

Knights in Training (KIT) Boys Mentoring Program Mentor's Workbook

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, 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.

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.

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

What is the purpose of this workbook?

This workbook has been created specifically for the Knights in Training (KIT) mentoring course. Inside, you will find the necessary background information, worksheets and course information that you will follow along with during the training course. There is ample note-taking space included in these pages to ensure that everything you learn through group discussions, role-plays and activities can be recorded in this workbook. Upon completion of this course, you will keep this workbook as a reference, and it can assist with preparation for the day to day lesson plans KIT has. Enjoy your training course, and make the most out of what you learn by journaling in your workbook!

What can you expect in the mentoring training course?

The training course is designed to ensure that each participant understands what it means to be a mentor and how to use the KIT program to fulfill the mentoring role. Being a mentor means that you are expected to “walk the talk”. Not only are you a role model during the training and throughout the delivery of the program, you are asked to always make responsible and well thought out decisions.

Through discussions, role-playing and other games and activities, you will learn about the lesson plans and program goals and get to know other mentors in the process. The friends you make over this training course may be involved in the same community as

you, or they can assist you with lesson plans, activities and offer advice in the near future. Once you form your own “tight-knit” groups you will benefit from this opportunity to find support and similarities in your peers.

It is important that the order remains consistent for all mentor trainings.

Mentoring course outline

Session 1: Introduction to program – Getting to know you	Page numbers
Session 2: Compassion Activities: <ul style="list-style-type: none"> • All the small things add up discussion • Red light/green light • No man left behind 	TBA
Session 3: Building relationships and team building Activities: <ul style="list-style-type: none"> • KIT Dodge ball • Whale and penguin 	TBA
Session 4: Identity Activities: <ul style="list-style-type: none"> • Rook – don’t get hooked discussion • Capture the coolness • Media madness discussion 	TBA
Session 5: Commitment Activities: <ul style="list-style-type: none"> • Red Rover • What it takes to be knighted • Commitment discussion 	TBA
Session 6: Safety and peer pressure Activities: <ul style="list-style-type: none"> • Popcorn game • Jelly bean guessing game 	TBA
Session 7: Responsible decisions Activities: <ul style="list-style-type: none"> • Straw Jog 	TBA

• Giant cigarette	
<p>Session 8: Bullying</p> <p>Activities:</p> <ul style="list-style-type: none"> • Friend versus foe • Bullying scenarios and role-playing • Freeze tag • Anti-bullying strategies 	TBA
<p>Session 9: Play Chess</p> <p>Activities</p> <ul style="list-style-type: none"> • Goal setting • Responsible decisions 	TBA
<p>Session 10: Celebration/Wrap-up</p> <p>Activities:</p> <ul style="list-style-type: none"> • Knighting ceremony • Pledge 	TBA

Session 1:

Topic: Getting to know you

Group Discussion – Why are you here?

In the space provided below, write notes on the group discussion on why you and your peers are attending the Mentoring Training for K.I.T.

Getting to Know You Activities:

Record your thoughts about MR. INTRODUCTION.

Which activity did you participate in? How comfortable are you explaining this game?

Group discussion: What is a mentor? In the space provided below, write down the main points from the discussion, and be sure to include which words to avoid (those that make a person feel excluded) and words to use often (words that foster inclusion). What kinds of body language do you need to watch for that can make people feel included, or excluded?

Activity: BAG-OF-ME

Which 3 items did you choose to bring with you to this training? What are the benefits of starting off the training course with this activity? Do you feel more comfortable after sharing with your peers?

Group Problem Solving:

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

Read each scenario and decide on a group response. Record your group response below:

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.

Explain, in your own words, what Knights In Training is about and how the mentees will learn life lessons through the game of chess:

What is the Five Finger Commitment, and what does each finger represent?

Share your group handshake with the group. Why would a KIT handshake foster inclusion? And, why is it imperative to begin each KIT session with the KIT handshake?

Draw what each traditional chess piece look like and what each piece represents in K.I.T.



“Build for your team a feeling of oneness, of dependence on one another and of strength to be derived by unity.”

-Vince Lombardi

Session 2:

Topic: Compassion

Activity: Red light/Green light

How did this activity relate to compassion?

Group discussion:

Define compassion in your own words, following the group discussion.

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?

Activity 2: No man left behind

How does this activity relate to compassion?

The _____ chess piece represents _____
because _____

What is the question box?

Session 3:

Topic: Building relationships & team building

Activity: KIT Dodge ball

How does team building fit into Compassion versus competition? Can this message be delivered through KIT Dodge ball?

Why is it crucial that you carefully select the teams for the first round of KIT Dodge ball?

Activity 2: Whale and penguin

How does the activity, Whale and penguin, show the importance of being a member of a team?

What can the mentees do to be competitive and be sportsmanlike at the same time?

Session 4:

Topic: Identity

Group discussion: What makes someone cool? How does society define cool?

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, types of music, reading material, internet websites)?

Activity: Capture the coolness

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 mentees remain true to their beliefs, even when others do not share those same beliefs?

Why is important that mentees develop other hobbies outside media, such as playing an instrument, building model planes or cars, playing sports?

How can you relate the Rook and the slogan “don’t get hooked” to Identity?

The _____ chess piece represents _____

because _____

Session 5:

Topic: Commitment

Group discussion: What it takes to be knighted

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?

Activity: Red rover

How does this activity relate to Commitment?

Activity: Tug of war

How does this activity relate to Commitment?

Group Discussion: Respect

What does respect mean? How can we show others respect?

What does respect have to do with commitment, like your commitment to mentor for KIT?

The _____ chess piece represents _____
because _____

Session 6: Safety

Activity: Popcorn game

Group discussion:
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?

What were the highlights of the peer pressure discussion?

Group discussion:
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 factors contribute to a youth being at a high risk of giving in to negative peer pressure?

What did you learn about peer pressure?

What did you learn about yourself?

What is the significance of the popcorn game and guessing game in this session?

How can you connect the chess piece to safety? The chess piece can move far distances which means added risk. What is a safe risk, and what is a dangerous risk?

What does it take to stand up to peer pressure? What is a safe strategy?

The _____ chess piece represents _____
because _____

Session 7:

Topic: Responsible decisions

Activity: Giant cigarette

What did you learn from the giant cigarette presentation? What did you not know before?

Why is it that many are informed about the health risks associated with smoking cigarettes among other drugs but they still decide to use them?

What does addiction mean? How can you explain this concept to a young mentee?

Think about how confusing the message will be if you smell like smoke and are encouraging them to be informed about the dangers associated with tobacco and other drugs. The mentees look up to you and want to be just like you. Name some strategies you can utilize so you are not giving mixed messages.

Group discussion point notes: Parent/Teacher/Counselor versus Mentor

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 mentees benefit from role-playing?

Group discussion:

Why is it important to surround yourself with positive influences?

How will you connect this with the chess piece?

Activity: Straw Jog

Why was breathing through a straw difficult? How does this activity relate to smoking?

The _____ chess piece represents _____
because _____

Session 8:
Topic: Bullying

Friend vs Foe activity

What do you already know about bullying? Where did you learn this information?

Are the presentations you had about bullying lame/boring that you are 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?

Why is the threat of rejection or the risk of being the victim so immense that one turns a blind eye to bullying?

Think about how difficult it is to stand-up for someone being bullied.

Role-playing strategies.

What are some strategies that you know which help to make standing up to a bully easier?

Record one step you are willing to take to end bullying in your community.

Which piece does bullying connect with the chess piece?

Group discussion: Goals

What is a goal?

What are your goals? Record your top three here.

- 1.
- 2.
- 3.

What type of obstacles could come between you and your goals?

Which chess pieces represent this?

Both the _____ chess pieces represents _____
because _____

Session 9

Topic: Learn how to play chess

Summarize the rules of chess.

Session 10:

Topic: Wrap up

KIT Pledge: Based on what you have learned from the KIT program and Five Finger Commitment, write a realistic 10-20 word pledge that you commit to upholding with your association to the KIT program.

Words of Encouragement

Name: _____

Mentor Post-Pre-Assessment Questionnaire

Age: Grade: Gender: Past mentoring experience (yrs)

These questions are about how you see yourself. Please circle the best answer by following the guide below.

1=Never 2=Seldom 3=Sometimes 4=Often 5=Always

	Pre-training	Post-training	
I am confident leading a group activity			
I am comfortable speaking in front of a large group			
I am comfortable speaking up if I disagree with a peer			
I can organize an entire session of KIT			
I am comfortable using "I messages"			
I am an active listener			
I remember details that people share with me			
I will commit to preparing for each session prior to session delivery			
I am reliable			
I feel comfortable asking for help if a problem arises			
I know how to engage a mentee			
I know how to improvise if I am faced with a logistical problem (such as location, transportation, or interruptions)			
I think critically			

What surprised you about this training course?

What did you learn about yourself?

What built up your confidence?

If you are going to be an effective mentor, why is it important to be a good listener?

What did you learn about yourself?

Are there strengths that you have that you didn't recognize before training? Are you surprised?

What do you need to work on? Who can help you work on this?

What do you bring to KIT mentoring?

What is the difference between a mentor and a counselor?

What does it mean to walk the talk?

Congratulations! You have successfully completed the KIT mentoring program. Delivering the KIT mentoring program placed high expectations on you as a mentor. You were willing to walk the talk. You hopefully gained self-esteem, improved on your leadership skills and will walk away feeling more confident. If you are interested in becoming a KIT Facilitator and teaching other individuals how to mentor, please email knights.in.training.mentoring@gmail.com for more information.

Any and all feedback is welcomed via email: knights.in.training.mentoring@gmail.com
Did you add new games that we did not include in this program? Please send us your ideas and game instructions to knights.in.training.mentoring@gmail.com

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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 knights.in.training.mentoring@gmail.com. We will incorporate them into the next edition.

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