



MENTORS + GROWN-UPS

# MISSY

## MENTOR COMPANION

Helping a young person reflect without taking over the reflection.



Missy materials are mentoring and educational resources. They are not therapy, diagnosis, crisis counseling, or a replacement for professional care.

If you are using Missy through a formal youth program, that program's confidentiality, safety, reporting, supervision, and referral procedures take priority.



# How to use Missy

*The adult job is smaller than you think.*

1

## **READ WITH HER**

Do not lecture from the comic. Let the story do some of the work.

2

## **NOTICE WITH HER**

Ask what stood out. Her interpretation does not have to match yours.

3

## **OFFER A TOOL**

Give options. Do not make the tool a test she has to pass.

4

## **LET HER KEEP OWNERSHIP**

Invite sharing. Do not assume access to private writing or require a performance.

**HELP HER NOTICE. GIVE HER ROOM TO THINK. OFFER TOOLS. KNOW WHEN THE SITUATION BELONGS OUTSIDE YOUR ROLE.**



# Open the conversation. Don't interrogate.

*Curiosity works better when it does not feel like cross-examination.*

Instead of: "Why did you pick that?"

Try: "What stood out to you?"

Instead of: "You need to..."

Try: "What feels useful here?"

Instead of: "Are you upset about school?"

Try: "Was there a part that felt familiar?"

Instead of: "Let me see what you wrote."

Try: "Is there anything you want to share?"

Instead of: "That's not a big deal."

Try: "What made it feel big to you?"

**A useful question opens space. It does not demand the "right" answer.**



# What Missy can help with - and what it is not for

*Keep the resource in its lane.*

## MISSY CAN SUPPORT

- Naming feelings
- Slowing down before reacting
- Separating facts from guesses
- Asking for help
- Thinking through choices
- Practicing communication
- Reflecting on friendship or school situations
- Noticing body clues
- Recovering after mistakes
- Identifying trusted adults

## MISSY IS NOT FOR

- Diagnosing a mental health condition
- Investigating abuse or unsafe situations
- Replacing program safety or reporting procedures
- Handling emergencies
- Pressuring a young person to disclose private writing
- Deciding whether her feelings are “reasonable”
- Replacing a therapist, counselor, clinician, parent/guardian, or program director when those supports are needed



# If she doesn't want to talk

*Do not make reflection another performance she has to give you.*

## SIT QUIETLY TOGETHER

1

Presence can still be mentoring.

## OFFER TWO OPTIONS

2

"Want a comic or a tool?" Choice lowers the pressure.

## TALK ABOUT MISSY

3

Use the character as distance instead of making her the subject immediately.

## LET HER TAKE A PAGE

4

She can use it later, privately, offline.

## COME BACK ANOTHER DAY

5

A young person does not owe you insight on demand.



**A GOOD MENTOR DOES  
NOT NEED EVERY  
CONVERSATION TO "GO  
DEEP."**

**Play. Laugh. Do  
something ordinary.  
Trust grows through  
repeated experiences,  
not just serious talks.**



# Use the character as distance

*Sometimes it is easier to think about Missy before talking about yourself.*

DIRECT-TO-YOUTH VERSION

"Do you do this?"

MISSY-DISTANCE VERSION

"What do you think Missy is assuming here?"



DIRECT-TO-YOUTH VERSION

"Why are you letting your friends pressure you?"

MISSY-DISTANCE VERSION

"What do you think made it hard for Missy to say no?"

DIRECT-TO-YOUTH VERSION

"Are you anxious?"

MISSY-DISTANCE VERSION

"What clues tell you Missy might be stressed?"

DIRECT-TO-YOUTH VERSION

"What should you do?"

MISSY-DISTANCE VERSION

"What options does Missy have right now?"

**DISTANCE CAN HELP A  
YOUNG PERSON THINK  
WITHOUT FEELING LIKE  
SHE IS BEING EXAMINED.**

**If she chooses to  
connect Missy's story  
to her own life, let that  
be her move.**



# Know when to move from reflection to support

*Missy is not the right tool for every moment.*

## STAY IN MENTORING MODE

- She is reflecting on a normal friendship, school, family, or decision situation.
- She is practicing communication or identifying feelings.
- She is choosing among coping/reset tools.
- She wants perspective, encouragement, or help thinking through options.

## MOVE TO APPROPRIATE SUPPORT

- There is a serious or immediate safety concern.
- She talks about harm to herself or someone else.
- There are abuse/neglect concerns or other issues your role/program requires you to escalate.
- Her needs are outside your training or volunteer role.
- You are unsure what the program requires - pause and consult the appropriate supervisor/program director.

**PROGRAM-SPECIFIC SAFETY, CONFIDENTIALITY, REPORTING, AND REFERRAL RULES ALWAYS TAKE PRIORITY.**



# The journal belongs to her

*Privacy is part of the practice.*

A journal works differently when a young person believes every page may be inspected.

**Invite sharing. Do not assume access.**



- Do not require journal sharing as proof of participation.
- Do not photograph or copy pages without permission.
- Do not use journal content as a behavior-monitoring system.

**Safety limits still matter. Be clear about what you may need to share under your role/program before a serious disclosure happens.**





# A simple 20-minute Missy session

*One story. One question. One tool. Then go live life.*

**5 MIN**

## **READ OR WATCH**

Pick one Missy story. Let it stand on its own.

**5 MIN**

## **NOTICE**

"What stood out?" "What do you think Missy was assuming?"

**5 MIN**

## **OFFER**

Choose one relevant tool or printable page. Do not stack three.

**5 MIN**

## **CLOSE**

"Anything you want to take with you?" Then move on.

**If a session becomes a full curriculum packet, you have probably added too much.**



# The Missy adult operating system

*Keep the relationship bigger than the resource.*

## **HELP HER NOTICE.**

Do not rush to interpret.

## **GIVE HER ROOM TO THINK.**

Silence and “I don’t know” are allowed.

## **OFFER TOOLS.**

Choice beats forced participation.

## **KEEP OWNERSHIP WITH HER.**

Her reflection is hers.

## **KNOW YOUR ROLE.**

Use supervision, referrals, and safety procedures when the moment calls for more than mentoring.



**MISSY IS A DOORWAY,  
NOT THE WHOLE  
RELATIONSHIP.**

The goal is not to get the young person to complete Missy. The goal is to support reflection, connection, and skill-building without taking over.