

27 Transformative Mentoring Conversation  
Sessions

**#LIFTINGURBANSTUDENTSHIGHER**



**#BRINGINGABOUTPOSITIVECHANGE**

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# Mentor's Guide Sheet

## Getting to Know You

(Session 1)

### **Purpose:**

The purpose of this stage is to get the mentors and the mentees acclimated to one another.

### **Objective:**

During this time the focus is relationship building.

### **Conversation Questions:**

1. Exchange phone numbers, e-mail, etc. (make yourself available for your mentee.
2. Let them know that they can access you whenever they need to if they have any problems or just want to talk).
3. Where do you live?
4. Share about your family. Who do you live with?
5. Where were you born?
6. How do you like the community where you live?
7. How old are you?
8. What's your favorite food? candy bar? ice cream?
9. Describe your personality.
10. What's your favorite color?
11. What's your favorite sport or hobby?
12. What do you do during your free time?
13. What type of music do you listen to? Who is your favorite artist?
14. What are your dreams?

15. What do you like about this school?
16. What is your greatest challenge in school?
17. What is your favorite subject? What is your hardest subject?
18. How is your attendance in school? What are the consequences for you if you miss school?
19. Are you participating in any other extra-curricular activities? If so, what?
20. What do you plan on doing after you graduate from high school?

### **Closing Thoughts:**

All students should feel like they have just met a new friend on campus that they can talk to anytime!

# Mentor's Guide Sheet

## Setting Academic Goals

(Session 2)

### Conversation Starter:

Read an excerpt of “The Pact;” a book written by three doctors who made a pact when they were younger to be academically successful. Written by Drs. Sampson Davis, George Jenkins, and Rameck Hunt.

See this website: <http://www.amazon.com/The-Pact-Three-Promise-Fulfill/dp/157322989X>.

\*Click “Read first chapter for free” underneath the Kindle Edition on the right hand side of the page. Read the introduction to your students. You may also use a student volunteer to read paragraphs as well.

### Conversation Questions:

1. Do you value education? Why/why not?
2. How do you like school?
3. What do you not like about school?
4. Do you plan to go to college when you leave this campus? What college?
5. What kind of grade point average do you need to have to get into college?
6. What classes do you have?
7. Do you like them?
8. Which classes are hard classes for you? Why?
9. What grades are you currently achieving in you classes?
10. What grades do you want to achieve by the end of the semester?
11. How are you going to improve in the classes, particularly the ones you are struggling in?  
(Write them down.)
12. Do you need help or a tutor in a certain class? How will you get help/ tutoring?

13. What should your goals for this week be so that you can do your best in each class?  
(Write them  
14. down on a separate sheet of paper.)
15. How much time do you spend studying?
16. Discuss a commitment that you could make with some of your friends on campus, that will help all of you succeed in high school.
17. What is the overall point of going to high school and college? How do you think higher education relates to employment, the economy, and to generations younger than yourself?

### **Closing Thoughts**

By the end of this session, all students should know exactly why they go to school and why they must be academically successful, despite, the fact that it might seem like a tedious and mundane process.

# Mentor's Guide Sheet

## Who Am I?

(Session 3)

### Conversation Starter:

1. Lead your students/mentees through filling out the “Who Am I?” worksheet (next page). And you do it too.
2. After your students fill in the worksheet have them share with you the answers on their worksheets and you share your worksheet too.

### Conversation Questions:

1. Do you believe any stereotypes about your race?
2. Are any of these things true about you? If so which ones?
3. How will you break the stereotypes about your race?
4. How are you using your strengths?
5. When do you show your weaknesses the most? Why?
6. What is the most important thing about you?
7. Why do you think you were created in the unique way that you are?
8. How will you use your personality, strengths and uniqueness to do something special with your life?
9. What is your purpose in life? How will you accomplish that purpose?

**\*Note for Program Coordinator:** For 10 to 15 minutes at the end of this session, talk with the students in the large group about stereotypes about their race and gender. Talk about how some people let these stereotypes define who they are, but that they must not feel less of themselves because of the stereotypes but be and become all of who they really are. You may want to have the students help you list out what some of the stereotypes are and then tell them not to believe these lies.

# Mentee's Worksheet

## Who Am I?

(Session 4)

**Gender:** \_\_\_\_\_ **Ethnicity:** \_\_\_\_\_

**Personality** (outgoing, quiet, talkative, serious-minded, creative, funny, enjoys being with people, enjoys being alone, spontaneous, cautious):

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**Appearance** (When you look in the mirror, what word or phrase would you use to describe your appearance?):

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### Strengths

Physical: \_\_\_\_\_

Mental: \_\_\_\_\_

Emotional: \_\_\_\_\_

Character qualities: \_\_\_\_\_

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**Weaknesses**

Physical: \_\_\_\_\_

Mental: \_\_\_\_\_

Emotional: \_\_\_\_\_

Character qualities: \_\_\_\_\_

\_\_\_\_\_

**Spiritual Beliefs and Values:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Mentor's Guide Sheet

## Who I Want To Be

(Session 5)

### Conversation Starter:

1. Guide your students/mentees through the two worksheets (next pages). Do the worksheet with the list in the table first.
2. After they have filled out their worksheets, have them share their answers in your mentoring group.

### Possible Questions (as they share or after they share):

- Why are these your top 3 or 4 "I Want Tos"?
- When will you start your improvement plan?
- Who will help you stick to your improvement plan?
- How will you know you have made improvement? How will you measure your results?
- What is the most important thing on your "Who I Want To Be When I Am 30" list?  
Why?

# Worksheet

## Who I Want To Be

(Session 5)

### By The End of This Year I Want To...

<u>MENTAL</u>   <u>SOCIAL</u>   <u>PHYSICAL</u>
Be an "A" student   Be more confident   Be more active
Be a "B" student   Be more compassionate   Be more healthy in what I eat
Be a better reader   Be more friendly   Be more careful in what I wear
Be a better writer   Have better friends   Be stronger
Be better in math   Be a better listener   Be on a sports team
Be better in science   Be more forgiving   Be more content with how I look

Be better in history   Be a peacemaker   Have lost weight
Be more knowledgeable   Stopped gossiping   Have gained weight

## Who I Want To Be By the End of This Year

These are my top 3 “I Want Tos” (from the first worksheet). You can add a spiritual one for number 4 if you want to.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Here is my plan for becoming “What I Want To Be” by the end of the year?

For #1, I will start \_\_\_\_\_ and I will stop \_\_\_\_\_

For #2, I will start \_\_\_\_\_ and I will stop \_\_\_\_\_

For #3, I will start \_\_\_\_\_ and I will stop \_\_\_\_\_

For #4, I will start \_\_\_\_\_ and I will stop \_\_\_\_\_

## Who I Want To Be When I Am 30

I will be working for \_\_\_\_\_ as a \_\_\_\_\_.

I will be earning \_\_\_\_\_ per year

I will have graduated from \_\_\_\_\_.

I will be living in

\_\_\_\_\_.

I will be \_\_\_\_\_ married or \_\_\_\_\_ not married (use check mark)

I will have \_\_\_\_\_ kids or \_\_\_\_\_ no kids (use check mark)

I will be serving others in my community or church by

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

# Mentor's Guide Sheet

## Who's On Your Front Row?

(Session 6)

### Conversation Starter:

Read the Front Row Essay (next page)

### Conversation Questions:

1. What did you get out of the Front Row essay?
2. Who are the people you spend most of your time with?
3. Which ones are a positive influence on you? How do they influence you in a positive way?
4. Which ones are a negative influence on you? How do they influence you in a negative way?
5. When you leave certain people, do you feel better or feel worse? Which ones make you feel better and which ones make you feel worse?
6. Which ones always have drama?
7. Which ones encourage you and which ones discourage you?
8. Which ones don't really understand, know and appreciate you and the gift that lies within you?
9. Who should you listen to? Who should you not listen to?
10. Who should you have on your front row? Why?
11. **Who will you hang out with during the Spring break? Will they be a good influence on you? In what way?**
12. **Take turns** reading the quote on the handout (page 3) and talk about the meaning of each one.

# **READ: Everyone Can't be in Your "FRONT ROW"**

Life is a theater so invite your audiences carefully. Not everyone is holy enough and healthy enough to have a FRONT ROW seat in our lives. There are some people in your life that need to be loved from a distance.

It's amazing what you can accomplish when you let go or at least minimize your time with draining, negative, incompatible, not-going-anywhere relationships, friendships, fellowships and family!

## **Everyone Can't be in Your FRONT ROW!**

Observe the relationships around you. Pay attention to:

Which ones lift and which ones lean?

Which ones encourage and which ones discourage?

Which ones are on a path of growth uphill and which ones are just going downhill?

When you leave certain people, do you feel better or feel worse?

Which ones always have drama?

Which ones don't really understand, know and appreciate you and the gift that lies within you?

## **Everyone Can't be in Your FRONT ROW!**

The more you seek God and the things of God, the more you seek quality, the more you seek not just the hand of God but the face of God, the more you seek things that are honorable, the more you seek growth, peace of mind, love and truth around

you, the easier it will become for you to decide who gets to sit in the FRONT ROW and who should be moved to the balcony of your life.

**Everyone Can't be in Your FRONT ROW!**

You cannot change the people around you...but you can change the people you ARE around! Ask God for wisdom and discernment and choose wisely the people who sit in the FRONT ROW of your life.

Remember that FRONT ROW seats are for special and deserving people and those who sit in your FRONT ROW should be chosen carefully.

**Everyone Can't be in Your FRONT ROW!**



## Quotes:

**“Bad company corrupts good character.”**

**“Birds of a feather flock together and they fly to the same place.”**

**“Friends are like buttons on an elevator. Some will take you up and some will take you down.”**

**“He who walks with the wise grows wise.”**

**“A companion of fools suffers harm.”**

# Mentor's Guide Sheet

## Distractions

(Session 7)

### Conversation Starter:

Texting Skit (demonstrating how texting can be a distraction)

### Conversation Questions:

1. What is a distraction?
2. What does a distraction keep you from doing?
3. What are the electronic distractions in your life?
4. What negative effect are these distractions having on you?
5. How will you develop better control over not letting your cell phone or other devices distract you?
6. Are people distracting you from concentrating and paying attention in school? What do you need to do to stop this distraction?
7. Why is being able to concentrate and pay attention so important?
8. How can a person build up their ability to concentrate and pay attention?
9. Do the following concentration exercises (look at pages 2 and 3):
  - Side A: Count the number of "F"s on the sheet labeled. Have each person tell you how many "F"s are on the paper. Have them do it again until they see all 6 "F"s on the paper.
  - Side B: Have each student count the number of words in the affirmation statement on side B, without using their finger to help them count. Have them count again until they get the correct number (72).
  - Have each person take turns counting up to 21 by odd numbers only (1,3,5...).
  - Have each student take turns counting backwards from 30.

**SIDE A – Pay Attention Exercise**

Count the number of “F”s in the following sentence:

**FINISHED FILES ARE THE RESULT OF YEARS OF  
SCIENTIFIC STUDY COMBINED WITH THE  
EXPERIENCE OF MANY YEARS.**

**SIDE A – Pay Attention Exercise**

Count the number of “F”s in the following sentence:

**FINISHED FILES ARE THE RESULT OF YEARS OF  
SCIENTIFIC STUDY COMBINED WITH THE  
EXPERIENCE OF MANY YEARS.**

## **SIDE B – Pay Attention Exercises**

**Count the words in the EYG Affirmation Statement:**

**I Am Fearfully and Wonderfully Made.**

**I Am Created for a Special Purpose.**

**I Am Created to Achieve Great Things in this World.**

**Therefore, I Will Not Settle For**

**Low-level Thinking, Low-level Speaking or Low-level Living.**

**I Will Think Big, Speak Big and**

**Live to Achieve Great Things.**

**As I Love Myself and Love Others,**

**As I Respect Myself and Respect Others,**

**I Will Conquer Every Challenge that is Set Before Me.**

## **SIDE B – Pay Attention Exercises**

**Count the words in the EYG Affirmation Statement:**

**I Am Fearfully and Wonderfully Made.**

**I Am Created for a Special Purpose.**

**I Am Created to Achieve Great Things in this World.**

**Therefore, I Will Not Settle For**

**Low-level Thinking, Low-level Speaking or Low-level Living.**

**I Will Think Big, Speak Big and**

**Live to Achieve Great Things.**

**As I Love Myself and Love Others,**

**As I Respect Myself and Respect Others,**

**I Will Conquer Every Challenge that is Set Before Me.**

# Mentor's Guide Sheet

## The 3 "P"s

(Session 8)

### Conversation Starter:

Read story about Marlon Gibson losing 245 lbs (on next pages). While reading the story bring the group's attention to the 3 "P"s"; **Persistence, Passion and Perseverance**

### Conversation Questions:

1. Read the definition of persistence and restate the definition in your own words.
2. Read the definition of perseverance and restate the definition in your own words.
3. Read the definition of passion and restate the definition in your own words.
4. Is there a difference in the definitions of these words? Which ones are the same and which one is different?
5. How did persistence, passion, and perseverance help Mr. Gibson lose 245 pounds?
6. What do you want to achieve this school year? What grades do you want? What subject are you struggling in that you want to get better in?
7. How can you use persistence, passion and persistence to accomplish your goals?
8. When do you feel like quitting? (running in PE, doing math, doing your homework, reading a book, writing a paper, studying?)
9. Tell a story of how you felt like giving up on something but you kept working at it and everything turned out good, because you persevered and did not give up. (Mentors can tell a personal story of perseverance, too)
10. Mentors: Tell a story of yourself or someone who you know or heard of that kept going in the midst of great challenges.
11. Who do you know that may need you to encourage them to not give up on something? How will you encourage them?

## **Definitions**

**Persistence** - is the ability to stick with something.

**Perseverance** - is not giving up. It is the effort required to do something and keep doing it till the end, even if it's hard.

**Passion** - something that is desired intensely.

## **READ: Marlon Gibson LOSES 245 POUNDS With The Three “P”s**

In the third grade, Marlon Gibson was so overweight his mom had to take him to the men's store to buy his Easter suit.

"Even back then, I absolutely loved clothes," Gibson said. "That's what really keeps me honest with all this weight loss. I want to go to the mall to buy more than socks."

At his heaviest he weighed 405 pounds. Now the 5-foot-11-inch associate director of student conduct at Emory University in Atlanta weighs 160 pounds. Since January 2011, he's lost 245 pounds, or the equivalent of a gas stove. He says anyone can do it his way: without surgery or a special diet program

"I always tell people it's the three p's: **persistence, passion and perseverance**," Gibson said. The turning point came when the 34-year-old watched his wife tear up during "The Biggest Loser." "She told me she loved me, but she worried that I wasn't going to be around long because of my weight," Gibson said. "I had to do something."

Gibson had been heavy all his life. Growing up, none of the adults in his family ever talked to him about healthy eating. They didn't have to, he says. "My mom used to joke my dad would get kicked out of buffets, he had such a great appetite and such a great metabolism. He never had to work to be small," Gibson said. "My mom was never bigger than a size 6."

His mom tried to set a good example with daily exercise. "She was the person who got up and did her Jane Fonda video every morning," Gibson said. But he was an only child, and everyone in his family showed their love with food. His

grandmother, especially, doted on him.

"She would take me to McDonald's nearly every day," Gibson said. "I did love a big cheeseburger and fries, and I never met a sweet I didn't like." He wasn't much into sports or exercising either. "I never learned to swim at camp because I'd get ear aches,"

Gibson said. "I remember playing kickball in second grade and broke my pinky finger. And from there on out, when they'd ask me to play, I'd say, 'Nope, I'm good.'" As he steadily gained weight, Gibson said he was lucky that the kids didn't bully him about it. "I've always had a great sense of humor and can deflect the attention from my being obese," Gibson said.

That sense of humor also got him in trouble. While attending an all-boys Catholic school in Ohio known for its orderly discipline, he served a lot of time in detention. But being the class clown also paid off with fast friendships.

"I'm lucky; people have always been nice, or at least they try to be," Gibson said. "People would often give me a backhanded compliment like 'you're handsome for a fat kid.'"

He met his wife, Sheree, at a fraternity function in 2004. They were in graduate school at the time. They married two years later.

Soon after he watched her tear up over "The Biggest Loser," he cut himself trying to force a zipper closed on a pair of pants that were too tight. That's when he finally decided he had enough.

He had to lose weight, and he wanted to do it in a way that would stick. Rather than cut out all bad food, he gradually reduced the amount he was eating.

"I loved fried chicken, so I decided I would eat six pieces instead of eight," Gibson said. "Then I'd reduce it further to four pieces, and then eventually dropped fried chicken all together. I ate meat more



like it was a protein condiment. Now I don't eat any meat at all. I'm a dedicated vegan."

Gibson said he is "hyper vigilant" about what he eats now. He'll start the day with a protein shake before he heads off to the gym in the morning. After he works out, he eats oatmeal with apple slices. Lunch is vegetarian chili with a salad and more vegetables such as Brussels sprouts, broccoli or corn on the cob. Dinner is often popcorn, with an occasional smoothie for dessert.

"By now this kind of eating is a habit -- so much so that when I went to visit a friend in Iowa, I packed my popcorn and chili and ate it on my layover in Chicago," Gibson said.

He breaks from routine every once in awhile, though.

"In May I turned 34 and decided to splurge," Gibson said. "We went to a vegan bakery and got a slice of the hummingbird cake, which we split. I hadn't had cake since 2010."

Gibson also exercises daily. "Spinning is my favorite. I like to do two 70-minute spin classes back-to-back," Gibson said. He also runs at least 3 miles in the evening and does crunches and push-ups before bed.

Gibson stays focused with the help of a coach, Ryan Blanck, CEO of [offtrackonpurpose.com](http://offtrackonpurpose.com). Blanck lives in North Carolina, so all their sessions are virtual. Gibson finds their sessions particularly effective.

"He gives me positive encouragement and tough love. I remember one time he said, 'Your motivation isn't where it once was.' That's all I needed to hear. When I went to the gym that day I told my wife drop me off further away -- I need the walk."

This healthy living has paid off. In addition to the weight loss, Gibson no longer needs high blood pressure medicine. He says he's "got energy for days." He also loves to motivate others and talks about his weight loss at church and helps friends.

"This weight loss has transformed my life," Gibson said. "It's totally possible. You just have to hold yourself accountable."

# Mentoring Guide Sheet

## Bad Decisions

(Session 9)

### Conversation Starter:

Read the Bad Decisions Article.

### Conversation Questions:

1. What are some of the bad decisions you've made in the past? Who influenced you to make those bad decisions?
2. How might friends play a role in influencing one to make bad decisions? How will you react when placed in a situation where your friends are pressuring you to do what's wrong?
3. Can you think of other people (adults and teens) in your life who have made bad decisions? What were the consequences? What made their decision unwise? What can you learn from them?
4. What are some common bad decisions that high school students make? What are the consequences?
5. Is a decision only bad if you get caught or experience immediate negative consequences? What are bad decisions that may not have immediate negative consequences but will catch up with you in the future?
6. In your opinion, should high school students be able to drink alcohol? Should college students drink alcohol? Why/why not?
7. What can we learn about alcohol and bad decisions from the essay we read? What could you end up doing when you are under the influence of alcohol or some other drug?
8. Do you know any alcoholics? What can you learn from them?
9. It is said that you should never make a major decision when you are upset? Do you agree with that? Why or why not?

10. A lot of teenagers make bad decisions, because they think they can do something and get away with it. What are some examples of this?
11. What is the importance of taking responsibility for ones own decisions?
12. How might you avoid making decisions that you will come to regret in the future?
13. How can talking to people before you make decisions keep you from making choices that will negatively impact your life? How important is it to get advice from the right people? Who should you talk to?

# **READ: Alcohol; Making Bad Decisions**

## **Easier**

By Vi Nguyen, 19-year-old college student

High school is a time of experimenting and testing one's limits. Sometimes, however, teens make decisions that lead them to where they never thought they'd be. In high school, I often witnessed first-hand how risk behaviors are linked. Unfortunately, I have a lot of memories of watching friends and acquaintances make decisions they would come to regret.

The most prevalent risk taking I saw involved alcohol. I've seen alcohol use end in drunk driving and, in many instances, unintended sexual activity. I wish all young people like myself could understand that alcohol is a deceptive drug because many don't view it as dangerous as other drugs. In reality, however, alcohol makes it much easier to make bad decisions. Lots of acquaintances I knew would top off a night of drinking with "hook-ups" or other sexual activities they wouldn't have engaged in otherwise. The next day they would regret drinking and partying, but usually they just repeated their mistakes. It's hard to break a habit.

Sometimes, though, friends of mine would drink just so they would have an excuse to make out. Drinking gave them a ready-made excuse for their sexual behavior. "I was drunk, and I didn't know what I was doing" is a convenient excuse for those who don't want to be known as sexually promiscuous. So, whether or not alcohol led to sexual behavior or vice versa, the two very risky behaviors were linked.

One thing leads to another and then another and then another. Before you know it, you've made a bad decision based on the bad decision you made before that one. Risk behaviors are linked. The odds are against anyone who thinks that he or she is

the exception to the rule.

# Mentoring Guide Sheet

## Self- Discipline

(Session 10)

### Conversation Starter:

Complete the Self Evaluation Worksheet (next page)

### Conversation Questions:

1. What is self-discipline?
2. What is the difference between forced discipline and self-discipline?
3. Consider this quote: “Go to the ant, you sluggard; consider its ways and be wise! It has no commander, no overseer or ruler, yet it stores its provisions in summer and gathers its food at harvest.”
4. What does this quote mean? What can we learn about self-discipline from the ants?
5. How can self-disciplined help you achieve your goals for school and in life?
6. What is your academic goal this school year? What is another important goal you have?  
**(Mentors: Write down these goals for each student, so that you can check on their progress from week to week)**
7. What is one thing that you do (that no one tells you to do) that is a demonstration of self-discipline?
8. What is a daily discipline? Give an example of a daily discipline. What are some disciplines you need to do daily in order to accomplish your goals?
9. What are some daily disciplines you need to do to achieve better grades?
10. Self-discipline self-evaluation sheet. Have your students evaluate their level of self-discipline by honestly rating themselves on the self-discipline evaluation sheet. Then discuss their evaluation sheets, particularly the areas in which they have weak self-discipline.

## Self-Discipline Self-Evaluation Test

1. Do you do house chores without being told or reminded?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

2. Do you read articles or books to learn, without being given it as an assignment by a teacher?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

3. Have you decided to stop eating something that is not good for you and you have stuck to this decision?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

4. Have you decided to do something that nobody told you to do and you do it regularly?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_ (If yes or sometimes, what is it?  
\_\_\_\_\_)

5. Do you practice your math or study another subject without being given this as an assignment?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

6. Do you exercise regularly on your own without being told to do it?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

7. Do you make yourself go to bed at a certain time because you want to make sure you get enough sleep?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

8. Do you wake yourself up in the morning, without a parent or sibling waking you?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_



9. Do you make yourself get up earlier on a Saturday when you have something you should do, but don't have to do (like participating in a Saturday community service project)?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

10. Do you complete your school assignments or home assignments before they are due?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

11. Do you do anything without pay for someone outside of your family and you are not forced to do it?

Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_

\*Give yourself a 10 for every "Yes" answer, a 0 for every "No" answer, and a 5 for every "Sometimes" answer.

Total up your score. Circle your score on the chart below:

70 – 110 – Strong Self-Discipline 40 – 69 – Medium Self-Discipline 10 – 39 –  
Weak Self-Discipline 0 – 9 - Very Weak Self-Discipline

# Mentor's Guide Sheet

## What Real Love Is

(Session 11)

### Conversation Starter:

1. As a group, make a list of what **“Real Love”** is (use poster).
2. Compare your list to the **Real Love List** ([handout, page 2](#)).
3. What is something on the **Real Love List** that you would add to your group's list? Is there something on your group's list that is not on this list? Is there something on the Real Love list that you don't agree is “real love”? Why?

### Conversation Questions:

1. How does the media portray love? Make a list with your group.
2. What is the difference between real love and the way media portrays love?
3. What is the difference between liking someone and loving them?
4. Have you ever liked someone so much that you thought you loved them? Was it really love? How do you know? (look at the list of what real love is.)
5. Who are the people who show you love the most? How do they show it?
6. Who are the people that you show love to the most? How do you show it?
7. What do you think of this statement: “Love is work?” Can you think of a time in your life where this statement held to be true?
8. What does it mean to love someone unconditionally?
9. Can you think of people that you love unconditionally? Give an example.
10. Can you think of people that love you unconditionally? Give an example.
11. What do you think about this statement, “Greater love has no one than this, that one lay down his life for his friends”? What does it mean? Can you lay down your life for someone without actually physically dying? How?

## What is Real LOVE?

1. Love is work
2. Love is not just an emotion or feeling
3. Love is long-suffering; it endures
4. Love is understanding and compassionate
5. Love is humble (not always trying to have things go your way, can admit when wrong, not arrogant)
6. Love is kind
7. Love is submissive
8. Love is giving
9. Love is not easily provoked/angered
10. Love is not rude
11. Love is honest (if they love you they can be trusted and they have integrity)
12. Love does not keep track of past wrongdoings
13. Love is an action (something you do, something that can be demonstrated and seen, not just talked about)
14. Love is knowing (takes the time to know the person)
15. Love is NOT about sex alone
16. Love grows over time
17. Love does not abuse

# Respect for Males and Females

(Session 11A)

## Conversation Questions for MALES:

1. What does it mean to be a man?
2. What is your definition of RESPECT? If you say you respect a girl, what do you mean?
3. Do you practice gentleman's etiquette (opening doors, letting girls go first, helping them carry things, etc.)? Why? Why not?
4. It is often said that men desire respect from women. What do you think you would have to do to get a woman to show you respect?
5. If you notice that someone in your life is not showing you respect, what is one of the first things that you should ask yourself?
6. How do you show respect for your sisters? How do you show respect for your female friends?
7. What is sexual harassment? Have you done things that would be considered sexual harassment in
8. how you relate to girls at school or in your neighborhood?
9. Do you think girls ask to be sexually harassed because of the way they dress? Does this make it right? Why/Why not?
10. What is one thing that you think is disrespectful that you would NEVER do to a girl/woman? Why would you never do it?
11. What do you think about guys calling women by the "b" word?
12. What if a girl or woman disrespects you? Is it then okay to disrespect them? Why/why not? Is it okay if it is done in a rap song?
13. Do you respect your mom/motherly figure? Do you think this has anything to do with the way you respect/disrespect the girls you meet?
14. How can you show greater respect for the girls and women that you are around?
15. Is it ever right to hit a girl or woman? Why/Why not?

# Respect for Males and Females

(Session 11B)

## Conversation Questions for FEMALES:

1. Consider this quote: “In order to get respect, you must respect yourself first.” What does this quote mean to you? Do you agree with the quote?
2. How do some girls/women do not show respect for themselves by how they dress?
3. What does it mean to be a woman?
4. What is your definition of RESPECT? If you say you respect a guy, what does that really mean?
5. Consider this quote: “A girl should act like a lady so a man can respect her as such.” What do you think this means? Do you agree with this quote? Why or why not?
6. If you notice that someone in your life is not showing you respect, what is one of the first things that you should ask yourself?
7. How do girls show disrespect to guys? What are ways that girls can show guys that they respect them?
8. What is sexual harassment? Have you done things that would be considered sexual harassment in how you relate to guys at school or in your neighborhood?
9. Is it okay for a girl to hit a guy? Why/why not?
10. Do you respect your dad/fatherly figure? Do you think that this has anything to do with the way you respect /disrespect the guys you meet?
11. What is one thing that you think is disrespectful that you would NEVER do to a guy/man?
12. How can you show greater respect to the guys that you are around?
13. What is sexual harassment? Have you done things that would be considered sexual harassment in how you relate to guys at school or in your neighborhood?

# Mentor's Guide Sheet

## Dream or Nightmare Mate

(Session 12)

### Conversation Starter:

Read "Hero Boyfriend at Theater Shooting" Article (3rd page)

### Conversation Questions:

1. What do you think about Amanda's boyfriend and what he did for her? What did this show about the kind of man he was?
2. What are the qualities that your dream guy/girl has to have? Write down your list for your Dream Mate. \*Mentors, have the students share their lists, and tell why these are important qualities to them.
3. What kind of qualities do you think someone will want you to have?
4. What is more important: physical, character or spiritual qualities? Why?
5. Would you date or marry someone who has different spiritual beliefs than you? Why or why not?
6. What negative character qualities should be a warning to you that this person may look good but is really not the kind of person you want to have a relationship with? (Have the students write down a separate list of negative qualities for a Nightmare Mate.)
7. Do you know someone who is very handsome or pretty but has bad character? How did they show their bad character?
8. How do you find out if someone you are interested in has some major character flaws?
9. Look over the "Practical Questions" list (next page) and ask: Why are these good questions for finding out the character of a person? What questions would you take off the list? What questions would you add to the list?

## **PRACTICAL QUESTIONS TO ASK YOURSELF**

### **ABOUT A POSSIBLE MATE**

1. How does he/she treat his/her parents, teachers and others in authority?
2. Are they polluting their bodies with drugs, sex or some other unhealthy habit?
3. Is this person a selfish person or thinks of others, not just him or herself?
4. Is this person someone who makes promises or says that he/she will do something but doesn't do it?
5. Does this person lack self-control?
6. Does this person lack direction for his/her life?
7. Does this person complain all the time?
8. Does this person brag about him/herself a lot?
9. Does this person tell you how good you look just to get what he/she wants?
10. Is this person always in the middle of some kind of conflict (a divisive person)?

## **READ: Hero Boyfriend at Theater Shooting**

Of the 12 people killed in the Aurora Theater shooting, four of them were men who made the ultimate sacrifice to protect their girlfriends. Now, these women are struggling to come to terms with both their grief and their gratitude.

Alexander Teves, 24, attended the midnight screening of "The Dark Knight Rises" with his girlfriend Amanda Lindgren, 24, and another friend. When suspected gunman James Holmes opened fire in the sold out theater, Teves immediately lunged to block Lindgren from the gunfire. "I was really, really confused at first about what was going on, so confused," Lindgren told ABC News.

"But, it's like Alex didn't even hesitate. Because I sat there for a minute, not knowing what was going on, and he held me down and he covered my head and he said, 'Shh stay down. It's ok. Shh just stay down.' So I did." Teves blocked the bullets from Lindgren but he was shot and killed. She was not hit. "He was my angel that night, but he was my angel every day I knew him," Lindgren said. "I'm broken."

Lindgren reflected on the profoundly close relationship she had with Teves, saying that the couple would not go an hour in the day "without missing each other terribly." "My other half was just ripped apart from me and so for me it's still unreal," she said. "I can't picture my life without him. How do you? When someone loves you that much and you love somebody that much...how do you believe that this is real? And of all places. We were in that theater, that specific room. We were just supposed to watch a movie."



# Mentor's Guide Sheet

## Sexting and Pornography

(Session 13)

### Conversation Starter:

Read Sexting Article (next page).

### Conversation Questions:

1. What does the article expose as the dangers of sexting?
2. When you send a nude picture over the phone or Internet, what can be the long-term consequences?
3. What are some other consequences of sexting that may not be in the article? (Mentors: See list below)
4. What makes sexting illegal? When is it legal?
5. If you were an adult, would you send a nude or partially nude picture of yourself to another adult that you had a relationship with or interested in?
6. What do you think about the morality of sexting? Is it something that adults should be doing or not? Why or why not?
7. Do you think it is on the same level as pornography?
8. What do you think about pornography?
9. Do you think that pornography can have a negative impact on someone's life? How?
10. What impact does pornography have on how women are viewed?
11. Should pornography be outlawed? Why or why not?
12. What would you do if someone sends you a nude photo over your cell phone or computer?
13. What do you do when you "discover" a pornographic website?
14. What do you do when someone sends you a message with curse words, racial hate words or gay hate words over Facebook or email?

15. Have you sent any of these kinds of messages through Facebook or email?
16. What are the consequences of sending these kinds of messages?

**Here are some other dangers of ‘sexting’:**

1. May lose future job and/or school opportunities
2. It may be hard to get elected for a political office
3. Open yourself up to victimization (sexual predators)

# **READ: A Girl’s Nude Photo, and Altered Lives**

**By JAN HOFFMAN, NY Times (March 26, 2011)**

LACEY, Wash. — One day last winter Margarite posed naked before her bathroom mirror, held up her cellphone and took a picture. Then she sent the full-length frontal photo to Isaiah, her new boyfriend.

Both were in eighth grade.

They broke up soon after. A few weeks later, Isaiah forwarded the photo to another eighth-grade girl, once a friend of Margarite’s. Around 11 o’clock at night, that girl slapped a text message on it.

“Ho Alert!” she typed. “If you think this girl is a whore, then text this to all your friends.” Then she clicked open the long list of contacts on her phone and pressed “send.”

In less than 24 hours, the effect was as if Margarite, 14, had sauntered naked down the hallways of the four middle schools in this racially and economically diverse suburb of the state capital, Olympia. Hundreds, possibly thousands, of students had received her photo and forwarded it.

In short order, students would be handcuffed and humiliated, parents mortified and lessons learned at a harsh cost. Only then would the community try to turn the fiasco into an opportunity to educate.

Around the country, law enforcement officials and educators are struggling with

how to confront minors who “sext,” an imprecise term that refers to sending sexual photos, videos or texts from one cellphone to another.

But adults face a hard truth. For teenagers, who have ready access to technology and are growing up in a culture that celebrates body flaunting, sexting is laughably easy, unremarkable and even compelling: the primary reason teenagers sext is to look cool and sexy to someone they find attractive.

“Having a naked picture of your significant other on your cellphone is an advertisement that you’re sexually active to a degree that gives you status,” said Rick Peters, a senior deputy prosecuting attorney for Thurston County, which includes Lacey. “It’s an electronic hickey.”

Mr. Peters, the county prosecutor, had been hearing that sexting was becoming a problem in the community. In a recent interview, he said that if the case had just involved photos sent between Isaiah and Margarite, he would have called the parents but not pressed charges.

“The idea of forwarding that picture was bad enough,” he said. “But the text elevated it to something far more serious. It was mean-girl drama, an all-out attempt to destroy someone without thinking about the implications.”

He decided against charging Margarite. But he did charge three students with dissemination of child pornography, a Class C felony, because they had set off the viral outbreak.

After school had been let out that day in late January, the police read Isaiah his rights, cuffed his hands behind his back and led him and Margarite’s former friend out of the building. The eighth graders would have to spend the night in the county juvenile detention center.

The two of them and a 13-year-old girl who had helped forward the photo were arraigned before a judge the next day. (Margarite’s former friend declined to be interviewed, as did the girl who helped her.)

Officials took away Isaiah's clothes and shoes. He changed into regulation white briefs and a blue jumpsuit. He was miserable and terrified.

## **WHERE TO DRAW THE LINE?**

Sexting is not illegal.

But when that sexually explicit image includes a participant — subject, photographer, distributor or recipient — who is under 18, child pornography laws may apply.

“I didn't know it was against the law,” Isaiah said.

That is because culturally, such a fine distinction eludes most teenagers. Their world is steeped in highly sexualized messages. Extreme pornography is easily available on the Internet. Hit songs and music videos promote stripping and sexting.

“Take a dirty picture for me,” urge the pop stars Taio Cruz and Kesha in their recent duet, “Dirty Picture.” “Send the dirty picture to me. Snap.”

“You can't expect teenagers not to do something they see happening all around them,” said Susannah Stern, an associate professor at the University of San Diego who writes about adolescence and technology.

“They're practicing to be a part of adult culture,” Dr. Stern said. “And in 2011, that is a culture of sexualization and of putting yourself out there to validate who you are and that you matter.”

Although the police and the schools urged parents to delete the image from their children's phones, Antoinette heard that it had spread to a distant high school within a few days.

The repercussions were inescapable. After a friend took Margarite skating to cheer her up, he was viciously attacked on his MySpace page. Kids jeered, telling him to change schools and go with “the whore.”

The school to which Margarite had transferred when she moved back in with her mother was about 15 miles away. She badly wanted to put the experience behind her. But within weeks she was recognized. A boy at the new school had the picture on his cellphone. The girls began to taunt her: Whore. Slut.

Margarite felt depressed. Often she begged to stay home from school.

What advice would Margarite give anyone thinking of sending such a photo? She blushed and looked away.

“I guess if they are about to send a picture,” she replied, laughing nervously, “and they have a feeling, like, they’re not sure they should, then don’t do it at all. I mean, what are you thinking? It’s freaking stupid!”

# Mentor's Guide Sheet

## The Power of Words

(Session 14)

### Conversation Starter:

Watch Video of Play about The Power of Words

<http://www.youtube.com/watch?v=JxoGFjtQOdo>

### Conversation Questions:

1. What does this quote mean, “Reckless words pierce like a sword”? How did you see this in the video?
2. What about this quote, “Death and life are in the power of the tongue”? How did you see this in the video?
3. Has anybody said any discouraging words to you? What did they say? How did these comments make you feel?
4. Have you said discouraging words to yourself? If so, what did you say? (e.g., I’m a failure; everything I do turns out wrong; nobody likes me, etc).
5. Do you think that you say negative things to yourself because of the negative things that other people have said to you? Why? Why not?
6. Consider this quote: “You, should be your biggest cheerleader.” What do you think this means?
7. After discouraging words have been spoken to you, what should you do?
8. What will you start saying to yourself to encourage yourself and what will you stop saying to yourself?
9. What are your goals in school for this school year? What do you need to say to yourself to encourage yourself to reach these goals?
10. What are your long-range dreams and goals? What do you think you are supposed to accomplish in this world? What do you need to say to yourself to encourage yourself to reach these goals?

11. **What do you think this quote means, “Negative thinking will abort your destiny”?**
12. **Have you ever said anything that was discouraging to someone else, directly to hurt or discourage them? If so, what did you say? How do you think your words affected them?**
13. **How is this an act of bullying?**



# Mentor's Guide Sheet

## Elevating Your Grades

(Session 15)

### Conversation Starter:

Have each mentoring group do the following exercise:

A. List on the poster sheet provided: "Challenges of Being in High School."

Some questions to get them thinking:

- More pressure? – How do you feel more pressure?
- More temptations? – What are the temptations?
- More distractions? – What are the distractions? What is distracting you?
- Some possible challenges:
- Being with a lot more students
- (For the girls) Receiving "pressure" or "attention" from older boys
- Feeling more pressure to "fit in."
- Harder classes

B. Read the "Story of Success and Failure."

## **READ: Story of Success & Failure**

Here's a true story, which shows the paramount importance of education and moral living. It should serve as a reminder to all students returning to school this June. Brothers Michael and Chris were both born in the early 1960s and grew up in a mostly black neighborhood in Richmond, California, right outside of San Francisco.

Both boys were well behaved in school and brought home mostly 'A's on their report cards all through grade school. But coming from a working-class family with eight children, money was always tight, so the boys often had to go without. In fact, things were so tight; the two growing boys were often hungry.

So they resorted to stealing. From the time they were five until they were well out of high school, the boys stole. It was during high school that something happened which made Chris decide to change his behavior.

At the end of his freshman year in high school, Chris had received three A's and three F's on his report card – the first time he had failed anything in school.

Because the school only allowed three failures over four years, one more F and Chris would be kicked out. Chris' decision to change his behavior wasn't an easy one. It took a lot of guts in choosing to leave his friends or excel in school. But that decision to change took him in an entirely different direction from his brother Michael, who resisted changing his unproductive behavior. Chris went on to graduate from high school... from college... and from law school. For 15 years, he worked as a Deputy District Attorney in Los Angeles, California, prosecuting murderers, drug dealers, gang members, and crooked cops.

Today, Chris is better known as Christopher Darden, one of the lead prosecutors in the trial of the century, the O. J. Simpson trial! What became of Michael,

Christopher's brother? After high school, Michael joined the army and returned to his hometown after his tour of duty. Back in Richmond, Michael continued his pattern of anti-social behavior – hustling in the streets and stealing to support himself and a growing drug habit. Michael died at the age of 42... from AIDS.

Here's the lesson to be learned from this true story: Christopher Darden changed. He changed from being a criminal to prosecuting criminals. He changed from an underachiever to an honor student who took responsibility for his grades and his education. His brother Michael, on the other hand, was changed. He was changed by the code of the streets. He was changed by illegal drugs, and finally, he was changed by an insidious disease.

Make your choice: Be like Christopher, someone your family will be proud of, or like Michael, someone who brought shame to his family.

(Next page for Discussion Questions)

# Mentor's Guide Sheet

## Elevating Your Grades

(Session 15 continued)

### Conversation Questions:

1. What kind of grades was Chris getting in school before high school?
2. What kind of grades did Chris get in his freshman year (first year) of high school?
3. Why do you think Chris got these kind of poor grades in high school, when he got mostly 'A's up until that point?
4. What did Chris decide after his freshman year? How did he make the change?
5. How did this decision change Chris' future? What did he become and what did he achieve?
6. What did his brother, Michael, decide?
7. How did this decision affect his future? What did he become and how did his life end up?
8. What decision will you make at this critical time in your life?
9. Look back at the challenges list. How will you overcome the challenges of being in high school and excel instead of fail?

### Closing Thoughts:

At the end of this session, students should have identified the challenges of being in high school that affects them the most. In addition, they should have discovered ways to overcome those challenges to stay on a pathway of being successful in school.

# Mentor's Guide Sheet

## Conflict Resolution

(Session 16)

### Conversation Starter:

Have each mentor/mentee group make a list of the ten best ways they believe they should resolve conflict. Then have one person from each group present.

1. Read the "12 Ways to Resolve A Conflict".
2. Compare your group's version to this version. Talk about the differences.
3. Have each student in your group rank each of the "12 Ways" on the list in order of importance to them.
4. Ask each student to explain why their top three points are the most important to them.

### Conversation Questions:

1. Why do you think some people resort to violence in the midst of a conflict?
2. What are the effects of violence when it happens...in a family? at school? in the community?
3. Why are some communities more violent than others?
4. What can you do to make your school a more peaceful place?
5. What can you do to make your community a more peaceful place?
6. Do you have any arguments with family members, significant others, peers, teachers, etc? Think of the worst argument that you have ever had?
7. In that argument, why did you respond the way that you did?
8. Look at the "ways to make a conflict escalate" section. Do you use any of these? Why? What is your goal when you use these tactics?
9. What can you do to settle your disagreements in a peaceful way?

## 12 Ways to Resolve a Conflict

1. Admit the areas that you are wrong and apologize.
2. Let the person know that you need to step away to gather your thoughts so that you won't say/do anything you regret.
3. Make sure you understand the problem.
4. Compromise.
5. Let each side speak without interruption.
6. Find a win-win solution.
7. Put yourself in the other person's shoes.
8. Express your feelings honestly. State your side clearly and calmly.
9. Listen to the other person's point of view
10. Use "I" statements.
11. Use a mediator.
12. If all else fails, seek expert advice

## 16 Ways to Make a Conflict Escalate

1. Be sarcastic and insulting.
2. Cuss them out.
3. Talk about their parents, the way they dress, the way they look, etc.
4. Get aggressive and violent.
5. Start to yell at them.
6. Act prideful and as if they are inferior to you.
7. Act as if you are not listening.
8. Let them know that what they are saying is not important or is foolish.
9. Say things that you know will trigger them and make them upset, sad, or angry.
10. Bring up dirt that you know about them.
11. Try to be mean to make sure that they leave the argument crying.
12. Try to make sure that all of your points are heard by talking over the other person.
13. Act as if you don't care about the way you made the person feel.
14. Don't admit you are wrong even when you know you are.
15. Agree with them (even though you don't) just to make them be quiet.
16. Use body language that communicates you couldn't care less about what they are saying.

# Mentor's Guide Sheet

## Forgiveness

(Session 17)

### Conversation Starter:

Read the article on Nelson Mandela.

### Conversation Questions:

1. What was apartheid?
2. What were some of the terrible things that the white people did to the black people that we read about in the article?
3. How long was Nelson Mandela kept in prison? Why was he in prison?
4. If you were unjustly held in prison for 27 years and then released, how would you feel towards those who imprisoned you when you got out? What would you say to them? What would you do to them?
5. What did Nelson Mandela say and do to the white people who did such horrible things to black people and imprisoned him for 27 years?
6. What is forgiveness?
7. Is forgiveness forgetting the bad thing that was done to you? If not, how can you forgive when you still remember the bad thing that the person did?
8. What do you think is forgivable and what is not? In other words, what could you forgive a person doing to you and what would be very hard for you to forgive?
9. Nelson Mandela said, "*Resentment (unforgiveness) is like drinking poison and then hoping it will kill your enemies.*" What do you think this mean?
10. Are you holding any unforgiveness towards anyone? Why? If so, what will this unforgiveness do to you, if you keep holding it in?
11. Will you express forgiveness towards this person? When and how?
12. Are you holding any unforgiveness towards a certain group or race of people? Why?



- Why should you be inspired by Mr. Mandela to forgive this group or race of people?
13. What can forgiving others accomplish? What did Mr. Mandela accomplish by forgiving those who wronged him and wronged his people?

# **READ: Nelson Mandela, A Man Who Led A Nation To Forgive**

(CNN) -- Freedom fighter, prisoner, moral compass and South Africa's symbol of the struggle against racial oppression. That was Nelson Mandela who emerged from prison after 27 years to lead his country out of decades of apartheid. He died on Thursday, December 5, at 95 years old.

## **The Brutality Against Blacks in South Africa**

In 1956, Mandela and dozens of other political activists were charged with high treason for activities against the government. His trial lasted five years, but he was ultimately acquitted. Meanwhile, the fight for equality got bloodier. Four years after his treason charges, police shot 69 unarmed black protesters in Sharpeville township as they demonstrated outside a station.

## **Long imprisonment**

In 1964, after the famous Rivonia trial, he was sentenced to life in prison for sabotage and conspiracy to overthrow the government. His next stop was the Robben Island prison, where he spent 18 of his 27 years in prison. He described his early days there as harsh. "There was a lot of physical abuse, and many of my colleagues went through that humiliation," he said.

## **Free at last**

On February 11, 1990, Mandela walked out of prison to thunderous applause.

## **Forgiveness Not Hate**

His message of reconciliation, not vengeance, inspired the world after he negotiated a **peaceful end** to segregation and urged **forgiveness** for the white government that imprisoned him. **"As I walked out the door toward the gate that would lead to my freedom, I knew if I didn't leave my bitterness and hatred behind, I'd still be in prison,"** Mandela said after he was freed in 1990.

Four years after his release, in South Africa's first multiracial elections, he became the nation's first black president. "The day he was inducted as president, we stood on the terraces of the Union Building," de Klerk (the former white president) remembered years later. **"He took my hand and lifted it up. He put his arm around me, and we showed a unity that resounded through South Africa and the world."**

# Mentor's Guide Sheet

## Faithfulness

(Session 18)

### Conversation Starter:

Read the below scenario to the students and then ask them the discussion question.

- April had been late for work twenty times in the past six months, plus a few other times. In fact, April was late for work the day she was fired. Apparently that was the final straw. The manager did not decide to fire her, because he was in a bad mood that day. Her manager documented all her late arrivals and other performance issues, including several verbal, written and final warnings.

April had a great personality, one of the best for customer service. Patients loved her. A few of the staff, management, and physicians wrote letters praising her for her customer service skills. One supervisor said she wished everyone had April's personality.

### Large Group Conversation Question:

Was it was right for April's boss to fire her because she was late to work numerous times? Why or why not?

### Mentoring Group Conversation Questions:

1. What does it mean to be faithful? (dependable, consistent, fulfilling your commitments)
2. Why is this quality important?
3. What happens when a person doesn't have faithfulness? How do other people interact with a person who does not have faithfulness?
4. How important is it to go to school everyday? What does this have to do with

faithfulness?

5. What does it mean to be punctual? Is it important to not only be faithful in attending school
6. regularly but to also be on time? Why? Why not?
7. Do you go to school every day? Why? Why not? Do you show up on time? Why? Why not?
8. Do you go to all of your classes? Why? Why not? Are you tardy to any of your classes? Why? Why not?
9. If your mentee is having trouble showing up to school, ask them the following: What do you need to do to start showing up to school everyday and on time and showing up to your classes everyday and on time?
10. If you had a job, how important would it be to go to work everyday? Why?
11. How important would it be to show up on time? Why?
12. If you have trouble being on time to your classes and you show this behavior for four years (throughout high school), what are the chances that you would be able to suddenly break this habit and keep a job?
13. If you had an interview or some other important meeting would you show up on time? Why? If you showed up late, what do you think the person interviewing you would think about your character? Do you think that would affect your chances of getting the job? Why? Why not?
14. If you had an important meeting with someone and they showed up 20 minutes late, what would you think of that person?
15. Do you turn in all your class assignments by the deadline date? If no, why?

### **Extra Questions:**

1. If you were applying to college or for a scholarship/financial aid and you miss the deadline date for submitting it, what would happen? Why?
2. If you were a business owner or a manager, what would you tell an employee who was missing a lot of days of work, or coming to work late, or coming back from lunch break late?
3. If you were a business owner (you had your own company) and you always came into work late, you procrastinated on doing important tasks to keep the business going, etc., how long do you think you would be in business? Why?
4. What are the odds of you even becoming a business owner if you regularly show up late,

are inconsistent, unfaithful etc?

5. How are you preparing now to be a good employee while you are in school?
6. If you have bills to pay and you were late on the payments, what would happen?
7. Why is it important to develop good habits now of being a faithful person?
8. If you had a meeting to lead or a presentation to make and you were late, how would this affect your presentation or your ability to be a leader?
9. Name five things you can do to make sure that you are not late to class, late to appointments, or late in turning in an assignment or submitting an application

### **Closing Thoughts:**

At the end of this session, students should be aware that their current decisions to be faithful or unfaithful will turn into patterns of behavior that affect how they govern themselves in the workplace (and in other settings).

# Mentor's Guide Sheet

## Time Management

(Session 19)

### Conversation Starter:

Pass out the Personal Time Assessment Sheets and lead your group through filling it out. Have each student share their answers.

### Conversation Questions:

1. How valuable is time?
2. Can someone live to 110 and not do much with all of that time?
3. What are we supposed to do with our time on this earth?
4. What do you need to do to make better use of your time?

### Read the Parable of the Bags of Gold

1. What did the man with five bags of gold do? What did the man with two bags of gold do? What did the man with the one bag of gold do?
2. Why was the Master upset with the man with one bag of gold?
3. How did this man waste the one bag of gold he had?
4. Is time just as valuable or even more valuable than a bag of gold? Why?
5. How do we waste the time that we have?
6. Are you using your time right or wasting it? Well, let's find out by using a personal assessment questionnaire.

## **Personal Time Assessment**

1. How much time per day do you spend watching T.V.?
2. How much time per day do you spend playing video games?
3. How much time per day do you spend playing sports?
4. How much time per day do you spend texting, taking pictures or talking on your cell phone?
5. How much time per day do you spend looking at YouTube videos?
6. How much time per day (outside of school) do you spend reading?
7. How much time per day do you spend helping someone else in some way?
8. How much time per day (outside of school) do you spend writing?
9. How much time per day (outside of school) do you spend doing math?
10. How much time per day do you spend talking or hanging out with people who spend their time talking about other people, spreading gossip, or other silly things?
11. How much time per day do you spend talking or hanging out with people who spend their time talking about positive things or doing positive things?
12. Look over your answers. What are you spending most of your time doing?
13. What do you need to change to make better use of your time?



## **READ: The Parable of the Bags of Gold**

“Again, it will be like a man going on a journey, who called his servants and entrusted his wealth to them. To one he gave five bags of gold, to another two bags, and to another one bag, each according to his ability. Then he went on his journey. The man who had received five bags of gold went at once and put his money to work and gained five bags more. So also, the one with two bags of gold gained two more. But the man who had received one bag went off, dug a hole in the ground and hid his master’s money.

“After a long time the master of those servants returned and settled accounts with them. The man who had received five bags of gold brought the other five. ‘Master,’ he said, ‘you entrusted me with five bags of gold. See, I have gained five more.’

“His master replied, ‘Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master’s happiness!’

“The man with two bags of gold also came. ‘Master,’ he said, ‘you entrusted me with two bags of gold; see, I have gained two more.’

“His master replied, ‘Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master’s happiness!’

“Then the man who had received one bag of gold came. ‘Master,’ he said, ‘I knew that you are a hard man, harvesting where you have not sown and gathering where you have not scattered seed. So I was afraid and went out and hid your gold in the ground. See, here is what belongs to you.’

“His master replied, ‘You wicked, lazy servant! So you knew that I harvest where I have not sown and gather where I have not scattered seed? Well then, you should have put my money on deposit with the bankers, so that when I returned I would have received it back with interest.

““So take the bag of gold from him and give it to the one who has ten bags. For whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them.

And throw that worthless servant outside, into the darkness, where there will be weeping and gnashing of teeth.””

# Mentor's Guide Sheet

## No to Drugs

(Session 20)

### Conversation Starter:

Read the poem "Two Wasted Lives" to the whole group.

### Conversation Questions:

1. Who does "Thug" in the poem represent?
2. Who does "Drug" represent?
3. Look at the end of the second stanza. Why does the poem call the lifestyle of "Thug" and "Drug" a way of death, the urban way of committing suicide?
4. Do they only hurt themselves by how they live? Who else gets hurt? How? Why?
5. Circle the word "leave" (it comes at the end of the third line of every stanza). What do "Thug"
6. and "Drug" leave behind?
7. Do you know someone who takes illegal drugs? What are they taking? How does it affect them? What do you think about it?
8. Do you know of any families where the grandparents did drugs or were in a gang and so were the parents, and so were their kids? Why do you think these habits and decisions were carried from one generation to the next?
9. If your parents were in a gang/did drugs, are you guaranteed to do the same thing? If they did, can that be your excuse for engaging in the same patterns? Why? Why not?
10. If you notice people around you making poor choices (family member or friends), what should you do once you are made aware of the consequences of their choices? Why?
11. Do you know someone who sells drugs? Is this okay since people are going to buy them from someone anyway?
12. Why do you think some people start using drugs?

13. Would you ever consider using illegal drugs? Marijuana?, Crack?
14. What do you think about smoking cigarettes and drinking alcohol? Do you think this is okay? Why? Why not?
15. When do you think you may be tempted or pressured to drink alcohol, smoke or do drugs? (by friends?, at a party?, when you are sad?)
16. In what ways can peers positively influence their friends?

### **Closing Thoughts:**

After this session, students should have learned that choosing to use drugs or be in a gang is a choice even if their family members have shown them poor examples. Students should feel empowered to change who they associate with (if they associate with bad influences) as well.

## **READ: Two Wasted Lives**

Thug and Drug

Our Urban grounds are littered with these Two wasted lives that leave

A legacy of mothers crying

Over their children who are dying Much too soon in life

Locked down, addicted, or six feet under Either way, they have been ripped asunder Not only from the ones who love them But from themselves and their potential

Thug and Drug

Our urban grounds are littered with these Two wasted lives that leave

A pattern of living, that is really no life It is a bondage, it is a deception That kills, steals and destroys

The lives of many urban girls and boys Who choose this disastrous way of life No, this way of death

This urban way of committing suicide.

Thug and Drug

Our urban grounds are littered with these Two wasted lives that leave

So many asking why

So many pondering, what if...

What if my son or daughter chose another way What if my dad or mom could just stay And be here and not there

In their prison of thugging and drugging.

Thug and Drug

Our urban grounds are littered with these Two wasted lives that leave  
In shambles...

What could have been

What should have been

Lives that leave a legacy of blessing

But instead leave behind a generational curse.

Thug and Drug

Our urban grounds are littered with these Two wasted lives that leave

A wave of destruction

A mountain of sorrow

And a valley of dry bones

Not just on the streets, but in the homes.

Thug and Drug

Our urban grounds are littered with these Two wasted lives that leave Hopes unfulfilled  
Scholarships unclaimed Promises not kept

And anger unrestrained

Because the pain runs deep

In those left behind

By these two wasted lives.

# Mentor's Guide Sheet

## Maturity

(Session 21)

### Conversation Starter:

Choose volunteers to tell their definition of IMMATURITY, then read the definitions of MATURITY below:

A. Maturity is the ability to control anger and settle differences without violence or destruction. Maturity is patience. It is the willingness to pass up immediate pleasure in favor of the long-term gain. Maturity is perseverance, the ability to sweat out a project or a situation in spite of heavy opposition and discouraging setbacks. Maturity is the capacity to face unpleasantness and frustration, discomfort and defeat, without complaint or collapse. Maturity is humility. It is being big enough to say, "I was wrong." And, when right, the mature person need not experience the satisfaction of saying, "I told you so."

B. Maturity is the ability to make a decision and stand by it. The immature spend their lives exploring endless possibilities; then they do nothing.

C. Maturity means dependability, keeping one's word, coming through in a crisis. The immature are masters of the alibi. They are the confused and the disorganized. Their lives are a maze of broken promises, former friends, unfinished business, and good intentions that somehow never materialize.

D. Maturity is the art of living in peace with that which we cannot change, the courage to change that which should be changed -- and the wisdom to know the difference

E. Maturity doesn't necessarily have to come with age. It comes with awareness. There are adults that are 50 years old who have mastered no aspects of maturity, then there are young people who have.

## Conversation Questions:

1. When we say that someone is immature, what do we mean?
2. Is it possible to be totally mature (mature in every aspect of your life)?
3. Look at the signs of immaturity and discuss how each thing might represent immaturity.
4. In what ways do you demonstrate immaturity?
5. Go down the list of immaturities and give advice to each other about how to improve in that area and become mature. (see next page)
6. How does immaturity affect relationships?
7. If you are considered “mature” does that mean that you can not have fun?
8. Can being immature negatively affect a person’s life? Why? Why not?
9. What did this discussion teach you?



## Signs of Immaturity

- Lack of growth (intellectual, personal, emotional, physical, spiritual, relational, financial):
- Can't trust people/jealousy
- Can't control your anger:
- Chronic Relationship problems
- Avoiding people because you are afraid to confront them
- The inability to exert delayed gratification/ lack of patience
- Can not be serious at the right time
- Unable to adjust to the dynamics of the situation
- Inability to take constructive criticism
- Getting attitudes
- throwing things, hitting things/people, when you are angry, name calling/discouraging:
- Inability to keep your word
- Prideful
- Not caring for other people; only looking out for oneself
- Not grateful; taking things for granted
- Not being able to admit when you are wrong.
- Has to rub it in other people's face when they are right.
- A person that gives up easily
- A person that wavers frequently and is indecisive.
- Negligent. Someone always has to go behind you and fix what you messed up. (e.g., parents, etc).
- Having potential but you don't do anything with it.

# Mentor's Guide Sheet

## Compassion

(Session 22)

### Conversation Starter:

1. Ask for two student volunteers: ask them for their definition of COMPASSION? Ask them “What is the greatest act of compassion that you have seen someone demonstrate?”
2. Have students take the Compassion IQ Test and discuss it with their mentor.
3. Bring everyone back together and have the students share in an open group about themselves. \*This lesson can be broken up into two sessions if time is running out.

### Conversation Questions:

1. Discuss the Compassion Test and their scores.
2. What is your definition of compassion?
3. Do you think it is important to possess a quality like compassion? Why/why not?
4. Are there certain situations in which you find it difficult to be compassionate? Why?
5. Are there certain people you find it difficult to be compassionate to? Why?
6. Are you known as a caring or an uncaring person by your friends and family? How do you know?
7. What is a quality that you have that makes you a compassionate person?
8. What has been your greatest act of compassion? Why did you do it? Was it difficult?
9. Does showing compassion require sacrifices? Why or why not?
10. What are some important things to consider when you are thinking about being compassionate toward someone? Is it possible to be compassionate to be people without being ran over, used by people, seen as a person who has a problem with saying “no”, etc.
11. How can you really know that someone cares about you?
12. Do you feel cared for by teachers at school? Why or why not?

13. In what ways could students be more caring at school?
14. As a group, read The Good Samaritan Story.

## Compassion Quotient Test What Is Your CQ?

1. Do you readily help others when you see they need help, do you wait until they ask you to help, or do you refuse to help?
2. When you see someone crying do you...
  - A. Put your arm around them
  - B. Bring them some tissue
  - C. Ignore them
  - D. Laugh at them
3. When something terrible happens to a friend or to someone in a friend's family you...
  - A. Avoid talking to your friend about the tragedy
  - B. Call your friend right away to see how she/he is doing
  - C. Send someone to find out about your friend and his/her family
  - D. Send a card or flowers
4. When a stranger asks you for money, do you...
  - A. Ignore them
  - B. Politely tell them that you will not give them money but you can get them some
  - C. food if they are hungry, a blanket if they are cold, etc.
  - D. Tell them to get out of your face.
  - E. Tell them that you don't have any money, when you really do
  - F. Give them some money
5. When you see someone slip and fall, do you...
  - A. Laugh and point at her/him
  - B. Become concerned and wonder if the person got hurt
  - C. Go over and try to help the person
  - D. Pray for the person if they got hurt.
6. What would you do, if a person had a heart attack in your presence?

- A. Perform CPR
- B. Run to get help
- C. Run to get away, so that you won't be involved
- D. Pray for the person
- E. Call 911

7. When you hear about children starving do you...

- A. Wish they would stop showing those kind of commercials
- B. Feel sorry for them
- C. Send in money to help them
- D. Think of how you might be able to help them when you get money in the future

8. When you hear someone getting cussed out by someone else you...

- A. Laugh
- B. Feel sorry for that person
- C. Feel sorry for the person doing the cursing
- D. Want to know what the person did to make the other person angry so you can pass
- E. this information on as gossip
- F. Hope that the situation gets resolved and that there is peace between both people.

9. When you see a fight do you...

- A. Run to it and hope they keep fighting
- B. Feel sad for the fighters
- C. Feel sad for those who run to the fights
- D. feel empathy for the person that got beat up.
- E. Think to yourself that things can always be resolved without physical conflict.

10. During holiday seasons like Christmas and Thanksgiving, do you...

- A. Look for opportunities to meet the needs of the less fortunate
- B. Only think about what you and your family will enjoy
- C. Invite people over to your home that don't have family
- D. Place a little money in the Salvation Army Can
- E. Think about people who are less fortunate than you are.

11. Rate yourself on a scale of 1 to 10 with **10 being best** and **1 being worse**. I help bring the

groceries into the house.

- A. I help care for a younger sibling or a young child who is a neighbor. \_\_\_\_\_
- B. I do a kind deed for people frequently. \_\_\_\_\_
- C. I give some of the things I have away to help others. \_\_\_\_\_
- D. When I hear of tragic things happening to people (like on the news) I feel sorry for them and want to do something to help them. \_\_\_\_\_
- E. I get involved to help others even when I am afraid.

### **How to total your score?**

**For each answer in numbers 1-10,**

give yourself a **10** if you circled what your group considers the **best** answer,

give yourself a **7** if you circled what your group considers a **good** answer,

give yourself a **5** if you circled what your group considers an **average** answer,

give yourself a **1** if you circled what your group considers a **poor** answer,

give yourself a **0** if you circled what your group considers to be a **very bad** answer.

**Add all of these scores together to get your total score for questions 1-10.**

**On #11, add up the points that you gave yourself on each bullet point.**

**Then add up your totals from 1-10 and from 11 to get your Grand Total Score.**

If you got a 160 – 140: You are an **EXTREMELY COMPASSIONATE PERSON**

If you got a 139 – 110: You are a More Than Average Compassionate Person

If you got a 109 – 80: You are Somewhat Compassionate – Need to Work on It

If you got a 79 or below: You are lacking in Compassion – You Definitely Need to Work On this Area

## **READ: The Good Samaritan Story**

A Jew going on a trip from Jerusalem to Jericho was attacked by bandits. They stripped him of his clothes and money and beat him up and left him lying half dead beside the road. By chance a Jewish priest came along; and when he saw the man lying there, he crossed to the other side of the road and passed him by. A Jewish Temple-assistant walked over and looked at him lying there, but then went on.

But a despised Samaritan came along, and when he saw him, he felt deep pity. Kneeling beside him the Samaritan soothed his wounds with medicine and bandaged them. Then he put the man on his donkey and walked along beside him till they came to an inn, where he nursed him through the night.

The next day he handed the innkeeper two twenty-dollar bills and told him to take care of the man. 'If his bill runs higher than that,' he said, 'I'll pay the difference the next time I am here.'

Now which of these three would you say was a neighbor to the bandits' victim?"

1. What is the answer to the question at the end of the story?
2. Which person(s) in the story asked himself the question: If I stop to help this man, what will happen to me?
3. Which person in the story asked himself the question: If I do not stop to help this man, what will happen to him?
4. What can we learn from this story?
5. As a group, write an urban modern day version of the Good Samaritan Story (if you have time).

# Mentor's Guide Sheet

## Power of Youth to be Change Agents

(Session 23)

### Introduction:

Program coordinator should brainstorm an introduction to the topic with the mentors for this session.

### Conversation Starter:

Ask a couple of the mentors to share how they are actively being “Change Agents”.

### Conversation Questions:

1. Are youth making an impact on the City you live in now? Is your impact negative or positive?
2. What friends do you have that are being a good influence on you and others?
3. What friends do you have that are being a negative influence on you and others?
4. How are you being a positive influence on your friends and classmates?
5. In order for you to be able to empower others, you must have some knowledge. Do you have a study group? If no, what do you think about finding other friends and classmates to study with?
6. What are the youth in your city known for now?
7. How can the community that you live in change because of you?
8. Leaders lead through inspiration, not position, how have you been trying to inspire people? Or how can you try to be an inspiration?
9. What would you like the youth in your city this year to be known for? How are you and your peers going to make that happen?
10. In Elevate Your G.A.M.E. the mentors started making positive change by getting to know



their mentees and encouraging and inspiring them to strive for excellence.

11. How will you follow your mentor's example?
12. How will you influence, in a positive way, the youth in your city, your block, your street?
13. What is the importance of building relationships with people in your community?

### **Closing Thoughts:**

At the end of this session, students should feel confident in their ability to begin to make a positive change in their city. They should begin to do this through relationships first.

# Mentor's Guide Sheet

## Leadership Qualities

(Session 24)

### Conversation Starter:

Have each group make a list of leadership qualities.

### Conversation Questions:

1. Rank the qualities that you have listed. Which qualities are more important than others? Why?
2. Which qualities do you think you have? How are you showing that you have these qualities?
3. Who are you leading now? How are you leading them?
4. Of the leadership qualities that you have listed, which are you the weakest in? How can you strengthen those qualities?
5. In what ways would you like to be a leader, now and in the future?
6. "Leaders should not encourage people to follow by using fear but rather through inspiration." Have you ever known anyone who tried to lead by causing the people that followed them to be afraid?
7. "The word leader is a term that is given to someone by the people that follow the leader, not by the leader himself/herself." Can you think of anyone in your life that would call you a leader?
8. What characteristics do you think a leader should not possess?
9. Do you possess any of these qualities? How might you improve?
10. What leaders do you admire/look up to? Why?
11. How are you being a leader when you bring about positive change?
12. Our definition for the word, "Empowerment" is having the ability to bring about positive change. Do you think that that is LEADERSHIP?

# Mentor's Guide Sheet

## Servant-Leadership

(Session 25)

### Conversation Starter:

Do Opening Exercise (next page).

### Conversation Questions:

1. An important person once said, "Greater love has no one than this than to lay down his life for his friends"?
2. How can we lay down our lives for others without dying?
3. When you lay down your life without dying, what are you sacrificing?
4. How can you lay down your life for others at school, at home, at work (if you work) or in your community?
5. Have you recently done any of these things? In what way and for whom?
6. What is one way you will sacrifice some time, energy and/or money for someone else to help them this week?
7. When will you do this?
8. What is a service project that you can do for others during your spring break?
9. Who will we do it for? When? Why will we do it?
10. Is it right to do service for others to just get the community service hours you need to graduate from high school?
11. Who is the person in your life that has given you the most? Can you learn from the way they give/gave to you and give to others in a similar way?
12. How are you being a leader when you serve others to make their lives better?
13. How is your mentor demonstrating servant-leadership for you? How will you follow his or her example?
14. What is our definition for the word, "Empowerment?" (Having the ability to bring about

positive change.) And when you bring about positive change you become a what? (a leader).

## Conversation Starter | Opening Exercise

### Servant-Leadership

(Session 25 continued)

In groups of 2, go out and pick up at least four pieces of trash.

\*Supplies needed: paper bags and sanitizer wipes

- Why do you think I had you go out and pick up some trash?
- Do you ever just do that on your own without being asked? At school, in your community, at home?
- Do you ever just do some cleaning at home, without being told to do it?
- Do you ever do anything for anybody without being told to do it?
- What is our definition for the word, “Empowerment?” (Having the ability to bring about positive change.) And when you bring about positive change you become a \_\_\_\_\_ (leader).
- Today, in your groups, you will talk about how to be a leader who brings about positive change in the lives of other people.

# **Mentor's Guide Sheet**

## **Leadership Lesson**

### **from Mr. Charles McCraw**

(Session 26)

#### **Conversation Starter:**

Read Story from Mr. McCraw (next page)

#### **Conversation Questions:**

1. What was Mr. McCraw told all of his life?
2. What did he tell a fellow inmate to finish?
3. How did the inmate respond, at first?
4. Did Mr. McCraw quit in trying to get this inmate to finish getting his high school diploma?
5. What can we learn from Mr. McCraw's example in trying to persuade others to keep striving to reach their goals?
6. What did Mr. McCraw tell his friend that he should remember when he wants to give up on a goal or a project? (last line in paragraph 3)
7. What did his friend end up doing?
8. Did his friend stop when he got his G.E.D.? Mr. McCraw's example of encouraging him to be a finisher motivated his friend to do what?
9. Finish this sentence: This example shows us that when we help one person to change and finish something or improve in something, we also help....
10. In the last paragraph, Mr. McCraw says that we will always have good reasons to quit. What is something you feel like quitting and why?
11. What are some goals that you have set that are getting hard to achieve?
12. What should you do when you feel like giving up on those goals? (see last paragraph, 4<sup>th</sup>)

sentence to the end)

13. What have you learned about being a leader or about not quitting from this article and how will you apply it to your life?

# **READ: Finish What You Start**

## **By Mr. Charles “Rok” McCraw**

Finish what you start, that is something I was told all my life and now I teach it to others by word and example. This story is true you are about to hear in relation to that phrase. Early 2014, while on the (prison) yard, me and a man I’ve known since we were kids were working out and talking about school. Graduating came up and he asked if I graduated. My answer was “yeah, a year late from adult school.”

Going on with the conversation, he said that he never did graduate. “Why not” was my question and come to find out he was arrested in class his senior year. Hearing that was a reminder to me how we start things as goals and don’t finish them as planned. “Hey homie, it ain’t too late to get a diploma” is what I told him. This is said to someone that has a life sentence and thinks that he will be in prison for the rest of his life. “Rok, you mean a G.E.D., man that ain’t gonna do me no good” was his reply.

Now at this point the average man will leave it at that, but not me. “So you a quitter,” I asked. Despite him being mad at me, I continued to explain to him that finishing what he started years ago still matters. Of course, we all would like to finish in the time we set for our goals, but in your circumstance, its best to pick up where you left off at. Never mind thinking it’s about proving to other people you can do it. No matter what goal it is in life, you finish what you start. And when you want to give up on a goal or a project you are working on, then remember why you started.

In the end, he said he would study and take the G.E.D. test. So I told him that I would study with him. He went on and passed the test.

Later after getting his certificate, we were talking and he told me that he signed up to be a Teacher’s Aid in the G.E.D. class based on what I told him about finishing what you start. See in prison there is a saying, “Each One Teach One.” After I talked to him, he thought on it and told other people the same thing about getting a diploma to finish what they started. It hit home with him so hard that being a teacher’s aid to help others became his way to keep a focus of being goal oriented.



In prison, as well as in any other position of life, we all have what we think are good reasons to quit. But there is never a reason to quit. Life gives obstacles. Once you hit that obstacle is the time to remind yourself why you started in the first place. That's not the time to give up; it's the effort you put into it that makes it worth having. The more you have to work for a goal through life, the better value it will have to you once you obtain it.

Be an example of "Finish What You Start" by completing goals you set for yourself.

A **LEADER** never quits.

## Mentor's Guide Sheet

# What's Your Life's Blueprint?

(Bonus Session 1)

### Conversation Starter:

Watch MLK's 1967 Speech titled "What Is Your Life's Blueprint";

<https://youtu.be/ZmtOGXreTOU>

Or if you can't watch the video read the three "BLUEPRINT" points from Dr. King's Speech

1. Number one in your life's blueprint: Have a deep belief in your own dignity, your worth and your own somebodiness.

\*Don't allow anybody to make you feel that you're nobody. Always feel that you count. Always feel that you have worth, and always feel that your life has ultimate significance.

2. Number two in your life's blueprint: You must have as the basic principle, the determination to achieve excellence in your various fields of endeavor.

\*You're going to be deciding as the days, as the years unfold what you will do in life — what your life's work will be. Set out to do it well.

3. Number three in your life's blueprint: Be ready to face doors of opportunities as they open.

\*Doors are opening to you—doors of opportunities that were not open to your mothers and your fathers — and the great challenge facing you is to be ready.

### Conversation Questions:

1. What did you take away from Dr. King's speech?

2. On a scale of 1 to 10 how much do you believe in your own dignity?
3. On a scale of 1 to 10 how much do you believe in your own worth?
4. On a scale of 1 to 10 how much do you believe in your own somebodiness?
5. Where do your belief(s) in your own self come from?
6. Is achieving excellence a goal for you?
7. Has achieving excellence been apart of your everyday life?
8. Was achieving excellence apart of any of your past success?
9. As you focus on achieving excellence do you believe that you will benefit from it?
10. Can you think of any doors of opportunities that have been opened for you that wasn't opened for your parents?
11. Have you ever talked with your parents or your elders about "doors of opportunities" that are opened for you?
12. How are you readying yourself for the "doors of opportunities" that are opened or opening for you? how?
13. Do you think that readying yourself for the "doors of opportunities" that are opened or opening is a "great challenge" for you? For your peers? Why?

# Mentor's Guide Sheet

## Teachability 101

(Bonus Session 2)

### Conversation Starter:

Have each student complete the "You Are Teachable If You..." Worksheet.

### Conversation Questions:

\*Have each student complete the sentences from "The Six Pillars of Self-Esteem"...

1. If I will be just 5% more teachable today...
2. The scariest thing about being teachable is...
3. The scariest part of living a conscious life is...
4. For me, being teachable means...
5. If I would learn from my mistakes today...
6. If I would be just 5% more open to try something new today...
7. If I would be more aware of my beliefs today...
8. If I would listen 5% more today...
9. If I'd take into consideration the possibility of other people being right...
10. If I would add just 5% more awareness in my relationship with (insert name)...
11. If I would be just 5% more aware of what makes me mad...
12. At the end of the day, what are you willing to give up to learn something new?
13. Are willing to give up watching your favorite TV Show or playing your favorite video game or something else that you love doing every day in order to learn something new?

## Worksheet

### “You Are Teachable If You...”

(highlight the ones that fit you)

- are aware of your strengths and weaknesses
- seek help when needed
- accept that others opinion might be better than yours
- take notes
- learn from constructive criticism
- take responsibility for your failures and seek lessons to learn
- read books and seek answers
- focus on solutions
- live a conscious life and learn from all kinds of situations
- are so aware that you learn from other people’s mistakes – THIS IS NEXT LEVEL (EYG)!
- love to get out of your comfort zone
- love to try something new
- admit when you’re wrong
- open to doing things in a totally different way
- are confident in changing your routine
- have a mentor or you are looking for one
- ask questions and have a curious attitude
- are aware that you don’t know everything and you are open to learning

# Mentor's Guide Sheet

## Thoughts About Education

(Bonus Session 3)

### Conversation Starter:

Have students complete the “Thought Bubble” Handout.

### Conversation Questions:

1. Is school designed more for girls than boys? How?
2. Have you noticed boys who are struggling in school because of poor behavior?
3. Do you see boys who are “smart,” yet unengaged by school? More so than girls?
4. How big of a problem do you think it is that girls are now outperforming boys in school?
5. Can you imagine a school day that was more “guy-friendly” — for example, more experiential or hands-on, or with more recess or space for “rough-and-tumble”?
6. Describe what the school day might look like:

Days of the Week:

Time of Day/Start and End:

Subjects:

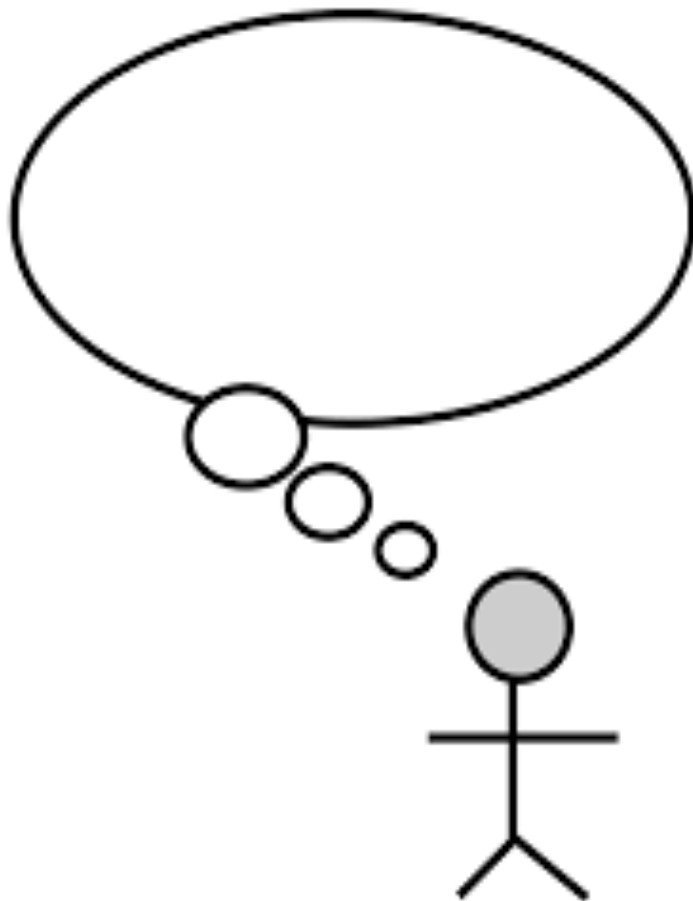
Extracurricular Activities:

Dress Code:

## Worksheet A

### “Thoughts About Education”

1. In the “THOUGHT BUBBLE” write 5 thought(s) about EDUCATION that come to mind.
2. Discuss your “THOUGHTS” and share why you “THINK” what you “THINK”.



## Worksheet B

### “Thoughts About Education”

1. Describe what the school day might look like.
2. Be as detailed as you can.

Days of the Week:

Time of Day/Start and End:

Subjects:

Extracurricular Activities:

Dress Code:



# Mentor's Guide Sheet

## Success & Excellence

(Bonus Session 4)

### Conversation Starter:

Give each student the "Quotes" Sheet and have them read each and circle the quote that inspires them.

### Conversation Questions:

1. Which quote on "Success & Excellence" inspires you? \*Have each student read the selected quote.
2. Why does this quote inspire you? \*Have each student share.
3. How will you use this quote in your everyday life? \*Have each student explain how.

### Conversation Wrap-up:

Have each student fill in the blanks and confidently share what they wrote down on the "*I know I will be \_\_\_\_\_ . Therefore I will be \_\_\_\_\_ .*" handout.

*\*Note:* we are not looking for specific jobs or career titles but words reflective of success and excellence.

## **QUOTES: Success & Excellence**

1. **“Who you know is equally important as what you know.”**
2. **“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”**
3. **“Small people remain small because they think small, act small, or don’t act at all.”**
4. **“Preparation is essential.”**
5. **“Do not rest on your accomplishments, build on them and use the power of compounding.”**
6. **“Consistent quality outperforms occasional excellence.”**
7. **I know I will be \_\_\_\_\_ . Therefore I will be \_\_\_\_\_ .**
8. **“The glory of sport comes from dedication, determination and desire. Achieving success and personal glory in athletics has less to do with wins and losses than it does with learning how to prepare yourself so that at the end of the day, whether on the track or in the office, you know that there was nothing more you could have done to reach your ultimate goal.” –Jackie Joyner-Kersey**

**I know I will be \_\_\_\_\_.**

**Therefore I will be \_\_\_\_\_.**

**I know I will be \_\_\_\_\_.**

**Therefore I will be \_\_\_\_\_.**

**I know I will be \_\_\_\_\_.**

**Therefore I will be \_\_\_\_\_.**

**I know I will be \_\_\_\_\_.**

**Therefore I will be \_\_\_\_\_.**

**I know I will be \_\_\_\_\_.**

**Therefore I will be \_\_\_\_\_.**

**I know I will be \_\_\_\_\_.**

**Therefore I will be \_\_\_\_\_.**

## **Mentor's Guide Sheet**

# **Your Dream, Is Your Destination**

(Bonus Session 5)

### **Conversation Starter:**

Read the “A Dream Is Needed” article by Jaylen Bledsoe.

### **Conversation Activity:**

Have each student complete the “A Dream Is Needed” (GPS TO YOUR DREAM | DESTINATION) Worksheet and have each student share each point of their worksheet.

\*Note: make sure that the students fill out each section of the worksheet leaving nothing empty.

### **Conversation Wrap Up:**

Encourage the students to follow him on Social Media if they have accounts.

# **READ: A Dream Is Needed.**

## **By Jaylen Bledsoe**

“I was recently walking down the hallway at school, when I saw a poster that said, **A DREAM + HARD WORK = SUCCESS.**

I immediately began to think about if I’ve ever had success without a dream...Later that evening, I heard a radio personality say that, “Dreams don’t have to stop when you get out of bed.”

Seeing that poster and hearing the radio personality talk about dreaming, really made me realize something. Without a dream, we aren’t working towards anything.

Let’s look at back at some of your accomplishments...You married that beautiful/handsome spouse of yours...Well, that was your dream, right? You received that promotion at work...Well, didn’t you dream about that one-day? And that new car you bought...I’m sure you dreamed about that, right? Or maybe you’re still dreaming!

Every piece of success, that we have ever had, is thanks to a dream we’ve had. When you dream, you’re preparing your mind to achieve a goal.

**Think of your brain as a GPS.** You have to enter the destination, **YOUR DREAM**, so it can begin to calculate a path, **YOUR PLAN**, to getting there. What happens if you don’t have a destination in your GPS? It simply shows where you are, at the moment, not where you’re going. It’s not giving you directions to go anywhere, right?

What if Dr. Martin Luther. King Jr., didn’t have a dream for equality in our nation?

His GPS didn't just say, Currently living with DISCRIMINATION it said,  
Currently living with DISCRIMINATION, going towards EQUALITY.

After reading this, I want for you to go Dream and set the Destination for your  
GPS. I hope to see your GPS calculating the route for your success soon.  
Remember that there is no destination without a dream...

**Your DREAM, is your DESTINATION.”**

## Worksheet

# A Dream Is Needed

(GPS TO YOUR DREAM | DESTINATION)

ENTER DESTINATION: \_\_\_\_\_

^^(Where Are You Going?)^^

ENTER STARTING POINT: \_\_\_\_\_

^^(Where Are You Beginning?)^^

HOW LONG DO YOU ESTIMATE THIS WILL TAKE?

\_\_\_\_\_

LEAVE NOW: <YES> <NO>

^^(When Do You PLAN On Setting Out On This Journey?)^^

<TODAY> <TOMORROW> if not, when \_\_\_\_\_

ARRIVE BY \_\_\_\_\_

^^(When Do You PLAN On Getting To Where You DESIRE To Be?)^^

QUICKEST ROUTE: <YES> <NO>

^^(Do You PLAN On Getting There As Fast As You Can?)^^

SLOWEST ROUTE: <YES> <NO>

^^(Do You PLAN On Taking Your Time?)^^

IS A TRANSFER NEEDED? <YES> <NO>

# Mentor's Guide Sheet

## Character & Company

(Bonus Session 6)

### Conversation Starter:

Read the quote “Bad company corrupts good character.” and have the students share what they believe it mean.

### Conversation Activity:

Lead the students through the entire “Character & Company” Worksheet.

\*Note: make sure that the students fill out each section of the worksheet leaving nothing empty. It may be hard for them to complete the “Bad Company” portion of the worksheet but with a little encouragement they can and will do so.

### Conversation Questions:

1. Was it hard for you to complete the worksheet? If YES why?
2. Would You Rather “Keep Company” With People Who Support Your “GOOD” CHARACTERISTICS or People Who Are “BAD” COMPANY?
3. What kind of “COMPANY” do you keep? “GOOD” or “BAD”? Why? If “BAD”, after this, do you see the need to change? YES or NO? Will You?

### Conversation Wrap Up:

Encourage the students to make the necessary changes in the “company they keep” that they noted they should (Bad Company) and or appreciate the “GOOD COMPANY” they have.



# Worksheet

## Character & Company

(be honest and open)

*“Bad company corrupts good character.”*

*– Menander*

**LIST 4 OF YOUR “GOOD” CHARACTERISTICS:**

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- Write Your 4 “GOOD” CHARACTERISTICS in top box of each column below (\*)
- List 4 people you “keep company” with
- Put their names under each “GOOD” CHARACTERISTICS they support and enhance

COMPANY	*	*	*	*
1.				
2.				
3.				
4.				

**LIST 4 PEOPLE THAT SHOULD BE CONSIDERED AS “BAD”  
COMPANY:**

(feel free to use initials)

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- List the 4 people you “keep company” with
- Put their name(s) or initials under each “BAD” CHARACTERISTIC  
they fit under

COMPANY	QUICK TO DO WRONG	TEMPTS YOU TO GO ALONG W/ DO WRONG	OFFER EASY/ QUICK BENEFITS	IGNORES THE COST OF DOING WRONG
1.				
2.				
3.				
4.				

**Would You Rather “Keep Company” With People Who Support Your  
“GOOD” CHARACTERISTICS or People Who Are “BAD” COMPANY?**

-“BAD” or “GOOD”-

**WHAT KIND OF COMPANY DO YOU KEEP? -“GOOD” or “BAD”-**

# Mentor's Guide Sheet

## Student-Teacher Relationships

(Bonus Session 7)

### **Conversation Starter:**

Have each student create a list of 11 Reasons Why They Respect Their Teachers” and share their list with the group.

### **Conversation Activity:**

Read the “11 Reasons You Should Respect Your Teachers” article.

### **Conversation Questions:**

1. Was it hard for you to create your list of reasons why you respect your teacher?
2. Did you have anything on your list that was the same as mentioned in the article? If so which reasons?
3. Looking at the list of “11 Reasons You Should Respect Your Teachers” which reasons do you agree and or disagree with?
4. Looking at the list of list, which “reasons” do you rarely think about when it comes to your teachers?
5. Do you show your teachers respect based on the list that you came up with? Why or why not?
6. Do your classmates show their teachers respect?
7. Have you ever disrespected or been rude to any of your teachers? If yes, what caused you to do so? If no, why not?
8. Have you ever witnessed any of your classmates disrespect or be rude to a teacher? What did you think about their actions? did you do anything about it?
9. At your school do you think that the teachers are treated with the respect they deserve?

Why or why not?

10. Which teachers at your school are the most respected? Why?
11. Which teachers at your school are the most disrespected and treated rudely? Why?
12. What can be done to make sure that students and teachers have better relationships with each other? What can you do?

### **Conversation Wrap Up:**

Encourage the students to make the necessary changes in the “company they keep” that they noted they should (Bad Company) and or appreciate the “GOOD COMPANY” they have.

# **ARTICLE: 11 Reasons You Should Respect Your Teachers | Treat Others How You Want To Be Treated.**

**By Kayla Severson (Feb 29, 2016)**

Lately, I have been hearing a lot of stories about students being rude to their teachers. And then the other day in class I witnessed it happen: halfway through class the WiFi stopped working, and there was nothing my professor could do. However, instead of just sending us home, he wanted to use our time wisely, so he had us work on other things that did not require using the WiFi. Some students began making loud comments trying to get his attention about wanting to go home, and one even tried to yell across the room.

Throughout all of it, all I could think was why? I mean, yeah, it would have been nice to get out early, but he clearly was not going to, so what was the point? Teachers or professors, whatever you want to call them, are there to help us, and they deserve our respect. So here is a list of reasons you should respect your teacher.

1. They respect you.

“Treat others how you want to be treated,” if you think your teacher is being rude maybe look at how you are treating him or her.

2. They are there to help you learn.

We would not make it very far without an education, and they are the people who provide us with one.

3. They really care about you.

They want the best for you, and if something is going wrong they want to help you.

4. They can help you in the future.

Teachers want you to succeed and are more than willing to help.

5. They cannot control everything.

Some things are just out of our hands, and it is not fair to hold teachers responsible for things that go wrong.

6. They have to deal with a lot.

Why make it more difficult? It is not cool, and most of the times the other students think you are annoying, not funny.

7. They decide your grade.

Okay, so this one is more of a joke, but it is true. Your teacher will be more willing to help you out or work with you if you respect them.

8. They are people too.

How would you feel if you were trying to help someone and got attitude and disrespect in return?

9. They have been in your shoes.

At one point in their lives your teachers were students too, so they understand more than you think.

10. They are not out to get you.

Teachers are trying to help you do better; they do not want to see you fail.

11. They give up A LOT for you.

Teachers are one of the hardest workers around. They worked hard for their title and it is no secret that they do not make the money they should.

This is just the beginning; there are so many more reasons why you should respect your teachers. It really is not a hard thing to show your teachers the respect they deserve. If you do have a problem or disagree with your teacher, just talk to him or her after class. Being respectful can make life easier for you and your teacher.

## Mentor's Guide Sheet

### What Did You Learn This Year?

(Session 27)

1. Have your students fill out the self-evaluation form (**next page**).
2. Give each student an opportunity to share his/her answers on the "Student Self-Evaluation Survey."
3. Ask someone from your group to be prepared to share, with the large group, one important lesson they learned this year from Elevate Your G.A.M.E. and how they are applying this lesson to their life.



## Student Self & Program Evaluation Survey

Name: \_\_\_\_\_ Cell or home #: \_\_\_\_\_

Email: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

### **Grades**

Did you improve your grade in any subject this school year?

Yes No (circle one)

If so, what subject(s)?

\_\_\_\_\_  
\_\_\_\_\_

### **Attendance**

What happened with your school attendance this year?

Improved Stayed Good Got Worse (circle one)

Were you tardy to school or class **less** frequently?

Yes No Never a Problem (circle one)

### **Maturity**

As a result of our mentoring sessions, did you develop any positive character qualities?

Yes No (circle one)

What character qualities did you develop?

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As a result of our mentoring sessions, did you develop better relationships with others?

Yes No (circle one)

With whom did you develop better relationships?

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### **Empowerment**

Do you feel that the program has helped you become empowered to be a leader?

Yes No (circle one)

How have you become a leader?

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### **Fill in the blank:**

If I did not participate in Elevate Your G.A.M.E., I would

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**Elevate Your G.A.M.E. (EYG)**

What do you like about this program?

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What do you not like about this program?

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As an organization, what could we do to better help launch you into being the best person that you could be?

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