

## **Lindbergh MS - February 17, 2010 (Mike Illuzzi)**

Peter Garza, Mike Illuzzi, Annie Schwiderski and Tony Simmons met at 11:30 to setup the classroom (Mrs. Illuzzi's room) for the first visit with the students. They discussed the upcoming mentoring session and met the principal, Mike Plunkett, the school secretary, Dottie Askew and the librarian, Teri Brooms.

Two students finished their lunch hour at 11:48 and went to the classroom. Three other students were scheduled to bring their lunches to the mentoring session.

Students and mentors introduced themselves to each other. Mike gave a history of Can Do and reminded the students about the \$1000 promise made to them by Ms. Wilfong when they were in 4<sup>th</sup> grade and the expectation that they will graduate and go on to 13<sup>th</sup> grade and receive their Can Do 4:13 Scholarship. He also discussed the mentoring program that is going on in 9 other schools and the 7 Habits book.

The mentors told the students about their lives and how they got to their current jobs and their interest in Can Do mentoring. The students told the mentors the schools they had attended since leaving Irving and their plans for 13<sup>th</sup> grade. Capreshia said her birthday will be on Monday, February 22. Annie is a master cake baker and she will bring a birthday celebration cake in the future.

The first two habits were summarized as noted on page 106 of the book. "Habit 1 says, you are the driver not the passenger. Habit 2 says, decide where you want to go and draw up a map to get there.

The mentors answered the students' questions and talked about ways they could help the students achieve their goals. The students were reminded that the mentors would meet them once a month in March, April and May this year. The Can Do goal is to meet with them monthly from now until they graduate from high school. The students were dismissed at 12:30.

The team set another date for March 17 at 11:30 to prepare and then meet the students at 11:48. They confirmed that date with the Lindbergh secretary, Dottie Askew. Tony will contact Annie and Peter before the next mentoring meeting.

## **Von Steuben MS – February 12, 2010 (Carrie Warfield)**

Mentor & Students in Attendance:

Session 1: Carrie Warfield, Vicki Grohsmeyer, Martha Disberger; Students: 7 Can Do 6<sup>th</sup> graders, plus 3 5<sup>th</sup> graders, for a total of 10 students

Session 2 Carrie Warfield, Vicki Grohsmeyer, Martha Disberger, Dennis Disberger; Students: 12

We began this session by allowing the students to choose their groups, which appeared to improve participation. Next we updated grade reports. Some students also discussed progress on the goals they identified the previous session or identified something they had done over the past month that they wanted to share with the group. One student in particular identified that she had brought her grade up in three of her classes. We discussed what she did differently that resulted in that outcome, and she noted that she did her homework. We had a student whose math grade had fallen, and we talked about what caused the grade to fall and what was needed to bring it up. A peer actually volunteered to help this student and shared what they had done the past month to improve a grade. One 7th grade student's grade had gone from an A to a C in 3 months time. We discussed what he thought had caused that and what could be done about bringing the grade back up. We encouraged him to seek help if needed and turn in all assignments.

Then we discussed in whole group what the word "mission" means – asking if they'd seen the movie "Mission Impossible" or the sequels. We reviewed what a personal mission statement is, why you would want to create and use one, and read some sample mission statements from the book. We explained that creating the mission statement is so important, we'd be using two sessions to create one. We discussed how to complete the Part I worksheet in session in small groups.

In small groups, we worked through 6 of the pre-writing exercises from the Great Discovery. The students were very engaged and actively shared their answers. Many of them noted the influence of their parents,

identifying qualities they admired in their parents, as well as qualities they wanted the parent to see in the student. One small group spent additional time on 'what would you be willing to cross the 6" beam for' and 'career' was a repeated choice. Many of the students are very focused on what is required to achieve their goals.

The time went very, very quickly. We asked the students to leave The Great Discovery Part I worksheet in their folder and distributed the Great Discovery Part II worksheet (with the other 5 pre-writing exercises). We asked that they work on Part II outside of the session where they might have more time to reflect on the questions and what they wanted to include in their mission statement. We asked that they bring Part II back in March and explained that we'd work on drafting the Mission Statement during the next session using the work they did on the Great Discovery Part I and Part II.

Breaking up the Great Discovery into two parts and including a general timeline for the mentors to try to work through the exercises on Part I helped. The list of qualities was helpful to the students to get them to think about what attributes THEY have, what makes them unique and what attributes they would like to develop in themselves. The students loved the cookies and Gatorade. Also, Martha, who filled in for Dennis for the first session (thanks, Martha!) noted that she enjoyed the student to mentor ratio, as well.

### **Manual High School - February 11, 2010 (Wendy Rogers)**

Mike Illuzzi, John Kramer and Wendy Rogers met with 9 students. The session began with each student completing the academic progress sheet and reviewing the five habits that we have discussed from the book "7 Habits of Highly Successful Teens" by Sean Covey. Next the group continued discussing the document "The Great Discovery" from our January session. Each student selected a series of qualities that best describe themselves and then several talents. Some students shared their thoughts and individual characteristics that they admired about themselves. Also a few students shared to whom they admired and what qualities those individual possessed. We will continue working through the packet and writing individual mission statements and discussing habit 5, "seek to understand to be understood" in the March session.

### **Trewyn MS - February 11, 2010 (Wendy Rogers)**

Mike Illuzzi, John Kramer, Elijah Sansom and Wendy Rogers met with 7 out of a possible 9 students at Trewyn Middle School. The session began with each student completing the academic progress sheet. Next the students and mentors broke into to group of three or four. Each group was to try and get to know each other better and increase communication with the students about their interests and goals for the future. Bellow is the report from each mentor on the session:

Mr. Illuzzi and Mr. Kramer: Today Mr. Illuzzi and Mr. Kramer met with two students to review the first four habits of Highly Effective Teens. They gave examples of being proactive, begin with an end in mind, put first things first and think win-win. Each student was asked to describe their admirable qualities and talents and describe how they used them both at school and at home. Since many of the student's talents and qualities tied back to athletics, they were asked what their game plan would consist of during or after their athletic careers. Mr. Illuzzi provided the example of Karl Malone, who not only was an NBA all star, but owned and operated a very successful trucking operation. Each student talked about researching library materials that identified Japan as a point of interest as well as life in the NBA.

Mr. Sansom: Began by asking how things are going? What do they like and not like especially about school? They do not like walking in lines! We then talked about grades: what's improving, what's not improving and why. Session concluded by talking about future and how to be sure you are making progress and not just standing still.

Ms. Rogers: The group consisted of three students. We began our session reviewing the habits that we had discussed so far this year. These being (1) Be proactive (2) Draw a road map (3) Recognize the road block and (4) Find a win / win in every situation. Next we continued "The Great Discovery" packet that we began in the January session. Each student at their own pace began answering question from pages 4-7 in the handout. Student we willing to share some of their goals and dreams as they completed each question. Next session we will conclude this exercise by having each student write their own mission state and continue with the next habit "seek to understand to be understood".

### **Columbia MS - February 9, 2010 (Wendy Rogers)**

Wendy Rogers met with all Can Do Students for 100% attendance at Columbia Middle School. The session began with each student working through the handout "The Great Discovery". Each student had to select 10 characteristics about themselves from a list of 75 and then write two or three sentences using several of the ten characteristics that they selected. Next students needed to select three talents from a list of twenty and write a sentence or two about their talents. Some students were willing to share their characteristics and talents with the group. We continued working through the handout until the period was over. We will continue the packet "Great Discovery" again in March and begin discussion on habit 5 "seek to understand to be understood".

### **Lincoln MS - February 9, 2010 (Mac Pogue)**

Kurt Pegler, Doug and Eileen Leunig, and Mac Pogue met with 10 8th graders, 17 7th graders, and 13 6th graders over lunch (1/2 hr. each). Kris, Becky, nor Jackie were able to attend. Thanks to Jen for making available 100 tickets to a Bradley women's basketball game to the students who attended. The reminders from last time worked for at least one of the students who noted that he checked it in his school binder this morning.

As they brought their lunch into the library, we greeted each student to the mentor tables and passed out Careers Sheets and their folders, asking them to finish (or start) the Academic Progress sheets they started last session. In addition to logging their grades monthly, they list their top three goals for 2010 and the beginning of an interest inventory. Mac kicked off the sessions with a brief welcome, reminder about the May 13 CAN DO Art Sale and their art work to be finished in time to show and sell, a review of the habits we have talked about so far: be proactive and begin with the end in mind. Staying with the large group, Doug segued into a scenario of each of them as the driver of "the car of your life", where a goal (or destination) is required, obstacles are to be expected, and a roadmap is recommended. Good discussions ensued. We finished up at the tables when there was time left.

Post session reflections: The 7th graders are consistently the least focused; for this reason, we will do more with them at the individual tables. For the 6th and 8th, we plan to continue spending more time with the big group during the brief time we have with them. To increase student engagement, each of the mentors can take a turn leading the "main" part following Mac's introduction. For example, Kurt asked each student last time to introduce themselves and share a couple things that happened over their holiday break. We thought by blending the 7 Habits curriculum with this very important life skill of each of them speaking to the group, it would engage them even more. For the 7th graders, for next time we plan to have them move to different tables by counting off 1, 2, 3, 4, etc. For the speaking part for all grades, the next three sessions could be: Mar.) tell about their job interests; Apr.) tell what they plan to do over the summer; May) tell their goals. In March, we will let the students read through the Career Sheets, check the ones that catch their attention and then share which ones they like. That could lead to more discussion such as why did they pick that career, what do they know about that career, what do they like about it, etc. We would encourage them to use the school library to find books about careers they like. Generally, we thought it might be good for mentors to mix it up a bit during the recitations, noting a reference to a mentor interest/passion: for example, a student says she likes to take pictures and Kurt saying, "Did you know Mr. and Mrs. Leunig travel to other countries taking pictures -- ....", followed by an interaction with the student.

### **Sterling MS - February 8, 2010 (Kris Carius)**

Ken Pflederer and Kris Carius met with 7 students. Ken welcomed them while they ate lunch; he told them how he was invited to a friend's home for the Super Bowl game but didn't know how to get there. He had to get the address and then used his GPS system to get directions. This easily led to the fact that we need to know where we are going and how to get there. At our tables we worked on the academic summary worksheets, talked about positive characteristics, which ones the students feel they have, and how those characteristics can help them get to where they are going. We used the career list and talked again about their future goals/careers. Time was up way too soon!

### **Peoria HS - February 4, 2010 (Mike Illuzzi)**

Wendy Rogers, Kris Maillacheruvu and Mike Illuzzi met at 8:30 to prepare for the day. Our classroom has

become a tutoring room so we prepared in the conference room and then moved to the auditorium. The auditorium will probably be the only available space for next year to accommodate all the students so we decided to make it home for the rest of this year. Peoria High staff reserved it for us for the rest of this year. We discussed the lesson for the students' arrival at 9:25 and our "an easy to remember" summary of the 7 Habits. The summary continues to be a work in progress.

We met with the freshmen and sophomores 9:25-9:55 and the juniors 9:55-10:25. Each group of students completed their academic progress sheets as they arrived. We are happy to WELCOME Bradley Professor, Kris Maillacheruvu to PHS. He introduced himself to the students. It is great to have someone on the team who teaches 13<sup>th</sup> grade! The students introduced themselves to Kris and told him their plans for 13<sup>th</sup> grade.

The students shared a goal that they had been working on since our last meeting. We presented an introduction to the lesson and a review of the first 3 habits and introduced 4 and 5: 1) You are the driver of the car of your life. 2) When you set a goal your car needs a road map to achieve that goal. 3) You will have roadblocks on the road that you can overcome. 4) Some roadblocks may be with people. Try to solve those roadblocks with a "Win Win" for both people. 5) "Win Win" requires good listening as we seek to understand the other person and solve a roadblock problem. We have 2 ears and 1 mouth so we should listen twice as much as we speak.

In the breakout groups the students worked through "The Great Discovery" handout with a quick review of the 10 qualities and 5 talents that describe them. We reminded the students to underline on page 3 the process for writing a personal mission statement 1) consider their own character 2) consider their vision for their life 3) begin formulating a plan to get them moving toward the vision. As part of the review the students shared what they will be doing and who they will be with in 20 years. Then they discussed what they would like to study if they had all day in a great library and they answered the question "what inspires you?" As time permitted we asked them to write the first 5 goals on the front of The Great Discovery handout.

Our 25-30 minute sessions flew by. Passes were signed and we wished them a good day.

The PHS team will meet at 8:30 on Thursday, March 4 in the conference room to prepare "The Great Discovery" lesson and then move to the auditorium for the students' arrival at 9:25. We will also continue to work on our "easy to remember" summary of the 7 Habits.

### **Richwoods HS – February 3, 2009 (Wendy Rogers)**

Mike Illuzzi and Wendy Rogers met with all 8 Can Do students at Richwoods High School. The session began with the students completing their academic progress sheet for February. Next the group began a discussion about the Super Bowl and thoughts on what team would win.

The group then began to review the five habits that we had covered so far in the book "7 Habits of Highly Successful Teens" by Sean Covey. The five habits covered to date are: Be proactive, draw a road map, recognize the road blocks, find a win/win in every situation and seek to understand to be understood.

Next the group was divided into two groups of students and a mentor. Each group then continued discussing the handout "The Great Discovery". Each student work through the self reflection questions on pages 4-7, some students shared their answers on questions like, who inspires them and who do they see themselves spend time with in 20 years and what do they see themselves doing for a career. Most of the responses included: spending time with family, their children and working at a job or running their own business. Next session we will begin discussing habit number 5 "seek to understand to be understood".

### **Woodruff HS - January 21, 2010 (Jen Wilfong)**

Wendy, Doug, Bob, Elijah, Martha, Calvin, and Zac were the mentors for session five.

9<sup>th</sup> Grade – Martha Disberger

Wendy, Calvin, and Martha met with 9th graders. The students updated their academic progress forms and we collected a few more surveys. We introduced the idea of a personal mission statement and discussed examples of other mission statements, e.g. Can Do: Hope, Graduate, Succeed, Nike: Just do it, etc. We focused on why mission statements are important -- to help us stay focused on an objective, give us a

direction, etc. The students selected qualities and talents from the handout that best describe them and began working on their own mission statement. We will continue this exercise in February.

Using the "Great Discovery" packet as a guide, we assisted the students in "Discovering Yourself Through Others" by asking them to identify people in their lives who inspire them or whom they admire and why and what qualities they would like to develop in themselves. We also talked about their vision for themselves in 20 years by asking them -- where do you want to be/what do you want to be doing/etc in 20 years? This exercise helped the students think beyond their school years and visualize themselves in their careers/adult life.

#### 10<sup>th</sup> Grade – Bob Caughey

There was a good group of sophomores including some for the first time. After everyone completed the survey about Can-Do, we started with each person telling the group about their career choice (looking at the end from the beginning). Next, we talked about a Mission Statement, and each sophomore wrote about a person or character aspects which they admire. We talked about their character, and how they want others view them by their actions (yes person or my way or the highway). Many in the group read the character aspects that they admire, and one person read her notes about how she admires her mother. We finished with writing answers to the questions on page four of the work sheet.

Again, we had a good discussion, and I think that everyone had comments to share with the group.

#### 11<sup>th</sup> Grade – Doug Leunig

The Woodruff session began with a group meeting of all 38 students introduced to the career counselors, Eric and Tina. Beth was unable to attend after an injury from slipping on ice. Zack announced that all three would be returning on Friday to meet with individuals. Tim Sotter, an independent video producer, observed the groups and took notes determine what might be feasible to do for a documentary on Can Do.

Doug informed the juniors it was possible that a video might be made about their involvement with the Can Do mentoring program in hopes that their interests would be stimulated to see possible ways for their inclusion. It was somewhat difficult to judge if they were interested or not, since they didn't react much and there was little further conversation on the subject.

After attendance and completion of the survey, session 5, "Begin with the End in Mind," started with a quick overview of the subject using the prepared materials. The kids were quick to pick up on the concept that they have to have an idea where they want to go before they start out to go somewhere. We discussed both driving a car and the sports analogy of knowing where you want to go before beginning was easy to understand, and seamlessly transitioned into the "The Great Discovery" mission statement concept of having a plan for your life in order to succeed. Wendy's suggestion to work on the first three pages of the document was good, because it gave them a focus to work on, but didn't overly tax them. Some students completed more pages, with one finishing all but the final mission statement. The written work was more successful than the general discussion, since discussion in this group becomes dominated by the most vocal who aren't necessarily interested in staying on point. This mentor is open to suggestions for keeping more control.

Martha Disberger told me before the session that she had found some information concerning Methodist nursing. When I asked the kids if they were interested in hearing what she had to say, four girls and one boy raised their hands. They were very attentive when Martha came and shared with them. Perhaps sharing our expertise is something we can do as a part of each session. Maybe mentors who are available can even attend other schools.

#### **Manual HS - January 14, 2010 (Wendy Rogers)**

Mike Illuzzi, Judi Gentry and Wendy Rogers met with 5 students. Three other students stopped by the room at the end of the session and said they were unaware Can Do was meeting. The session began with each student completing the academic progress sheet. Next the group began discussing their favorite part of their holiday vacation. Some of the responses included time with family, sleeping in, eating lots of good food and getting a Wii.

The group then broke into two small groups and began discussing the document "The Great Discovery". Each student selected a series of qualities that best describe themselves and then several talents. This was the

beginning steps to have each student create their own mission statement using their qualities and talents. The students were reminded of the Can Do mission statement Hope, Graduate and Succeed. In the next session in February we will continue with this exercise.

### **Trewyn MS - January 14, 2010 (Wendy Rogers)**

Mike Illuzzi, Kris Millikin, Elijah Sansom and Wendy Rogers met with 9 out of a possible 10 students at Trewyn Middle School. The session began with each student completing the academic progress sheet. Next the students and mentors broke into to group of three or four. Each group was to try and get to know each other better and increase communication with the students about their interests and goals for the future. Bellow is the report from each mentor on the session:

Ms. Millikan: My girls were late getting to the session because they went to get lunch and the lunch monitor did not allow them to leave the lunchroom. We will send an adult with them next time. The girls filled out their grade sheets. We talked about the "D's", why they got them, and what they could do to improve them by the next session. I reminded them that their ultimate goal is to go to college (nursing/art school) so it is important to have good grades. We went over the work sheet "The Great Discovery". They circled descriptive words and talents and wrote sentences. The girls read their sentences to me. I told the girls I would see them in February! One of the girls told me that she is going to dance in a talent show. Should be fun to hear how she does!

Mr. Illuzzi: The group consisted of two students. Our group listed 10 abilities and 5 talents that described us. The guys also mentioned a brother and a best friend who they admired. They would cross the beam for family members. In 20 years one student will be an entrepreneur running his own business while the other will be a football player with his own business. They both set 2 goals: One student's goal was for better grades and improvement at sports. while the other student wanted better grades and stay away from trouble. Their questions for me were: (1) what is a good business college? I told him about ISU since my son graduated from the business program and Harvard Business School where Jen attended. (2) – What did you want to study when you went to ISU? I started as a history major.

Mr. Sansom: The group opened session with discussion about attendance and why sessions were being missed: The reason given by the students was mainly because they didn't know; so we discussed the next session date of February 11, 2010 at 10:30am. Next we discussed grades and what was good and what needs to be improved and how. The session ended with a discussion of 'what do you know' with emphasis on interacting with others and then set some goals and tasks for next session.

Ms. Rogers: The group consisted of three students. Our group selected 10 qualities and 3 talents from the list within the packet "The Great Discovery". Each student wrote two or three sentences about their qualities and shared them with the group. Next each student selected a person that they admired and then picked an additional 5 qualities that they admired in them. Two of the students picked a family member, while the other student needed more time to think. Students were reminded that we are working towards writing our own mission statement and this was the start.

### **Sterling MS – January 13, (Kris Carius)**

Judi Gentry, Ken Pfloderer and Kris Carius met with 7 of the students. We decided to divide the group according to grade; no sixth graders were present, so Judi sat with Ken's group. While they ate lunch each student was asked to complete a student survey of the first semester mentoring sessions and an academic progress sheet. At the tables discussion flowed easily as they completed the forms – we talked about why we come, why we feel it is important for them to graduate, how we can encourage them, and their future plans. We gave each student a list of our scheduled meetings as well as a draft of possible careers. Time passed too quickly!

### **Lincoln MS – January 12, 2010 (Kris Carius)**

Becky Hoppe, Kurt Pegler and Kris Carius met with the students in the usual three sessions. Attendance continues to be a challenge even with invitations, announcements and sign by the cafeteria door. Ms. Smothers and Mrs. Coleman were very helpful locating and reminding the students as they ate their lunch! We gave each student a list of our scheduled meetings.

We stayed in one group each of the three sessions this month due to only having three mentors. We encouraged the students concerning the upcoming Can Do Art Sale and their part in completing art work for it. Each student was asked to complete an academic progress sheet while they ate their lunch. Besides listing grade information so they can see areas in which they have improved/need to improve, this sheet also asks questions about the student that will work in well with our next session concerning personal characteristics.

Kurt talked about the importance of being able to communicate and asked each to introduce themselves to the group and share two things about their holiday break. Even though this was difficult for some, almost all completed the exercise – we ran out of time the last session. We reminded the students that this is a necessary life skill and praised each one as they completed the task. We want to continue exercises like this.

### **Von Steuben MS – January 8, 2010 (Kristan Creek)**

Session 1: Carrie Warfield, Vicki Grohsmeyer, Kristan Creek; Students: 9

Session 2 Carrie Warfield, Vicki Grohsmeyer, Kristan Creek; Students: 12

The January Can Do 4:13 Mentoring at Von Steuben was a major success. The team started out in small groups and stayed that way for the entire session. Each group consisted of 3-4 students per mentor.

The team focused on Proactive vs. Reactive language, grade sheets, and career goals. Each group was truly engaged and discussion was constant. The students seem to enjoy talking through some of the experiences they face or they see their friends facing when we discuss the themes in the 7 habits. Many of the students provided examples of how they had reacted in past situations and recognized how they could be more proactive and accountable.

Each group discussed their grade sheets. The students were to receive their report cards at the end of the day. Mentors encouraged the students to write down their grade goals rather than just saying the goal (hold them more accountable). Many of the students are receiving D's and F's; as a result we will focus on identifying the root cause of the poor grades and then discuss steps to increase grades.

This team is making continual progress at Von Steuben. Each month we identify ways to make it better. This month, Kristan will create a formal attendance sheet. Lastly, the team discussed the outcomes from the December 17<sup>th</sup> mentor meeting to leverage additional program progress.

Kris Maillachurvu will no longer be with our team since his Spring Schedule does not fit with Von Steuben and will move to Peoria High School. A big thank you to his Von Steuben contributions, we will certainly miss him. The next mentor meeting will be held Friday, February 12. Carrie Warfield and Vicki G will collaborate and lead in February and March. Thank you to them for helping Kristan transition to motherhood☺

### **Peoria HS - January 7, 2010 (Mike Illuzzi)**

Dave Haney, Wendy Rogers and Mike Illuzzi met at 8:30 to setup the classroom for 3 groups, assign students to each group and put out their folders on the chairs. We also discussed the lesson for the students' arrival at 9:25 and our lesson focus for the next 4 months. The PHS team will work through "The Great Discovery" handout, planning to complete 2 pages per month and help the students complete their personal mission statement. We want to end the year with "an easy to remember" summary of the 7 Habits. The summary is a work in progress. This month's work on a mission statement is related to habit 2 - begin with the end in mind.

We met with the freshmen and sophomores 9:25-9:55 and the juniors 9:55-10:25. Each group of students completed their academic progress sheets as they arrived. Mike presented an introduction to the lesson and a review of the first 3 habits 1) You are the driver of the car of your life. 2) When you set a goal your car needs a road map to achieve that goal. 3) You will have roadblocks on the road that you can overcome.

In their groups the students shared a habit or class they were working on since the meeting last month. They also reflected on how they did on their first semester classes and their goals for the second semester. Each group worked through "The Great Discovery" handout by identifying 10 qualities and 5 talents that describe them. They shared those answers and picked their top 3 qualities and 3 talents. To prepare to write the mission statement we asked them to 1) consider their own character 2) consider their vision for their life 3)

begin formulating a plan to get them moving toward the vision. They also identified qualities they admired in another person, described what they would be doing 20 years from now and shared what and who they valued. Our 25-30 minute sessions flew by. We signed passes and wished them a great start for second semester.

The PHS team will meet at 8:30 on Thursday, February 4 to prepare for the students arrival at 9:25 and to work on our "easy to remember" summary of the 7 Habits. We will also be welcoming Kris Maillacheruvu to the PHS team.

### **Woodruff HS – January 7, 2010 (Jennifer Wilfong)**

Although the student attendance was low (approx 20 students) due to the bad weather, our mentors were truly able to work in small groups. We quickly handed out the students' folders, got them in small groups, obtained the student evaluations; this process was much improved from the November session. We discussed the students' career aspirations, their academic progress, and the students filled out the surveys regarding the value of mentoring. One of the small groups openly discussed that one of their junior classmates passed, was murdered. Doug did a good job letting them discuss it, and transitioned to being control of your actions. The other small groups re-touched on the personal bank account from November's session. And all tables shared examples of proactive vs. reactive behaviors, as well as making baby steps with goals. For example, the table of 5 freshmen I mentored today discussed the importance of writing goals, and it was amazing that all five realized three benefits of graduating from HS = 1) better life, 2) better job, 3) better home. Plus, we role played; one of the students acted as the teacher, and the small group acting like disruptive students. It was interesting to see how quickly ALL students realized how rude it was to disrespect their teacher. We also taught the basics of respect and listening, and that we have just 1 mouth, but 2 eyes and 2 ears to see and listen with. Thanks to Wendy, Doug, Bob, Elijah, Martha, and Zac for being the mentors today.

### **Richwoods HS – January 6, 2010 (Wendy Rogers)**

Steve Bare, Mike Illuzzi and Wendy Rogers met with 7 Can Do students at Richwoods High School. The session began with the students completing their academic progress sheet for January. Next the group began a discussion about what was their favorite part of their Holiday Break. Some of the answers included: spending time with the family, sleeping in, eating good food and opening presents.

The group then began a discussion about (2) 30 Day challenge from the December session, (1) to shake hands with their teachers once per week and (2) to complete the "Who do you know". Overall a few students said that they introduced themselves to their teacher and unfortunately no one remembered to return the "Who do you know" handout.

Next the group was divided into three groups of students and a mentor. Each group then began discussing the handout "The Great Discovery". Each student would pick ten descriptive words that best describe their character and then three talents that they have. This exercise will eventually lead to each student writing his or her own mission statement. The students were reminded of the Can Do mission statement being Hope, Graduate and Succeed. We will continue working on "The Great Discovery" packet in the February session.

### **Columbia MS – January 5, 2010 (Wendy Rogers)**

Tuesday January 5, 2010 was an outstanding Can Do session at Columbia Middle School. Steve Bare, Julia Metcalf and Wendy Rogers met with all Can Do Students for 100% attendance at this session. The session began with the students completing the academic progress sheet. We then had each student introduce themselves to the group, say what grade they were in and talk about their favorite part of the holiday break. Some of the responses from the students included: spending time with family, the food, not having school, sleeping in and getting everything they wanted for Christmas. Next we review reviewed the homework assignment titled "Who do you know". Each student was to get signatures from other students and work on introducing themselves and greeting them with a hand shake. We had one student return the assignment, and this student was rewarded \$40.00 of McDonald's food coupons. This amount was going to be equally distributed to all students that completed the assignment. So with one student completing the assignment, this student received the entire amount.

We then broke in groups of four and five students with a mentor and went through the handout "The Great Discovery" and discussed our individual characteristics and our individual talents. Next session we will revisit this lesson again for the time past too quickly.

### **Von Steuben MS – December 11, 2009 (Kristan Creek)**

Session 1: Carrie Warfield, Vicki Grohsmeyer, Kris M (till 10:45), Kristan Creek; Students: 9

Session 2 Carrie Warfield, Vicki Grohsmeyer, Dennis Disberger, Kristan Creek; Students: 10

The December Can Do 4:13 Mentoring at Von Steuben was a major success. The team started out in small groups and stayed that way for the entire session. Each group consisted of 2-3 students per mentor. This encouraged active conversation between mentors and students. It appeared that the students were more inclined to participate, especially the 7<sup>th</sup> and 8<sup>th</sup> grade group. In each group the students were provided with a folder that holds their grade sheets and supplemental session materials (Team lead holds onto the folders so students can see progress at the end of the year). This enabled us to *almost* complete the entire lesson, focused on building our Personal Bank Accounts, and still end up talking about the grade sheets and identify ways to increase grades. The team seemed more satisfied with this approach and we will use this method going forward.

Students were treated with holiday cookies and drinks (thank you to Vicki and Carrie for arranging).

This team is looking forward to continual progress at Von Steuben. Each month we identify ways to make it better. This month, Kristan will send all the lesson plans to the team for reference. The team will also discuss the outcomes from the December 17<sup>th</sup> mentor meeting to leverage additional program progress.

### **Manual HS – December 10, 2009 (Wendy Rogers)**

Mike Illuzzi, Judi Gentry, John Kramer and Wendy Rogers met with 10 students out of a possible 17.

The session began with each student completing the academic progress sheet. Next the group began discussing how the students did with their self introduction challenge over the last 30 days. Next each student introduced themselves to the group and talked about their favorite part of the Thanksgiving Holiday. Some of the responses included time with family, sleeping in and eating lots of good food. The group then began as discussion about "how to respond if a best friend was talking behind your back". Some comments were anger, disappointment and hurt. Some possible responses included, not being friends anymore, confrontation or repeated the behavior to that person. The session ended with the assignment "Who Do you know" handout. Each student is to complete the sheet and get as many signatures as possible and bring it back in January session.

### **Trewyn MS - December 10, 2009 (Wendy Rogers)**

Mike Illuzzi, Kris Millikin, Elijah Sansom, John Kramer and Wendy Rogers met with 6 out of a possible 10 students at Trewyn Middle School.

The session began with each student completing the academic progress sheet. Next the students and mentors broke into to groups of three or four. Each group was to try and get to know each other better and increase communication with the students about their interests and goals for the future. Below is the report from each mentor on the session:

-Ms. Millikan reported that the girls seemed happy to be at the session and asked if I would be back again. We talked about how their grades were this month. One student said she is doing better in math We talked about positive actions for handling difficult situations for example telling a friend when she has hurt her feelings or doing extra credit to improve a grade. We went over the homework assignment. I look forward to seeing them next month!

-Mr. Sansom reported that the group went through the handouts and talked about students improvement and how putting in the effort is most important. The student would like for the sessions to be about 10 minutes longer and is looking for a vet job shadow opportunity or something similar.

-Mr. Kramer had each student to update their grades report sheet. The 3 of us talked a little sports as both students are big NFL fans. One student is a big Baltimore Ravens fan and the other roots for the Indianapolis Colts. I asked each student if they had any questions or concerns following last month's session. Since no

questions were asked, I asked them to think about the scenario of their best friend talking about them to others, behind their back. Both boys had a little different response. One was really disappointed and confused while the other boy was just plain mad! I asked each boy while they felt that way, and it really came down to the fact that both boys have several students they hang with at school but only 2 or 3 true friends each. They described a "true friend" as someone who always has their back and they can truly trust. We then went into proactive vs. reactive ways to deal with their best friend talking behind their back. Both students were totally engaged with options, provided their thoughts and agreed that the proactive ways were the only way to determine if this friend was really one of their "best friends". I handed out the worksheet, explained its content of getting signatures, followed by a hand shake and asked each student to return their sheet on 1/14. We also had a few minutes to talk about the baby step hand out and both students agreed that they would do "extra credit" work the next time an opportunity presented itself.

-Ms. Rogers – The group consisted of one student (with one student choosing to return to class). We worked through the academic progress sheet and set some goals for some grades to improve by the next session, next we talked about the scenario of a best friend talking about you to other people and the student responded that she would call them out and not be friend anymore. We talked at length about other options. Next we talked about the assignment "Who do you know" and how she was going to get signature from as many different people as possible and bring it back in our next session on 1/14/10.

### **Sterling MS – December 9, 2009 (Judi Gentry)**

Kris was under the weather and Ken was unable to attend due to the roads, but I decided to go ahead...I think the kids are still wondering why we are doing this so continuity seemed the most important thing. Some asked: 'are we here because we are in trouble?', 'how do you know where the kids are?', 'do you go to other schools?', and finally 'will this be the last meeting or do we have to do this next year, too?'. We briefly talked about their Thanksgiving as an opener and ended sharing Christmas plans.

In general they were as disoriented, giggly, talking without permission and while others were talking as they have been in the past. We stayed as a group as I was alone. I used the "Who do you know" sheet and got them to participate, encouraging individual participation. We discussed responses to the activity questions and then the different responses on the second page: proactive vs. reactive and can do vs. no can do. We also talked about the actions they should be thinking about over this next month.

In summary, I had two good conversations - one student opened up while we waited for other to come and told me about her hopes and dreams, all about her family Thanksgiving dinner and Christmas plans...she didn't say one word when in the group. Another stayed to tell me he might not be here in January as he was going on vacation. We had a really nice talk about Mexico and his visit to family there.

### **Lincoln MS – December 8, 2009 (Mac Pogue)**

Objectives: 1) Introduce the concepts of 'proactive' and 'reactive' "solutions" to problems; 2) discuss examples of these concepts; 3) recognize the difference between proactive language and reactive language and reflect on the power of being in control of their lives by being proactive.

Becky Hoppe (brought treats), Doug & Eileen Leunig, Kurt Pegler, Mac Pogue met with the 6th, 7th, and 8th graders. Kris had a scheduling conflict, so her students sat with the rest of us. The students sat with their groups at the tables, ate their lunch while their mentors reviewed Session 3, and told what deposits they made to their PBA (Personal Bank Accounts). We also handed them the "Who do you know..." people search sheets, where for next time, they will find people, beginning with their peers and mentors, who will sign off on various statements of accomplishment.

At about the 10 minute mark, Mac opened the group session with a review: "Who are we?"; answer, "CAN DO!" -- "Students dreaming BIG, supported by mentors as they establish GOALS, based on their INTERESTS, and develop PLANS to ACHIEVE their goals while OVERCOMING OBSTACLES. We HELP EACH OTHER. We HAVE FUN... leading to HOPE - GRADUATE - SUCCEED".

Before summarizing our objectives for the day, Mac explained how important it is for them to create some really great pieces of art for the CAN DO art sale in the spring, as the proceeds underwrite their scholarships. The result was a tremendous sign up for the four types of media.

Next, Mac read an activity problem and scribed the "solutions" on the white board as the students took turns giving examples.

Finally, at the tables, we discussed whether each "solution" was proactive or reactive, finishing with examples in every-day language, a challenge to be proactive during the next month and to monitor their own language and actions, and journal entries about those things.

#### Ideas or lessons learned for future sessions:

- Capturing the students' ideas with the white board in front of the whole group is an effective way to engage the students and get them ready for the details of the topic at the tables; it was good flow.
- Still feeling rushed to complete the lesson; solution is to plan to not rush by trimming the activities to the essentials.
- The challenge at the end of each session is to engage their minds between sessions, to apply and reflect on the topics presented.

#### Peoria High Report - December 3, 2009 (Mike Illuzzi)

Dave Haney, Sri Vuppuluri, JoAnn Leroy and Mike Illuzzi setup the conference room into 3 groups, assigned students to each group and put out their folders on the chairs. We met with 11 freshmen and sophomores 9:25-9:55 and 8 juniors 9:55-10:25. Each group of students completed their academic progress sheets as they arrived and then they introduced themselves to new mentor, David Haney. We are very pleased to add David to the Peoria High Can Do team. David introduced himself to the students. He works for CAT and is a Marine reserve helicopter pilot having served 4 tours in the Middle East.

The students shared a habit or class they were working on since the meeting last month. Their assignment for this month is to focus on one class to improve. As a whole group we reviewed the 3 habits as summarized on page 106: 1) You are the driver of the car of your life. 2) When you set a goal your car needs a road map to achieve that goal. 3) You will have roadblocks on the road that you can overcome.

That led to a reminder that roadblocks will stimulate a reactive or proactive response. We broke into small groups to discuss the lesson activity and other roadblocks shared by students and mentors. Each group stressed that being proactive requires a Can Do attitude. One of the goals of our mentoring sessions is to help the students coach themselves into getting stronger and more efficient in overcoming roadblocks in proactive way.

The students were given the assignment to pick three goals to work on for the next month and to monitor their language – their self-talk.

We wished them good luck on their finals and a Merry Christmas.

The PHS team will meet at 8:30 on Thursday, January 7 to prepare for the students arrival at 9:25.

#### Richwoods HS – December 2, 2009 (Wendy Rogers)

Steve Bare, Mike Illuzzi and Wendy Rogers met with 8 Can Do students, 100% attendance. The session began with the students completing their academic progress sheet for December. Next the group began a discussion about what was their favorite part of their Thanksgiving Holiday. Some of the answers included: spending time with the family, sleeping in and over eating.

The group then began a discussion about a 30 Day challenge from the November session to improve in one academic class. All students reported improvement in the class that they identified in November session. Some of the behavior changes that created the positive results were: taking better notes, paying more attention during class, asking more questions during class and getting missing assignments.

Each member of the group was then asked to introduce themselves, communicate what grade they were in and what they were interested in or what they recently accomplished. After the individual presentations, the group practiced handshakes and the importance of first impressions.

The session concluded with each student writing down three proactive goals they wanted to reach over the next 30 days. Also students were encouraged to greet and shake hands with each of their teachers one time per week. Everyone will report on their progress in our January session.

### **Woodruff HS, grades 9-11 – November 19, 2009 (Calvin Binion)**

After welcoming the students, we broke up into three groups to discuss the importance of developing one's personal bank account. Calvin Binion, Sean Shanahan and Elijah Sansom met with the freshman while Bob Caughey and Martha Disberger with the sophomores and Doug Leunig with the juniors.

We passed out the PBA symptoms hand out then had the freshmen identify the possible symptoms of a poor/healthy PBA. Elijah kicked things off by getting the students talking about one possible poor symptom: 'self destructing by getting heavily into drugs, pornography, vandalism, gangs' which got the students attention very good input. Then we discussed 'standing up for yourself and resisting peer pressure' and 'being happy for the successes of others' with positive student involvement. We next reviewed the significance of the deposits and withdrawals listed on the handout. We compared the deposits/withdrawals and how they apply to Can Do Principles. Time did not permit us to complete the handout sheets - we will start with then next time; students have both in their folders.

Eight sophomores discussed the 'person in the mirror' and the commitment to change & reviewed habits to change from last month and many of the group listed habits to change to put in their locker. Next, we discussed the PBA and how you feel about yourself with deposits & debits. Each student shared about their best subjects in school and career possibilities; they wrote down answers to the 12 baby step questions which they put into their folders; then we discussed being proactive and being responsible for you. Many mentioned not blaming others, but working out their own problems and their happiness. They completed the PBA work sheet for their folder. Martha helped the group complete the PBA work sheet which they put into their folder. The group seemed comfortable with one another.

Our mentor team works very well together and support one another with the activities planned. The biggest challenge is time! Sean suggested that we try talking less and allow the student to talk more. WOW! GREAT CHALLENGE but we will work on it.

### **Von Steuben MS – November 13, 2009 (Kristan Creek)**

Mentors in attendance: Carrie Warfield, Kris M., Dennis Disberger, Vicki Grohsmeier, Kristan Creek

The Von Steuben mentoring team met with the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Can Do 4:13 students. Both sessions started off with the students eating their lunch and while they ate we all discussed what our favorite book was. This was the homework assignment that was given to them by Mr. Illuzzi at the October 9<sup>th</sup> meeting. After we all discussed our favorite books we talked about the focus of the Can Do 4:13 mentoring program this year.

We started our discussion of the habits by reading the "What am I" riddle out of the Covey book. While the students were eating the adults read and the students tried to figure out the riddle. This led us into a discussion about how we would be focusing on developing positive habits at Can Do mentoring this year.

This led us to our first habit and that is to discuss our grades/goals and record our progress on the grade report that Wendy developed. All the students completed this worksheet and then the bell rang. Time went very fast.

After the first group (6<sup>th</sup> grade) we decided to try and be more efficient with our time with the 2<sup>nd</sup> group (7/8 grade). This was a little easier since the 7/8 graders did not talk as much. They were interested in filling out their forms and student evaluations. We asked the 7/8 grade students to think about a habit they would like to develop or break in the next 30 days. This will be the discussion we will start with at the next meeting.

Mentor Team:

This team seems to work very well together. The biggest challenge is the amount of time we have with the students. Immediately after the first session we all started to brain storm how we could maximize our time to the fullest with the 2<sup>nd</sup> group. We did that and were able to complete our goal of completing grade reports and evaluations.

The mentor team has strong leadership skills. We have discussed team members leading a session so the students will experience each of us in a leadership role. Two mentors have expressed interest and plan to lead in January and February. This is perfect timing with the leader entering her last weeks of pregnancy during that time. We felt that this would help us increase our Von Steuben synergy!

Next mentor session is Friday, December 11<sup>th</sup>.

### **Manual HS - November 12, 2009 – (Wendy Rogers)**

Mike Illuzzi, Judi Gentry, John Kramer and Wendy Rogers met with 9 students out of a possible 17. The session began with each student completing the academic progress sheet and the Can Do student survey. Next the group began discussing self confidence and how self confidence is either present or not present when you introduce yourself to others. Next each student introduced themselves to the group as if they were making a first impression. Each person had to introduce themselves, what grade they were in, and talk about something they either were interested in or something they accomplished. We also talk about non verbal communication and how each person is perceived before a word is said. The session was concluded with a discussion about how each person is the driver of their own life, to create a road map for success for their life.

### **Columbia MS – November 10 (Wendy Rogers)**

Tuesday November 10th was a great Can Do session at Columbia Middle School. Steve Bare, Paula Douglas and Wendy Rogers met with 14 students. The session began with the students completing the academic progress sheet and the Can Do Student survey. We then reviewed the behavior expectations about showing respectful towards each other and the mentors by listening when others were talking, being prompt and bringing something to write with. Next we began a discussion about the students 30 day challenge on a habit they wanted to reduce or eliminate as discussed in our October meeting. Students talked about the habit of biting their nails or biting their lower lip. Students reported some success for the first few weeks but admitted behavior came back towards the end of the month. The group agreed that some progress was better than none. The session ended with each student working on their "self presentation". Each student walked to the front of the class and introduced themselves to the group. We discussed the importance of self confidence, clear communication and positive body language.

### **Lincoln MS – November 10, 2009 (Mac Pogue)**

Objectives: 1) Introduce the concept of a Personal Bank Account (PBA); 2) discuss examples of deposits to and withdrawals from your PBA; 3) Link habits and goals with your PBA.

Becky Hoppe, Doug & Eileen Leunig, Kurt Pegler, Kris Carius, Mac Pogue met with the 6th, 7th, and 8th graders. The students sat with their groups at tables with their lunches while their mentors reviewed Session 2 and their progress with changing habits.

At about the 10 minute mark, Mac opened the group session with a review: "Who are we?"; answer, "CAN DO!" -- "Students dreaming BIG, supported by mentors as they establish GOALS, based on their INTERESTS, and develop PLANS to ACHIEVE their goals while OVERCOMING OBSTACLES. We HELP EACH OTHER. We HAVE FUN... leading to HOPE - GRADUATE - SUCCEED".

- Reviewed habits (good and bad), how they affect the way we see the world and lead us toward or away from our goals. Reminded them that they are working on changing a bad habit, that they have a goal and a habit to change posted on the inside of the door to their locker for that purpose.

- Introduced the PBA: How you feel about yourself is like a bank account -- your PBA; the difference is you can make deposits and take out withdrawals by what you say and do instead of money. Group activity: shouted out traits they look for in a best friend.

Broke into groups at the tables to discuss the PBA handout for the last 15 minutes -- reviewed the symptoms of poor and healthy PBAs and examples of deposits and withdrawals. Finished up by having them make journal entries: a) reviewing their progress on changing habits; b) naming one thing they can do to encourage themselves.

Ideas or lessons learned for future sessions:

- Spend a few minutes at the beginning with table groups reviewing key points of last session.
- Give treats to students who volunteer answers or ideas.
- For next time, begin by asking for volunteers to tell how they put in or took from their PBA; then ask for ideas on how to avoid negative peer pressure (especially 6th graders).
- Spend less time talking to the students, and more time engaging them with activities, such as having them write down four actions to take or beliefs/attitudes to take on as deposits into their PBAs.

### **Sterling MS – November 9, 2009 (Kris Carius)**

Ken Pflederer, Judi Gentry and Kris Carius met with 10 students. Most came on time, but a couple forgot that we had changed the date due to Veteran's Day. Next month we will check attendance immediately and ask the office to call them down sooner. I was encouraged by a positive attitude seen in some of the students.

Ken opened the time with discussion on personal bank accounts. They seemed to get the concept and we talked easily about friends' traits while they ate. We broke into groups with the little time left and each table reviewed the session notes on making deposits in our PBA, as far as we could get. There are some issues with the students talking between tables; next month we will use tables farther apart. We are discussing how to get the students to interact more, whether to mix up the groups, and possibly using incentives.

### **Peoria High Report - November 5, 2009 (Mike Illuzzi)**

Wendy Rogers, Sri Vuppuluri, Joanne LeRoy and Mike Illuzzi arrived at 9:00 to set up our new room. The PHS staff assigned us a new classroom next the conference room so we can use 2 rooms if we break into smaller groups in the future. We met with 12 freshmen and sophomores 9:25-9:55 and 7 juniors 9:55-10:25. Each group of students completed their academic progress sheets as they arrived and they introduced themselves to new mentor, Joanne LeRoy. We are very pleased to add Joanne to the Peoria High Can Do team. Joanne

told the students about her family and work history. She has a wide variety of job experience in the trucking industry.

The Can Do mentors lead a discussion about habits - good, bad and those that don't really matter. The students shared their ideas about good and bad habits. We asked the students to pick one habit to work on during the next month and report their progress at the next meeting. The Can Do words of "hope, graduate, succeed" were discussed.

The students shared one grade/class that they were proud of after the first nine weeks and also one class that they want to improve. Suggestions for ways to improve were discussed. A quote from Page 106 of the Seven Habits was given to the students as a "take away" from this session. "You are the driver (of the car of your life), not the passenger. "Decide where you want to go and draw up a map to get you there. Get there! Don't let roadblocks knock you off course.

### **Woodruff HS – October 15, 2009 (Jen Wilfong)**

The mentors were prepared, and are obviously using the "structure" that we have with the 7 Habits book and with the lesson/session plans that Kristan Creek has provided us. It truly helps with the small group mentoring, that we have topics to discuss. And yet each mentor is doing it in his/her way, being flexible with the students.

The students today were engaged; many shared their good habits, or good habits of others that they admire. They also were, in general, willing to share a habit that they want to improve. We had the Can Do Students write these habits down, and also their school and goal(s) progress, on their yellow sheet (which we'll hang on to, so that the student can review them each month). In November and December, we agreed to keep the 9th graders together; and keep the 10th and 11th graders together; this should help some of the students open up a bit. Then, in the spring semester 2010, we can intertwine the grades once we see a bit more confidence in the 9th graders in the small groups. Let's keep "showing up...with a purpose, encouragement, advice". That quote came from a student today, how inspiring is that?

Zac, Bob C., Martha D., Calvin, Elijah, Jen were present as mentors; Jan, Frankie, and Doug didn't attend.

### **Sterling MS – October 14, 2009 (Kris Carius)**

It was a great time today with the students at Sterling. As they arrived in the library, some with their lunch, Ken led discussion the ice breaker, asking students to guess 'who' he was reading about from the poem "Who Am I?". He introduced the subject: habits, asking for effective/ineffective examples. Most were willing to give examples.

We broke into 3 groups of 2 or 3 students, and talked about habits, how they can help or hurt us, how to change them. The kids wrote in their journal what habit they would like to improve; they also wrote it on a 'post-it' to put in their locker to help them remember. We also talked about goals again and grade progress.

Mike filled in for Judi. Can't wait for next month!

### **Lincoln MS – October 13, 2009 (Mac Pogue)**

Objectives: 1) Introduce The 7 Habits of Highly Successful Teens; 2) discuss the significance of habits and how habits shape the way we see the world (shape our paradigms); 3) To link habits with goals.

Becky Hoppe, Doug & Eileen Leunig, Kris Carius, and Mac Pogue met with the 6th, 7th, and 8th graders over their lunch period. Students filed in with their lunches for the first 5 to 10 minutes and sat at tables with the same mentors as last month, using the name tent cards they made last month. Since Kurt was not able to attend today, we asked his students to join other tables this time only.

During the initial 10 minutes, each table leader asked the students to think of habits they are proud of and one they want to break. They were asked to discuss the habits they are proud of and write down a habit they want to break in their journals and on a post-it to put up in their locker where they can view it regularly. Habits identified were:

**Bad Habits** - being rude, not paying attention, skipping school, smoking, cussing, hitting, drinking, drugs, not doing homework, not turning in work. **Good Habits** - Being on time, doing all work, using manners, graduating, respecting others, helping others, cleanliness, pray before eating, doing homework, going to school, listening, caring, paying attention, being kind.

Mac opened the group session with a reminder of who we are, CAN DO, why we are here, HOPE - GRADUATE - SUCCEED, and what our objective for the day is, to learn more about habits, how they relate to goals, and to leave with a post-it to put up in their locker with a goal and a habit to change.

For the final 15 minutes, the table leaders led a discussion referencing the "habit tree" and the 7 habits, explaining that it takes 30 days to change or start a habit. The leaders challenged the students to resolve to break their designated habit before our November meeting.

There was good engagement with all three groups. The 6th graders were the most "active", sometimes needing a reminder to stay focused. Although attendance was pretty good, we would like to get 100% participation.

#### **Ideas or Lessons Learned for future sessions**

- Three to four students at a table works best.
- Engage the big group through selectively "shouting out" possible answers to a question (without chaos), then 'bring down' - have fun but keep it reasonable! Remind them about respecting others when they are talking as necessary.
- Engage students by brainstorming: writing on post-its and sticking them on wall to review.
- Kris will make a poster to hang up near cafeteria entrance as a reminder: "CAN DO TODAY".
- Use candy as an incentive, but hide it until the end of the session.
- Don't worry about getting all the session notes covered - listen to the kids and 'where they are'; this is lunch time, and fun should be part of the sessions

### **Von Steuben MS – October 9, 2009 (Mike Illuzzi)**

Kris Maillacheruvu, Carrie Warfield, Vicky Grohsmeyer, Dennis Disberger and Mike Illuzzi met with 7 sixth graders, 10:30 – 11:00 and 13 seventh-eighth graders, 11:15 – 11:45. The students were reminded about the Can Do 4:13 program, the \$1000 scholarship they will receive when they reach “13<sup>th</sup> grade” and the three words they need to remember about Can Do: “hope, graduate, succeed.”

The mentors introduced themselves to the students while the students started their lunches then the students introduced themselves and told what they want to be when they grow up. Their future careers included: astronaut, surgeon, veterinarian, fashion designer, nurse, doctor, police officer, soccer player, lawyer, engineer and artist. Ariana shared that she had been the assistant principal yesterday because she had read the most books in the school. The mentors discussed someone who had been a positive influence in their lives and we did the M and M ice breaker.

The students told about a class they were doing well in and why they liked it. The students also discussed a class they would like to improve and they told how they will improve the grade in that class. One question the students had for the mentors was “what did you want to be when you were our age?”

Mike told them there would be not written homework or tests for Can Do mentoring but did give them a thinking homework assignment for next time. The students are supposed to share the title of their favorite book at the start of the November meeting.

#### **Manual HS - October 8, 2009 (Wendy Rogers)**

At Manual High School Mike Illuzzi, Judi Gentry, John Kramer and Wendy Rogers met with 10 students out of a possible 17. The session began with each student completing the academic progress sheet. Then we had students and mentors introduce themselves and talk about something they were interested in. Next the group began discussing habits and how some are good habits and we are proud of them, some are habits that we would like to eliminate and some habit don't really matter. Some of the examples of good habits were: coming to school on time, getting good grades and being respectful. Examples of habits that needed to be reduced or eliminated included: coming to school late, not coming to school and procrastinating. The group was given the 30 day challenge to take one of their bad habits and try and eliminate or reduce the habit during this time. Each student will report on their progress at the next session in November. We concluded the session with a discussion about being proactive and taking responsibility for your life.

#### **Trewyn MS - October 8, 2009 (Wendy Rogers)**

Mike Illuzzi, Kris Millikin, Elijah Sansom, John Kramer and Wendy Rogers met with 8 out of a possible 10 students at Trewyn Middle School. The session began with a review of what Can Do is all about and how the scholarship would help them in post secondary training or college costs. Also we discussed the three word Can Do slogan Hope, Graduate and Succeed. Next each student and mentor introduced themselves and talked about what interested them. Once introductions were complete the group began a discussion of habits and how habits could be good, bad and indifferent. The group was challenged to take a bad habit and see if the habit could either be reduced or eliminated in 30 days. Each person was going to report back to the group at our next meeting. The session concluded with a discussion about being proactive and taking responsibility for your life. The students were very well behaved and did a good job participating.

#### **Richwoods HS – October 7, 2009 (Wendy Rogers)**

Today, Steve Bare, Mike Illuzzi and Wendy Rogers met with 6 Can Do Students. The students seemed excited to come to the session today, with smiles on their faces as they entered the room. The session began with the students completing the academic progress sheet. Next each person in the group briefly was described what they had been spending time thinking about. Some of the responses included: how to do better in school, starting a Bible study after school and how to better balance school, work and family responsibilities.

Next the group began a discussion about habits. First we defined habits as repeated behaviors that could be both good and bad. Then each person described one or two habits that they were proud. These included: daily exercise, going to church, keeping things clean and being considerate. Then everyone came up with a habit that we wanted to reduce or eliminate. Some of these included: thinking negatively, arriving places late, swearing and biting nails. We then all pushed back from the table and cross our arms across our chest

comfortably. Then after a few seconds everyone crossed our arms the opposite way. The group recognizing the different feeling of the simple change and how that feeling is like changing a bad habit. So each person would take a habit and for the next 30 days try and eliminate or limit one bad habit and everyone would report back on 11/4/09 our next session.

In closing the grouped discussed the characteristics of effective people. For example, what makes Tiger Woods an effective golfer? Characteristics included: hard work, focus, determination, positive attitude. Lastly using the "tree diagram" we began a discussion of being proactive and taking responsibility for your own life.

### **Von Steuben MS – October 2, 2009 (Kristan Creek)**

During this mentor only meeting we introduced ourselves to the principal, Mr. Obergfel and discussed the purpose of Can Do Mentor sessions. Mr. Obergfel was very receptive to the program and looks forward to us meeting with the students.

- We reviewed the calendar and settled on the following dates to meet: October 9, November 13, December 11, January 8, February 12, March 18 (moved to a Thursday due to ISATS and school days off), April 16 (3<sup>rd</sup> Friday due to Spring Break), and May 14.
- Meeting will always be held over the VS Lunch hour which is 10:30-11:46. 10:30-11:02 in Room 9 and 11:16-11:46 in Library.
- The Can Do Team will arrive on site at 10:20 to meet briefly before the students arrive.
- If unavailable to mentor please contact Kristan a day (or before) the session
- Kristan will create an invitation for each student to be delivered to them this week prior to session
- Kristan will provide each team member with a binder that includes all session activities and materials.
- All mentors will be asked to provide a back ground check form to Mike on October 9 with \$5
- Mike will fill in for Kristan on the 9<sup>th</sup>.

### **Woodruff HS – September 24, 2009 (Jennifer Wilfong)**

Key words of the day: Respect. Graduate. Anger. The students are a bit angry about this week's decision to close Woodruff. However, by the end of the mentoring session with the M&M ice breaker, the students were discussing how important it is to respect one another as they speak, and the importance of graduation. With the freshmen, one of the small groups clearly wants help with 'college prep' and 'working with difficult teachers'. So we openly discussed that A's, B's, C's are necessary for college prep; Ds and Fs are not acceptable. Some of the students shared that they already have Ds, so we guided them on how to take control of those Ds now, not later. The 7 habits book should help us here, throughout the year. Seven of the 8 mentors showed up, prepared, and ready to work with the Woodruff students. Zac will summarize the exact attendance for us; we did not have 100% attendance of the 62 students. The freshmen were mentored by Elijah, Jen, and Calvin in small groups, and the 10th and 11th graders were mentored by Zac, Bob, Frankie, Doug and Jan. Great start, more work to do, but we are headed in the right direction with the structure of the ice breakers and the 7 Habits book, the green Can Do shirts, and the mentor profile and background forms. Thanks so much for volunteering to positively impact a student! JKW 9/26/2009

### **Richwoods HS – September 23, 2009 (Wendy Rogers)**

Today at Richwoods High School Steve Bare, Mike Illuzzi and Wendy Rogers met with 7 Can Do students for 100% attendance. The students seemed excited to see the group of mentors, as they were the same mentors from the 2008-2009 school year. The session began with a brief review of the Can Do Scholarship program and the monthly sessions that we will have through the school year. Next we had the students and mentors introduce themselves and talk about their summer activities. A couple of the students mentioned the Upward Bound Program that they attended and enjoyed.

Next the students completed the academic progress sheet and a discussion about expectations of the mentors. The feedback from the students was that the mentors/ coaches could help by providing information and in helping the students stay on track. The expectations of the students were to bring something to write with, 100% attendance at the Can Do sessions and participate in activities. We ended the session with a review of the Can Do mission Hope, Graduate and Succeed.

### **Columbia MS – September 22, 2009 (Wendy Rogers)**

Today was a great day at Columbia Middle School. Paula Douglas and Wendy Rogers met with all 15 Can Do students for 100% attendance. The students were extremely well behaved and respectful towards each other and the mentors. To no surprise the M & M's were a big hit and enjoyed by all. The feedback from the students about what they expected from the mentors was very powerful. The phrase 'Just keep showing up' was a repeated a few times. Interesting to note that their expectation of themselves was to work hard and be respectful to everyone. We ended the session with talking about Hope, Graduate and Succeed and how we are going to be working on some habits in the next session in October.

### **Sterling MS – September 21, 2009 (Kris Carius)**

We met with ten students in the library during their lunch break – a great atmosphere for talking without distractions. Mike Illuzzi led the session – the students know him and were very receptive. We all sat around the table and stayed as one group for this first time together. Mike had everyone introduce themselves (mentors included) by giving our name and 'what we want to do when we grow up'; followed by 'what you like best about school and after school'. This led to a discussion about dealing with people who are difficult to get along with.

Since these students were new to the mentoring program, we did not do the student surveys. They were curious to know what we were going to do. Mike explained to them that we will come monthly and will discuss things they want to discuss, progress reports, and The Seven Habits of Highly Effective Teens (and they asked that sometimes we have fun instead of just talking). It was a great beginning.

After the students left Mike saw another former Irving student in the hallway – he will ask for up-to-date student/school lists. Mike also introduced us to Asst. Principal Roz Swain who has graciously helped us and welcomes Can Do to her school.

### **Lincoln MS - September 15, 2009 (Mac Poque/Kris Carius)**

The students were engaged and attentive. The librarian complimented their behavior as we were leaving. The structure fostered by the agenda, journals, tent cards for names, book mark with expectations and motto, ice-breaker activity, and logo-ed shirts worn by mentors was an effective basis for building our identity with the students.

Many thanks to the Team for establishing the basis for a learning community by relating to the students and listening to them. Mac welcomed the students, reviewed who we are: CAN DO = Mentors supporting Students as they dream big, establish goals based on their interests, plans to achieve their goals, overcome obstacles, help each other, have fun, leading to HOPE - GRADUATE - SUCCEED. We all stressed that this program is driven by what the students need and tell us they want and that we will present ideas and alternatives and listen to them.

Many of the 7th and 8th graders were new to LMS, so the questionnaire was not applicable to them. It seemed like the size of the table teams was good, evidenced by generally taking turns talking.

Although I believe we have established a good basis for moving into the Seven Habits curriculum, our challenge is getting more of the CAN DO students to show up in the library next month.