

## **INSPIRED YOUTH TUTORING PROGRAM**

at Bezazian Library, 1226 W. Ainslie, Chicago, IL 60640, 773-561-4759

inspiredyouth2@yahoo.com, bethstruckpalmer@yahoo.com

### **TUTORS' ORIENTATION**

We are glad to be working at Bezazian Library. This is going to be a good year. Thank you for deciding to work with the students. We have a fantastic team of tutors! We hope you see that the students appreciate you. The parents definitely do.

1. Please fill out two application forms. Ask for the forms if you do not have them.
2. If you cannot come, call the director to let her know, 773-561-4759 (that day) or email her (before that day): bethstruckpalmer@yahoo.com or inspiredyouth2@yahoo.com.
3. If you need service hours for a course, keep track of your hours.
4. If your student cannot come, you may work with another student. Occasionally we may ask you to work with a second student.
5. Let the director know how things are going with your student.
6. Set expectations for your student. Tough Love. You are responsible for disciplining the students and having them concentrate. We will work together as a team and help out other tutors as necessary.
7. Get to know the other tutors and all the students.
8. We have a lot of students. To help everyone concentrate, keep voices low.
9. If students do not obey tutors, (1) say something to the student, (2) tell the director to come to talk to the students, (3) tell the director to talk to their parents, (4) tell the director to call their parents now.
10. If you feel the tutoring session is not quality time, let the director know. We will work something out with the student, the space, or the work.
11. Evening tutoring ends at 7:50 pm. The library wants us out from the library vicinity before 8pm.
12. Put the student's folder in the canvas satchel by the cart on your way out.
13. After tutoring, all students are to go directly home. Some of us will walk students near to where they live. If you would like to walk with the students, see the director.

### **Discipline and Rules for Students of Inspired Youth** (*Help your students follow these rules.*)

14. The purpose of the Inspired Youth Tutoring Program is for everyone to learn new things, to get better at reading, writing, and arithmetic, to broaden and deepen our knowledge, and to awaken our curiosity and desire to learn.
15. Evening students will be in the auditorium by 6:30 pm. They will not stay in the reading room or stand by the computers during tutoring time.
16. Students will follow directions and listen to the staff of Bezazian Library and the tutors.
17. No teasing, name-calling, or bad language.
18. No food or drinks allowed by anyone in the library, students or tutors. Eat a snack before coming.
19. Use of cell phones and audio devices is not allowed in the library.
20. Tutors should accompany 1st-8th gr. students when they are away from their assigned tables.
21. Running in the library is not allowed. Students will not stand on the "stage" (library rule).
22. Fighting with fellow students is not allowed. Keep hands, feet, and objects to yourself.
23. Students and tutors will respect each other's property. Students will not beg from tutors.
24. Clean your area before you leave. Put your folder in the canvas satchel.
25. Students should leave the library quietly. (This is a request from the library staff.)
26. Students should walk to and from the library via Magnolia, west of the library, in order to prevent injury at the Car Wash.

### **Procedures for the Tutoring Time** (See "Curriculum" for more information)

27. Get the student's folder.

28. Seating: We will disperse throughout the room. Friends will not sit near each other. Please help arrange the tables and chairs when you come. For the outer tables, chairs should face the wall, if possible. This is like a library “carrel,” or an office cubicle, where someone can focus without distractions. We have been asked to leave aisles on each side of the room, from the entrance doors to the exits, so we will set up the room accordingly. For the tables in the center, chairs should face the north wall, toward the stage.
29. Help bring the students from the Library Reading Room into the Auditorium when it is time for tutoring to start. Many students cannot begin to concentrate until all the students are settled.
30. Ask your student what homework they have and what books they’ve brought. We will focus on reading, writing, arithmetic, science, social studies (not art), and, for the 1st-4th grade students, also on spelling and handwriting.
31. Work on their homework with them, and then work on the material in the folder. The slip in the pocket of the tutoring folder suggests things to do. Help students figure out and understand the material, without giving the answers. Give them background on the material if possible.
32. Record what the students do each day on the blue sheet in the folder.
33. Have student return their tutoring folders to the canvas “satchels” as they leave.

**CURRICULUM** The slip in the outside pocket of the folder gives suggestions of what to do.

**HOMEWORK** Some students will mostly be doing homework from school. This is very important. In fact, you should ask them to bring their books from school. Make time as well for extra reading, writing, and math from the folders, particularly if they do not have homework assignments in these areas. If the homework seems too rote week after week, ask your student do it at home.

**MATH** Work a lot on math. Ask students to bring their math book from school. Many of the students need extra help with basic computation, with concepts, and with story problems. Help students memorize multiplication tables if they do not know them. Help the students work on word problems and math concepts (terms, symbols, operations, etc.).

If students say they do not want to do a certain subject, it may be difficult for them. If the papers in their folders are too difficult or too easy, let the director know. If students say they have already done a sheet, ask them to do some problems on it to see if they should keep practicing that type of problem. Sometimes students need to review.

**READING Stories with Worksheets** Some students will read short books which are accompanied by worksheets to help them reflect on the stories. Help the students think and reflect on what they have read. (For some students, you need to ask them what each paragraph or sentence means. The student may be able to decode the words and pronounce them, but they do not understand the meaning of the sentences.) If you would like your student to create a worksheet for a new book, let the director know. Record the stories they read on the blue sheet in the folder.

**Other Things to Read** If you would like to bring in newspaper or magazine articles for your student to read, that is fine. Have them read and discuss the articles, not just talk about the pictures or the subject matter.

**Book Reports for School** Each elementary school student is required to read at least 6 books every 10 weeks at school. Ask the students what books they are reading for their school book reports. Listen to them read the books. (Some students write about a book without reading it.) Talk with them about the books and help them write book reports on the books they read.

**Vocabulary** Work to extend vocabulary. You may create a vocabulary sheet to keep in the folder.

**WRITING** The students will have two to three writing assignments which we will publish as magazines. Older students will be given specific topics to write about. Younger students may write on any topic, using the special paper in the folder.

Help students get ideas. Be patient while they write. Help them put their ideas into paragraphs. Help them edit for grammar, etc. Do as much as you feel they have patience for.

In December students will write a holiday letter to a senior citizen in a retirement home.

Students may use the journal (blue book) in their folders to write about what they choose.

## **CONFLICT RESOLUTION**

**Training Sessions on Conflict Resolution:** We will have training sessions on methods of conflict resolution during the last 25 minutes of the session a few times during the year. In our CR sessions, we will divide into four age-groups. If you would like to lead the discussion in one of the groups, *let the director know*. We use the Second Step curriculum, which gives training in empathy, anger management, and problem solving.

As tutors we will model the methods of conflict resolution and work to create good relations among the students. Ideally, as our main discipline method, we want the students to work out their problems with each other using methods of conflict resolution. The tutors will need to act as mediators to help students resolve conflicts. Here are some basic methods:

**"I" Messages--5 Steps to Peace:** *Tutors should prompt the students.* Tell the aggrieved student to

1. Look at the person in the eye.
2. Address them by their name and tell them what they did that you did not like.
3. Tell them how it made you feel.
4. Tell them what they can do next time.
5. Ask them to respond.

Use the steps of conflict resolution in helping students resolve their disagreements. The students will be reluctant to do this in a real conflict, but encourage and help them to go through the steps. It should prove worth while. It will take around five minutes. If we teach the students to work out their own problems, that will make all of our teaching much easier.

**Problem Solving:** Sometimes we may need to use a longer problem-solving method:

1. Stop. Cool off.
2. Talk and listen to each other. (Use "I" messages.)
3. Find out what you both need.
4. Brainstorm solutions.
5. Choose the idea you both like best.
6. Make a plan. Go for it!

Rules for resolving conflicts:

1. Treat each other with respect.
2. No interrupting.
3. Work to solve the problem.

**FAMILY NIGHTS** We schedule two Family Nights each year, on the first or second Tuesday in October and the first Tuesday in June. We encourage students to bring their parents so that we can meet them. The location is Edgewater Presbyterian Church, 1020 W. Bryn Mawr. Everyone will bring food to share and then we will have a program. We will not study that evening.

**LIBRARY SERVICES: Library Cards** All students should have their own library cards. Students may take home an application for their parents to sign. Students need to bring two pieces of current address ID (from the past month) in order to obtain a library card. (Remind students to return books.)

**Library Hours** We encourage students to make use of regular library services outside the tutoring times. The tutoring session is for work with the tutors in the auditorium. Bezazian Library hours are M-Th, 9am-8pm, Fri-Sat, 9am-5 pm. Edgewater Library, at 6000 N. Broadway, is open until 9 pm. Sulzer Regional Library (Lincoln and Sunnyside) and the Harold Washington Central Library (400 S. State Street) are open Sundays, 1-5 pm.

**Checking Out Books** Books may be checked out during library hours. Books must be returned within 3 weeks, or you will have to pay a fine of 10¢ per day. ***Please return the books you check out, so you do not have to pay a fine.*** During tutoring time, you may select and check out books during the last 10 minutes of the session. For school projects, go to the library during other library hours to find books.

**Use of Computers** One of the library services is use of computers on the Internet. If students have assignments from school to find something on the Internet, they should use a computer in their school classroom or school computer lab, or they should go to a public library during library hours other than during the tutoring session. They may also find information in books.

To use a computer at a public library, you need to reserve a computer with your library card. Computers may be reserved up to 2 days in advance. To reserve a computer, go to the reservation computer; type in your library card number. Computers can also be reserved on the Chicago Public Library web-site.

**HOW TO BE A GOOD TUTOR** Be in charge and model appropriate behavior.

Try to develop your student's skills; demonstrate, but do not do the work for them.

If your student has trouble in an area, find another way to teach the subject, make up similar problems, or come back to it later. Expand on the materials in the folder to help the student learn.

If you give a choice, make it between two things such as: "Would you like to do x or y first (two areas from assignment list on folder)?" Make both choices equally positive; i.e., don't say, "You don't want to \_\_\_\_, do you?"

Do not bring snacks for your students. One of the rules is no eating in the tutoring room or library.

If you find that other students are distracting your student, say something to them.

Always stay with your student. Sit with them in the conflict resolution sessions.

**OUTSIDE RELATIONS WITH STUDENTS AND THEIR FAMILIES** Call your student or their parents periodically. You are welcome to visit the students' homes if you like.

Some tutors may like to take their students some place simple on another day or a weekend. It is time for mentoring, and it exposes the students to different parts of the city. Feel free to get together with another tutor to organize a "trip." Think simple and small.