

# CASSIDY COURSES

## Kids Mentoring Kids

### **"Kids Mentoring Kids"**

Abby was still concerned about the the number of dropouts, mentally and/or physically, in the schools, especially schools in tougher areas.

Having taught in one capacity or another for decades, she finds her heart goes out to those kids who "fall between the cracks," the potential dropouts. It is for that reason that Abby developed the two programs already mentioned, both of which are enriching and fun. They are validating of each participant; they provide direction, and they teach communication skills, including human relations skills which translates immediately to improved civility among classmates.

Finally, it came to her: why not use the remaining quarter of the year, as an elective, to train kids to mentor other kids—juniors mentoring incoming freshmen.

### **Abby's experience proved how one high school club (taught in 1/2 of one semester) and two electives can keep potential dropouts in school.**

As a result, Abby developed **Kids Mentoring Kids**, an elective for all juniors. She also developed a program which shows:

- How to set up a high school club that will provide acceptance, validation, and guidance to every child
- How to train club participants in listening skills and human relation skills
- How to improve college acceptance rates through participation in this club
- How to help every student discover their passion or purpose in life through a one-semester elective
- How to practice interviewing skills through this same elective
- How to improve speaking skills, self confidence and esteem through a second one-semester elective.

A *Star Ledger* Editorial headline read: **Cause of death: Gangs!!!** "A study has found that more than half of all homicides in New Jersey are related to gang activity. . ."

Further in the editorial: "Law enforcement is only part of the solution. The best way to protect against the resulting violence is to understand the reasons young people are drawn to gangs . . . to find ways to counter that attraction."

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Abby believes that an ideal “way to counter that attraction” is to start using mentoring in the high schools--juniors and seniors mentoring freshmen and sophomores. A club similar to the Key Club or Spanish Club or Poetry Club in high schools could be set up for the upperclass students where they would have an opportunity to not only discuss their underclass student challenges with the group but also master the basics of human nature and mentoring ethics that they can apply to all parts of their lives.

If every child were mentored as a freshman and then became a mentor, the world would indeed be a better place in which to live. Civility would be mainstream.

A complaint could be lack of time. It takes time to set up the appointment, get to the appointment, go there, return, etc. With this program, however, mentoring could be a part of the curriculum.

Abby found the mentoring experience to be a definite **win-win situation**. The person being mentored knows someone cares, someone is always there for them, merely a classroom or a phone call away, and someone can offer advice and guidance, someone older and wiser, even if it is only a couple of years.

On the other side of the coin, mentors have an opportunity to practice their listening skills and their human relation skills. They have an opportunity to be responsible for another person, which in turn makes them grow and become more self sufficient.

The responsibility of having someone to mentor is something that cannot be taught; it can only be experienced.

What Abby learned from her diverse teaching opportunities is simple: **Everyone is special in some way, and when a person is able to recognize and act on that something special, that person and the world benefits.**

One of the best ways for high school kids to find what is special about themselves is to become a mentor. Abby developed this training to allow mentors to learn and know the tools to use to find what’s special in others; however, it is the practice of using the tools with underclassmen that allows the significance of the tools to be internalized by the mentor.

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They learn by doing. By putting their knowledge into practice while mentoring underclassmen, they "get" it!!

Abby believes that the secret of success for almost every person is to have someone in your corner (parent, friend, relative, priest, minister, teacher), rooting them on, cheering for them, helping them, validating them, and at times pointing out more effective ways to handle people and situations in life without tearing them down in the process.

### **IMPRESSIVE STATISTICS:**

- A research study provided these results on mentoring. "Children who met with a mentor three times a month for one year were 46 percent less likely to begin using illegal drugs, 27 percent decrease in initiating alcohol use, 37 percent decrease in lying to parents, 52 percent less likely to skip school, and 33 percent less likely to get into fights." (Statistics from a nationwide review of Big Brother/Big Sister's Programs by Tierney & Grossman)

- Why has mentoring grown into a social movement supported by government, schools, businesses and religious institutions alike? Because it works.

- Recognize that a mentor is a caring and concerned person. A mentor is a listener and a guide.

The value of mentoring is immeasurable! Take a look at the **STATISTICS**, keeping in mind that a large percentage of inmates are high school dropouts.

- Over 70,000 people will be released from state prison in New Jersey over the next five years. Check the number leaving your state's prisons.

- The average yearly cost of housing an inmate in New Jersey is \$50,000. What is it in your state?

- The recidivism rate is over 60%. Two thirds of all prison releases end up back behind bars within three years.

- In 2004, a third of the 14,000 inmates who left state prison were let go with no obligation to hold a job, submit to drug tests or report to a parole officer.

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- States spend an estimated \$44 billion annually on prisons alone, not including the costs of arrest and prosecution, the damage to crime victims, or the impact on families and communities.
- A high percentage of dropouts end up in prison, costing the state approximately \$50,000 a year per inmate. If 8 out of 10 potential dropouts stayed out of prison as a result of this program, there would be **savings of millions of dollars a year**. (The New Jersey Institute for Social Justice and the New Jersey Public Policy Research Institute's Re-Entry Roundtable report, June 20, 2003, Trenton, NJ. entitled "Community Re-Entry of Adolescents from N.J.'s Juvenile Justice System," by Bruce B. Stout, Ph.D., University of Medicine and Dentistry of NJ.)
- In the June 28, 2007, *Star Ledger*, an article from Washington, states "Prisons and jails added more than 42,000 inmates last year, the largest increase since 2000.

"Overall, the total number of people behind bars—including those held in local jails—was more than 2.2 million, according to the Justice Department's Bureau of Justice Statistics."

Abby believes that a formalized mentoring program in high schools could reduce these statistics by a quarter, a third, a half, or more. Any significant reduction would be accompanied by a corresponding reduction of costs to taxpayers. That would be a true win-win situation.

She wants teachers to remember, a mentor is someone who has a positive impact on the lives of others, someone who sees more talent, ability, and "specialness" within their mentoree, than the mentoree sees in herself, and someone who helps bring out these special traits and characteristics.

Abby points out that most people have had a mentor at some point in their lives. He or she may have come in the form of a teacher, a parent, a relative, an aunt, uncle, maybe a guardian, an older friend, a counselor, a coach, a minister, priest, rabbi, cleric, tutor, expert – somebody who believed in them, encouraged them to be the best they could be, and someone who had a positive influence on them. Not everyone, however, has been as fortunate, and it is for them that the mentor is here. The mentor now has an opportunity to impact their mentees' lives.

Abby read about actor, Denzel Washington, who believes that his success in life is due to a mentor he had as a teenager in an after-school boys' club. He was born and raised in a part of New York that was very tough, the streets were tough, gangs were prevalent. He lived in

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a bad section. And had he taken the wrong path, he certainly would not be the Denzel Washington everyone knows today who is famous and has done such a great job in the movies.

A couple of years ago, he wrote a book called, *A Hand to Guide Me*, which showcases how mentors have shaped the lives of people we all know and respect, from baseball legend Hank Aaron, Mohammed Ali, Bob Woodward – Bob Woodward who was a reporter during the Nixon time. He included people such as Yogi Berra, Danny Glover, the actor, Whoopi Goldberg, and over 60 other famous people. Every one of them had a mentor, somebody who believed in them and encouraged them.

From Greek mythology the riddle that Oedipus answered when he reached the Sphinx is applicable to mentorees. "What walks on four legs in the morning, two legs at noon, and three legs in the evening?" This riddle is associated with man. Four legs relate to crawling as a baby (the morning of our lives), two legs for walking at noon (the middle part of our lives), and three legs in the evening (our twilight years) referring to legs plus a cane. A mentor is similar to a third leg for someone who, at this point in his life, cannot stand alone, even though they are in the middle of their lives.

As Abby frequently stated, "It's amazing how having somebody believe in you really makes you want to do the best that you can do. Sometimes parents or people who are close are just too busy surviving, earning a living; and that's where a mentor comes in. That is exactly what high school mentors will be doing – accepting and encouraging mentees to be the best that he or she can be. Young mentors now have an opportunity to impact their mentee's life."

Being a mentor means showing acceptance and guidance to someone who needs support, i.e., making a difference in someone's life. The reward for the mentor is the tremendous satisfaction awaiting as they watch their mentorees grow and develop into the people they desire to be.

The need for conscientious, sincere, caring, sensitive mentors is overwhelming. If administrators looked at the numbers of kids in trouble, they would have an idea of just how great the need for help is.

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*"U.S. News & World Report* reported that, although conventional illiteracy – the inability to read a simple message in any language – had virtually disappeared in the United States, functional illiteracy – the inability to read and write at a level required to function in society – appeared to be increasing" (Myers, *Changing Our Minds, Negotiating English and Literacy*).

These functional illiterates and dropouts started out as unmotivated underachievers, mostly students who didn't fit in and could see no reason to stay in a place where they felt unaccepted and unappreciated, even if those conditions existed only in the student's mind.

Functional illiteracy and school dropouts are major contributors to the escalation of crime in communities, towns, and cities all over the United States. If mentoring can help lower the number of high school dropouts, it is a program well worth pursuing.

Abby wondered, "Could mentoring reduce these statistics by a quarter, a third a half, or more? Any significant reduction would be accompanied by a corresponding reduction of costs to taxpayers. That would be a true win-win situation."

From Abby's experience, she believes that this program, in action, can prevent many potential dropouts from becoming a negative statistic. How? By simply enabling them to recognize not only their potential but also their positive effect on others.

*Success* means different things to different people. To Abby it means being of value to yourself, your family, and to society. It means being able to make a difference. It means liking yourself and believing in yourself.

Initially, Abby designed the mentoring programs for the students who needed help, whether academically or socially. To her great surprise, she found that those who benefitted most from the mentoring experience were the mentors.

Statements such as "I felt important," "It was the first time I felt looked up to," "I like the fact that I can be trusted and that I can help someone else," "I know that I need someone to talk to sometimes—being there for someone else is great," "I've learned that I can be a bigger person, a person to go to in a time of trouble," and "I

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loved helping the underclassmen" were typical of the responses she got on follow-up of the programs.

The responses from parents of those being mentored were also positive. One mother said told Abby that because of his mentor, her son actually looks forward to going to school. Before that, he was scared to leave his home. Teachers commented on improved grades of those being mentored. It's all good!

Abby believes we have to keep in mind one important question: What do gangs have to offer "disaffected" kids? They offer acceptance. She believes we can do better than that. She believes can promote acceptance/validation in a safe environment, in the schools.

How can that be done? Experiencing what it is like to help another person, to make a difference in the life of that person, is more impactful than words could relate. That is what this program is about.

Abby hopes other teachers will join her in the continuous adventure of learning. This is your, the reader's, opportunity to make a difference in the lives of your students.

"One thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve." – Albert Schweitzer

There are kids who are not at risk as well who could use a mentor to help them achieve their goals. This course shows them how.

Kids trained as mentors can have a positive impact on the lives of others. They can see more talent, ability, and "specialness" within their mentoree than those not paying attention can.

This course is designed to help teachers understand the mentoring process--what a mentor does and how he/she does it. Teachers will learn about the stories of students who have faced daunting challenges in their lives, and they will be introduced to the basic principles of how to best mentor those who are "at risk" for whatever reason.

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Mentors will learn how to run a session, the rationale behind mentoring, the Mentor's code of Ethics, Advanced Mentoring Ideas, self esteem/values, and interpersonal skills. Also included are motivational book summaries which give additional invaluable and timeless ideas.

This program was originally designed to help underclassmen adjust to high school, to gain confidence in themselves, and to have someone in the school they could rely on.

As previously stated, the evaluations came as a total surprise. The mentors were more frequently the benefactors. They said things such as, "I loved being a mentor because no one had ever looked up to me before. I felt important. I felt respected." You can't teach those things; you can only experience them. That's why **Kids Mentoring Kids** is so important to have in every school.

This program is self explanatory and self taught. In addition to the videos, there are transcripts of the videos, assignment sheets, handouts of all sorts, and materials to supplement every aspect of the course.

Abby had written the book, "The Validating Mentor" with the expectation that adults could mentor students. When she learned that it takes 6 months to clear someone interested in working with students—background check, fingerprinting, etc.—she chose to revise the material and encourage students to be mentors.

The concepts contained in this course work equally as well with friends, family, co-workers, or anyone who desires to improve his life and/or self concept.

These are some of the kids who need your help. Many are high school dropouts or potential dropouts, young people who must learn to take 100% responsibility for all of their actions and who need your guidance to do so. These are the young adults who desire your help. Nobody gets through life without help. Everyone needs support and validation. Young people need help in every stage of their development.

Many of these "at risk" young adults may honestly wonder if they can change. "Assume a virtue, if you have it not" is the admonition Shakespeare would have given them.

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Abby believes that students need to be encouraged to start acting as they desire to be, and they need to know they can be whatever they desire, one step at a time. The capacity for creating the life they want resides within each of them.

Being a mentor means showing acceptance and guidance to someone who needs your support. Your reward is the tremendous satisfaction awaiting you as you watch your mentorees grow and develop into the people they desire to be.

A mentor is a coach who seeks, finds, and points out the strengths of his mentoree. *Validation* implies recognition of someone's strengths.

A mentor is someone who has a positive impact on the lives of others, someone who sees more talent, ability, and "specialness" within their mentoree, than the mentoree sees in herself, and someone who helps bring out these special traits and characteristics.

**Abby wants everyone to understand that student mentors are not trained nor are they equipped to deal with medical and/or mental illnesses, alcoholism and/or drug addiction. If a mentor suspects a problem, he/she should notify the appropriate person.**

**She wants all mentors to understand that any information obtained in connection with mentoring activities is considered confidential. Conversations and observations made regarding the mentoree and/or the mentoree's family will be held in confidence. Exceptions to this confidentiality statement include concerns that the following harm may occur or is currently occurring:**

- 1. *Physical, sexual or emotional abuse***
- 2. *Suicide***
- 3. *Illegal weapons***
- 4. *Substance abuse***
- 5. *Danger to self and/or others***

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In the above-mentioned instances, Abby stresses, the mentor is obligated to bring the concerns to the attention of the appropriate authorities or school personnel, if applicable.

As part of the training, Abby wants to make sure the mentor understands that the person being mentored, the mentoree, decides the direction, the speed, the route, the environment, the degree of intensity; and the mentor supports each step she takes.

The student mentor encourages the best direction, the appropriate speed, the best route, the cleanest environment, the safest coworkers, and the appropriate degree of intensity.

By the end of a year's mentoring, hopefully each mentoree will be able to successfully take her place and walk alone without the aid of a mentor.

Abby emphasizes that in order to maximize their potential, *mentorees first must feel they are safe, accepted, and respected as they are*. What helps to instill this feeling is constantly seeing the invisible tattoo on their foreheads, which reads, "Please make me feel important." In other words, "Don't criticize me or make me feel like a loser."

It is a mentor's job to help mentorees move through phase three, *Social Acceptance* and phase four, *Self Esteem*, in order to facilitate their reaching the highest level, Five, *Self Actualization*. This final phase puts the mentoree in a position to make a difference in the world.

Abby emphasizes that feeling important is one of the deepest needs all human beings desire to have fulfilled. The words imply *acceptance*, and they imply *capability*, which is the basis of Level Three on the Hierarchy, "*Belongingness or Social Acceptance*." *Everyone wants to be accepted*, either by their peers, family, church choir, motorcycle gang, colleagues, or whoever is important to them in their lives.

Once the feelings of acceptance occur, mentorees can reach toward the next Level, "*Esteem/Ego Status*." The Validating Mentor facilitates movement from one level to another, as can be seen in the *Mentoring Code of Ethics*.

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Abby states that in one way or another, people young and old will gravitate toward someone who provides a source of validation. Validation is a human need, and this is where being a mentor comes into play. This is their opportunity to help mentorees experience acceptance and validation.

The fifth level of the Hierarchy is *Making a Difference*. With the help of mentors, mentorees will be at the point where they can make a difference--in their own lives and in the lives of those for whom they care.

Abby stressed it is important to remember that *positives do work*. If mentorees believe they can improve, they will. George Reeves, sixth grade teacher of Norman Vincent Peale told his special student, "You can if you think you can." And Peale proved his teacher right.

Overcoming years of negativity and poor results may be the greatest challenge for those who are unmotivated. While mentorees' improvement may not be vast, their improvement is possible by moving in small increments toward a higher level of proficiency in their job skills and their interpersonal skills.

### ENTHUSIASM

Abby reminds mentors of the need to *show lively enthusiasm*, especially with an unmotivated mentoree. If the mentor shows no enthusiasm, the mentoree will reflect none. We "mirror" what we see, and this population is no exception to this rule. And if we don't feel it, again, as previously stated, take Shakespeare's advice, "Assume a virtue, if you have it not." Or, in the vernacular, "Fake it until you make it."

*It is human nature to desire fun or pleasure over pain.* Mentoring in an atmosphere of fun and/or pleasure enables young people to pay closer attention and retain direction better.

Abby's philosophy behind *The Validating Mentor* consists of five specific provisions:

- (1) provides a **safe atmosphere**--physically and mentally (no insults, no making someone wrong, no demeaning comments),

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(2) validates students through their efforts by **recognizing what they have done well** or done correctly,

(3) establishes **relevance**--something they can relate to--in their assignments, and

(4) **builds on their successes**. This philosophy of learning also

(5) introduces the element of **fun**, a guaranteed way to encourage learning and growth.

Under the appropriate conditions, validating mentoring can be the foundation for

(1) improved self esteem and

(2) self concept, and

(3) improved interpersonal skills.

These benefits are not so surprising if one looks closely at the concepts inherent in the principles of human nature.

Validating mentoring means taking a personal interest in a mentoree, supporting the paths she takes.

Validating mentoring means helping the mentoree strive toward his highest aspirations, not only in career choice but also in the pursuit of happiness in his life.

Validating mentors share their knowledge and experiences in the hope that their mentoree will reach a high level of achievement.

Validating mentors promote the importance of responsibility both at home and away from it.

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Validating mentors care about the well-being of themselves and their families and model the behavior they want their mentorees to follow.

Validating mentors receive the greatest gift--satisfaction in knowing they have made a difference.

Charles Engelhardt said it best: "The time to be happy is now. The place to be happy is here, and the way to be happy is by helping others."

### **WHAT ARE THE CAUSES OF THE PROBLEM?**

According to Abby's research the causes of the problem relates to students' homes and socio-economic backgrounds, parents who are in the "survival" state and do not have time for their children, the attraction of gang membership, the school's lack of effectiveness due to lack of resources, the lack of competence of some teachers are a few of the obvious reasons why students lose interest in school and end up dropping out.

Other students with similar backgrounds, however, frequently overcome these causes; therefore, society has an obligation to look further for remedies to vastly reduce these challenges.

What is the one thing that every human being wants? "Acceptance" by somebody or some group may be a good guess." Acceptance" can also explain the popularity of gangs, people who accept one another.

A distaste for reading appears to be a universal condition among students who drop out of school and get into trouble with the law. The average reading level of prisoners is at a third grade level. Unfortunately, their abhorrence of reading causes a domino effect: they don't like to read, therefore, they cannot write well, nor can they do well in other subjects. The result is they drop out. And then what?

A second reason students drop out of school could be boredom, which is intensified by what they consider *irrelevant material*, which in itself is a third cause. Repeated studies have shown that students are more likely to achieve when they are offered

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materials that are interesting and relevant to their needs (Berliner, *The Manufactured Crisis*).

A fourth cause for dropping out of school could very well be the lack of success that students have encountered throughout their schooling. Lack of success frequently equates to lack of confidence and lack of self-esteem, two major roadblocks to successful learning experiences and, conversely, two motivators for getting into trouble.

When students have experienced continual failure throughout their schooling, by the time they are in high school, their course may seem to be set. Students' lack of motivation can be attributed partially to the fact that they had not done well in previous classes. As David Berliner argues, "If we foolishly structure schools so that many students are regularly bored, threatened, or punished in them, who would be so naive as to assume those students would thereafter love learning?" (Berliner 349).

Lastly, many of these students do not feel valued by their teachers. Why? One reason is they are on the track, which is perceived by many educators as *inferior*, therefore, the students must be the same.

The "tracked" kids are those who are always in trouble, the kids who don't care, the kids who have been tracked from their elementary years on through high school, in spite of studies which confirm the fact that tracking works to the disadvantage of most children (Berliner 207). Their opinions do not count.

Unfortunately, "students believe that tracking decisions reflect judgments about their personal abilities and prospects; thus, those decisions set up expectations in students that tend to become self-fulfilling prophecies. This means that ability and tracking systems repeatedly give most students the cruel and unfair message that they just don't measure up" (Berliner 322). This message has a definite adverse affect on self esteem.

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### **WHAT ARE SOME SOLUTIONS?**

Many of the primary causes of poor performance in school (dislike of reading, boredom, irrelevance, lack of previous success, and tracking) can be addressed with a revitalized curriculum which enables students to experience success, but that is the responsibility of the local school districts and unfortunately out of the purview of the average citizen.

Mentors can address this need by having students first learn their strengths (we all have some) and aptitudes and then exposing them to the opportunities available to them. Our goal as mentors is to take them out of the "failure" category.

In an attempt to undo the negativity most "dropouts" experienced in school, mentors can encourage (but don't insist on) them to get their high school diplomas either through the country vocational school or their GED through the local colleges. This step, however, is not a requirement for continued mentoring.

Abby's one goal is to help students and young adults prepare themselves to be in the position to obtain well paying jobs, not minimum wage opportunities. When students do what they enjoy doing, they are apt to be more productive and more successful. Contact with someone who cares is invaluable.

### **TOP 15 BENEFITS OF WORKING WITH A MENTOR**

1. Mentors are familiar with you, your background, your interests, and your goals.
2. Mentors can help you uncover old dreams and activities that made you feel special.
3. Mentors can help you to follow through on your life's purpose.
4. Mentors can help you earn a good living wage.
5. Mentors can help you find greater happiness in your life.
6. Mentors can help you learn how to complete your past.
7. Mentors can help you restore your energy.
8. Mentors can help you get your needs met.
9. Mentors can help you capitalize on your skills and abilities.

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10. Mentors can help you live by your value system.
11. Mentors can help you eliminate things in your life that are not in your best interests.
12. Mentors can help you maintain an upbeat, positive attitude.
13. Mentors can help you handle difficult, challenging situations.
14. Mentors can help you develop a stronger community.
15. Mentors can help you be the best person you can be.

The way the mentor knows so much about those they are mentoring is because the mentor will help their mentoree complete the following forms:

- **PERSONAL CHALLENGES**, a one-page list of questions about what the mentoree wants out of life. This is good for the mentor to complete as well.
- **ASSESSMENT**. This is a two-page rating form which will help the mentoree figure out how he/she feels about their environment, personal well-being, mental well-being, relationships, vocation/career/finance areas of their life.
- **10 Goals to Reach in the Next 90 Days**, a page which helps the mentoree set goals for now and for the future.

Two additional pages – **SAMPLE SKILLS** and **CAUSES/ISSUES** will help the mentor and the mentoree zero in on what's important to each.

**The Weekly Preparation Form** will be used every week to in order for the mentoree to self-monitor his/her progress.

### THINGS TO TALK ABOUT

**How we feel about ourselves has an influence on how we live our lives and how we interact with with others—our peers, teachers, family members, friends.**

Rather than directly asking, "How are you feeling about yourself?" you could ask, "**How do you feel about your classes, your classmates, your teachers.**" Try to elicit specific instances of why they feel as they do.

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For example, if they state that a teacher is picking on them in math class, ask them to tell you more about that. You may find that math is particularly challenging to them, and here is where you can suggest getting extra help or talking to their guidance counselor about help available.

You could ask, **"What do you want to do when you graduate?"** The answer to this question could give you the information you need to better understand how they are viewing their lives.

Attitudes toward their classmates, teachers, friends, and family will usually come through when they talk about their experiences in school. **Remember, your primary goals are 1) to keep them in school and 2) help them recognize what is special about themselves.**

**Each student receives a placemat with everything they have been taught on it. The copies below are condensed to make part of this chapter but the one the**

### ----The Mentoring Leadership Training Workshop----

"It is okay to be me--the best me I can be!"

**MISSION:** The mission of the Mentoring Leadership Training Workshop is to train students with the capability for ethical leadership and self-actualization both independently and as members of a community.

**GOAL:** The goal of The Mentoring Leadership Training Workshop is to provide middle school students with the tools necessary to participate to their fullest in and outside of the school community.

**MAJOR BENEFITS FOR THE SCHOOL:** Reduced incidents of bullying, improved individual self concepts, and higher graduation rates.

**INDIVIDUAL BENEFITS:** Enhanced self concept, acceptance, validation, self-actualization.

#### AMBIANCE FOR ALL MEETINGS

#### S - A - V - E

S - SAFE  
A - ACCEPTANCE  
V - VALIDATION  
E - ENTHUSIASM

#### THE MENTORING CODE OF ETHICS THE BAKER'S DOZEN

##### General Guidelines for Working With Mentees

- 1. SHOW RESPECT TO GET RESPECT**  
Know that your friends "mirror" you. They reflect what they see, hear, and feel from you.
- 2. BE NONJUDGMENTAL**  
Accept your classmates as they are, and then provide the atmosphere for them to grow in a positive manner.
- 3. SEEK THE STRENGTHS OF YOUR CLASSMATES**
  - Help your peers to recognize their specialness.
  - Remember that everyone desperately wants to feel special.
  - See the invisible tattoo on every student's forehead that reads: **"PLEASE MAKE ME FEEL IMPORTANT."**
- 4. PROVIDE A SAFE ATMOSPHERE**
- 5. KNOW, YOU cannot NOT COMMUNICATE**
- 6. SET HIGH EXPECTATIONS**  
Remember the story of a new teacher who thought the locker list from 140-160 was the list of IQ's in her class and she treated them accordingly, and they performed accordingly.
- 7. MAKE SINCERITY YOUR NUMBER ONE PRIORITY**
- 8. BE SENSITIVE**
- 9. SET BOUNDARIES**
- 10. HAVE FUN!**
- 11. SMILE: It warms a room.**
- 12. BE (OR ACT) ENTHUSIASTIC** about everything you do. It's contagious.
- 13. Remember, PEOPLE HAVE TWO BASIC NEEDS:**  
1) TO KNOW THAT THEY ARE LOVABLE and 2) THAT THEY ARE WORTHWHILE.

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student receives is on heavy duty paper and printed on both sides. It can be used as a "cheat sheet" initially as they get their bearings dealing with a mentoree.

**Primary Goal of Mentoring Leadership Workshop:**  
To achieve each student's highest ethical leadership potential according to his or her aptitudes and dreams.

• **Your beliefs guide you.** "If you think you can or you think you can't, you are right." -Henry Ford. Remember the flea and the elephant.

### Confidentiality EXCEPT if you become aware of

- Physical, sexual, or emotional abuse
- Suicide possibility
- Illegal weapons
- Substance Abuse
- Danger to self or others



### Non-Verbal Communication

*You Cannot NOT Communicate*

- 55% - What you SEE
- 38% - What you HEAR
- 7% - Words used

### Things to Talk About

- How are you feeling about yourself?
- How are you looking at your life?
- How are you feeling about others?
- What has occurred since our last meeting?
- Any breakthroughs or insights?
- New choices or decisions made?
- Personal news?

### QUESTIONING

- Ask question
- Paraphrase
- Pause
- Question

### Preparation Form

- What accomplished since last session?
- What didn't get done, but intended to?
- Challenges and problems?
- Opportunities available now?
- What I want to work on today?
- What I promise to do by next meeting.

### More Talking Points

- Progress on goals, projects, activities?
- What have you done that you're proud of?
- What resistance are you encountering?
- Can I explain something for you?
- Can I provide you with more information?
- Do you need help developing a plan?
- May I offer you a strategy or advice?
- What is your next goal or project?

### Listening

- Be silent
- Hear words spoken and not spoken
- Listen with senses
- Reflect back what you hear
- Ask for further clarification
- Prompts

### Listen for

- Authenticity and Truth (tone & language)
- True desires
- Fears
- Support
- Positives
- Your reactions to mentee

### *Dale Carnegie's* Human Relation Skills

- Do not criticize, condemn or complain
- Give honest, sincere appreciation
- Arouse in other person an eager want
- Become genuinely interested in others
- Smile - it warms a room
- A person's name is the sweetest sound
- Be a good listener
- Talk in terms of other people's interest
- Make the person feel important

### "Wants"

- Where do you want to live, work, school?
- How do you want to look, feel, sound?
- What do you want to do every day?
- Desired relationships with family, friends?
- What obstacles do you see keeping you from doing what you want in life?
- How can I help you succeed?

### Interests

- What do you feel strongly about? News that upsets you on TV?
- Whom do you admire and why?
- Where do you enjoy being?
- What do you do in your spare time?

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# CASSIDY COURSES

## Kids Mentoring Kids

### Recommended Action

Abby believes that teacher training is constantly changing and evolving. She also believes we live in stressful times, times that may make us question our own values, question our own worth. That's why outside validation is so vitally important. These three courses provide that validation and are well worth the time to learn and use them in your classroom.

As a reminder of the testimonials Abby has received, check them out. The entire 19 pages can be found at .

Another option is to visit <https://www.cassidycourses.com> and learn about the three programs already fully developed. A brief video precedes each lesson explaining what should be covered. Each lesson also contains slides for every class, downloadable information for the students, and a script of the session. All of the work has been done in order to facilitate the training.

Either way, Abby would be delighted if you shared in her belief that a strong self-concept is essential to the success of any person. "What the mind can conceive and believe, it can achieve."  
-Napoleon Hill; but first a person has to believe in him- or herself.

Abby believes that every child can experience a high level of self-esteem, which, of course, leads to self-actualization, the top of Maslow's Hierarchy of Needs.

Abby believes that people, especially kids, can live their own framework of beliefs, guiding principles when they believe in themselves. They can then ask: What is my personal role in the world?

Helen Keller said, "The only thing worse than being blind is having sight but no vision." These courses provide the vision.

Henry Thoreau said, "Go confidently in the direction of your dreams. Live the life you have imagined." This, of course, is possible if a person believes in himself and his or her ability to do so.

As you believe, so you are.