

Knights in Training (KIT) Boys Mentoring Program

Mentor's Guide

Jenny R. Limoges, DeeAnne Vonde Ph.D., & Travis Moon

First Edition



Copyright 2012 by Jenny R. Limoges, DeeAnne S. Vonde, and Travis Moon

All rights reserved. This is a free program. The Knights in Training Boys Mentoring Program is files are available to everyone, and every community. If you know of a community, teacher, or school that will benefit, please pass on this program with instructions to contact knights.in.training@gmail.com for facilitation information.

ISBN: 978-0-9878879-0-0

First Edition

Design and Layout: Ashley Garton, Graphic Designer.

Web: www.byinvitationonly.com Ph: 403-809-5649

Every attempt has been made to acknowledge originators of print and pictures. If you recognize something that has failed to be acknowledged, please contact us so we can credit the originator at Knights.in.Training.mentoring@gmail.com

Interested in a girls mentoring program? Find out about the discussion and character-based activity program, Heart-to-Heart Mentoring by emailing jenny@heart-to-heart-mentoring.com, or visiting the website: heart-to-heart-mentoring.com



About the Authors:

Jenny was raised in Calgary, AB and started her mentoring career at Lord Beaverbrook High School in 1999. She was one of the leading mentors in the Health in Perspective program (H.I.P. program) at Acadia Elementary School. She held trainings for other high school mentors and helped expand the program through Southern Alberta.



Jenny received the Outstanding Leadership for 1997-1999 at Wilma Hansen Junior High for her service to the school and students. She was awarded the Major Citizenship Award in 2002 at Lord Beaverbrook High School for her dedication to the leadership program and her volunteer work in the school and around the community. Jenny also received the Don Stowell Scholarship Award of Dedication in 2002.

In October 2011, Jenny co-authored the Knights in Training (KIT) Boys Mentoring Program with DeeAnne Vonde and Travis Moon. The KIT program is also having great success. Jenny currently resides in Calgary Alberta, is an honours student at Mount Royal University and is applying to medical schools in the summer of 2013. Contact Jenny directly via email: jenny@heart-to-heart-mentoring.com

As one of the program designers, Jenny facilitates mentoring and teacher trainings for both the Heart-to-Heart and KIT programs and offers poster sessions at conferences.

DeeAnne holds a Ph.D. from Michigan State University in Family Ecology, a B.Ed. and MA from Ball State University. Dr. Vonde was awarded the Prime Minister's Award for Teaching Excellence in 2001, for her work in developing the T.E.A.M. Leadership program. T.E.A.M. leadership is a student driven, service based high school program. She received the People First Award in 2005, presented by the Calgary Health Region for her work on the sexuality website.

DeeAnne received the Pan Canadian Learning Innovation



award in 2001. In 1998, 1998, and 2000 she was nominated for the Pan Canadian Student Choice Award. She is a past member of Phi Delta Kappa. In 1999 she was the President of the Calgary Chapter, Foundations Representative for the Calgary Chapter, 1997-1999, Winner of International Newsletter Award, 1995, Winner of the Bessie Gabbard Award, Special Commendation for Phi Delta Kappa International, November, 2001.

She is presently the Chair of the Neighbour Grants Committee of The Calgary Foundation and a past board member of YouthInkIt Publications, a nonprofit society. Dr. Vonde has written several books and journal articles and presented at numerous conferences. She is currently an adjunct instructor for Gonzaga University.

For the past two years her time has been divided between revising the Heart-to-Heart manuals and coauthoring the Knights in Training manuals for boys. DeeAnne is married to Tom, mother of Chris, Laurel and Eric, and grandmother to Jae, Easton, Ty, and Harrison. Contact DeeAnne directly via email at: dsvonde@gmail.com.

Travis was raised in Calgary, AB and gained his interest in volunteer and mentorship through his current university career. He strongly believes that having a mentor as well as passing knowledge on through mentoring is vital in goal setting and working through skill gaps.



From Sept 2010 – April 2014(expected), Travis hopes to continue studying in a specialized chemistry degree where he can use the thought processes he has gained to help and mentor others inside and outside of science.

Travis received the Jason Lang scholarship in 2011 for academic merit and in memory of Jason Lang who was killed in a school shooting in Taber, AB 1999. He hopes he can continue to receive this scholarship throughout his undergraduate study.

For the past year, Travis has coauthored the Knights In Training boys' mentorship program and will soon become a facilitator for the 2012-2013 school year.

Travis currently resides in Calgary, AB where he will continue to study in his applied chemistry degree at University Of Calgary.

Acknowledgements:

A special thank you for your support and contributions to this program to Tyler Duffy, Nairn McLean, Jeri L. Cook, and Joe Kadi.

Why consider a mentoring program in your community?

There is a need for character development programs designed specifically for boys. We know that boys learn best when they are actively engaged in doing something. Unlike girls who want to sit in a circle and talk, boys like to play games like basketball, dodge ball, among other activities, in order to feel more comfortable discussing serious matters. The creation of a chess board is a major project and the theme of the KIT program which is complimented by little mini physical activities that occur each session. Another benefit the KIT program is the connection between the game of chess and the five finger Commitment. Every time the boys look at their hands, they will remember the lessons they learned in KIT and associate it with positive messages – one of which being the need for Compassion, Commitment, Safety, Identity and Goals in order to be the best he can be. Mentoring programs help boys build confidence at a critical time where self-esteem is plummeting. Quality mentoring programs teach critical thinking skills and empower boys to form a tight-knit group where they can develop authentic and genuine relationships. An authentic and genuine relationship with other boys provides a Safety net where boys can honestly share their feelings, disagree with one-another, and build their inner strength to use their voice to regain confidence.

What is the purpose of group mentoring as opposed to individual mentoring?

Group mentoring programs offer an opportunity for individuals to make friends within their group and collectively identify challenges. Furthermore, the boys discover that they are not the only ones to have self-doubt, low self-esteem, or concerns about friends, bullying among other challenges. Group sessions also bring individuals together that they otherwise may not have known. By having boys interact with others outside of their own group of friends, they will develop networking skills, break down previous barriers

and feel a part of something greater than themselves. It also provides the participants with an opportunity to develop authentic relationships with others so they have a great network of friends prior to the transition into junior high school where friendships tend to shift and breakdown.

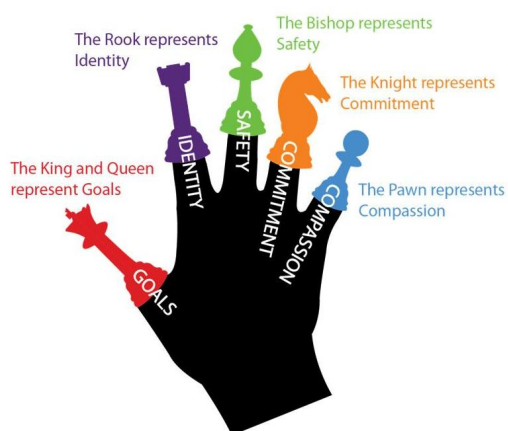
Mission Statement:

KIT is dedicated to helping young boys find a deeper sense of who they are by empowering them to be the best they can be. Using a character-based framework, the KIT program provides young boys with the tools necessary to respond favorably when faced with challenges.

What is Knights in Training?

Knights in Training (KIT) is a hands-on Mentoring program in which participants learn life lessons through the game of chess. This unique Mentoring program is youth directed; it is guided by male Mentors fifteen years of age or older. The Mentors act as role models to younger boys aged ten to thirteen, known as Mentees, and use the game of chess to foster inclusion and offer opportunities for individual growth in decision making and character development.

While building their own chess board and individual chess pieces, the Mentees will learn how to follow a plan and build better relationships with their peers and Mentors while having the opportunity to discuss issues facing them today. In the game of chess, impulsive moves result in a quick defeat.... In life, reckless decisions often affect one's future negatively.



Adapted from the original design created by Naim McLean

In order to make the biggest impact, the mentors will teach the mentees about the Five Finger Commitment, relating each piece of a chess board to the values of Compassion, Identity, Goals, Commitment, and Safety.

Here's how:

The Pawn represents Compassion. The Pawn is typically considered to be the most expendable game piece yet it can actually yield positive results if used effectively. It represents the little things that amount to greatness through persistence and the mentees will learn how little things like Compassion, kindness, friendliness and courage can make a major impact on those around them.

The Rook represents Identity. In chess, the Rook moves in straight lines, not allowing outside influences to change its course. KIT uses the Rook as a tool for reminding the mentees that it is important that they define who they are and surround themselves with people and activities that support their true Identity.

The Knight in the game of chess is a strategic piece that represents Commitment. In order to become a Knight, an individual spends the majority of this life assisting others and connecting to his community. KIT utilizes this relationship of Commitment and community service to emphasize the importance of the Knight.

The Bishop represents Safety. The Bishop move diagonally. Because the journey through adolescence is difficult, mentees will face challenges and pressures that may attempt to divert them off their path of success. The Bishop represents the importance of making safe decisions and positive choices.

Lastly, KIT relates the two most valuable players to Goals that the mentees want to achieve. The Queen can move in any direction on the chess board. She has unlimited choices and an advantage over all of the other pieces. This ability comes with a huge responsibility and therefore the Queen in KIT represents responsible decisions and the importance of positive influences. The King is the heart of the game and also represents Goals in KIT. He relies on all of his supporting pieces to attain the goal of victory. The mentees can relate the King's ultimate success to the role that each individual piece played in order to achieve victory. Therefore, the mentees will find that their life choices-- whether small day-to-day choices of Compassion and kindness or big

decisions like trying tobacco or drugs-- will ultimately impact their future. The goal of KIT is to provide the mentees with the tools and support system they will need to face difficult decisions. Given the strategies and confidence they gain from participating in KIT, the mentees will be empowered and have the courage to be the best that they can be.

The KIT mentors are committed to listening, supporting and caring for each mentee involved in the program. The mentors find a deeper sense of who they are, seeing firsthand the positive impact that their time and support have on younger boys. Also, the lesson plans teach positive messages to all participants, mentors and mentees alike, keeping both groups keen on being the best they can be.

Goals of the KIT Mentoring Program

Offer opportunities for individual growth in decision making

Character development

Foster inclusion

Build self-esteem at all levels

Who should get involved?

This youth directed mentoring program is suited for males who want to make a difference in their community and commit themselves to making positive choices, and are at least fifteen years of age. The mentors need to be committed to listening, supporting and caring for each mentee involved in the program. By being a mentor, the lessons learned will work both ways; the mentors in this program will find a deeper sense of who they are, and see firsthand the positive impact that their time and support have on the mentees. Also, the lesson plans teach positive messages to all participants, mentors and mentees alike, and keep both groups keen on being the best they can be.

In order to become a mentor, the individuals go through a 15-hour training course, outlining the program, the lesson plans, and teaching communication, listening and other mentoring skills. The time Commitment for program delivery is approximately 2

hours per session for 10 sessions: 1 hour for the lesson delivery and 1 hour for preparation and closing group discussions. As a participating mentor, the future opportunities are endless. Volunteer Commitments to strengthen communities and support youth can result in scholarship nominations, potential career offers and local acknowledgment.

How to sponsor the KIT mentoring program in your community:

Communities are always looking for businesses or individuals to sponsor this fantastic mentoring program. Each session requires supplies for the participants, a location to host the activities and every bit helps. Please contact Knights.in.training.mentoring@gmail.com if you would like to donate to a local community or organization for their facilitation of this program.

How to get your community involved:

We believe in this mentoring program, and we know that all communities can benefit from its involvement. Please send an email to Knights.in.training.mentoring@gmail.com if you would like more information on how to get your community involved.

Table of Contents:

Lesson	Chess Board Activity	Page numbers (TBA)
Session 1: Introduction to the program – Getting to know you Activities: <ul style="list-style-type: none"> • Bag of Me • Jelly bean game • 2 truths & 1 fib • Question box Five Finger Commitment	Chess tiles	

<p>Session 2: Compassion The Importance of the Pawn Discussion</p> <p>Activities:</p> <ul style="list-style-type: none"> • All the small things add up discussion • Red light/green light • Rock/sand demonstration • No man left behind 	Pawns	
<p>Session 3: Building relationships & team Building</p> <p>Activities:</p> <ul style="list-style-type: none"> • KIT dodge ball • Whale and penguin • Human knot 	Pawns	
<p>Session 4: Identity</p> <p>Activities:</p> <ul style="list-style-type: none"> • Rook – don't get hooked discussion • Capture the coolness • Media madness discussion 	Rooks	
<p>Session 5: Commitment</p> <p>Activities:</p> <ul style="list-style-type: none"> • Red rover • Card activity • What it takes to be Knighted • Commitment discussion 	Knights	
<p>Session 6: Safety and peer pressure</p> <p>Activities:</p> <ul style="list-style-type: none"> • Popcorn game • Jelly bean guessing game 	Bishops	
<p>Session 7: Responsible decisions</p> <p>Activities:</p> <ul style="list-style-type: none"> • Straw jog • Giant cigarette presentation • Blindfold adventure 	Queens	
<p>Session 8: Bullying</p> <p>Activities:</p> <ul style="list-style-type: none"> • Freeze tag • Bullying scenarios/role-play • Friend versus Foe 	Kings	
<p>Session 9: Play Chess</p>	Finish pieces	

Activities: <ul style="list-style-type: none"> • Goal setting • Responsible decisions 		
Session 10: Celebration/Wrap-up Activities: <ul style="list-style-type: none"> • Knighting ceremony and pledge • Chess round robin tournament 	Finish pieces	
Other energizers <ul style="list-style-type: none"> • Tug-of-war • Relay race • Flag football • Drip, drip, drop • Electricity • Two for the show 		

Before you get started, meet with the other mentors in your group and revisit the key concepts you learned in training. Next, collectively plan Session 1 and remember your focus is on structure and engagement, as well as getting to know the mentees. This is also the time to decide the responsibility that each mentor will have. Each section of this Mentor’s Guide offers you suggestions and discussion topics. Decide as a group what you would like to include in your sessions and remember to be flexible and select activities that suit your group of mentees best. Always try your best to include critical topics to ensure that the mentees are getting the most out of your sessions.

If you have a large group, split into smaller groups to save time when you see the split icon:



Session 1
Getting to know you



Session 1

Topic: Getting to know you – Tell me what makes you unique. Tell me about yourself...

Planning Stage: Get organized. Decide what Session 1 will look like.

Today is a critical planning session. Establish the routine with your group that will be adhered to in each session following. Start each session in the same manner to ensure the mentees know what to expect when they arrive. Begin with a welcome activity that is high energy to engage the mentees such as an icebreaker or team building activity. Introduce the session outline, followed by the session activities and group discussions, ending with the chess board activity.

The Pre-Game Huddle: Put your heads together, literally! Answer the questions below as a group and determine how you want to run your first meeting with the Mentees.

- 1) Why are you here? Discuss as a group why you and your peers are mentors in the KIT Program.
- 2) What is a Mentor? Which words are best avoided as a mentor? Which words foster inclusion? What kind of body language do you watch for that can make people feel included or excluded?
- 3) Inclusion is an important part of this program. Discuss how you can best explain what inclusion means to the Mentees. What examples can you think of?

Welcome activity: How will you introduce the KIT program, the session's activities and lesson plan? We suggest that you begin the KIT program by introducing yourselves and discussing what KIT involves and what the next few sessions will look like. Consider this introduction:

"KIT is a youth-led mentoring program that is 10 sessions in length. Some examples of topics that we will discuss include Compassion, Commitment, and

Identity. Because we will be discussing sensitive issues in a group setting, one of the most important ground rules is that we show each other respect. Mentoring is about building relationships and we hope that through KIT you as mentees and us as mentors will develop a strong relationship with one another."

Discuss expectations and determine ground rules. We suggest you explain "why are we here" using statements such as:

- We are not here to *fix* you, to *lecture* you, or to tell you what is right or wrong
- We are here to get to know you as an individual, and to share with you some of the challenges that lie ahead.
- As mentors, we will share some of the strategies we practice to keep friends, to get involved in our school and communities and of course to stay away from drugs.
- We want everyone to feel "included."
- Can you tell me some things that we could say or do that would make you feel "excluded"? On a large sheet of paper one of the mentors could write the things or words that could make someone feel excluded. Then one or more of the mentors would state: Let's work to keep these words and actions out of our discussions, our focus in on Inclusion.
- You could keep the large piece of paper and bring it with you each time you meet with the mentees. If each of the mentors and mentees sign the sheet, it helps everyone to have more ownership of the program and this leads to success.

This mentor discusses:

- What does a caring and safe environment looks like
- Does everyone agree and commit to following these rules and expectations to ensure a safe and caring environment?

Which mentor will discuss how to build a safe and caring group? _____

Next, participate in the **BAG-OF-ME** activity. Each of the mentors could bring 3 items that describe them or are important to them. This might be a picture, a poem you wrote,

or a memento. With everyone in one large group, have one or two mentors share what is in their **BAG-OF-ME**.

Which mentors will present their **BAG OF ME**? _____

When the large group discussion is completed, ask the mentees to count off 1-4 and then have all the 1's go with one mentor, and all of the 2's go with another mentor, until everyone is divided into smaller groups.

Mentor responsible for welcome activity: _____

Icebreaker/Team building activity: Do you need another activity to get to know each other better? Ask a mentee to offer their favorite getting to know you game. It is important that the mentees have a voice in the way they spend their time with you. This initial offering to have them pick a game establishes the fact that this isn't just "mentor driven." If none of the mentees has a game to suggest, you the mentor could have some in mind ready to use. There is a list of icebreakers and teambuilding activities listed in the Appendix.

Activities recommended:

- **THE JELLY BEAN GAME**
- **2 TRUTHS & 1 FIB**



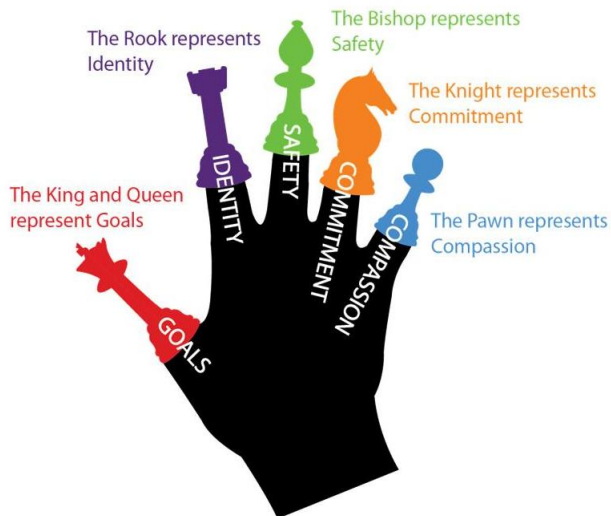
Brainstorm other getting to know you activities on the Session 1 worksheet

Icebreaker/Team building activity: _____

Mentor responsible for activity: _____

Session activities to be done in small groups:

Introduce the Five Finger Commitment



Adapted from the original design created by Nairn McLean

Explain what each finger represents and which piece this finger represents on the chess board.

Teach all of the mentees the KIT Handshake

All mentors are responsible for the session activities in his small group.

Introduce yourself and compliment each mentee for something you find wonderful or unique as you join your small group of mentees. Welcoming each mentee to the group is critical to the success of the program. If the mentees sense favoritism it weakens the entire group. Focus really hard on being enthusiastic about the fact that each and every mentee is joining your group. Learn the names of the mentees in your small group.

Chess board activity: tile the chess board using paint or tiles. Have the mentees draw lines on their chess boards to ensure that the tiles will look even along the board. While you are leading the chess board activity, have a small group discussion to get to know your group of mentees better.

Small group discussion topic(s): Use conversation starters to ask questions of individuals in your group. This builds rapport and helps you to get to know each of the mentees in your group. Conversation starters:

- Does anyone play sports?
- What is your favorite subject in school and why?
- Does anyone play a musical instrument?
- Does anyone like to paint, draw, write poetry or sing?

- Do you have any animals? If so, what are their names?
- Has anyone ever played chess?
- What makes you feel included?
- Is there a time when you have been excluded?

Show you are an attentive mentor throughout your small group activity. This might be a good time for you to share a comment or two about the mentees as you observe them working on their chess boards. Use “I messages.” When doing this, try to focus on positive qualities that the Mentees displayed, “John, the way you assisted me in setting up this activity shows how attentive and helpful you are”, “Matthew, I appreciate how you helped Jacob with his chess board today. This shows all of us how helpful and caring you are”.

Brainstorm other conversation starters and record them in the Session 1 worksheet
All mentors lead their small group discussions.

Invite the mentees to complete the survey in Appendix 1

Mentor responsible for introducing and handing out the survey: _____

Make a question box to bring with you to each session. The box needs to be closed and only have a small opening for folded pieces of paper to be placed inside. It is important that you introduce the question box on the first session and bring it to every session.

Introduce the question box: Assign one leader to introduce the question box to the large group. Ask each participant to visit the question box and write something on the piece of paper provided. It is important that you establish the routine of having the mentees visit the question box every session so any comments or questions are confidential. If the participants do not have a question to ask, they can make a comment like “this is fun,” or “the sky is blue.” After the first session, we recommend that you encourage the mentees to write a questions pertaining to the session plan.

Have one leader go through the questions before the end of the session. As a large group, have one leader that is comfortable with the subject matter to discussing the

questions/comments with the group. Any hurtful comments will not be read to the group.
Bring the question box to every session.

Mentor responsible to create the question box: _____

Introduce the **INSTRUCTION SHEET** and ask the mentees to fill in the first section of their sheets. After each session, the mentees can record what they learned from the session.

Mentor responsible to introduce the instruction sheet: _____

End of session clean-up: collect chess board pieces and clean up the work space.
While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT handshake upon exiting.

WORKSHEET 1

What supplies do you require for the session?

BAG-OF ME SUPPLIES FOR CHESS BOARD TILING
THE JELLY BEAN GAME QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 1: Getting to know you

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 1	Activity	Details
Introduction		Mentor responsible:
Welcome activity		Mentor responsible:
Icebreaker/ Team building		Mentor responsible:
Session activities		Each mentor is responsible for his small group session activities
Chess activity		All mentors are responsible to lead their chess activity
Small group discussion topic(s)		All mentors are responsible to lead their small group discussions
Question Box	Mentor responsible to introduce the question box:	

	Mentor responsible to answer the questions:	
instruction sheet	Mentor responsible to introduce the instruction sheet:	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 1, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. How can you build on this for the next session? _____

3. What could have been better? _____

4. How can you improve on this for the next session? _____

5. Did any situation arise that your mentoring team would need help with? Yes or no? If yes, who can help you with this? _____

6. Did you give feedback to the other mentors in your group and to the mentees? It is important to give positive feedback and to do it in a timely manner. Do not wait too long or you will miss the opportunity to have an impact. _____

7. Who are the mentees that the mentors need to sit/stand beside and encourage to be a positive member of the group? What things can we do to get this mentee more involved? _____

Follow-up to Session 1:

The tone is now set for the next several sessions. It is important for each of the mentors to feel comfortable with their role. As a group, the mentors allow time to talk about what happened and how prepared you were for the session: being “over-prepared” instead of “under-prepared” leads to success each and every session.

Think about inclusion. Work at practicing inclusion. Think about your choice of words. Do your words and actions invite inclusion or are you sending a different message? When you make eye contact and learn the names of the mentees they will begin to feel a part of the group and know that they are valued. Remember, you are not there to share your exciting adventures from the past weekend. You have a purpose. You are there to connect with the mentees, to encourage them to make positive choices, and to invite them to ask questions about how to get involved in their community in a positive way. The mentees need to talk more than the mentors.

Think about how you are giving feedback. Always use “I” messages. You give messages by saying, “I think I heard you say...” “I want you to...” “I felt.” or “I appreciate it when...” Remember you are asking them to describe their feelings and the effect the feeling has on each of them. Furthermore, you are asking them to go one step further and describe their behavior and any change that might be required.

Tasks: This session the mentees completed the tiling activity. Next session, you will need clay materials for sculpting. Remember to bring the supplies necessary for this project of creating Pawns. Newspapers can be helpful for an easy clean-up. Find out where you will be leaving the sculpted Pawns to dry until your next session. It’s best to work out these details before next session.



**Session 2
Compassion**

Session 2

Topic: Compassion – Deliver the message of Compassion. Relate the Pawn chess piece to Compassion, and how all the little things can make a big difference.

Planning Stage: Get organized. Decide what Session 2 will look like.

Remember your focus is on structure and engagement, as well as building a relationship with the mentees. In the first session, you began with a welcome activity, the group discussion, small group activities and the chess activity. Lastly, you shared the question box. Session 2 models this exactly. It is critical that the mentees are learning what to expect at every KIT session. This routine will assist in the prevention of mentee disengagement. The mentees will also recognize your preparedness, or lack of preparedness. Think of a time when you were a part of a group and the leader seemed not to know what he/she was talking about and looked unprepared. How did it make you feel? Did you feel valued, or did it feel like a waste of time? It is not a pleasant feeling. Decide as a group what you would like to include in your sessions and remember to be flexible and select activities that suit your group of mentees best. Always try your best to include critical topics to ensure that the mentees are getting the most out of your sessions.

Pre-game huddle: Answer these questions with the help of everyone in your mentoring group.

- 1) What does Compassion mean to your mentoring group? Why is it important for the mentees to learn and understand the meaning of Compassion?
- 2) How can acts of kindness, friendliness and helpfulness make an impact and why do these acts add up?
- 3) How can you relate this concept to the Pawn which is typically considered to be a “weak” chess piece? How do all of the small moves of Pawns impact the game of chess?

- 4) What are some conversation starters you can use in your small mentoring groups to discuss Compassion, inclusion and courage?

Welcome activity: Remember to begin with the KIT handshake as the mentees enter the room. If you arrive after the mentees, be sure to greet each mentee with the KIT handshake. Find out if any of the mentees remember the Five Finger Commitment. Does he remember what each finger represents?

Which mentor will lead the welcome activities? _____

Session activities If you have an energetic group of mentees, it is best to start off each session with a high energy game. The games that relate to Compassion are:

- **RED LIGHT/GREEN LIGHT**
- **NO MAN LEFT BEHIND**
- **ROCK/SAND DEMONSTRATION**

Which mentor will lead the session activities? _____

Group discussion in large groups: Compassion

After the welcome activities, discuss in a large group what Compassion is. Here are some points to cover:

- When was the last time you helped somebody?
- How did you know that they needed help?
- When was the last time you said a kind word to someone? How did they react?
- In the past few days, was there a time when you noticed someone was being excluded? What did you do about it?
- What is Compassion? How can you show Compassion?
- Can you show Compassion with a look, a word or with body language? What does it look like?
- How does a game like **RED LIGHT/GREEN LIGHT** relate to Compassion, and how all the small steps add up?

- In the game **NO MAN LEFT BEHIND**, each individual had to go great lengths to help his team mates. One member of the team may seem insignificant, but as a whole, the team was able to achieve a great accomplishment. The Pawn chess piece is like this. Do the mentees make the connection between the Pawn and Compassion?

Which mentor will lead the group discussion on Compassion? _____

Divide the large group into smaller groups of four.

Have the Mentees arrange themselves according to birthday (month/day) in a line.

Number them off 1,2,3,4 and break into groups.

If there is a mentee that you worked with in the previous session, be sure to greet him using his name and follow up about something that he may have shared last week. For example, if you remember that Joseph plays soccer, ask him if he enjoyed his soccer game/practice.

Introduce yourself; compliment each mentee for something that you find special. Focus on being enthusiastic about the fact that each and every boy is joining your group. If there are mentees that you do not know the names of, ask each mentee to share his name and one unique quality about himself.

Chess activity: create the Pawn chess piece

Explain the purpose of the Pawn in the game of chess. Typically, the Pawn is considered to be “weak” and easily discarded. It is not the “star” player like a quarterback in football, a center in basketball, or a goalie in hockey. The Pawn does, however, serve a huge purpose in the game of chess by doing a little bit at a time. All of the little acts or moves of the Pawn add up to a substantial difference. This is like Compassion.

Invite each mentee to sculpt a Pawn out of clay. Mentees will need to sculpt a total of 16 pieces, eight for each side. The chess pieces do not need to look like classic chess pieces. The Mentees can use their creativity to design their own Pawn which can be a reflection of something that is important to them. This could mean a hockey theme with the Pawns as hockey pucks, or as basketballs for basketball fans, golf balls, tennis rackets, books, CDs or any other object that speaks to the Mentees.

Discuss Compassion and how the Pawn is an excellent representation of how the “small steps” add up:

Show that you are an attentive mentor throughout the session activity.

Find something special in someone else and share those qualities with your group of Mentees using “I messages.” When doing this, try to focus on positive qualities that the Mentees displayed, “Omar, I really appreciated your comments on Compassion. It shows how brave you are to offer your ideas,” “Brady, you are very attentive during our discussions. It shows me what a great listener you are.”

Does each mentee know what the Pawn chess piece represents? Which of the fingers from the Five Finger Commitment does the Pawn represent?

End of session clean-up: collect chess board pieces and clean up the work space. While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Invite the mentees to fill out the second section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.



WORKSHEET 2

Session 2: Compassion

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 2	Activity	Details
Introduction		Mentor responsible:
Welcome activity		Mentor responsible:
Session activities		Each mentor is responsible for his small group session activities
Group discussion		Mentor responsible:
Chess activity		All mentors are responsible to lead their chess activities
Small group discussion topic(s)		All mentors are responsible to lead their small group discussions

Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
instruction sheet	Mentor responsible to introduce the instruction sheet:	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 2, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. How can you build on this for the next session? _____

3. What could have been better? _____

4. How can you improve on this for the next session? _____

5. Did any situation arise that your mentoring team would need help with? Yes or no? If yes, who can help you with this? _____

6. Did you give feedback to the other mentors in your group and to the mentees? It is important to give positive feedback and to do it in a timely manner. Do not wait too long or you will miss the opportunity to have an impact. _____

7. What are the moods of the Mentees? How did they feel about Compassion? Do you think that they understood the message? _____

Things to consider before Session 3:

One of the most important things about Session 2 is that you can begin to see a group forming. You can begin to see that the Mentees are happy to be here, they feel safe enough to share something and furthermore, they are looking forward to return next time. It is quite possible that the Mentees in the group are starting to move outside of their comfort zone and wanting to become a member of Knights in Training. If this isn't happening yet, just give it another week.

Did you practice giving positive feedback in a timely manner? Did you use “I messages”?

Tasks: The mentees molded some of their Pawns. Next session they will continue to mold the rest of their Pawns. The tools you required for Session 2 will be necessary for the rest of the program so be sure to bring them again. In Session 3, one of the activities is dodge ball. You will need a large area to do so and foam or plush balls. It is important to plan ahead and ensure you have the space and equipment for this activity.



Session 3
Building relationships and team building

Session 3

Topic: Building relationships and team building

Planning stage: Get organized. Decide what Session 3 will look like.

Remember your focus is on structure and engagement, as well as building a relationship with the mentees. In the first session and second session, you began with a welcome activity, group discussion, small group activities and the question box. You finished with the KIT handshake. Session 3 should model this exactly. It is critical that the mentees are learning what to expect at every KIT session.

The pre-game huddle: answer the questions as a group before planning Session 3.
How can the message of Compassion continue this week?

- 1) One of the activities this week is KIT Dodge ball. In what ways can you tell if the Mentees are showing Compassion? What if they don't?
- 2) How does team building fit into Compassion versus competition? Can this message be delivered through KIT Dodge ball?

Welcome activity: Begin with the KIT handshake as the mentees enter the room. If you arrive after the mentees, be sure to greet each mentee with the KIT handshake. Find out if any of the mentees remember the Five Finger Commitment. Does he remember what each finger represents?

Ask the Mentees to share what act of Compassion they did last week.
What chess piece represents Compassion? Do they remember why?

Mentor responsible to lead welcome activity: _____

Session activity:

- **KIT DODGE BALL**
- **WHALE AND PENGUIN**
- **HUMAN KNOT**

For **KIT DODGE BALL**: Keep all mentees in one large group. Ask the mentees to line up tallest to shortest. Split the group into two teams, the tallest against the shortest. **The teams are supposed to be unfair!** It may result in one team dominating the other. This will be an interesting exercise to see how the Mentees decide to play. Will one team do their best to defeat the other team, or, will they show Compassion and try to keep the game fair?

After the first round of **KIT DODGE BALL**, ask both teams to shake hands and get together for a group discussion. Ask the mentees:

- Why is it difficult to be fair when we are competing?
- Discuss the outcome of the first round where the teams may have been slightly uneven. What does it mean to show good-sportsmanship?
- Do they have examples of when professional athletes have shown good sportsmanship?

Play another round of **KIT DODGE BALL** and mix up the teams so they are no longer unfair.

Mentor responsible to lead **KIT DODGE BALL**: _____

Mentor responsible to lead group discussion about Compassion in sports: _____

Other session activities: _____

Mentor responsible for session activities: _____

Break the large group into smaller groups. Try to have each mentor work with mentees that he has not worked with previously. Learn the names of the mentees joining your group.

Chess board activity: create the rest of the Pawns so each mentee has a total of 16 Pawns.

While the mentees sculpt their Pawns, discuss the following:

- The importance of all members on a team, each playing a different position
- Can you ever win a team sport if you are the only player?
- Why is it important that we have team mates?
- Why is it hard to be competitive and show Compassion to your opponents?
- What can the mentees do to be competitive and sportsmanlike at the same time?

Show you are an attentive Mentor throughout your group activity. Are you using the mentees names? Using "I messages," give feedback to your group of Mentees: "Pax, I really like the theme you chose for your chess board. It shows how creative you are," "Edward, the way you helped Jonah up after dodge ball showed great sportsmanship."

End of session clean-up: collect chess board pieces and clean up the work space. While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Invite the mentees to fill out the third section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.

WORKSHEET 3

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

FOAM BALLS FOR KIT DODGE BALL

LARGE SPACE

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 3: Building relationships and team building

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 3	Activity	Details
Introduction		Mentor responsible:
Welcome activity		Mentor responsible:
Session activities		Each mentor is responsible for his small group session activities
Group discussion		Mentor responsible:
Chess activity		All mentors are responsible to lead their chess activity

Small group discussion topic(s)		All mentors are responsible to lead their small group discussions
Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
Instruction sheet	Mentor responsible to introduce the instruction sheet:	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 3, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. How did the mentees enjoy **KIT DODGE BALL**? Do you think they were surprised by the initial team division? _____

3. What are the moods of the mentees? Are they enjoying the craft of making their own chess board? Do you feel they are expressing their creativity? _____

4. Did any situation arise that your mentoring team would need help with? Yes or no? If yes, who can help you with this? _____

5. Did you give feedback to the other mentors in your group and to the mentees? It is important to give positive feedback and to do it in a timely manner. Do not wait too long or you will miss the opportunity to have an impact. _____

6. Who are the Mentees that the Mentors need to sit/stand beside and encourage to be a positive member in the group? What things can we do to get this Mentee more involved? _____

7. Which Mentees need assistance, (delegating a task like handing out chess board supplies) in order to feel valued to the group? _____

Things to consider before Session 4:

It must have been difficult for the mentees to play a competitive game like Dodge Ball and show Compassion. We want to remind the mentees that being Compassionate or a team player does not happen overnight. It is a learned behavior that requires small steps. Recognizing their small accomplishments or positive behaviors will reinforce these acts and build up their confidence in acting with Compassion.

Session 4 focuses on “coolness” and Identity. One activity included is called **CAPTURE THE COOLNESS** where the Mentors will play capture the flag using items that you bring which may be considered “cool” or “uncool.” Some of the items could be music CDs, magazines, toiletries, shaver/razor, empty pack of cigarettes, name brand shirt, no-name shirt, Nerf ball, bolt cutters, cell phone, text book, novel, etc. Come up with a list of items that you think will help the mentees think critically about what they consider “cool.” Read the **CAPTURE THE COOLNESS** game description before planning next session and be sure to have a large space to play the game.



**Session 4
Identity**

Session 4

Topic: Identity

Refer back to Session 1, 2 or 3 if you need a reminder about the structure and routine of your sessions.

Planning stage: Get organized. Decide what Session 4 will look like.

Pre-game huddle: answer the questions below as a mentor group.

- 1) What makes someone cool? What would society define as cool?
- 2) When you were in elementary or junior high school, what did you find cool? What type of media did you surround yourself with (ie Television shows, type of music, reading material, internet websites)
- 3) What items are you including to play CAPTURE THE COOLNESS?
- 4) Did you include words or items that show kindness, helpfulness, caring, friendliness?
- 5) Don't Get Hooked – Why is it important that Mentees have hobbies outside of media outlets? (Media includes television, computers, video games, movies, music, and internet). What other activities are available to the Mentees to enjoy?
- 6) How to relate the Rook to Identity: One of the activities outlined in Session 4 has to do with Identity and how Identity is formed. What defines you as a person? As a group? What are the dangers associated with following society's view of "cool" or desirable attributes instead of defining your own?

Welcome activity: Begin with the KIT handshake as the mentees enter the room. If you arrive after the mentees, be sure to greet each mentee with the KIT handshake.

Need a game that will burn some energy before beginning with the session material?
Play tag or one of the mentees favorite KIT games

Find out if any of the mentees remember the Five Finger Commitment. Does he remember what each finger represents? Which finger is Identity? What chess piece represents Identity?

Mentor responsible to lead welcome activity: _____

Session activity:

- **CAPTURE THE COOLNESS**

Keep all mentees in one large group. Break the large group into two teams. Explain the rules for **CAPTURE THE COOLNESS**. Relate the rules to the game 'Capture the Flag.' Each team needs to collect as many "cool" objects that you distribute in a large group space. Assign a home base for each team. The teams are allowed to steal cool items from the other team's home base. The team that has the most "cool" items in a certain period of time wins.

Pay attention to the items that neither team claims. Which items were not claimed by either team? Ask the mentees to explain why he didn't consider this object "cool"

Group discussion: Identity

After playing **CAPTURE THE COOLNESS**, ask the mentees the following questions:

- Did both teams agree on which items were cool?
- What makes an item cool?
- What items were missing from the game?
- Why is it important to stay true to what you like, even if others don't like the same things?

Mentor responsible to lead **CAPTURE THE COOLNESS**: _____

Mentor responsible to lead group discussion about Identity: _____

Break the large group into smaller groups. Try to have each mentor work with mentees that he has not worked with previously. Learn the names of the mentees joining your group.

Chess board activity: create the Rook. Relate the Rook to Identity, teaching the mentees an easy way to remember: “the Rook is so I do not get “hooked” on what others define as cool.” Each mentee needs to create 4 Rooks.

While the mentees sculpt their Rooks, discuss the following:

- What shapes a person’s Identity?
- What are your hobbies?
- If a lot of the mentees hobbies surround media like television and video games, ask them if he has tried other hobbies like fishing, building models, or painting.
- Why is it important to have multiple hobbies and like a variety of different things?
- How does media affect what someone thinks is cool or uncool? Does it send mixed messages sometimes?
- Explain the purpose of the Rook. The Rook moves in a straight path and is not impacted by others. The Rook is confident with his Identity. Although there are other pressures in the game of chess, the Rook moves in straight lines to face opposition with confidence.
- Remind the mentees that the Rook does not get “hooked” on things that he doesn’t identify with. He surrounds himself with positive people and likes a variety of different things.
- Do any of the mentees have any stories about positive influences in their life?

Invite the mentees to fill out the fourth section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

End of session clean-up: collect chess board pieces and clean up the work space.

While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.

Show you are an attentive Mentor throughout your group activity. Are you using the mentees names? Using "I messages," give feedback to your group of mentees. Hopefully you know everyone's name.



WORKSHEET 4

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

LARGE SPACE

CAPTURE THE COOLNESS SUPPLIES

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 4: Identity

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 4	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Group discussion		Mentor responsible:
Chess activity		All mentors are responsible for chess board activity.

Small group discussion		All mentors are responsible to lead their small group discussions
Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
Instruction sheet	Mentor responsible to introduce the instruction sheet:	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 4, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. Were you surprised at which items the Mentees ranked as “cool” or “un-cool?” _____

3. Who are the Mentees that the Mentors need to sit/stand beside and encourage to be a positive member in the group? What things can we do to get this Mentee more involved? _____

4. Which Mentees need assistance, (delegating a task like handing out chess board supplies) in order to feel valued to the group? _____

5. What worked well? What could have been better? _____

6. Did any situation come up that your team would need help with? Yes, or no? If yes, who can help you with this? _____

7. Did you give feedback to the other Mentors and to the Mentees? What was your feedback and to which Mentee did you offer your feedback? _____

Things to consider before Session 5:

You are approaching the midpoint of the program. Are the mentees showing more confidence? What are their relationships like with each-other and with you the mentors? Are they able to connect the chess pieces with the messages? It is important that you revisit discussions from previous sessions. In Session 5 you will introduce the Bishop who represents Safety. What is a way you can tie in previous discussions with this topic? The activities involve peer pressure and include snack foods for effect. It is best to get permission to bring food ahead of time.



Session 5:

Topic: Safety and peer pressure. Discuss how peer pressure affects personal Safety.

Follow the routine

Planning stage: Get organized. Decide what Session 5 will look like.

Pre-game huddle: answer the questions below as a mentor group.

- 1) What is peer pressure?
- 2) What does peer pressure look like?
- 3) The Bishop moves diagonally. It is difficult for the Bishop to move across the board without coming into contact with other pieces. How can you relate the Bishop to Safety and safe decisions regarding peer pressure?

Welcome activity: Remember to begin with the KIT handshake as the mentees enter the room. If you arrive after the mentees, be sure to greet each mentee with the KIT handshake.

Need a game that will burn some energy before beginning with the session material? We suggest playing tag, or one of the mentees favorite KIT games. There are more activities in the Appendix if you need more game ideas.

Session activities should be done in one large group:

- **POPCORN GAME**
- **THE JELLY BEAN GUESSING GAME:** After the jelly bean game, the mentor should explain that they were exerting peer pressure to get each mentee to make an incorrect choice. Are the mentees surprised that the mentors they trust and respect are trying to lead them astray? Why is it important that a mentee listens to his own inner voice, even when someone he trusts is asking him to make a different



choice? Ultimately, it is important that we trust and respect others, but we also have to trust ourselves and our own good judgment.

Brainstorm other ideas and record them in worksheet 5.

Mentor responsible for leading the session activities: _____

Divide the large group into smaller groups of four. You can ask the mentees to line up according to how many brothers and sisters they have. Number them off after they line up.

At this point in the program, as a mentor you are showing how much you care by using the mentees names and bringing up items discussed by the mentees on previous sessions. This demonstrates what a great listener you are.

Chess board activity:

Explain the purpose of the Bishop in the game of chess. The Bishop moves diagonally and is constantly faced with other pieces. He is a valuable piece in the game because he can travel far distances in one move.

Invite the mentees in your small group to create 4 Bishops.

Discuss the following:

- Why is it important to make safe decisions, especially if it is a big decision like trying a cigarette or sipping alcohol?
- Discuss Safety and why the Bishop is a symbol of Safety. This chess piece can move far distances which means added risk. What is a safe risk and what is a dangerous risk?
- What is personal safety? How can peer pressure affect your safety?
- Have you ever been peer pressured? What did they pressure you to do, or try to get you to do?
- What does it take to stand up to peer pressure? What strategies are there?

Remember to show you are an attentive mentor throughout your group activity. Use “I messages.” Do any of the mentees have a story to share about peer pressure?

End of session clean-up: collect chess board pieces and clean up the work space. While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Invite the mentees to fill out the fifth section of their instruction sheets.

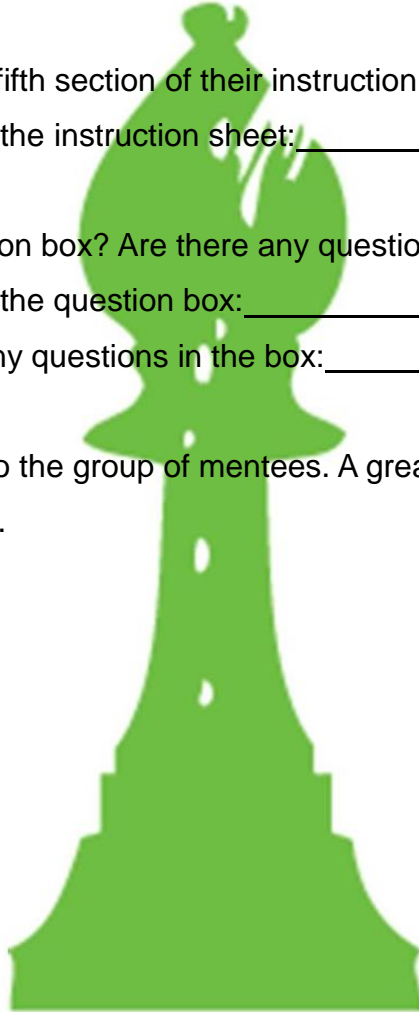
Mentor responsible to introduce the instruction sheet: _____

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.



WORKSHEET 5

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

GIANT CIGARETTE SUPPLIES

POPCORN FOR POPCORN GAME

ROLE-CARDS FOR POPCORN GAME

JAR OF JELLY BEANS

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 5: Safety and peer pressure

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 5	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Group discussion		Mentor responsible:
Chess activity		All mentors are responsible to lead their chess activity

<p>Small group discussion</p>		<p>All mentors are responsible to lead their small group discussions</p>
<p>Question Box</p>	<p>Mentor responsible to introduce the question box:</p> <p>Mentor responsible to answer the questions:</p>	
<p>Instruction sheet</p>	<p>Mentor responsible to introduce the instruction sheet:</p>	
<p>Collect chess supplies</p>		<p>Mentor responsible:</p>
<p>Collect mentees' chess pieces</p>		<p>Mentor responsible:</p>

Notes:

Immediately following Session 5, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. How did the two peer pressure activities go? Was one more impactful? Why? _____

3. Who are the Mentees that the Mentors need to sit/stand beside and encourage to be a positive member in the group? What things can we do to get this Mentee more involved? _____

4. Which Mentees need assistance, (delegating a task like handing out chess board supplies) in order to feel valued to the group? _____

5. What worked well? What could have been better? _____

6. Did any situation come up that your team would need help with? Yes, or no? If yes, who can help you with this? _____

7. Did you give feedback to the other Mentors and to the Mentees? What was your feedback and to which Mentee did you offer your feedback? _____

Things to consider before Session 6:

This session's activities are an effective way to reinforce the message that you have been trying to get across during the past sessions. You have been building trust, respect, and friendship with the group, and the mentees are respecting, trusting and building friendships with one another. You lead them astray and tried to get the mentees to listen to you instead of their inner voice. How did you feel about pressuring them? It is not easy, nor does it feel positive; however, it leaves a lasting impression with the mentees that they need to trust their inner voice above all else. Teaching a mentee to trust his own good judgment will build his confidence and connect him with his inner voice.

Peer pressure is a difficult subject to discuss. It is most likely apparent that all of the mentees have experienced peer pressure in some way, shape or form. Giving them the opportunity to talk about it and discover strategies will build their confidence for when they are faced with it in the future. Be sure to tie this topic in the next session to ensure they understand the importance of their Safety. Session 7 involves a kind gesture to the women in the mentees life. This could be a teacher, his mom, sister, aunt or cousin. If you would like to involve the girls in the mentees community, be sure to get a list of names from the teacher prior to the next session.



Session 6
Commitment

Session 6

Topic: Commitment – Discuss Commitment and why it is an important quality to have.

Planning Stage: Get organized. Decide what Session 6 will look like.

- 1) What does it take to be Knighted? Research how a citizen is Knighted by royalty. What credentials does this person need to have to meet the requirements?
- 2) How can you relate the Knight qualities you researched (above) to the Knight piece in chess?
- 3) Can someone be Knighted just because? Why not?
- 4) How will you relate the outstanding qualities of someone Knighted to Commitment? It would mean a consistent effort to be caring, considerate, Compassionate and honest. How will you explain this to the Mentees?

Welcome activity: Begin with the KIT handshake as the mentees enter the room. If you arrive after the mentees, be sure to greet each mentee with the KIT handshake.

If the mentees need something active, **RED ROVER** is a great game to burn energy and you can easily relate it to the session's topic, Commitment.

- **RED ROVER**
- **TUG OF WAR**



Welcome activity: _____

Mentor responsible for welcome activity: _____

Session activity:

- **CARD ACTIVITY:** Why is it important to show respect? How can we show respect to our female classmates, to our teachers and to our parents?

- Have each Mentee write a message in a card for a woman in his life. It could be his mom, sister, aunt, grandma, cousin, friend or teacher.
- **WHAT IT TAKES TO BE KNIGHTED:** come up with a list of criteria that an individual must achieve in order to be Knighted.

Session activity: _____

Mentor responsible for session activity: _____

Group discussion:

- How difficult is it to become a Knight?
- What types of citizens are Knighted?
- Do the mentees know the Knighting ceremony? It may be fun to role play a Knighting ceremony.
- Could someone become a Knight overnight? Why not?
- In order to become Knighted, an individual would need to demonstrate a consistent positive behavior and be committed to being the best they can be.

Mentor responsible for group discussion: _____

Chess activity: Create the Knights

While in your small group, discuss the following:

- Explain the purpose of the Knight. The Knight is the only piece in the game that can take another piece without risking retaliation. Knights are outstanding individuals who show a history of honor and Commitment to greatness. They have respect for themselves and for others.
- Discuss Commitment and why being committed to something is important.
- In order to be committed, a person needs to respect others. One way to show respect is to follow through with what you say you will do. He also has self respect.
- What does respect mean? How can we show others respect?

Be sure to use the mentees first name. Remember to use “I messages.”

Invite the mentees to fill out the sixth section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

End of session clean-up: collect chess board pieces and clean up the work space.

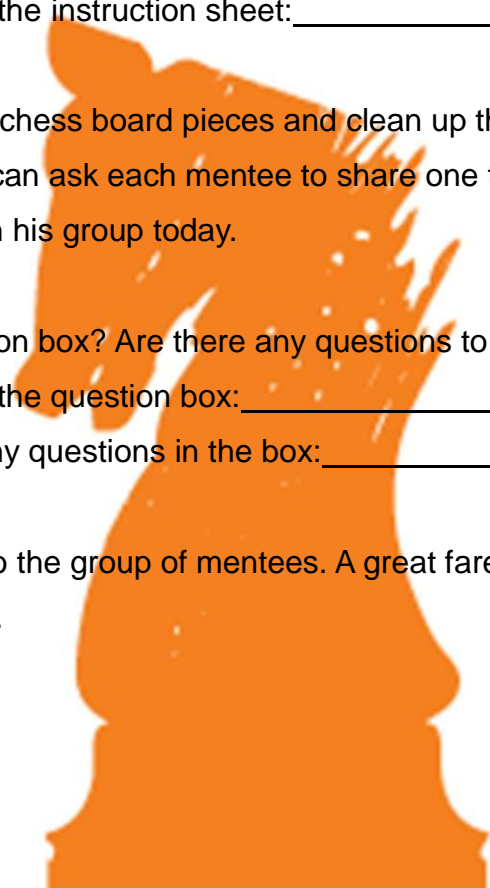
While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.



WORKSHEET 6

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

SUPPLIES FOR CARD MAKING

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 6: Commitment

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 6	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Group discussion		Mentor responsible:
Chess activity		Each mentor is responsible to lead chess activity.

Small group discussion		All mentors are responsible to lead their small group discussions
Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
Instruction sheet	Mentor responsible to introduce the instruction sheet:	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 6, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. Did the mentees understand the connection between being Knighted and Commitment? _____

3. Who are the mentees that the mentors need to sit/stand beside and encourage to be a positive member in the group? What things can we do to get this mentee more involved? _____

4. Which mentees need assistance, (delegating a task like handing out chess board supplies) in order to feel valued to the group? _____

5. What worked well? What could have been better? _____

6. Did any situation come up that your team need help with? Yes or no? If yes, who can help you with this? _____

7. Did you give feedback to the other mentors and to the mentees? What was your feedback and to which mentee did you offer your feedback? _____

Things to consider before Session 7:

You are moving into the last two pieces of the chess board, the King and the Queen. These two pieces represent Goals and the importance of making the right choices to attain that goal. By now the mentees are familiar with the program, comfortable with one

another and building confidence. Next week will focus on responsible decisions regarding tobacco and it would be useful to draw on discussions you had in the peer pressure and Safety session.



Session 7
Responsible decisions

Session 7

Topic: Responsible decisions - To facilitate safe and open group discussions between the mentors and the mentees about tobacco and drug use. The session involves activities and discussions that teach the mentees about cigarettes. The mentors will give up-to-date statistics and examples of the effects of using tobacco and drugs.

*** This session focuses mainly on tobacco use. If you are a smoker, it is best not to smoke before leading the session and your personal choice to smoke should remain private. Remember that you are a role-model. It is nearly impossible to get the smell of smoke off your clothes, skin and hair. It could also be possible that you live in a smoking household. Consider bringing a change of clothes and leaving them at a separate location when you are delivering KIT so you do not smell like smoke. ***

Planning Stage: Get organized. Decide what Session 7 will look like.

The pre-game huddle:

Why is the Queen the most coveted piece in chess? What makes her so powerful?

The Queen can definitely aid in winning a chess match. How is this similar to achieving a personal goal? What steps need to happen in order for the Queen to help in the victory?

Welcome activity: How will you introduce this session on responsible decision making? Begin with a poster or a "Giant Cigarette" that you make ahead of time to showcase all of the chemicals that make up a cigarette (see Appendix on how to make a giant cigarette prop). Some cultural traditions and religions involve smoking. Remember from Session 1 that you are not here to tell the mentees what is "right" or "wrong," you are here to teach them about what is in a cigarette and not offer your opinion on the act of smoking. Consider the trauma to a mentee if you say that smoking is "wrong" and his parent smokes cigarettes. Your role as a mentor is to inform and support the mentees in learning about responsible decision making.

- Ask each mentee to remove a “chemical” out of the giant cigarette prop and read the ingredients with the entire group.
- Are the mentees surprised by all of the ingredients of a cigarette?
- Has a mentee ever been offered a cigarette? Did he try it? Why or why not?
- Discuss the importance of making decisions that feel “good” to the mentee, and not giving in to peer pressure.
- What makes cigarettes addicting?
- What does addiction mean?
- If I wanted to be a professional athlete and I started smoking, how would that affect my dream of playing professional sports?
- Why do people start smoking?
- Why is it important for you to surround yourself with positive influences?
- How are peer pressure and smoking related? What courage does it take to stand up against smoking and peer pressure?

Mentor responsible for welcome activity: _____

Mentor(s) responsible for creating giant cigarette prop (Appendix): _____

Session activity:

- **STRAW JOG** - Be sure to consult with the mentees and ask if anyone of them have asthma or other respiratory conditions. If they do, ask them to run the laps without the straw.



Break the large group into smaller groups of 4. You could have the mentees line up in alphabetical order according to their middle names.

Chess activities: Explain the following in your small groups:

- The purpose of the Queen, who is considered the most valuable piece on the chess board. What makes her valuable? Why is it difficult to win chess without the Queen?
- The movements the Queen makes: The Queen can move in any linear direction at any time. She has endless possibilities, just as you have endless possibilities

of what you can achieve. The Queen has the most power but needs to be careful with which path she chooses. Her goal is to help the King win the game by defending him, but she needs to be careful and make responsible moves to avoid personal defeat.

- What does smoking, drugs, alcohol, violence, lying and stealing have in common? They all have the potential of stopping you from achieving your Goals. Making responsible decisions that keep you safe and keep you on the path to reaching your goal is the best way to achieve greatness.

Invite the mentees to sculpt two Queens.

Show you are an attentive Mentor throughout your group activity and use “I messages” to recognize positive group behaviors.

End of session clean-up: collect chess board pieces and clean up the work space.

While cleaning up, the mentors can ask each mentee to share one thing he learned about cigarettes.

Invite the mentees to fill out the sixth section of their instruction sheets.

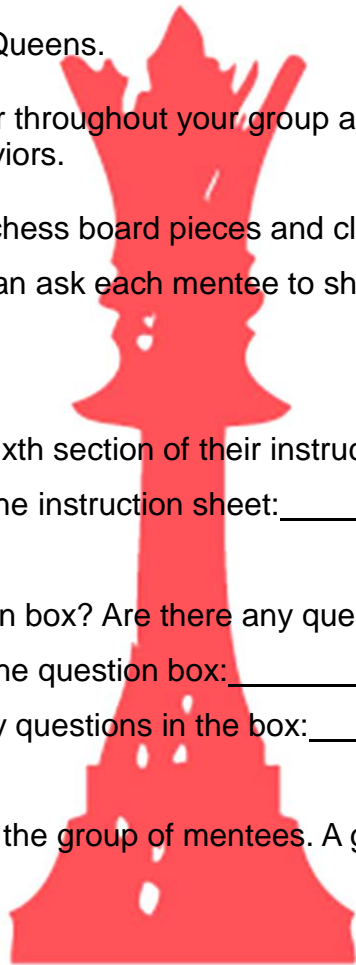
Mentor responsible to introduce the instruction sheet: _____

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.



WORKSHEET 7

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

STRAWS FOR STRAW JOG

GIANT CIGARETTE SUPPLIES

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 7: Responsible decisions regarding tobacco and other drugs.

Official schedule of activities following the planning session: Fill out completely, including all important information needed to be discussed/executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 7	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Group discussion		Mentor responsible:
Chess activity		Each mentor is responsible to lead chess activity.

Small group discussion		All mentors are responsible to lead their small group discussions
Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
Instruction sheet	Mentor responsible to introduce the instruction sheet	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 7, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. Do you think the mentees understood the message about responsible decisions? _____

3. Who are the Mentees that the Mentors need to sit/stand beside and encourage to be a positive member in the group? What things can we do to get this Mentee more involved? _____

4. Which Mentees need assistance, (delegating a task like handing out chess board supplies) in order to feel valued to the group? _____

5. What worked well? What could have been better? _____

6. Did any situation come up that your team would need help with? Yes, or No? If yes, who can help you with this? _____

7. Did you give feedback to the other Mentors and to the Mentees? What was your feedback and to which Mentee did you offer your feedback? _____

Things to consider before Session 8:

You are now presenting one of the most difficult topics to address: bullying. It is important to approach this final module with all of the topics you have presented to the mentees: Compassion, Identity, Commitment, Safety, and Goals. Peer pressure and personal safety are major topics you can discuss once again. Prepare three strategies that can help the Mentees deal with bullying, strategies that wouldn't have been offered before. First and foremost, you have to consider your own personal safety. Then, one strategy may be to introduce the buddy system. When a person is being bullied and the Mentees witness it, they can recruit their friends (as many as possible) and approach the bully as a collective group who tell the bully to stop and invite the bullied individual to join them.



Session 8
Don't let your King be bullied

Session 8

Topic: Don't let your King be bullied

Create awareness on the negative effects of bullying using group discussions and role-playing. The lesson plan in this unit will teach the mentees how to recognize who the bully, bullied and bystanders are, and each mentee will practice how to stand-up to a bully.

*** Cyber bullying is a growing concern among youth. You may consider putting together a poster of a fake social network account as outlined in the activity "Friend versus Foe" in the Appendix. Be sure to include status updates, "likes" and comments that are inclusive on the "Friend", and exclusive on the "Foe." Ask the mentees if any of them have accounts to these various websites. What are some of the dangers with these public websites? What happens if they are getting bullied online? What are some strategies to deal with cyber bullying? Come prepared with answers to these questions and be ready to talk about all of the different ways bullying occurs, considering the internet and the increasing use of instant messaging.

Planning Stage: Get organized. Decide what Session 8 will look like.

- 1) What makes a Bully? Who are all the parties involved in Bullying?
- 2) What are some inclusion strategies you can offer the Mentees when they see bullying taking place?
- 3) In the game of chess, the King is being bullied. Using this concept, how can you draw on all of the pieces (the King's resources) to insure that the bully doesn't defeat the King?
- 4) Pretend you are a bully and your goal is to defeat the King in chess. What strategy would you use to ensure victory?

Welcome activity: How will you introduce this session on bullying? Most likely, the mentees have already had some group work regarding bullying. This session will focus on all different forms of bullying that face youth today such as cyber bullying, texting, and face-to-face bullying.

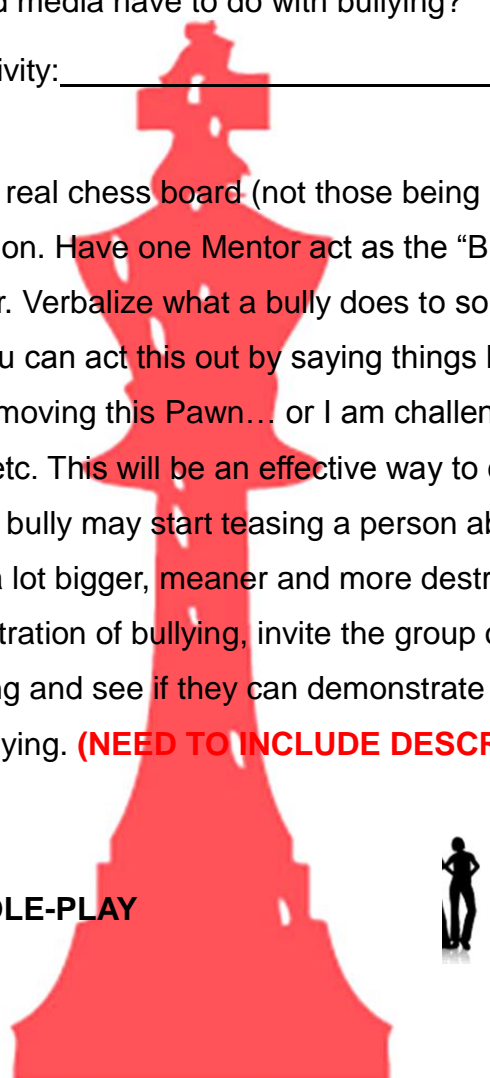
Remind the mentees of your previous discussion about social media during the Identity session and peer pressure in Session 5. Invite the mentees to make the links between bullying and peer pressure and media.

- Media includes social networking sites. Although it seems harmless to “be-friend” someone online, it can lead to cyber-bullying among other dangers. Do the mentees know how to change their account settings?
- Why is it important to keep emails, messages, and posts that contain bullying content?
- Why should a parent or guardian have access to the mentee’s account?
- What does peer pressure and media have to do with bullying?

Mentor responsible for welcome activity: _____

Session activity:

- **CHESS ROLE PLAY** Bring a real chess board (not those being made by the Mentees) for this demonstration. Have one Mentor act as the “Bully” and the other as the bullied bystander. Verbalize what a bully does to someone’s confidence and character. You can act this out by saying things like “HA! I am taking your friendliness by removing this Pawn... or I am challenging your Safety by threatening your Bishop” etc. This will be an effective way to demonstrate how bullying also relates to how a bully may start teasing a person about small things and it grows into something a lot bigger, meaner and more destructive. Next, following your chess demonstration of bullying, invite the group of mentors to come up with a skit on bullying and see if they can demonstrate a strategy on how to safely stand-up to bullying. **(NEED TO INCLUDE DESCRIPTION IN APPENDIX)**
- **FREEZE TAG**
- **BULLYING SCENARIOS/ROLE-PLAY**
- **FRIEND VERSUS FOE**



Group discussion:

- Ask the Mentees how the role-play related to bullying. Have any of them experienced bullying? What happened? What did they do? Have they ever seen someone being bullied? What did they do about it?

Mentor responsible for group discussion: _____

Break the larger group into smaller groups.

Chess board activities:

Sculpt two Kings and explain the purpose of the King in the game of chess. In order for the King to be safe it takes the collective effort of all the pieces on the chess board. As a chess player, the best strategy is to use each piece to its full potential realizing that small steps of the Pawn contribute to blocking your opponent or protecting your game pieces. The Rook, the Knight, and the Bishop actively guard the King. The Queen, as the most coveted piece, offers the greatest support by taking only necessary risks to achieve victory.

Next, relate the King and Queen chess pieces to Goals.

Ask the mentees:

- What is a goal?
- What are some of the Goals that the Mentees have?
- You can have them write their Goals on a large poster.
- Who encourages you and your goal?
- What type of obstacles could come between you and your Goals?

The King and Queen both represent Goals because the Queen signifies that responsible decisions will lead someone to achieve his Goals. The King relies on multiple qualities to achieve his goal of victory just as you do. Remember how important consistent acts of Compassion are, why having self-confidence helps you to remain true to your identity, and why it is necessary for your to be committed to your goal.

End of session clean-up: collect chess board pieces and clean up the work space. While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Invite the mentees to fill out the eighth section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.

WORKSHEET 8

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

LARGE CHESS BOARD

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 8: Don't let your King get bullied

Official schedule of activities following the planning session: **Fill out completely. Include all important information needed to be discussed or executed.** This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 8	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Group discussion		Mentor responsible:
Chess activity		Each mentor is responsible to lead chess activity.

<p>Small group discussion</p>		<p>All mentors are responsible to lead their small group discussions</p>
<p>Question Box</p>	<p>Mentor responsible to introduce the question box:</p> <p>Mentor responsible to answer the questions:</p>	
<p>Collect chess supplies</p>		<p>Mentor responsible:</p>
<p>Collect mentees' chess pieces</p>		<p>Mentor responsible:</p>

Notes:

Immediately following Session 8, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. What strategies did the Mentees come up with? Are they realistic enough to work?

3. What worked well? What could have been better? _____

4. Did any situation come up that your team would need help with? Yes, or No? If yes, who can help you with this? _____

5. Did you give feedback to the other Mentors and to the Mentees? What was your feedback and to which Mentee did you offer your feedback? _____

Things to consider before Session 9:

All of the chess pieces have been modeled. The chess boards are almost complete. The mentees have learned the importance of each piece and how that piece relates to their life choices. Not all of the Mentees would have played chess before, so it is important that they have an opportunity to learn the game and practice some strategies. Before next session, it is crucial that you research key moves to give the Mentees guidance on how to play the game. You could organize the round-robin tournament to include coaching from Mentors for those Mentees who has never played chess before.

Session 9

Learn how to play chess



Session 9:

Topic: Learn to play chess

Welcome activity: Start the session by greeting the mentees using the KIT handshake. Find out if they remember the Five Finger Commitment and what each chess piece represents.

Mentor responsible for welcome activity: _____

Session activity: Learn chess

- Explain the chess rules to the group of mentees. You may consider breaking them into groups of two so they can practice playing chess together
- Play your favorite KIT game

Mentor responsible for session activity: _____

Chess activity: Painting

Invite the mentees to paint all of their molded chess pieces.

See if the mentees can recall something they learned about each chess piece and how it relates to the Five Finger Commitment.

Ask the mentees:

- What was your favorite part of the KIT program?
- What was your favorite game?

Invite the mentees to fill out the ninth section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

End of session clean-up: collect chess board pieces and clean up the work space.

While cleaning up, the mentors can ask each mentee to share one thing he learned today, or something he shared in his group today.

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting



WORKSHEET 9

What supplies do you require for the session?

SUPPLIES FOR CHESS BOARD

RULES OF CHESS

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session 9: Learn to play chess

Official schedule of activities following the planning session: Fill out completely. Include all important information needed to be discussed or executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 9	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Group discussion		Mentor responsible:
Chess activity		Each mentor is responsible to lead chess activity.

Small group discussion		All mentors are responsible to lead their small group discussions
Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
Instruction sheet	Mentor responsible to introduce the instruction sheet:	
Collect chess supplies		Mentor responsible:
Collect mentees' chess pieces		Mentor responsible:

Notes:

Immediately following Session 9, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. What worked well? What could have been better? _____

3. Did any situation come up that your team would need help with? Yes, or No? If yes, who can help you with this? _____

4. Did you give feedback to the other Mentors and to the Mentees? What was your feedback and to which Mentee did you offer your feedback? _____

The boards are fully complete and the Mentees are so excited about showing theirs off. Decide what the celebration/wrap-up party will look like and organize the materials you will need for it. Does your party include food or prizes? Insure you clear all of the details with the teachers ahead of time. For ideas on celebration/wrap-up party themes look at the Appendix.

Session 10

Celebration/Wrap-up party



Session 10:

Topic: Celebration/Wrap-up party - Recapture the lessons learned in the previous sessions, and celebrate the accomplishments of the group.

Planning Stage: Getting organized and deciding how you will celebrate the mentees and wrap-up the KIT mentoring program

Welcome activity: Consider bringing snacks and having a “party” including music and activities that deepen the relationship between the mentees. A lot of the mentees may want to play their favorite KIT games, or show off their chess boards.

Session activity:

- Decide on what is the best way to wrap up the KIT Program.
- We suggest having each mentee write a 10-20 word pledge on what they have learned from the KIT program and the Five Finger Commitment. Their commitment should include something they commit to doing to improve their school, family, community or sports team.
- You can host a Knighting ceremony and ask each mentee to share his pledge with the group and be officially Knighted into the KIT program.
- Ensure that you recognize positive behavior. You may consider writing thank you cards to the mentees and presenting them at the wrap-up ceremony.
- Showcase the chess boards in the mentees community.

Ask each mentee to answer the following questions anonymously on mini cards (Appendix):

- What is one thing that surprised you about Knights in Training?
- What is one thing you learned about yourself?
- What is one thing you would change in Knights in Training?
- What is one wish you have for the future?

****Do not collect the chess boards! The mentees get to keep their chess boards****

Invite the mentees to fill out the tenth section of their instruction sheets.

Mentor responsible to introduce the instruction sheet: _____

End of session clean-up.

Did each mentee visit the question box? Are there any questions to answer?

Mentor responsible to introduce the question box: _____

Mentor responsible to answer any questions in the box: _____

Each mentor needs to say bye to the group of mentees. A great farewell ritual is to use the KIT Handshake upon exiting.

WORKSHEET 10

What supplies do you require for the session?

CHESS BOARDS

FOOD/SNACKS (IF ALLOWED)

SUPPLIES FOR WRAP-UP ACTIVITY

QUESTION BOX

Mentor responsible for gathering and bringing supplies listed above: _____

Session10: Celebration/Wrap-up

Official schedule of activities following the planning session: Fill out completely. Include all important information needed to be discussed or executed. This schedule will be the tool that all mentors can use to know their role and the roles of their group members.

Session 10	Activity	Details
Welcome activity		Mentor responsible:
Session activities		Mentor responsible:
Question Box	Mentor responsible to introduce the question box: Mentor responsible to answer the questions:	
Ensure all mentees have their chess boards!		Mentor responsible:

Notes:

Immediately following Session 10, all mentors need to meet to debrief and evaluate the session. When you reflect on the session, answer the questions below as a group:

1. What activity worked well to get the group involved? _____

2. What worked well? What could have been better? _____

3. Did any situation come up that your team would need help with? Yes, or No? If yes, who can help you with this? _____

4. Did you give feedback to the other Mentors and to the Mentees? What was your feedback and to which Mentee did you offer your feedback? _____

Appendix 1



Split icon: Break the large group into smaller groups if time is limited.

Session 1: Introduction to program – Getting to know you

Activities:

BAG-OF-ME

Choose three items that represent things you like or that you are passionate about.



These items could be pictures, a memento, a piece of jewelry, a book, a movie, a CD, a sports jersey or anything that defines you. Explain to the group what items you brought and why they are important to you.

THE JELLY BEAN GAME

Take a large jar or bag of jellybeans, and offer to each participant. The only two rules are for each Mentee to take as many as they would like to and to not eat them yet. The participants will have an opportunity to eat them later. Once everyone in the group has their jellybeans, introduce the game:

For each jellybean taken, the participant must share something about themselves with the group. If the participant runs out of ideas, have the other members take turns asking them questions until they get through their jellybeans. The leader will model the activity by starting with their jellybeans first. Give information on what sports you like, what your favorite songs, colors or TV shows you like, anything that will make all participants comfortable.



Modifications: No Jellybeans? Use pieces of paper or paperclips instead.
Not enough time? Have everyone choose between three and five pieces.

2 TRUTHS & 1 FIB

Each group member needs to come up with 2 things about themselves that are TRUE, and one that is a fib. The more realistic, the better! The leader will model the activity by giving all three statements, and the rest of the group tries to guess which two statements are true, and which one is a fib. The group



member who guesses right first, goes next. Continue the game until each person's statements have been guess

QUESTION BOX

Make a question box to bring with you to each session. The box needs to be closed and only have a small opening for folded pieces of paper to be placed inside. It is important that you introduce the question box on the first session and bring it to every session. Introduce the question box: Assign one leader to introduce the question box to the large group. Ask each participant to visit the question box and write something on the piece of paper provided. It is important that you establish the routine of having the mentees visit the question box every session so any comments or questions are confidential. If the participants do not have a question to ask, they can make a comment like "this is fun," or "the sky is blue." After a few sessions, encourage the mentees to only write a question and not a statement. By this time, we hope they feel comfortable asking questions. Have one leader go through the questions before the end of the session. As a large group, have one leader that is comfortable with the subject matter discuss the questions/comments with the group. Any hurtful comments will not be read to the group. Bring the question box to every session.

Session 2: Compassion

Activities:

RED LIGHT/GREEN LIGHT

One person, the leader, stands approximately 10-20 meters from the rest of the group. With the back to the group, the leader shouts "green light" and the participants in the group can walk quickly towards the leader until they hear the leader shout "red light."



Each time the leader shouts "red light" the participants must remain still, and stop moving. If the leader witnesses any of the participants moving during "red light," he calls out to that participant by name and the participant must go back to the start line. The game continues with the leader alternating between red light and green light until one of the participants tags the leader. The participant that tags the leader first becomes the new leader.

ROCK/SAND DEMONSTRATION

The rocks represent the key virtues such as honesty, integrity, caring and perseverance, as well as commitment, safety, identity and goals. The sand represents all of the little

things that one can do to make a difference daily. If a person only focuses on the key virtues, he is not complete, while if he focuses on the little things, there is no foundation. Therefore, you need a blend of the key virtues and the little things to be the best person you can be.

Using this analogy, fill the transparent glass or plastic container with sand first and then rocks. Does everything fit into the container? It will not. If you put in some sand, then rocks, then more sand? The only way to fill the container is by putting in the large rocks first, followed by the sand. Consider painting rocks or decorating the rocks with the names of the virtues you plan to include.

NO MAN LEFT BEHIND

Split the group into two teams. Have each team line up single file. One member from each team must go to their team's base located at least 20 meters from their teams current location and is the leader of his team. The leader must run to his team and run his team mate to base. The team mate that just arrived at base must then run and collect another team mate to his team's base. The game continues until the first team has all of its members at base.



You can adjust the game to have each leader relocate his team mate via piggy back, or two team mates can carry the third team mate by his hands and feet.

Session 3: Building relationships & team building

Activities:

KIT DODGE BALL

KIT Dodge ball is like regular Dodge Ball: if you are hit by a ball you must sit-down. Divide the group into two teams. Each team will elect a Knight who can save those on their team who had been hit by a ball. The Knight can be elected or chosen randomly. In order to save his men, the Knight must say three positive things about each fallen player. The game ends when someone either hits the Knight, or if all are seated.

WHALE AND PENGUIN

Everyone gets a chair and is asked to make a circle in the center of a large area. The group members are asked to stand on their chair and the leader the “whale” gives instructions on the game. The Whale asks the participants to remember who they are standing next to, and to move their chairs to any part of the room and stand on top of the chair again. Once they have completed this task, continue with the game. Inform them that they are now “penguins” on an isolated iceberg! Their goal is to get to their original formation without talking and in the fastest time possible by not stepping off of the chair. Demonstrate what they cannot do with the chair, (bounce on it, swing it around etc) and explain that they cannot get off the chair and touch the ground. If they do, they will be moved to a remote corner of the room. Time the group. See if they can complete the task in five minutes.

The participants should discover that the only way to complete the task, is to use each-others chairs and share the “icebergs” to form an assembly line to get to the proper formation. If a penguin is relocated to another part of the room, the others should try to “save” them. After 5 minutes is up, debrief. Did the team successfully complete the challenge? Why or why not? What made things difficult? What would have made things easier? Repeat the game again, allow talking, and cut the time in half! See if the group can complete the task in 2.5 minutes!

Debrief as a group. Why were they successful and how could they do it in half of the time?

HUMAN KNOT



All the group members form a large circle grouping in the center of the room. The boys put their hands inside the circle, close their eyes, and grab two hands. The goal of the game is to untangle the knot!

Tips: Move slowly, allow talking

Session 4: Identity

Activities:

CAPTURE THE COOLNESS

This game models Capture the Flag except that each team needs to collect as many “cool” items at their flag in an allotted amount of time. Each team is assigned a home base. If an individual is tagged while holding an item, the item needs to be left at the spot of being tagged and the individual must go back to the start line. The first team to

collect the highest number of “cool” items wins.

Pay attention to which items were not selected by any team. Why did the participants consider these “uncool?”

If you do not have a large area to play this game:

Fill a bag or box with items that may be considered cool by pop culture standards or society. Include other things that may not be considered “cool”. These items may include a sports cap, movie, CD, toiletries, razor, novel, magazines, an empty pack of cigarettes, baseball, chewing gum, cell phone, bolt cutters and a swiss army knife.

Pull an object out of your bag or box and ask the Mentees to share whether the object should go into the “cool” pile. Why or why not? Pay attention to which items they agree on and which they do not.

Do some prefer certain objects than others? What do they think about the words or gestures you have included? Are those “cool”? What items are missing? Do they have ideas for items that should go into the “Cool” pile?

Session 5: Commitment

Activities:

RED ROVER

Divide the group into two teams. Have each team join hands. One team will invite a member of the opposite team to try to break their teams joined hands by chanting “Red Rover, Red Rover, we call (the participant’s name) over” and that person tries to break through the arms of the other team. If the participant is successful, he chooses one member of the team to join him on his original team. If he is unsuccessful, he joins the new team. The game continues until one team has all the players.



Connect this game to commitment. You can only break through the other team’s hands if you are committed. You only get one try so you need to choose the best location to break the chain!

TUG OF WAR

This is the traditional tug of war game. Split the group into two teams and have each team tug their team’s part of the rope until it crosses a certain boundary. Connect this activity with Compassion by discussing the following points:

In order to be successful at TUG OF WAR, all members of the team have to be committed to pulling the rope, in unison, like rowing a boat or sailing a ship. If a member of the team gives up, the strength of the team suffers. Perhaps you can facilitate this game by planting a “mole” that gives up in the middle of the game. How did this act of giving up change the dynamics of the team?



Session 6: Safety and peer pressure

Activities:

POPCORN GAME

Have your small group gather around a bowl of popcorn. Each participant is given a role card that only they see. They are to make up whatever response they can think of that follows that role on their card. There are no right and wrong answers!

Role #1: Do not eat ANY popcorn. This role is for one person only. Do not let anyone convince you to eat popcorn and your aim is to finish the game without eating any! Don't give in.

Role #2: Do not eat any popcorn... AT FIRST. This role is for two people. Let the others know that you may try some, but don't take any right away. Finally, after a few minutes, give in and have some. Now, try to convince anyone not eating popcorn, to have some... Don't give up, your aim is to have EVERYONE eating popcorn before the game ends.

Role #3: Take some popcorn now and then... This role is for two to three people. Try to convince anyone not eating popcorn, to have some... Don't give up; your aim is to have EVERYONE eating popcorn before the game ends.

Discuss after the game is finished:

- How difficult was it to maintain your role?
- Did the participants give in easily, after your efforts to convince them?
- How strong do you think peer pressure is?
- How did you feel if you gave in and had popcorn?

- How did you feel when you convinced someone to give in and have popcorn?
Relate this game to how peer pressure may look like in real life!

JELLY BEAN GUESSING GAME

Have the Mentors gather their groups around one large jar containing jellybeans. Ask for volunteers to guess the amount that they think is inside. How did they come to that number? One of the Mentors then offers an outlandishly high number and tries to see if he can influence the Mentees to change their guesses. Then, the same Mentor changes their number to an extremely low number, and again, try to persuade the Mentees to believe their new number.



Look at group dynamics:

- Did any of the Mentees change their mind?
- Did any of them give into peer pressure on one or both occasions?
- Discuss how this activity reflects peer pressure and stress the importance of the Mentees to know their own mind when making a decision, regardless of who is trying to influence them.

Session 7: Responsible decisions

Activities:

STRAW JOG

Have the mentees run a lap. When they are finished lap 1, give them a straw and ask them to run lap 2 while breathing through a straw. For lap 3, ask the mentees to walk, while plugging their nose and breathing through the straw. Why was breathing through a straw difficult? How does this activity relate to smoking?



If a mentee has asthma or another respiratory issue, please ask these mentees to run the laps without a straw as this could cause them harm

GIANT CIGARETTE

Find a large cylinder, like a poster protector that is cylindrical, and paint it like a cigarette. Use the list below and collect these ingredients or find something that resembles the ingredient listed. Be sure to add a label describing the ingredient, and possibly what it is used for (other than in a cigarette)

- Acetone – used in nail polish remover: A mini bottle of nail polish remover
- Carbon monoxide – car exhaust: A toy car
- Arsenic – rat poison: White Flour in a jar:
- Tar – used to seal roofs: Molasses in a jar or karo syrup with food colouring
- Formaldehyde – used to preserve dead specimens: Toy frog
- Naphthalene – found in moth balls: Moth balls in a jar
- Methanol - used for rocket fuel: Toy Rocket
- Ammonia – used for household cleaner: Cleaning product
- Butane – lighter fuel: A lighter
- Warning label from an empty cigarette package

BLINDFOLD ADVENTURE

Introduce the instructions after discussing trust and what builds trust. Partner up the groups (try to select two boys that aren't close friends yet). Once everyone has a partner, give one of each group of two a blindfold and ask them to put it on. Explain the rules:



The goal is to guide the blindfolded friend through a hallway or open area that has obstacles to maneuver. If you are limited with supplies, ask the boys to take off their shoes and place their shoes throughout the game area. Ensure that this activity is safe so no participant risks injury, falling, or bumping into large obstacles.

The partner, who is leading their blindfolded friend, can only speak to his partner and is not allowed to touch her partner unless there is an emergency. Using the sound of his partner's voice, the blindfolded individual must get from one side of the game area to the other without touching any of the obstacles or objects. Switch partners and repeat.

Discuss this activity in your small groups once you reach back to the classroom.

Were you successful? No injuries, bumps or bruises?

What was it like to be the leader? What was it like to be blindfolded?

Did you trust the person guiding you? Why or why not?

Did your level of trust change while you were being guided? Why or why not?

What sorts of things do your parents, friends and teachers trust you with?

How can you become a person people trust more?

Session 8: Bullying

Activities:

FREEZE TAG

Once tagged, the person who was tagged needs to stay in the same spot, until someone on their team frees them by hugging them. Twist: Mentors give negative influences, not helping un-tag team mates, trying to convince others to also display negative influences on each other. Discuss afterwards:

How did the negative influences affect the group?

How did it make you feel if you were tagged and no one helped un-tag you?

Did you try to stop the negative influence? Why or why not? How?

BULLYING SCENARIOS/ROLE-PLAY

One of the girls in your community is not popular and always being picked-on. You want to help her, but are worried about being picked-on to.

You sent a picture of yourself to a boy you like. He sent that picture to all of his friends, and now everyone in your school is talking about it.

The math teacher makes fun of the students who do not know how to answer the math questions he asks in class.

Your older sister's friend makes fun of you for writing poetry/tap dancing/playing a musical instrument. You enjoy this activity but feel more self conscious.

You logged-in to your social media account. You saw that one of your good friends posted something that excluded you from the rest of your group of friends.

Because your parents do not let you go out on school nights, you are home alone doing homework. The rest of your friends went bowling. All of a sudden you start receiving text messages from your friends and they are leaving you hurtful messages. You are concerned about going to school tomorrow.



FRIEND VERSUS FOE

Design a poster of a fake social network account. It can include a profile picture (but not of an individual specifically), status updates, "likes" and comments that are inclusive on the "Friend", and exclusive on the "Foe."

Ask the mentees if any of them have accounts to these various websites.

What are some of the dangers with these public websites?

What happens if they are getting bullied online?

What are some strategies to deal with cyber bullying?

Session 10: Celebration/Wrap-up

Activities:

KNIGHTING CEREMONY AND PLEDGE

Invite the mentees to write a 10-20 word pledge on what they have learned from the KIT program and the Five Finger Commitment. Their commitment should include something they commit to doing to improve their school, family, community or sports team.

You can host a Knighting ceremony and ask each mentee to share his pledge with the group and be officially Knighted into the KIT program.

ANONYMOUS ANSWERS

Ask each participant to answer the following questions anonymously on mini cards like the one pictured below.

What is one thing that surprised you about Knights in Training?

What is one thing you learned about yourself?

What is one thing you would change in Knights in Training

What is one wish you have for the future?

Other energizers

SET UP A RELAY RACE

PLAY FLAG FOOTBALL

DRIP, DRIP, DROP!

This is a twist on the classic game Duck, Duck, Goose. Have the participants sit in a circle on a non-slip surface. This game is best played on a hot day, outdoors. The leader has a bucket of water and a large sponge. Begin the game by soaking the sponge and then walk around the circle saying “drip, drip, drip” allowing the soaking sponge to drip on the participants. When you arrive at a participant you want to race, compress the sponge and say “drop” on the participant. The participant that has been soaked with water will stand up, race you around the circle to the original spot. First one back gets to sit down. The last person to reach the original spot is the new leader.

ELECTRICITY

Break the group into two teams with equal numbers. If you have an odd number, invite one person to be the referee. Ask the two teams to sit in two parallel lines, cross-legged, facing the opposing team. The participants on the same team join hands. Place a squeeze toy or bell at least 5 meters from the two teams. If you have an extra participant, ask them to stand at least 5 meters away.

The leader then explains the following rules: each team will need to close their eyes and hold hands. The only team member that keeps his eyes open is the team member closest to the leader. The leader will flip a coin. If the coin lands on “heads,” the team members sitting closest to the leader (only one team member per team) will squeeze his team mate’s hand. If the coin lands on “tails,” neither team member should squeeze. When a team member’s hand is squeezed, he passes on the signal by squeezing the next team mate’s hand. When the last member of each team gets his hand squeezed, he stands up and runs to a spot at least 5 meters from his team and squeezes the toy, rings the bell, or high-fives the extra participant. The first team to have his team mate squeeze the toy, ring the bell or high five the extra group member wins a point for his team. If a team “false squeezes” or accidentally squeezes his team mate’s hand even though the “tail” side of the coin is not flipped up, the signal of squeezes is still passed on through the team mates and the team loses one point.

We recommend that you have the teams rotate as you award the point so there is a new team member watching the coin flip and a new member running for the object every time a team wins a round. One of the best locations to play this game is outside, in a large empty space, or in a vacant hallway.

If you are playing outside, consider standing instead of requesting that the teams play sitting down.

Discussion points:

Tie in how a “false squeeze” cannot be taken back. Once she squeezes his team mate’s hand, the message has passed on to the next person, and this message can never be taken back. Compare this analogy of a “false squeeze” to a hurtful comment, or telling a lie. These actions cannot be taken back.

You can also tie this game into team building. It takes the trust and assistance of all team mates to win the game.

TWO FOR THE SHOW

In pairs, the participants follow the leader’s directions as fast as they can. The leader will offer instructions of two body parts. The team mates need to touch using the two body parts that the leader instructed. For example, if the leader says “nose to elbow,” the one team member will touch her nose to her team mate’s elbow. The slowest team to follow the leader’s instructions sits down. The fastest teams remain in the game. Continue until one team remains.

Other leader directions:

Knee to knee, cheek to cheek, hip to foot, shin to shin, shoulder to elbow, chin to finger, ear to elbow, toe to toe...

References:

Appleton, M. and D. Vonde, (2001). **BOYS HIP, Health in Perspective, Facilitator's Guide**. Canada.

Canadian Intramural Recreation Association. (1999). **Health In Perspective. A Youth-led Approach to Healthier Lifestyles. Peer Leader's Guide**. Health Canada.

Christie, Richelle, et. al. (2007). **Teens 'n' Transition. tnt. Peer Mentor's Guide: for girls**. Calgary, Alberta.

Coloroso, B. (2002). **The bully, the bullied, and the bystander**. Toronto. Harper Collins.

DuBois, D., Karcher, M.J. Ed. (2005). **Handbook of Youth Mentoring**. Sage. Thousand Oaks.

Krochner, G (2000) **102 Extra Training Games**. New York. McGraw-Hill.

Lane, J. (2005). **Alberta Youth Experience Survey (TAYES) Summary Report**. AADAC. Research Services.

Limoges, J. and D. Vonde (2009). **Heart-to-Heart-Mentoring Program, Mentoring Guide**. Canada.

Limoges, J. and D. Vonde (2009). **Heart-to-Heart-Mentoring Program, Workbook**. Canada.

Newstrom, John, Scannell, E. (1998) **The Big Book of Team Building Games**. McGraw-Hill, New York.

Pipher, Mary. (1996). **The Shelter of Each Other. Rebuilding or Families**. Ballentine. New York.

Vonde, D. and M. Appleton. (2002). **T.E.A.M. Leadership. Leadership Resource Manual**. Calgary Board of Education.

Rights Reserved

There are many excellent books and journal articles with ideas about how to Mentor youth. If you know of others that we might include in this list of references please contact us. We will incorporate them into the next edition.