege to participate in the Saturday Program. There is, after all, a waiting list....

What if my student doesn't show up?

- **If your student hasn't arrived by 10:15 am go directly to the Office of Student Affairs (MSB 2171A) and speak with one of the directors**
- The directors will then telephone the student or their parents ASAP
- In the rare case where a student is removed from the Saturday Program due to repeated truancy, you may be assigned to another student



Saturday Program 2010 Tips for Effective Mentoring

What are the qualities of an effective mentor?

The 10 important features of successful mentors' attitudes and styles:

1. **Be a friend**
2. **Have realistic goals and expectations**
3. **Have fun together**
4. **Give your mentee voice and choice in deciding on activities**
5. **Be positive**
6. **Let your mentee have much of the control over what the two of you talk about—and how you talk about it**
7. **Listen**
8. **Respect the trust your mentee places in you**
9. **Remember that your relationship is with the youth, not the youth's parent/teacher**
10. **Remember that *you* are responsible for building the relationship**

In the study of Big Brothers Big Sisters, mentors who took these approaches were the ones able to build a friendship and develop trust. They were the mentors who were ultimately able to make a difference in the lives of youth.

(An excellent discussion of each of these may be found at www.ppv.org/ppv/publications/assets/29_publication.pdf)



Saturday Program 2010 Tips for your Students

STUDY SKILLS and TEXTBOOK LEARNING

Sitting reading a textbook may not make the most efficient use of your study time. However, the text remains an invaluable study aid. In many cases we are asked to read a number of pages in preparation for a lesson, or to read these pages as reinforcement for a lesson already taught. The problem is, to convert the passive activity of reading into an active learning experience so that we can use the experience to gain knowledge, understanding and consequently a better mark in the subject area.

Begin your reading with a quick survey of the material to be read. Ask yourself how this material fits into the previous lessons and assignments in the subject. Develop questions involving what you think are the main points in the section you have just read. Headings, sub-titles and the introduction to each chapter will often help you choose these questions.

Carefully read the material. Make a summary as you go. Do not copy whole sentences; ideas in point form are just fine. Some people add page numbers as extra reference points in case they want to look back at important facts. While you are summarizing, try to remember what you have learned. Do not go back and re-read whole sections at this time because this will break your thought pattern.

Compare your summary notes with class notes if the work has already been covered in class. If you are reading ahead of the lesson, leave room at the bottom of the summary sheet to add notes or facts learned in class.

Once you have done this, review the material immediately. Go over key expressions and words, ask your questions and see if you can answer them without looking at your summary notes. Do you fully understand the important points? It is much easier to memorize facts that you understand.

After two weeks review the material again, and then again in preparation for a test or examination. With this technique, you could find your marks improving steadily. One method of remembering these steps for effective studying is known as **SQ4R**.

SQ4R

S – SURVEY – quick look at headings, summaries, and main idea

Q – QUESTION – ask yourself some questions about the topic

R – READ the section and summarize the main points as you go

R – RECORD – write down the key ideas in your own words

R – RECITE – what you have learned.

R – REVIEW after summarizing and repeat RECITE regularly within 2 weeks



Saturday Program 2010

The Art of Effective Communication

EFFECTIVE COMMUNICATORS

- Express clearly how they think and feel
- Seek to understand how others think and feel
- Try to keep themselves and other informed; they do not hide information
- Are skilled in speaking, listening, writing and reading – the tools of language
- Are balanced between talking too little and too much
- Make an effort to hear others out before they speak
- Choose their words carefully when they do speak
- Are aware of their own and others' body language
- Seek to minimize their differences with others
- Tend to have many and long-standing relationships
- Recognize that effective communication is the life-blood of all relationships
- Recognize that good communication is a key to success

THE COMMUNICATION PROCESS

The communication process is a very complex one, in which people are both sending and receiving messages. Presenting ideas clearly, listening attentively and responding appropriately contribute to effective communication. There are barriers, however, which can block the intention of the message.

Components of the Communication Model

- Sender - the person with whom the message originates
- Receiver - the person who hears, reads, sees or perceives it.
- Message - the information being transmitted by the sender
 - can be verbal or non-verbal
- Feedback - the receiver's response to the message
- Blocks - barriers to effective communication
 - can be physical, physiological or psychological



Saturday Program 2010

The Art of Effective Communication

Verbal and Non-Verbal Communication

- Verbal communication includes spoken and written messages
- Non-verbal messages can be transmitted by tone of voice, facial expression, posture, eye contact, touching, gestures, and spatial distance
- Non-verbal communication is as important as verbal communication. It can clarify, reinforce or even contradict what is being said or it can even communicate the whole message.
- Experts say that we tend to get most of our meaning from non-verbal cues
- Mixed messages occur when the verbal and non-verbal components of your behaviour contradict each other (when your words say one thing and your body says another). This leads to confused communication. In this case, it is generally agreed that the non-verbal is more believable.
- Non-verbal communication has an effect upon the message that is sent.

Examples (good and bad):

smiling	sitting very still	crossing arms
making eye contact	examining an object	touching others
raising voice	fidgeting	crossing legs
nodding	leaning forward	leaning chin on hand
laughing	patting others' hands	bouncing in a chair
frowning	shuffling feet	keeping hands on hips
looking away	tapping feet	sprawling out in chair
yawning	avoiding eye contact	tapping fingers

Personal Space in Communications

- The distance that exists between people indicates the quality of our relationship.
- There are four zones of space.
 1. Intimate - eighteen inches for intimate relationships e.g. family
 2. Personal - eighteen inches to 4 feet for close friends
 3. Social - 4 feet to 12 feet for acquaintances and business relationships
 4. Public - 12 feet or more for strangers

Blocks

Barriers or blocks can occur anywhere in the communication process and it interferes with effective communication.

1. Physical blocks may be fatigue, discomfort, illness, and distractions.
2. Physiological blocks may be hearing problems or learning disorders.
3. Psychological blocks may be resistance to new ideas, differences in values, beliefs, attitudes, culture, lack of concentration, style of delivery, language.



Saturday Program 2010

The Art of Effective Communication

LISTENING (RECEIVER) SKILLS

Most of us average 70% of our time in some form of communication:

- 9% is spent in writing
- 16% is spent in reading
- 30% is spent in speaking
- 45% is spent in listening

Listening is a very important part of the communication process. Listening carefully and skilfully is hard work but it helps you to understand people and situations better. Effective listeners tend to make fewer mistakes in communication. Listening involves specific skills, concentration and energy. Listening is an active rather than a passive activity.

The Skills of Listening

1. Attending Behaviours
2. Paraphrasing
3. Listening for Feelings
4. Questioning

Attending Behaviours

Attending is the ability to pay attention and concentrate on what someone is saying. These behaviours help to improve the quality of the communication.

Skills involved:

- Demonstrating a body posture including movement and gestures that shows attentiveness, interest and caring on the part of the listener.
- Facing the speaker and maintaining eye contact
- Non-verbal and verbal following of the speaker
 - a) Non-verbal includes:
 - listening quietly, allowing the speaker to talk
 - communicating understanding by nodding, smiling
 - maintaining an appropriate personal space
 - not interrupting the speaker
 - b) Verbal includes:
 - giving acknowledgements such as "umm, hmm", "I see", "Tell me more about that", "That sounds interesting", etc.

Paraphrasing

Paraphrasing is accurately summarizing in your own words what the speaker has said. It is a way to test the listener's understanding of what the speaker is saying.



Saturday Program 2010

The Art of Effective Communication

Asking Questions

Questions are used by the listener to gain an increased understanding of the speaker, the situation, the problem.

- The questions need to be open-ended rather than closed
- Open-ended questions usually begin with how? What? Sometimes where? When? And ask the speaker to explore to respond in many ways
- Closed questions require a yes/no answer and limit the response to a specific answer. You may indeed require a specific answer to listen effectively. Closed questions, however, can close down the flow of communication.
- Avoid questions beginning with "why". "Why" makes people feel defensive because there is a sense of blame and judgment in the word. Use phrases such as "What is your purpose?" or "What is your reason?" as a substitute for "Why".

SENDER SKILLS

"I" Messages

- An "I" message is a statement expressing the sender's feelings and thoughts
- It is a non-blameful way of telling someone how his/her behaviour is affecting you
- The sender takes responsibility for his/her own reaction to a situation, behaviour, or a problem

"You" Messages

- "You" statements tend to carry a message of blaming, judging or criticizing
- They make the other person defensive

Examples of "I" Messages and "You" Messages

Debbie is upset that her brother has taken her bike without asking when she needed it.

"You" message: "If you ever touch my bike again, you are going to be in big trouble!"

"I" message: "When you take my bike without asking, I get really angry. It is my bike and I like to have it when I need it. Next time, I want you to ask me in advance when you want to borrow it."

When using "I" messages to give feedback to others about their behaviour:

- Use "I" messages to take ownership for your feelings and thoughts.
- Speak for yourself only and not others
- Do not use a blaming or judgmental voice
- Give the feedback when the person is alone
- Deal with one issue at a time when it occurs



Saturday Program 2010

The Art of Effective Communication

LEARNING TO COMMUNICATE EFFECTIVELY

Sending Messages

- Speak in a clear, concise and complete fashion
- Use "I" statements
- Use tone of voice and body language to help get the message across
- Pay attention to the listener's response

Receiving Messages

- Show listening with words like "mm-hmm", "I see" and so on
- Convey attentiveness with body language, tone of voice
- Ask questions to check and clarify
- Use paraphrasing
- Respond to messages with "I" statements
- Listen for feelings

Avoid Communication Blockers

- Sarcasm
- Insults
- Name calling
- Globalizing
- Interrupting
- Ignoring
- Blaming

**MOST IMPORTANT OF ALL:
THANK YOU FOR VOLUNTEERING
YOUR TIME AND COMMITMENT WILL MAKE A DIFFERENCE IN SOMEONE'S LIFE!**