



Passing On Values

The **Bsomebody2someone** Mentor Training Series was originally developed in connection with 'Getting Connected,' a project of ADRA Australia. It has been adopted and reshaped by the General Conference Youth Ministries Department to be implemented globally.

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Themes in This Series:

Book 1: Incorporating Mentoring in Your Youth Ministry

Introduction to the purpose and philosophy of this resource along with a guide for implementing an intentional mentoring program in your school, church, club, workplace or other organisation.

Book 2: The Need for Being Connected

An exploration of current statistics regarding the behaviour crisis facing today's youth and the answers presented to us through empirical evidence.

Book 3: Definitions and Types of Mentoring

An introduction to the history and use of the term "mentoring" and an examination of mentoring applications in today's culture.

Book 4: Benefits of Mentoring

An overview of compelling reasons for being involved in mentoring.

Book 5: Being a Mentor

Basic principles and practical tips for being a mentor. This is considered fundamental information for those involved in any mentoring situation.

Book 6: Being a Mentor Partner

A preparation presentation for those who want to find a mentor for themselves or for those who will be entering a mentoring relationship.

Book 7: Passing On Values

Guidelines and practical tips for assisting the mentor in passing on positive values to a mentor partner.

Book 8: Listening Skills

An interactive tutorial on developing crucial fundamental listening skills for all relationships with information on dealing with crisis situations and mandatory reporting.

Bsomebody2someone

Mentoring Training Series

A Note from the Director

The significance of mentoring in the context of intergenerational youth ministry has been one of the main topics of discussions in credible youth forums and literature recently. Youth professionals have long concluded that what has been characterized as the 'One ear mickey mouse' approach to ministry, where young people are isolated from the rest of the congregation and placed in an environment that is 'supposedly' conducive to their spiritual development, is a fallacy, in spite of all good intents and purposes.

While it is recognized that the 'isolationist' approach was a pragmatic reaction to the many challenges that youth leaders were encountering in an age of unprecedented change, its long-term effects have not proved to be beneficial for the body of Christ. There is a current call to a return to more family and intergenerational-based approach to youth ministry. It calls for the collaboration of youth professionals, volunteers, parents, pastors and the church at large. This might be the longer, more arduous road to travel, but it is the one prescribed in the Scriptures, the one that will prove to pay eternal dividends.

Bsomebody2someone is a valuable tool in your hands to assist in this paradigm shift in youth ministry.

Bsomebody2someone is a series of training presentations designed to enable individuals and groups to intentionally engage in mentoring, both to find a mentor for themselves and to be a mentor for others.

This resource package consists of seven presentations for use in groups to educate, inspire and equip mentors and mentor partners. Each presentation is a discreet topic on its own and is produced as a set of PowerPoint slides with notes for the presenter. Our intention is that anyone interested in mentoring can use this package. No previous training or special knowledge is required to present this material or lead a group in its exploration of mentoring. There are some activities written into the notes. These activities are optional, but they are given with the intention of applying the concepts presented and engaging the group in the learning process.



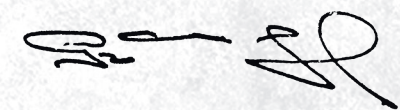
Passing On Values

A Note from the Director *(continued)*

The topics in the series are listed in order of suggested presentation for a complete training package. However, not all topics will be required for all mentoring applications. Examine each presentation and use those that will be most useful to you.

The time required to move a group through each presentation will vary according to the group and the leader. If a presenter uses the activities provided and adds time for discussion and other activities, each program could stretch to one or more hours. Of course, the presentation could be as short as the time it takes to click through the slides. Remember, the more the group processes, discusses and absorbs the information on each slide, the more effective the material will be.

Sincerely,



Gilbert R. Cangy, Director
General Conference Youth Ministries Department

Note for leaders: *There is no required supplementary material. All that is required is the projection of the PowerPoint show, note taking paper and a pen. However, if you choose to do the optional activity at the end you will need to have enough small candles for each person, one slightly larger candle for the leader, and a lighter.*

Topics

- Our values define who we are
- How to pass on values

This presentation discusses the need for values and the place they have in our own lives, as well as strategies for passing on values from mentor to mentor partner.



Your Tombstone:
What Will It Say About You?

- There are many values and they can all be positive, but we each have different priorities for different values
- What values are so important to you that they would be mentioned on your tombstone?

Acceptance **Achieving Goals** Adventure **Aesthetics** Ambition
Animal Rights Attention To Detail **Attractiveness** Authority
Balance Being Of Service **Challenge** **Compassion** Competence
Creativity Daring **Decision Making** Dependability **Determination**
Diversity Empathy **Enjoyment** Enthusiasm **Environmental**
Consciousness Equality **Excitement** Experimentation **Exploration**
Faithfulness **Family** Fashion **Feminism** Financial Security
Flexibility Freedom

Your Tombstone: What Will It Say About You?

Teaching kids to count is fine, but teaching them what counts is best. There are many values and those that are very important to one person may not be so important to another.

As a mentor, understanding the values that are most important to you and ‘passing those on’ to a mentor partner is important to consider. The ‘passing on’ of values refers to process of both teaching and ‘absorbing’ that happens when one person see another as important in the relationship.

But before you can impart values to another person, you need to realise what is important to you.

ACTIVITY: *Imagine you are allowed 26 words on a tombstone for a person you didn’t know very well. It would be difficult to be meaningful because you simply don’t know that person. However if you do know that person, those 26 words could encapsulate much of what was important to the person you are writing about. What would you write?*

Think of your best friend and plan 26 words for his/her tombstone. Write down the words using as many words about what they stand for and what is important to them. When the group is finished, read out any that give you permission to do so. Discuss: How difficult was it to summarise a whole life in a few words? That’s what values are... the core of what we believe and stand for.

Values (Part 1)

In the next four slides you’ll see hundreds of values. We’ll read through them first and then write down the ones that appeal to you the most.



Freedom of Choice Freedom of Expression Friendship
Fulfilment Generosity Global Awareness Gratification
Relationships Personal Growth Happiness Hard Work
Harmony Healthy Living Honesty Humour Imagination
Influence Inspiring Others Intelligence Introspection
Justice Kind-Heartedness Kindness Knowledge Laughter
Leadership Love

Values (Part 2)



Management Mercy Meticulousness Music Nationalism
Neatness Open Communication Optimism Orderliness Originality
Outdoor Activities Passion Peace of Mind Perseverance Personal
Growth Political Understanding Positive Attitude Power Pride in
your job Professionalism Prosperity Punctuality Quality Of Life
Recognition Reflection Relaxation Reliability Resourcefulness

Values (Part 3)



Responsible Behaviour **Salvation** Satisfaction **Security** Self
Confidence **Self-Worth** Self-Control **Self-Respect** Serenity
Sensuality Simplicity **Social Equality** Social Justice **Theology**
Spirituality **Stability** Strength **Support** Taking Risks **Team**
Building Teamwork **Time Management** Tolerance **Tranquillity**
Trust **Truthfulness** Upward-Mobility **Valour** Variety **Vulnerability**
Wealth

How to Pass On Values

- From generation to generation values change
- Important to learn what actions help to pass on positive values

Values (Part 4)

ACTIVITY: *Now go back again and look at the four slides. Ask the group to pick five or more values from each slide (that appeal to them) and write them down on a piece of paper as you look at them. When they have all chosen five, move to the next slide.*

Next, ask everyone to review their 20 or so values and choose the top five of those that they feel best represent the things most valuable to them in life. Ask some to share their list.

Reducing the list to your five top values gives you a priority of what values are most important to you.

DISCUSS: *Are you living a lifestyle that reflects your values? How can you model values that you don't 'live'?*

How can we know what values we want to pass on to the next generation unless we know which ones are important to us?

How to Pass On Values

Our list of values will be quite different to that of our parents even though some of them will be the same. The importance of values change from time to time as our circumstances change. This is because our needs and thus our priority of values also change.

For example, during the 1930s (The Depression) things were very important because they were scarce and when they were owned or possessed they gave a sense of security. Today, however, relationships between parents and children are very important because our busy lifestyle often crowds out time for deep and meaningful relationships. Many youth grow up in families where both parents work and there is not as much time for parental and child building of relationships.

It is important to know what values are important for this generation.



Modelling

- Values are learned by copying the speech and actions of our parents
- Mentor partners must see what values look like before they choose them

Modelling

As small children we learn by copying the speech and actions of our parents. Many times, as parents, we have seen our actions and heard our words repeated by our children — often they are a copy of us. Sometimes it is scary to hear and see ourselves mirrored in the speech and actions of our children. This is not only true in families, but also in communities and youth groups. The strongest means of passing on values is not the words you use, but in the life you live. Partners must see what good community values look like before they choose them. Many values are caught, not taught, and they are caught from your lifestyle as well as from your words.

Modelling is one of the most powerful tools in passing on values. The people we live with are constantly watching us and will know how we react in specific situations. What do they see in you?

ACTIVITY: *As a group, brainstorm to make up 10 scenarios that might display a strong or visible reaction in people. (For example, being stuck in a traffic jam when late for a meeting, being told that you have no money on your credit card, etc. . .)*

Then ask each person to write down their immediate reactions to each scenario.

Next, pair up with another person and share your ‘reactions’ about a few of the scenarios. What do you say or do? How do you feel?

Your reactions reflect what values you are modelling to others. Now let’s role play.

As a group, brainstorm ten scenarios that might cause a strong reaction in a person, and write them down on ten 3x5 cards or pieces of paper. (For example, being stuck in a traffic jam when late for a meeting, being told that your credit card has reached its limit, etc.) Ask for ten volunteers.

The leader mixes up the cards and turns them over so he/she can’t see which is which. Have one volunteer come to the front and read one of the situations randomly. That person must role play one way to react to the situation. It can be a positive or negative reaction.

Ask the group what values that particular reaction would model to watchers. Then go to the next. If there is time, you could change reactions the group felt would portray negative values and react again in a positive way.



Integrity/Authenticity

- People have an amazing ability to distinguish between the genuine and the facade
- They watch, weighing up to see if your actions match your words

Integrity/Authenticity

People have an amazing ability to distinguish between the genuine and the façade. As they watch you as their mentor, they are constantly weighing up to see if your actions match your words. They are keenly interested in discovering authenticity in their adult mentor.

If you are perceived as someone who has great integrity, then you will be quickly placed in the honoured position of winning the “right to be heard” and they will be willing to accept your values for themselves.

On the contrary, if it is perceived that you lack integrity and are not authentic, then your values and direction in life will be easily dismissed.



Passion

- It is not merely information that is passed on but rather your passion about that information
- Passion is caught not taught

Passion

It is not merely information that is passed on, but rather your passion about that information. Passion and emotion are hand in glove — in passing on my passion it is an emotional experience — the partner hears the emotion — that is what they take with them.

Why, very often, do adolescents choose a career in a particular direction? They often do so because they have come in contact with an adult who has a passion for that career and has passed that passion onto the adolescent.

Information is important for partners to acquire, but it is the passion associated with the information that drives them to adopt that information and apply it to their lives. This is the factor that can change the lives of the partner.

When that same passion is connected to important values, partners will be much more likely to claim these same values for their own lives.



Connecting Emotion with Values

- Emotion is linked to memory... When we connect emotion to a value, we increase the ability for that value to be adopted because it is remembered for a much longer time period
- You can be a motivator or a manipulator

Connecting Emotion with Values

Emotion is linked to memory... When we connect emotion to a value that we want to share, we increase the ability for that value to be adopted by the partner because it is remembered for a much longer time period and thus has a greater chance of being assimilated into the partner's life.

We need to be careful that we are not using emotion to manipulate the partner. Alan Lloyd McGinnis shows the difference between motivation and manipulation. He indicates the difference is:

"You are a manipulator when you try to persuade people to do something that is not in their best interests, but is in yours. You are a motivator when you find goals that will be good for both sides, and weld together a high-achieving, high morale partnership to achieve them." Allan Loy McGinnis, *Bringing Out the Best in People*, Minneapolis: Augsburg Books, 1985

Be wise in what you are doing. You are creating a place that allows partners to be physically and emotionally comfortable that leads them in their commitment to great values.

Carla's Story

Carla curled up in the corner of the bedroom, hands clenched across her chest. Sobs shook her body, the bitter tears washing across her tortured face. It was a long, slow night, filled with self-recrimination and fear.

The dark seemed to close around her, warping into a twisted landscape filled with nightmares. "Just kill yourself," the nightmares whispered. "Save everyone the grief and kill yourself."

Against the howling of the night, Carla wavered. Gradually, ever so slowly, the darkness was edged aside by the soft light of dawn. Carla finally fell into a few hours of restless sleep. Heavy eyed and dull, she caught the school bus with only moments to spare. Carla dragged herself into class. There were a few friends there to greet her with chattering warmth, but Carla had never really allowed any of them close enough to understand her heart. The day plodded by on interminable feet.

Normally an excellent student, Carla tried desperately to keep up with the pace of the day. Economics was almost the last straw. Her teacher sat on the desk and swung his legs cheerfully. "The Higher School Certificate exams are almost here," he announced. "I hope you have all remembered the assignment you were supposed to hand in today." A collection of groans broke out across the small class. Carla felt a rising sense of horror. She was never late with assignments. Never! The feelings she had managed to suppress threatened to rise and overwhelm her.

Tears burned at the back of her eyes. When the teacher reached her desk, she told him quietly "I... I haven't finished it yet." From the marginal raising of the eyebrows, she sensed he knew there was more to the story. "See me after class," he responded. She nodded, her heart sinking.

After class, Carla slowly shuffled her books together. Her teacher walked to the front of the classroom and then sat on the floor. She had to smile at the sight of him sitting cross-legged under the black-board. "O.K." he said. "Do you want to tell me about it?"

That was all it took. The tears spilled over, and Carla found herself telling him the whole story. The terrible fights that had torn her family apart. The grief that she felt at watching her family being fragmented. Her helplessness and sense of responsibility. She talked as she had not done before, not even recognising the shape of the words until they had poured out of her mouth. When she was done and the tears wiped away, there was something left. A small glimmer — of hope. It was a start. One teacher who cared enough to listen. It changed the shape of Carla's future.

DISCUSS: What value(s) was the teacher portraying in the way that he treated Carla in the classroom?

What other options did the teacher have in how to deal with Carla on that day? What was the best thing the teacher did? What kind of advice did Carla need from the teacher? Did he solve her problem? Did he need to? How did the way that the teacher dealt with Carla empower her?



Trust

- The building of trust between the mentor and partner is vital if the adult is going to pass on any important values
- We need to do all in our power to fulfil whatever we have promised

Trust

The building of trust between the mentor and the partner is vital if the mentor is going to pass on any important values. This is the first and most important step on a journey to build a relationship that will be a powerful influence on the partner.

So often a partner is faced with adults, even their own parents, who are continually breaking their promises. This leads the partner to have to an enormous lack of trust in all adults. Time is needed to heal this broken relationship and to rebuild that trust. This can only be done through genuine friendship from the mentor. When this trust is established the partner will be more open to accepting the values shared by his/her mentor.

Trust goes both ways — trust your partners with responsibility, give them jobs that show you have faith in them and be trust worthy towards them.

This highlights the importance of not making promises that cannot be kept. We need to do all in our power to fulfil whatever we have promised. However, the younger partner is often very understanding and forgiving when we as adults make mistakes as long as the mentor offers the magic words, “I’m sorry.”

Respect

- We affirm the dignity and worth of people when we treat our partners with respect
- Never use a ‘put-down’ to a mentor partner, even in humour
- Respect builds self-worth

Respect

Respect acknowledges the dignity and worth of people. We affirm this principle when we treat the people near us (including mentor partners) with respect. Mentors model respect when they take their partners seriously, listen to them and solicit their ideas.

“Never use a ‘put-down’ to a mentor partner, even in humour” — is a wise saying to live by. Negative words are too often remembered , even when all may laugh at them initially.

It is vital to affirm personal worth and to do everything possible to build each partner’s self-worth. As you do this you will reinforce the concept that he/she is of great value to you, the community and ultimately the world.



Power of Affirmation

- We all need affirmation in order to survive life – we never outgrow this need for approval and acceptance
- Be builders of people through affirmation
- Affirmation not flattery

Power of Affirmation

We all need affirmation from our peers and the people we respect in order to survive life — we never outgrow this need for approval and acceptance. If this is true as adults, it is much more so as teenagers when we are only beginning to develop our self-image.

Mentors need to know how to build up partners. One key way is through the power of affirmation. It is very important to look for the positive qualities that every teen possesses. As you focus upon these qualities it is amazing what a positive outlook this creates in the life of the other person.

Make sure that you are using genuine affirmation, not flattery. Flattery is when you praise a quality that the partner does not possess — but affirmation is being positive about a good quality that the partner has developed. Take time to continually look for and praise those good qualities that you want to highlight — this is time well spent.



Story Telling

- Story is the way we learn about each other and our own journeys
- Sharing stories openly builds trust
- Value formation happens when stories are communicated

Story Telling

“Story is the way we learn about each other and our own journeys. And it is through story that communities explain themselves to others... It means sharing our own stories of great values with them in age-appropriate ways. It means helping them understand their own stories. And caring for the minds of our children means incorporating them into the story, the shared experiences and memories, of the community.” Ivy Bechwitch, *Postmodern Children’s Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004, p. 95.

Use stories to create a mood, then provide an environment where partners can feel safe enough to tell their own story. Others listen — sometimes for hours — because the sharing is so honest and so open. It is important to *allow them to continue for as long as they need*. Such vulnerability and trust can create bonds that will last a lifetime. Make sure that every person knows that their story will be treated with respect, and that they are safe within the group.

Story — “Value formation happens when communities communicate their shared story through symbols, art, music, ritual, or written and verbal narratives. These communities have the ability to centre their emotional connection to memories of a common history and the ways in which this history interacts and intersects with great values.” *Postmodern Children’s Ministry* p. 92.

ACTIVITY: Divide into pairs. Take turns role playing affirmations and flatteries. Be creative. (For example, “You are so smart!” Versus “I really admire the way you did that job!” — which would include specifics, if it were a real situation.) Share with each other what feelings are evoked by the different statements.



Cultural Immersion

- Cultural Immersion is when a mentor is prepared to be immersed in the world of the partner
- We need to be familiar with the world in which the partner lives
- We need to be genuine and relaxed in the adult role

Cultural Immersion

Cultural Immersion is when a mentor is prepared to be immersed in the world of their partners. If we are going to relate to partners, we need to be familiar with the world in which they live so that we can recognise what is important and relevant to them.

Take things familiar from your partner’s culture to teach values. It is very effective to make use of movies, songs, TV shows and other familiar items to illustrate the values that you want to teach. To work culturally is to start by accepting young people where they are in a non-judgemental way. This process can be an extremely slow process, so great patience is needed by the mentor.

If you are mentoring a younger person it is important not to pretend that you are a teen by the way that you speak, act or dress. You are the adult in the relationship and this role should never be cheapened by pretending that you are who you are not.

Young adults try to “be cool” and be popular with the group by acting as though they are teens, but all that is achieved is a lack of respect from the adolescents. We need to be genuine and relaxed in the adult role.

Forming Community

- Values do not develop in a vacuum
- Values mature when they are exposed to the positive environment of an affirming community
- Connecting young people to a positive community enhances value development

Forming Community

Values do not develop in a vacuum. “Having values, understanding values, exploring values, and questioning values are not solo activities. These things are meant to be done with others who are on the same path or looking for the same path. These things are meant to be done with people older than us, the same age as us, and younger than us. These things are meant to be done with people who look, think, and live differently than we do. In other words, values only mature when they are exposed to the hothouse of a positive community.”Ivy Bechwitch, *Postmodern Children’s Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004, p. 74.

One of the greatest needs for adolescents is the need to belong to a close-knit community. There is a great need for mentors to establish communities and small groups where partners feel that they belong. This gives identity to the partner and becomes a powerful tool in influencing the values the partner adopts.

“Positive communities are places where people care for each other, where no one person is independent of the others. Communities are places where all of life is shared on some level: the good, the bad, the messy, the shameful, the startling, and the fantastic. It should be the one place where those who are wounded, whether by others or by their own inappropriate choices, can come for balm and healing. The community needs to be a grace-filled place where love and forgiveness is modelled for all to see.”Ivy Bechwitch, *Postmodern Children’s Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004, p. 78.



Characteristics of a 'Values Forming' Community

- Belonging
- Community Trust
- Sharing Gifts
- Citizenship

Characteristics of a 'Values Forming' Community

After studying numerous communities, social scientist Steve Sandage identified four characteristics of community life that have particular influence on the value formation of its members.

Belonging — the level of acceptance a person experiences in his community.

"The real test of belongingness is a person's freedom to be honest, transparent, and authentic with others in the group without fear of reprisal or ostracism." Ivy Bechwitch, *Postmodern Children's Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004, p. 80.

"A sense of belonging is of paramount importance to children. Children need to know that when they walk through the door of their community building, they are welcome and valued as much as the adults. They need to know the names of the people they see when they walk through the door. And those mentors need to know the names of their partners." Ivy Bechwitch, *Postmodern Children's Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004, p. 81, 82.

Community Trust — How is power and authority viewed and used by the community leaders? The answer contributes to the level of community trust in the leadership.

"In order for a community to facilitate positive value growth in its members, it must be seen as safe and trustworthy. Unsafe communities do not allow people to be authentic. Unsafe communities do not allow people to be vulnerable. Unsafe communities do not offer an environment where community members can explore their values, question their values, and think outside the box about their values, all essential factors in moral growth. But morally trustworthy leadership and communities are places where life can be explored without reprisal and without expectations of absolute certainty." Ivy Bechwitch, *Postmodern Children's Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004, p. 83.

Sharing Gifts — "People who are allowed to contribute to the community tend to get the most out of the community and feel the most favourable toward the community. People who are allowed to use their gifts and talents to contribute to the well being of the community tend to be more committed to it than those who sit on the sidelines... As people who work with children, we need to think about ways the gifts and talents of our children can be used in the life of the community." Ivy Bechwitch, *Postmodern Children's Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004 p. 86. Need to help children identify their giftedness.

"Allowing partners to serve the community with their gifts and talents cements them to the community and gives them a solid base of people who know and love them... These opportunities promote that feeling of belonging to the community and are so important for partner's growth." *Postmodern Children's Ministry*, p. 88.

Citizenship — "This means community members sense that their community helps them find ways to contribute to the greater good of the larger extended community and to the rest of the world. Positive communities are not inward looking. Positive communities help their members to see that they have a larger responsibility to the world and not simply to their own families or to other people who believe the same way they do. Positive communities strive to be more than merely positive value ghettos" *Postmodern Children's Ministry*, p. 88.

If we think that cloistering our children in a "positive value ghetto" will make them into good citizens we are sorely mistaken. But by being a community that models concern and care for the rest of the world, by involving our children in that care and concern, we can help our children to gain much more positive values.



Adolescent Questions

- As adults we are very privileged when they open their worlds to us through questions
- They will often “test the waters” by asking a controversial question to see how you will react
- Clarifying questions start thought processes in motion that lead to deeper reflection and ultimately to action

Adolescent Questions

Adolescent years are years full of questions. If your mentor partner is an adolescent, realise that this is a time when they will ask many insightful questions about all aspects of life.

Mentor partners will often “test the waters” by asking a controversial question to see how you will react, and if they receive a positive reaction, then they may open their world to you by asking some of their more personal questions.

We should always take their questions very seriously because although we may think that these questions are quite simple, to them they are not. You as an experienced adult have often been confronted by this situation many times before, but as a mentor partner this may be the first time that they have been faced with this same situation and genuinely do not know what is the appropriate way to act towards this situation. It is only as we answer them in a non condemning way that we continue to keep these pathways open.

Thus do everything you can to make it easy and affirming for partners to ask you questions. It is a great complement when partners ask you questions — it means that they trust you. Honour that trust.

You can also use questions of your own to help partners clarify the situation. Roger Dudley says:
“Clarifying questions start thought processes in motion that lead to deeper reflection and ultimately to action.”

Provide Service Opportunities

- This ability to “act out” their values is an important way of adopting that value
- We live in a world of self-centeredness and service is one of the most powerful ways of counteracting that negative value in society

Provide Service Opportunities

Young mentor partners are often action oriented in their lives and want to express their values in action. To provide service opportunities where they can put their values into action is a very positive way of demonstrating that value.

This ability to “act out” their values is an important way of adopting that value.

Service is an amazingly powerful way of helping a partner experience positive values that you want them to adopt. Often this acting out experience can change their direction in life as they experience the satisfaction and/or positive feed back that comes from service.

We live in a world of self-centeredness and service is one of the most powerful ways of counteracting that negative value in society.



Passing On the Torch

“We cannot hold a torch to another man’s path
without brightening our own.”
Ben Sweetland

Passing On the Torch

Passing on good values is one of the most important tasks that we as mentors can do. We have looked at various ways that this can happen for our mentor partners.

The challenge of this presentation is to not only understand the importance of sharing values, but to actually put it into practice as we daily interact with those around us.

The influence that you as a mentor have on your partner can be much larger than you often realise. You are passing on values every time you interact, so the challenge is to be much more intentional with that influence so that you will purposely and positively build each partner’s image of themselves.

OPTIONAL ACTIVITY TO BE PLANNED IN ADVANCE:
This activity is optional and will need some advanced planning.

Get small candles for everyone. Leader should light his/her candle (use a larger candle for the leader), then pass the light. Turn out the lights for this exercise, and an even better way to make it a moving moment is to choose a simple song that all know, such as “This Little Light of Mine,” and have each person join in the singing only as their candle is being lit. This makes both the light and the song grow, and is a beautiful experience.



Acknowledgements
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- Wayne French, *Creating Memories for Teens*, Warburton, Victoria: Signs Publishing Company, 2005
- Ivy Bechwitck *Postmodern Children’s Ministry*, Grand Rapids, MI: Zondervan Publishing House, 2004

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