

# Knights in Training (KIT) Boys Mentoring Program Training Manual

Jenny R. Limoges & DeeAnne Vonde Ph.D.

**First Edition**



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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](mailto:jenny@heart-to-heart-mentoring.com), or visiting the website: [heart-to-heart-mentoring.com](http://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: [knights.in.training@gmail.com](mailto:knights.in.training@gmail.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](mailto:dsvonde@gmail.com).

### **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.

## 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.

## Goals of the KIT Mentoring Program

Offer opportunities for individual growth in decision making

Character development

Foster inclusion

Build self-esteem at all levels



## **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 the purpose of the training course?**

The KIT mentoring program is outlined in such a way to give the mentors a similar experience that they will pass on to the mentees. For example, the activities, games and lesson plans used in this training course will be passed on during KIT sessions. In regards to group discussions, they touch on all of the topics in the course and these will inform the mentors of the messages, and allow the mentors the necessary time to understand how to pass on the information to the mentees. Most importantly, the mentor training course will foster inclusion, and give a sense of belonging to all of the mentors participating in the course.

The Mentors use their workbook to receive the necessary background information, fill out worksheets and course information that they will follow along with during the training course. There is ample note-taking space included in their workbooks to ensure that everything they learn through group discussions, role-plays and activities are recorded. Upon completion of this course, the mentors keep their workbooks as a reference, and it can assist with preparation for planning the sessions. Enjoy teaching this wonderful training course and know that you are helping to make a positive impact on the mentors and the mentees lives!

The mentors who will make a difference in the lives of the mentees are the ones who can develop a relationship with the mentees. It is impossible to have any influence on another person without first developing a relationship. This relationship is built over time, it doesn't happen during the first session or even the first three or four sessions, but if the mentors want to have an impact on the mentees the development of a relationship is critical. Research shows that peers, just slightly older than their mentees,

can have a tremendous influence on the growth and development of the mentee. It is important that the mentor take their role seriously. Mentors are so very important in bridging the gap between family and non family.

### **Acquiring Resources:**

The KIT Mentoring Program requires a budget. Some communities have companies that want to support youth. Draft a letter to several companies and invite them to share in the expenses associated with the delivery of this program. Most every company has a percent of their funding that goes back to the community so inviting them to share in this program is quite an appropriate request. In return for their sponsorship, consider sending a letter home to each of the mentees recognizing that the company generously supported the delivery of KIT program. Consider inviting someone from the company to be a part of the final celebration. Thank you notes written by the participants always serve as a meaningful memento. Whether you are approaching a car dealership, a grocery store, a hardware store, or a retail shop, keep a list of the businesses and their response. Always have the same person from KIT program do the requests but get input from all of the mentors about which companies to contact. If a company doesn't support you the first time you visit, be sure to continue to invite their support. Sometimes companies have all of their funds allocated for the current year. Ask them when they will be making decisions about where they intend to offer community support for their next fiscal year. As everyone has a different year-end date, keep a record of when to reapply. There may be foundations set up in your city that support youth. Often the health region or a drug prevention agency will want to get involved. You may consider approaching a service club in your community such as the Rotary Club, Lions Club, Kinsman Club, among many others. In your community there are also parent councils and/or parent associations that may like to help out.

There are costs associated with the mentor training course as well as the ten mentoring sessions. You will need money for food, celebrations, supplies for the activities and space. There are lots of ways to look at how to cover the costs, but it is important to realize that the cost is minimal, and the benefit tremendous.

Insurance:

Be sure to check that you have insurance coverage where you are delivering the program. While it is rare to have an accident, it is always possible that someone might get injured. Does your organization have coverage for you during the time that you are delivering the program?

### Preparation for the training course:

- Book a space and ensure access for training session(s)
- Edit the Registration letter that you received from the Program Facilitator immediately following your training. Be sure to include the date, time, and location of the training session. If the participants need to bring their own snacks and lunch, be sure to let them know.
- Letter to include BAG OF ME, wear comfortable clothes, arrive on time, and to have a positive attitude.
- Print the workbooks
- Provide pencils/pens
- As you plan your training session, be sure to keep track of the supplies you need for the activities you select.
- Pay attention to group size and the allotted time for each session. If your group size is greater than 20, consider breaking the large group into smaller groups. Certain activities in the appendix have a **split icon** (pictured here) which indicates activities that work best in small groups. If you hand out colored bracelets at the start of the training session you can easily form smaller groups using the color of each bracelet. This is a strategy that the mentors will learn to use when they facilitate the Knights in Training mentoring program.
- Consider assigning homework if you are breaking the training into smaller sections that will be carried out over multiple meeting times. Ask the mentors to pair up and assign each partnership with one activity to prepare. The purpose of assigning homework to the pair is so each partner will have the opportunity to gain experience leading an activity. Furthermore, they gain strength from the





other partner. Be sure to request that the presentations include an equal opportunity for each to present.

You may consider assigning a few pairs different activities covering almost all of the sessions following session 3:

Session 4 activities:

- Capture the coolness

Session 5 activities:

- Red rover
- Tug of war

Session 6 activities:

- Popcorn game
- Jelly bean guessing game

Session 7 activities:

- Straw jog
- Giant cigarette presentation

Session 8 activities:

- Freeze tag
- Friend versus foe

You could also ask a pair of participants to prepare team building/ice breaker activities to be used through the training sessions.

Consider the individuals you are working with. When will you train them on how to mentor? Will you train after school, on a weekend, or during class time?

Where are you going to find the opportunities for the mentors to deliver the program?

How are you going to get them to and from the site where they will deliver the program? Is transportation an issue?

Do you have a budget for this program or will you need to fundraise/gather funds from a third party?

## **Mentoring Course Outline**

Session 1: Introduction to program – Getting to know you	90 mins
Session 2: Compassion	90 mins
Session 3: Building relationships & team building	90 mins
Session 4: Identity	90 mins
Session 5: Commitment	90 mins
Session 6: Safety	90 mins
Session 7: Responsible decisions	90 mins
Session 8: Bullying	90 mins
Session 9: Play chess	90 mins
Session 10: Wrap-up	30 mins

We recommend that you deliver the training in this order. Each session builds on the information presented earlier. Following this outline allows your mentors to become more comfortable in their role, get to know the strengths of the other mentors and develop a deeper sense of who they are.

## **Session 1 – Getting to know you and introducing the program – 90 minutes**

### **Activity 1: Introduce yourself and the KIT Program**

Start this open dialogue by letting the group know a little bit about yourself. How did you get involved in KIT. What do you hope to share with the group today? After your summary, have each member of the group share why they got involved, and why they want to be a mentor in KIT.



### **Activity 2: Getting to know you activities**

Ask the group to share one thing that makes them unique or special. Begin with one of the Getting to Know You activities from the Appendix. Explain the activity and be sure to participate.

Include MR. INTRODUCTION as one of the getting to know you activities. As the participants introduce their partner to the group, observe the body language and presentation skills of each participant. Try to identify the strengths of each of the individuals and keep in mind that some will be more outgoing than others. Also observe the body language of the participant being introduced during this activity. Does he look proud, apprehensive, concerned or uncomfortable?

After each participant has been introduced discuss the following:

- First and foremost, Mr. Introduction is a *listening* activity. Did the participant remember the details shared by his partner?
- Ask: Who remembered the three ideas that were shared?
- Why did you find it difficult to remember what your partner shared?
  - Hint: many participants will share that they found it difficult to remember the ideas because they were busy with their own thoughts, like what they were going to say next.
- Discuss what active listening is
  - Hint: if you are listening, your verbal and non-verbal thoughts need to focus on what is being presented. You are making eye contact, your arms are open, you are facing them, you are not engaging with others or other devices. You truly show interest in whatever your partner is sharing.
- Mr. Introduction is an important activity because it gives the mentor information that can be remembered and revisited. Being able to discuss a topic during the next session that was shared in Session 1 builds and deepens a relationship. For example, if a mentee shares that he has a soccer game coming up, you can ask him about it during the next session. The mentee will feel listened to valued and cared for.
  - Hint: we do not expect the mentors to remember every detail. One strategy the mentors can utilize is to write notes to themselves following their mentoring session about items they want to revisit the following session.
- Give a relatable example

- Ex) You start a new job or are a member of a new team. On the first day you discuss your expectations, strengths, things that are important to you. You get to know your peers and they get to know you. The next time you meet with your new team or attend your next shift at work, all of the individuals you shared with do not remember your name or any of the information you shared previously. How does this make you feel? Think about how important it is for you to listen, internalize and recall information that the mentees share.

### **Activity 3: Group Discussion - What is a mentor?**

What is a mentor? Have the group give examples of what being a mentor means. Try to see if the mentors use statements like:

- Mentors do not try to “fix” or to “lecture” mentees. They do not tell mentees what is right or wrong. They are sharing information that will help the mentees make their own decisions. It is important for the mentors to explain early on that they are not there to share “personal information” and furthermore, it isn’t appropriate for the mentees to ask the mentors “personal questions”.
- Want to get to know each mentee as an individual, and to share 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.
- Mentors want everyone to feel “Included”
- Do you have a mentor, or someone you look up to?
- What is it about this person that makes them an effective mentor? What words does this person use?
- It is important to explain to the participants that a mentor is supportive and does not teach right or wrong or offer judgment on particular actions. A mentor offers strategies or gives information so their mentee can make an informed and responsible decision.

Ask the mentors if they know of words that will make a mentee feel “excluded.” You may want to offer a volunteer to record the words of exclusion on a large piece of paper or on the board.

#### **Activity 4: Group Discussion - What is a mentor?**

What is a mentor? Have the group give examples of what being a mentor means. Try to see if the mentors use statements like:

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- What is it about this person that makes them an effective mentor? What words does this person use?
- It is important to explain to the participants that a mentor is supportive and does not teach right or wrong or offer judgment on particular actions. A mentor offers strategies or gives information so their mentee can make an informed and responsible decision.

Ask the mentors if they know of words that will make a mentee feel “excluded.” You may want to offer a volunteer to record the words of exclusion on a large piece of paper or on the board.

Then YOU state: Let’s work to keep these words and actions out of our discussions, our focus in on Inclusion.

What is inclusion? What words foster inclusion? You may want to offer another volunteer to record words that foster inclusion on the large piece of paper or on the board.

Allow time for the participants to record the information from their group discussion in their workbooks.

### **Activity 5: BAG OF ME**

As a leader, share your three items with the group. Explain what you brought and why this item is important to you. Invite a participant to share her BAG OF ME and continue until all participants have shared.



### **Activity 6: Group Problem Solving Activity**

Break the large group into smaller groups by asking the participants to line up in alphabetical order, according to the first letter of their last names. Number the participants off into smaller groups of 3. Each small group will be assigned a certain number of questions to answer. There are 12 questions in total. Each group needs to collectively problem solve and come up with one united response to each question.

This survey below is to be discussed openly in your small groups. Come up with the answers collectively and share as a group afterwards. Feel free to add to your answers after the group discussion.

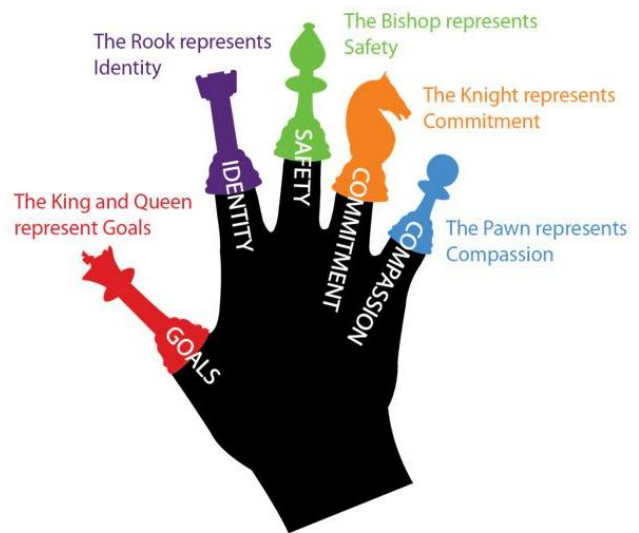
1. Proper preparation for each KIT session leads to success. You find yourself in a situation where the other mentors in your group are not as prepared or not contributing. Maybe you are faced with the situation where one mentor fails to attend multiple sessions. How do you approach this situation?
2. It is your first time working with children, and being a role model. On your first day at KIT, you want to show positive group behavior and contribute to the group. What are 5 things that you can do to show these things?

3. We may not be able to choose our group members. What are some ways to work with a mentor that you may not want to associate with outside of mentoring hours? How do you maintain a professional environment?
4. You are organizing your lesson plan with the other mentors in KIT. You and another mentor do not see eye-to-eye on who should lead a certain activity, and also, on which activities are best suited for the group. You know that your ideas are best suited, and the other mentor's ideas don't seem to touch on the important points. How do you overcome this disagreement, and what will the lesson plan look like?
5. It is your turn to lead the welcome activity for a particular session. You feel confident in the materials and you are well versed in the session's objectives. When you begin your welcome activity, the mentees seem bored and uninterested. What do you do?
6. In one of your small group discussions, one of the mentees informs you of some problems he is facing at home. One of the problems in particular is regarding physical abuse. How do you handle the discussion during the group conversation, and what steps will you take after the session is over?
7. You are now mid-way through KIT at the designated mentoring site. Your topic for the next session is regarding responsible decisions with regards to tobacco use. One of the mentors in your group is a smoker, and you can smell the cigarette smoke on his clothing. Is this appropriate? Why or why not? How do you handle the situation?
8. One of the mentees in your KIT group seems uninterested in the program. You notice that he has not bonded with the other boys in the group and seems to enjoy being by himself. What do you do?
9. One of the mentees in your KIT group is disruptive. You specified the ground rules in Session 1 and are unsure about what to do. The experiences of the other mentees are suffering. What do you do?
10. What are some strategies you can use as a mentor to get along with the other mentors in your group and maintain a positive relationship?

11. One of the mentors in your group is “glued” to his cell phone. Not only do you find it disrespectful, the mentees notice his disengagement. What do you do?
12. In the space provided, please record some positive feelings you had from working with this particular group, and at least one thing you liked about each group member. Be sure to record your statements using “I messages.” An example of an “I message” is “George, I liked how you showed courage by offering your opinion on....” Feel free to share with your group upon completion.

Once all of the small groups have completed their questions, form one large group and discuss each answer. Invite the group to share other strategies that were not discussed or presented.

Invite the participants to answer the question regarding what Knights in Training is in their workbooks.



### Activity 7: Five Finger Commitment

Introduce the Five Finger Commitment.

- 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.

The **Pawn** represents Compassion,

The **Rook** represents Identity,

The **Bishop** represents Safety,

The **Knight** represents Commitment

And the **King** and **Queen** represent Goals important to the Mentees.



The Mentors will use this principle as the central idea to demonstrate how the Mentees can construct their positive future.

Have each Mentor learn and demonstrate the Five Finger Commitment with a partner. Practice until perfect.

### **Activity 8: KIT Handshake**

Organize the large group into smaller groups of 4. Ask each group to invent their own KIT handshake.

Reunite into one large group and ask each group to share and teach the others their KIT handshake.

### **Activity 9: Draw and name each chess piece**

Invite the participants to draw each chess piece and write what each piece represents.

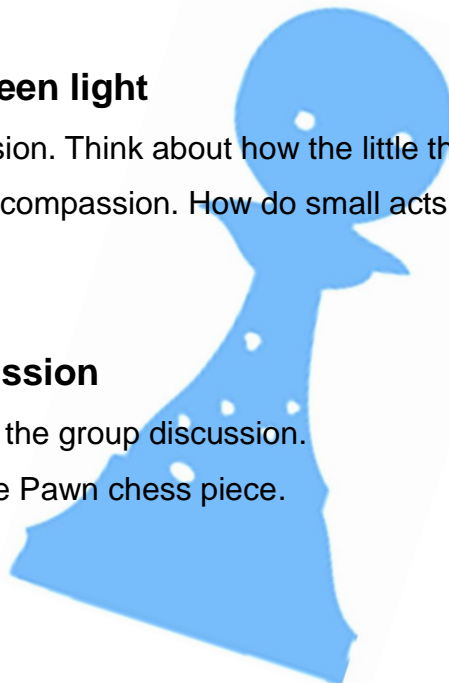
## **Session 2: Compassion**

### **Activity 1: Red light/Green light**

Relate this game to compassion. Think about how the little things, both verbal and non-verbal contribute to showing compassion. How do small acts of kindness demonstrate compassion?

### **Activity 2: Group discussion**

Define compassion and lead the group discussion. Connect compassion with the Pawn chess piece.



Consider:

- Keeping communication lines open – this doesn't mean you have to talk to someone for hours, this can mean offering a discussion and asking questions that cannot be answered in a "yes" or "no" answer.
- What acts show compassion? You may not have to hug someone to show compassion, but a non-verbal expression may have the same effect.
- The Pawn chess piece is considered a trivial and expendable chess piece. 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 in the game of chess adds up to make a substantial difference.
- Acts of compassion make us who we are. Though small, and seemingly insignificant, these acts can brighten someone's day, help someone feel cared for, and leave a lasting impression.
- Acts of compassion include and are not limited to: a kind word, a friendly gesture, holding the door for someone, and sharing your umbrella on a rainy day.
- As a facilitator, you could give a personal story at this point, or choose to invite a participant to share a story of compassion.
- Look for an opportunity to reach out of your comfort zone in order to make a difference. Although it is challenging and perhaps unnatural, focus on recognizing opportunities to go above and beyond for an individual. Keep in mind that the individual you assist may not respond in a way you expect. Congratulate yourself for stepping out of your comfort zone and committing to a small act of kindness. Don't give up, try again and continue with your acts of kindness and compassion.

### **Activity 3: No man left behind**

Lead this activity. Be sure to tie it to compassion. Nobody is left behind in this game, we are looking out for everyone, and we are having strength as a team, with everyone having different strengths – you cannot win a basketball game with a team of five centers or five guards. Compassion means understanding people's differences and looking for their strengths, instead of focusing on their weaknesses.

In No Man Left Behind, all team members are committed to helping a fellow teammate.

Need a twist? Plant a mole – ask one of the participants to refuse to help and see how the team responds.

Introduce the question box.

### **Session 3: Building relationships and team building**

#### **Activity 1: KIT Dodge ball**

Facilitate KIT Dodge ball – ensure the teams are unfair, like the tallest against the shortest. It may result in one team dominating the other. It will be an interesting exercise to see how the mentors decide to play. Will the team members do their best to defeat the other team, or will they show compassion and give the other team a fighting chance?

Debrief:

- Why is it difficult to be fair when we are competing? After round one, have the teams shake hands and play again with even teams.
- Does anyone have examples of when athletes show compassion?

#### **Activity 2: Whale and penguin**

Facilitate the Whale and penguin game. You can facilitate the game with no talking allowed for round 1, and talking permitted for round two, or you can permit talking and invite one member to not participate in the game and instead record the comments from the participants while the game is underway.

- Did the team successfully complete the challenge? Why or why not? What made things difficult? What would have made things easier?

- Did you allow talking during the game? If so, what did the recorder hear? Were the comments negative, were people willing to give in and not even try to complete the task, or was someone motivating the group?
- 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? This activity reflects the importance of helping others, showing compassion, and working together as a team.

## **Session 4: Identity**

### **Activity 1: Group discussion**

What makes someone cool? How does society define cool?

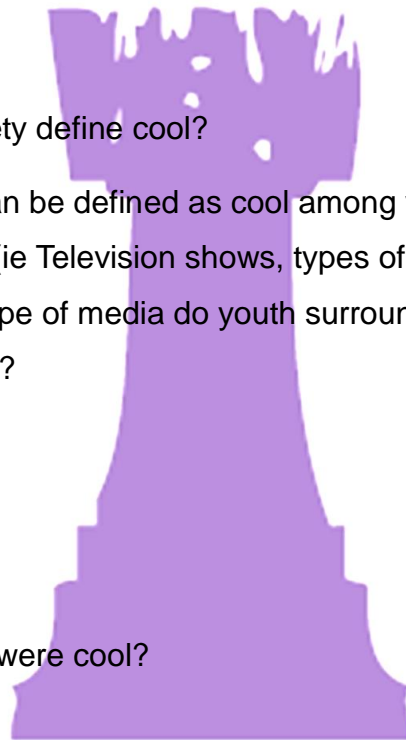
What do you see in your communities that can be defined as cool among youth? What type of media do you surround yourself with (ie Television shows, types of music, reading material, internet websites)? What type of media do youth surround themselves with? How do these things shape our identity?

### **Activity 2: Capture the coolness**

Facilitate this group activity.

Debrief:

- 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 that the mentors and mentees remain true to their beliefs, even when others do not share those same beliefs?
- Why is important that mentors and mentees develop other hobbies outside media, such as playing an instrument, building model planes or cars, playing sports?

Relate this activity with the Rook and the slogan “don’t get hooked” to Identity.

Consider:

- Many individuals are consumed with media and fail to participate in other activities. “Don’t get hooked” can relate to the mentors and mentees remembering to get involved in other activities other than the lure of television, video games, and movies.
- “Don’t get hooked” can also be related to staying true to yourself. Individuals won’t “get hooked” on what the media defines as “cool” attire, behavior, or activities are those that stay true to their own unique identity.
- The Rook chess piece moves in straight lines, displaying confidence, on a path that is not defined, nor influenced by others. This is the association that the mentors can make between the Rook, “Don’t get hooked,” and Identity.

## **Session 5: Commitment**

Group Discussion: What it takes to be knighted

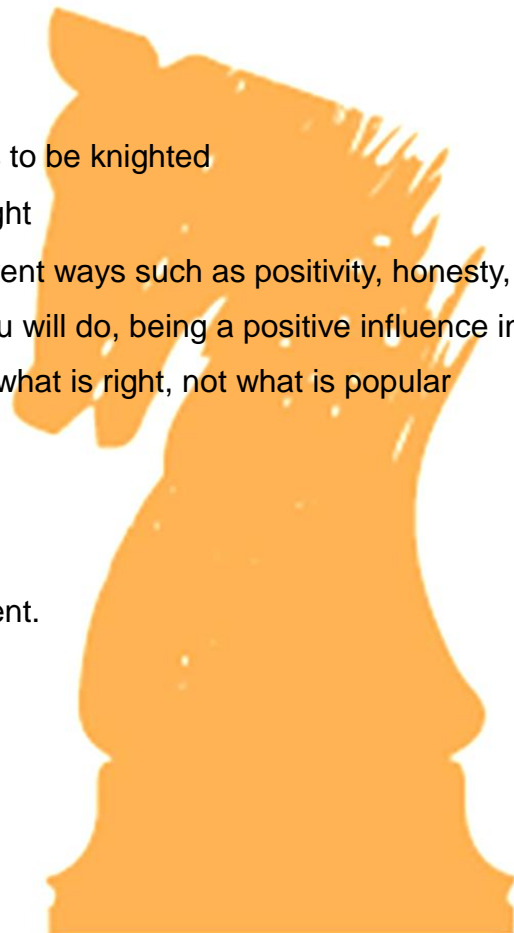
- Doesn’t happen over night
- Expressed in lots of different ways such as positivity, honesty, following through on things that you say you will do, being a positive influence in your group of friends, you stand up for what is right, not what is popular

### **Activity 1: Red rover**

Facilitate the activity.

Connect this game to commitment.

Consider:



- You can only break through the other team's hands if you are committed to a single position of entry. You only get one try so you need to choose the best location to break the chain. If you are unsuccessful, you have to commit to being a positive member of the opposing team. If you are successful, you get to choose one member of the team to join you on your team.

## **Activity 2: 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 give up in the middle of the game. How did this act of giving up change the dynamics of the team?

## **Activity 3: Group Discussion - Respect**

- What does respect mean? How can we show others respect?
- Is there a difference in the way you show respect for family members, friends, peers, teachers, and those younger than you?
- What does respect have to do with Commitment, like your commitment to mentor for KIT?

## Session 6: Safety

### Activity 1: The Popcorn game

Facilitate the popcorn game. Were the role cards handed out privately, or did the mentors know that this was another activity? It is most impactful when the mentors are unaware that another activity is taking place.

Debrief:

- What actions did you see that surprised you?
- Did you get a role card? If so, how difficult was it to follow the role-card and convince others to eat popcorn, or refrain from eating popcorn? If you did not have a role-card, did you eat popcorn even if you did not want to? Why?
- It is just popcorn. Why would we do an activity like this in KIT?
- Are there any similarities in behavior between eating popcorn during the game and smoking cigarettes?

### Activity 2: Group discussion – Peer pressure

- What is your experience with youth and peer pressure?
- Why do some youth give into peer pressure while others do not?
- What type of support do we need to give to the mentors to help them resist peer pressure and trust their own judgment?

### Activity 3: Jelly Bean Guessing Game

Introduce this game as an energizer.

Debrief:

- Do you always know when you are experiencing peer pressure? Why or why not?
- What factors contribute to a youth being at a high risk of giving in to negative peer pressure?
- Is peer pressure always negative? Give examples of positive peer pressure.
- What is the significance of the popcorn game and guessing game in this session?
- What does it take to stand up to peer pressure? What is a safe strategy?



Relate the Bishop chess piece to safety

Consider:

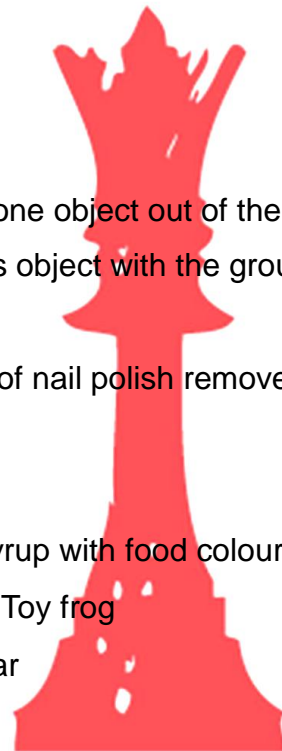
- The chess piece can move far distances which means added risk. This piece moves diagonally, continuously facing other opposing pieces. The Bishop also protects other chess pieces. Therefore, it is important to make safe moves and safe decisions when utilizing the Bishop Chess piece.
- What is a safe risk, and what is a dangerous risk?

## Session 7: Responsible decisions

### Activity 1: Giant cigarette

Using the giant cigarette prop, ask the mentors to remove one object out of the cigarette. Invite each mentor to share the description on his object with the group. The cigarette includes the following ingredients:

- 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 pack of cigarettes



Debrief:

- What did you learn?
- What surprised you?
- Even though these ingredients are disgusting, youth still decide to smoke. Why?
- How can you explain addiction to a ten year old?



- Research shows that people who start smoking can quit whenever they want. Is this the case?
- How do deal with a mentor that is a smoker who plans to facilitate this program?

## Activity 2: Group discussion

Parent/Teacher/Counselor versus Mentor

Consider:

- Mentors do not talk about “right” or “wrong.” We don’t impose values upon the mentees. We are here to inform and encourage the mentees to think critically and make responsible and informed decisions. Sometimes you have to be careful how you state things because you may not be aware of the religious/cultural/family traditions which can include activities such as smoking.
- What is the significance of role-playing and thinking on your feet? How will mentors benefit from role-playing?
- Why is it important to surround yourself with positive influences?

Remember the role of an adult facilitator. Now is a great time to reinforce your role as an adult facilitator.

Connect responsible decisions with the Queen

Consider:

- 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 is the most powerful chess piece and must consistently make responsible decisions.
- 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.

## Session 8: Bullying

### Activity 1: Friend versus Foe

Facilitate the activity

### Activity 2: Group discussion – Bullying

- What do you already know about bullying?
- Where did you learn this information?
- Are the presentations you had about bullying lame/boring that you sick of hearing about it?
- When you see someone being made fun of, what do you do about it? Be honest. If you choose to do nothing, why?
- What is the threat of rejection or the risk of being victim so immense that one turns a blind eye to bullying?
- Think about how difficult it is to stand-up for someone being bullied.

### Activity 3: Role-playing strategies

In small groups of 4 or less, invite each group to come up with a bullying scenario and a strategy to deal with a bully.



Debrief:

- What was a common theme of the bullying role-plays? Did most of them take place in the classroom/school/on the way to school?
- What can a person do if they are being bullied at work, on a sports team, or by a family member?
- First and foremost, you must be safe when standing up to a bully. If you do not feel safe, remove yourself from the situation and find an adult.

## Activity 4: Group discussion - Goals and goal setting

- What is a goal?
- What are some of the Goals that the Mentors have?
- Why is it that some youth are driven and are motivated to achieve their goals, while others are not and seem disengaged? What is your role as an adult facilitator to help the mentors identify a focus? Remember the statement: “If you don’t stand for something, you will fall for anything.” How can you inspire the mentors to realize their potential and work towards achieving it?
- 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 you to be committed to the small steps that will ultimately lead you to your goal.

Ask the mentors to tie in the Five Finger Commitment to goal setting. How will these concepts help a mentor and mentee achieve their full potential?

## Session 9: Learn how to play chess

Summarize the rules of chess. It is helpful to have a chess board to demonstrate.

## **Wrap Up (30 mins)**

Hand out small cue cards that have 3 questions written on them:

What is one thing that you learned today?

What is one thing that surprised you?

What do you hope for in the future?

What was the best use of your time?

What do we need to spend more time on?

How comfortable are you facilitating the KIT program?

What was missing?

Offer the Mentors to share what they have written. Collect the cards from the Mentors.

Discuss the following:

- Delivering the K.I.T. program places high expectations on you as a Mentor. You have to be willing to walk the talk.
- If you are delivering the program, saying one thing, and then turning around doing something quite the opposite, the Mentees will see right through you. An example of this might be the use of tobacco. If you are a smoker and thinking about delivering this program, consider quitting. If you find that it is harder to quit than you think, at least make every attempt to cut back and please don't smoke the day you are delivering the program. It is next to impossible to get rid of the smell of tobacco on your clothes, your hands, and your hair.

## **What other questions do you have?**

1. Why do I need to be trained? Everyone will come into the training with a different background. Some will have had an opportunity to work with young children, maybe siblings; some will not have had any expose to working with youth younger than

themselves. The training helps to start everyone off with some basic skills and some exposure to the activities that will be the foundation of this program.

2. Everyone needs to know how to handle disclosures. While you may not think that the most innocent looking mentee could possibly have any challenges to deal with, you may be surprised. Knowing the procedure for handling disclosures helps you the Mentor to be prepared of whatever may occur.

3. Have fun. If you are secure in your role as a Mentor you can have more fun delivering the program. If you have had an opportunity to experience the activities first hand then you are more comfortable sharing them with your Mentees. There isn't time to learn on the spot when you are delivering the program.

4. Want more help before you deliver the program? Consider being an observer for the first few sessions. Watch the others deliver the program and build up your confidence.

5. Think seriously about what it means to be a Mentor!

### **Comments from your peers:**

Have each Mentor write their name on the top of their last page.

Ask them to leave their book on the desk, and take their pencil around to the other books and fill in some words of encouragement and positive phrases about each Mentor. They should find things in each individual that they liked and what they are grateful to this person for. Remind them to use "I" phrases when they write comments about one another and also to sign their name afterwards.

Thank everyone for attending the training session and provide your contact information for follow up.

## APPENDIX

### Game Descriptions:

#### Topic: Getting to Know You

##### Bag of Me:

Choose three items represent things you like or that you are passionate about. These items could be pictures of your friends or family, your pet, a memento, a piece of jewellery, a book, a movie, a CD, a sports jersey. What defines you. What is important to you, or anything that defines you. Explain to the group what items you brought and why they are important to you.

##### Jellybean 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 guessed.

#### Topic: Team Building

##### Whale and Penguin Game:

Everyone needs to take a sturdy chair and make a circle in the center of a large area. The group members are then told to remember who they are sitting next to and the leader, the “whale” gives instructions on the game. The Whale asks the participants to move their chairs to any part of the room and stand on top of their chair. 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. Each participant needs to determine a way to get the chairs into a circle, sitting next to the person they were before.

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 Game:

All the group members form a large circle grouping in the center of the room. The girls 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

### **Topic: Peer Pressure**

#### Jellybean 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 see if they can influence the Mentees to change their thinking. 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 minds?
- 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.

## **Topic: K.I.T. Activities**

### **Photocopy and cut out**

#### **Activity: Small Steps Add Up**

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.

As a group, decide how you will discuss compassion and how the “small steps” add up

#### **Activity: K.I.T. Dodge Ball**

Learn the rules of K.I.T. Dodge Ball so you can explain the rules to the rest of the group.

K.I.T. Dodge ball is like regular Dodge Ball: if you are hit by a ball you must sit-down. The Team will elect a Knight who can save those who have been hit by a ball. The Knight can be elected or chosen randomly. In order to save his men, the Knight must say 3 positive things about each fallen player.

The game ends when someone either hits the Knight, or if all are seated.

Play another round with different players on each team. Have each team elect a new Knight.

For the first round, you will pit the tallest Mentees against the shortest Mentees. 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?

As a group, decide how you will present K.I.T. Dodge Ball and ensure that you include the rules and how you will select teams (tallest Mentees against the smallest Mentees). What is the reason for making the teams uneven? Why is it hard to be competitive and show compassion to your opponents?



### **Activity: Capture the Coolness**

Explain the purpose of the Rook and how it relates to Identity. 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? What does it mean to be "cool"? Capture the Coolness is a game where the Mentors bring items from home that may or may not be "cool". The Mentors take these objects out of the bag and ask the Mentees to share whether the object should go into the "cool" pile. What makes it cool, or not cool?

As a group, decide what objects you would bring for this activity and write the object on small cards for the demonstration. Be sure to include other items that may be difficult to categorize: books, text book, diary, hobby items etc. Also consider the type of media that the Mentees may find interesting and include these (television shows, music, reading materials and internet sites). Why is it important for the Mentees to have hobbies outside of media? How will you present this concept?

### **Activity: Popcorn Game**

Explain the purpose of the Bishop. The Bishop moves diagonally. It is difficult for the Bishop to move across the board without coming into contact with other pieces.

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.

As a group, discuss what peer pressure is and how it can affect your safety. What

does it take to stand up to peer pressure? Decide how you will present the popcorn game and relate the Bishop to Safety and safe decisions.

**Activity: Knighted**

Explain the purpose of the Knight. The Knight is the only piece in the game that can take another piece without risking retaliation. How difficult is it to become a Knight? What types of citizens are “knighted”? Do you know the knighting ceremony? Knights are outstanding individuals who show a history of honor and commitment to greatness. They have respect for themselves and for others.

As a group, discuss commitment and why being committed to something is important. In order to be committed, a person needs to respect others so they follow through with what they have said they would do. They also have self respect. Individually, write a message in a card for a woman in your life. It could be your mom, sister, aunt, grandma, cousin, friend or teacher. How will you present this topic to the group?

**Activity: Goal Setting**

Explain the purpose of the Queen. 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 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.

As a group, discuss goal setting and come up with a list of goals of your group. How will you present this topic?

**Activity: Don't Let Your King Get Bullied**

Discuss the purpose of the King in the game of chess. In order for the King to be safe it takes the collective work of all the pieces on the chess board. The King depends on the compassion of the pawn and all the little steps they take to defend him, the King finds security in the Rook and his confident moves. The King also depends on the committed and careful moves of the Knight, along with the safe decisions of the Bishop. The King is ultimately protected by his Queen, who takes only necessary risks to achieve victory.

After watching the bullying role-play, come up with your own skit to demonstrate bullying and a strategy to deal with bullying. Be sure to come up with a strategy that you yourself would use in a bullying situation. The more realistic the strategy is, the more the Mentees will benefit.

**\*You will require multiple copies of “Don’t Let Your King Get Bullied”**

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*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.*