

S.P.A.R.K.



Teen Mentoring  
Workbook

# The Cypress Initiative, Inc.

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# Dreams and Goals

List your educational goals (short term and long term)

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List your personal dreams/ambitions

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# The 3 Principles

Instructions: Use this worksheet as a reference and to take notes. When directed, create your own analogy of SPARK, Thought and Consciousness, in the spaces provided below.

## The SPARK:

- The source behind all things in life.
- The formless energy behind life.
- \_\_\_\_\_

Through the SPARK we have access to:

- Innate Wisdom
- Our SPARK Inside
- \_\_\_\_\_



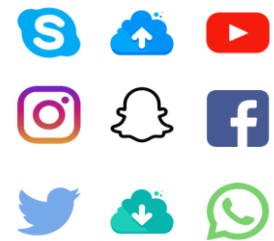
Wi-Fi

## Thought:

- How we experience life moment to moment.
- The power to evaluate, imagine and remember.
- \_\_\_\_\_

Thinking:

- Created by assigning meaning to our thoughts
- Memories/Experiences
- \_\_\_\_\_



Apps

## Consciousness:

- Our awareness of life around us.
- \_\_\_\_\_

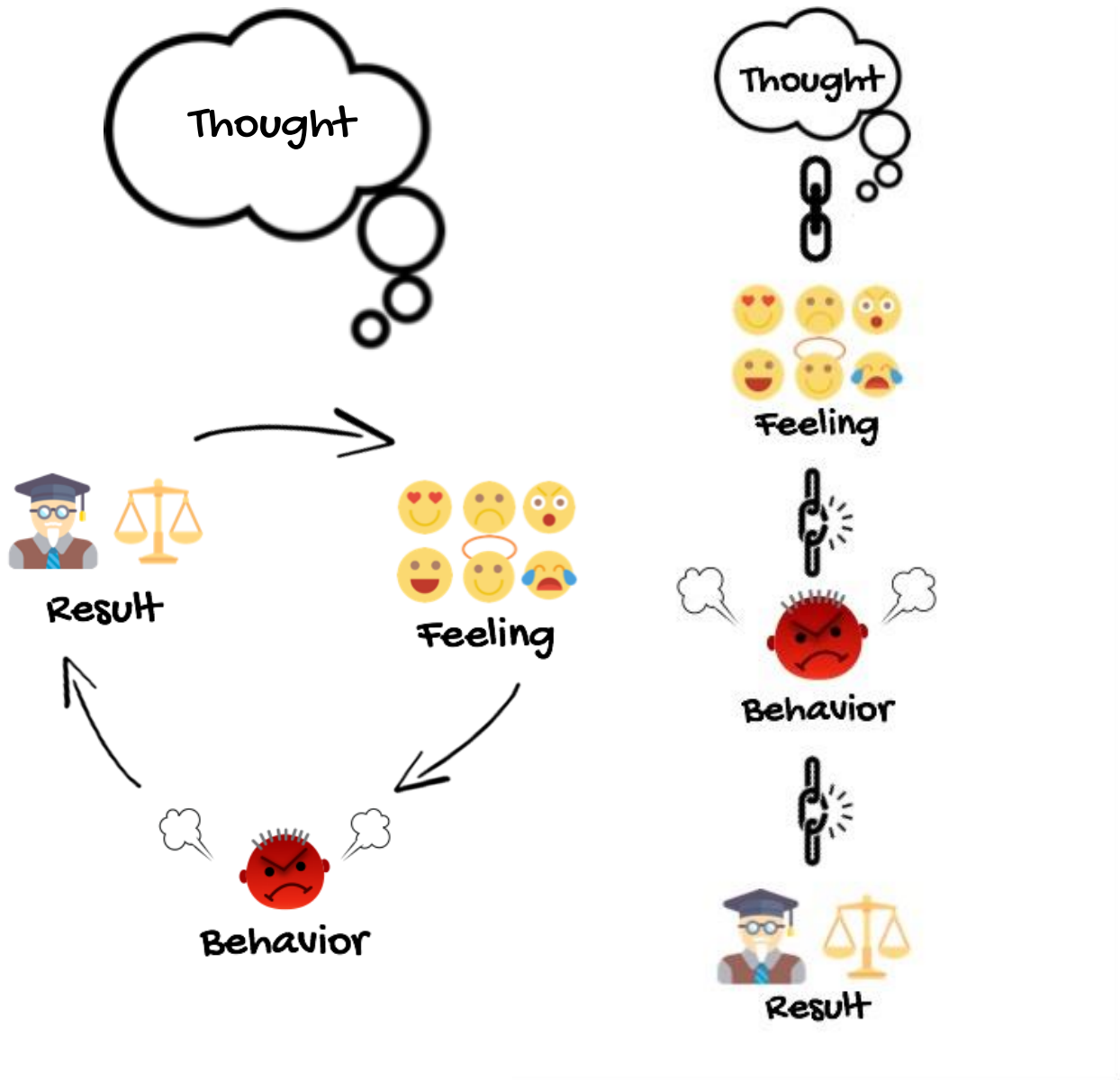
Personal Consciousness:

- Our awareness of our state of mind.
- Our ability to be aware of our thinking.
- Our ability to experience our circumstances.
- \_\_\_\_\_



Device

# The Thought Chain





## Inside-Out Video Observations

Instructions: During the video please write down any instances in which the inside-out understanding would have been helpful to the people in the video.

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## Top Reasons to Volunteer

Instructions: Below are 10 reasons why it is important to volunteer. After reading through these benefits of volunteering, come up with 3 additional reasons and add them to the list.

1. To help others and give back to the community
2. To enhance your skills
3. To build life experience
4. To build character and self-esteem
5. To build relationships
6. To network for future job opportunities
7. To plant seeds for others to follow
8. To earn community service hours for scholarships
9. To build your resume and college application
10. To show initiative- "If you don't volunteer, you're going to get "volun-told!"
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_



# The Fact of Thought

Instructions: Write down the first 4 random thoughts that come into your head. After you write down your thoughts, go back and decide if the thought came out of the blue or if it came from thinking you took seriously. After 10 minutes, you will exchange worksheets with a partner. For the first two thoughts on your partner's worksheet, come up with potential feelings/behaviors you may experience if you were in a cloudy state of mind and took those thoughts seriously. For the last two thoughts, come up with potential feelings/behaviors you may experience if you were in a neutral or clear state of mind and didn't take them seriously.

1. Random Thought: \_\_\_\_\_

**You**

Thought from nowhere: \_\_\_\_\_

Created from Thinking: \_\_\_\_\_

**Partner**

Feeling: \_\_\_\_\_

Behavior: \_\_\_\_\_

2. Random Thought: \_\_\_\_\_

**You**

Thought from nowhere: \_\_\_\_\_

Created from Thinking: \_\_\_\_\_

**Partner**

Feeling: \_\_\_\_\_

Behavior: \_\_\_\_\_

3. Random Thought: \_\_\_\_\_

**You**

Thought from nowhere: \_\_\_\_\_

Created from Thinking: \_\_\_\_\_

**Partner**

Feeling: \_\_\_\_\_

Behavior: \_\_\_\_\_

4. Random Thought: \_\_\_\_\_

**You**

Thought from nowhere: \_\_\_\_\_

Created from Thinking: \_\_\_\_\_

**Partner**

Feeling: \_\_\_\_\_

Behavior: \_\_\_\_\_



## Various Moods

Instructions: Review the various moods listed below. Then write down two moods that you have experienced which are not listed.

**Blissful:** extremely happy; full of joy.

**Calm:** not showing or feeling nervousness, anger or other emotions.

Tranquil and quiet

**Love:** like very much; find pleasure in.

**Grateful:** feeling or showing an appreciation of kindness; thankful.

**Happy:** feeling or showing pleasure or contentment.

**Impressed:** feel admiration and respect

**Energetic:** showing or involving great activity or vitality.

**Anxious:** experiencing worry, unease, or nervousness, typically about a pending event or something with an uncertain outcome.

**Ashamed:** embarrassed or guilty because of one's actions, characteristics or associations.

**Cranky:** ill-tempered; irritable.

**Depressed:** in a state of general unhappiness or despondency.

**Enraged:** very angry; furious

**Jealous:** feeling or showing envy of someone or their achievements and advantages

**Frustrated:** feeling or expressing distress and annoyance, especially because of inability to change or achieve something.

**Guilty:** culpable of or responsible for a specified wrongdoing.

**Irritated:** showing or feeling slight anger; annoyed.

**Rejected:** dismiss as inadequate, inappropriate, or not to one's taste

**Resentful:** feeling or expressing bitterness or indignation at having been treated unfairly.

**Shocked:** cause (someone) to feel surprised and upset

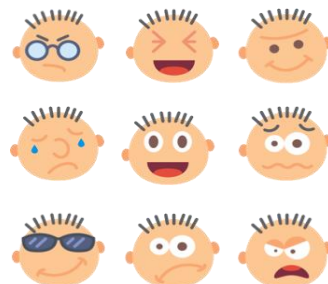
**Stressed:** subject to pressure or tension

**Uncomfortable:** causing or feeling slight pain or physical discomfort.

**Two Additional Moods:**

1. \_\_\_\_\_

2. \_\_\_\_\_





## Stress Prevention Tips



Instructions: After reading each tip, think of two additional tips not listed and write them in the space provided below.

- Be present in the moment. Often times we cause our own stress by doing one thing but thinking about other things we need to get done.
- When you are asked to help other people with a problem, recognize that their solutions will come from their own SPARK. We often get caught up in our own thinking about what is best for other people and create unneeded stress in our own lives.
- If your thinking is getting ahead of you, try to stop what you are doing and take a break. If you are unable to take a break, at that moment (working, taking test), then take a few deep breaths to try to calm your mind.
- If you know you tend to have stressful thinking when you are around a certain friend or activity then step back and try to decide if that friend or activity is really needed in your life. If it is not, then let it go. If so, limit the time you spend around that person or situation.
- If you have stressful thinking about an unavoidable situation such as; school, work, parents, or teachers, reevaluate your thinking about the situation. Ask yourself, "Should I take this thinking seriously?" "Is it thinking true?" "Will this matter in a week, month or year?"
- If you have a disagreement, ask yourself if there is a different perspective, in which, you could view the problem. Try to see the separate reality that may be occurring between you and the other person. Many times when you can understand the other person's view, even if you don't agree, it is less compelling to take your thinking about it seriously.
- Don't set yourself up for failure by demanding perfection. Life is not meant to be perfect.
- Thoughts come and go without our control. Being kinder to ourselves when we get caught up in stressful thinking allows the feeling of stress to pass faster, even if the thinking is still there.
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# Fear and Insecurity

## Fear

Noun



1. An unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat.  
*"Drivers are in fear of their lives after a cabby's murder."*
2. A feeling of anxiety concerning the outcome of something or the safety and well-being of someone.  
*"Police launched a search for the boy due to fears for his safety."*
3. The likelihood of something unwelcome happening.  
*"She could watch the other guests without too much fear of attracting attention."*

## Fear

Verb

1. To be afraid of (someone or something) as likely to be dangerous, painful, or threatening.  
*"He said he didn't care about life so why should he fear death?"*

## Insecure

adjective



1. Not sure or certain; doubtful: *unemployed and facing an insecure future.*
2. Not firm or fixed; unsteady: *an insecure grip.*
3. Lacking stability; troubled: *an insecure connection.*
4. Lacking self-confidence; plagued by anxiety

## Insecurity

1. The state of being subject to danger or injury
2. The anxiety you experience when you feel vulnerable and insecure

## Insecurity

Noun

1. anxiety, fear, worry, uncertainty, unsureness  
*"She is always overwhelmed by emotional insecurity"*
2. vulnerability, risk, danger, weakness, uncertainty, hazard, peril, defenselessness  
*"The increase in crime has created feelings of insecurity."*



## Self-Esteem vs. Self-Image

Instructions: First, draw a line from the word Self-Esteem to the matching characteristics of Self-Esteem. Next, draw a line from the word Self-Image to the matching characteristics of Self-Image.

Self-Esteem

Self-Image

- Our own thinking of ourselves.
- Can't be changed by others.
- Where confidence comes from.
- Can come and go when we are thinking about it.
- Always available within us.
- Thinking of how we think others are viewing us.

## Components of a Healthy Relationship

Instructions: Read over the following list of power/control traits vs. equality traits. At the bottom of the worksheet, write down 5 main differences between the two.

### Warning Signs

### Components of a Healthy Relationship

Physical Abuse	Non-Physical
Making threats	Never using threatening words or behavior
Using force to be intimate	Respecting the other person & their body
Using drugs/alcohol to take advantage of the other	Never use anything to take advantage of another
Financial Abuse	Financial Health
Having control over all of the finances	Making financial decisions together
Having control over major life decisions	Making major life decisions together
Making the other person pay for everything	Having shared paying arrangements
Emotional Abuse	Emotional Stability
Using intimidation to control	Helping to ensure the other feels safe and comfortable expressing themselves
Putting down another's goals and dreams	Supporting the other's goals in life
Using jealousy to justify actions	Own up to your actions without excuses
Controlling who the other person sees and spends time with	Respecting the other person's right to feelings, friends, family and activities
Verbal Abuse	Verbal Health
Name calling	Communicating openly without hurting the other person
Humiliating	Not embarrassing each other in any way
Never saying I am sorry	Admitting when wrong and apologizing
Blaming abuse on the other person	Listening without judgement

Find 5 main differences:

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



## Qualities of a Good Teen Mentor



Instructions: Read the following qualities of a good teen mentor. After, please write down 2 more examples you feel are important qualities a mentor should have.

1. Willingness to share skills, knowledge, and expertise.
2. A positive role model, regardless of circumstances.
3. Takes a personal interest in the mentoring relationship.
4. Sees the value of personally connecting to their mentee.
5. Provides guidance and constructive feedback.
6. Shows respect to all people - adults and peers.
7. Identifies and points mentees to their own capabilities.
8. Values the options and initiatives of others.
9. \_\_\_\_\_
10. \_\_\_\_\_





## Blind Fold Survey

1. On a scale of 1-10, with 1 being terrible and 10 being amazing, how would you rate your team's success? Circle below:

1 2 3 4 5 6 7 8 9 10

2. How would you rate your contribution to your group? Circle below:

1 2 3 4 5 6 7 8 9 10

3. How was your stress level during the blind fold activity? Circle one:

Severe      Moderate      Low

4. Why do you think you had this level of stress?

5. What was the most frustrating part of the activity for you?

6. What was the easiest part of the activity for you?

7. List the qualities you and/or your teammate(s) displayed that you feel were helpful?

8. Were there any qualities you or your teammate(s) displayed that were not helpful?  
If so, why do you think these qualities came out during the activity?

9. What was the most important quality needed to complete this activity successfully?





## Bullying Facts and Statistics



**Bully:** *Noun*, a person who uses strength or power to harm or intimidate those weaker.

Types of Bullying:

- Verbal- name calling, teasing
- Physical- hitting, pushing, fighting
- Social- gossiping, spreading rumors
- Cyberbullying- using social media, texts, emails and other forms of digital technology.

**Bullying Statistics:**

- Between 1 in 4 and 1 in 3 U.S. students say they have been bullied at school.
- Most bullying happens in middle school.
- The most common types are verbal and social bullying.
- 28% of U.S. students in grades 6–12 experienced bullying.
- 20% of U.S. students in grades 9–12 experienced bullying.
- Approximately 30% of young people admit to bullying others in surveys.
- 70.6% of young people say they have seen bullying in their schools.

**Kids who are bullied are more likely to experience:**

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.
- A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

**Kids who Bully others are more likely to:**

- Abuse alcohol and other drugs in adolescence and as adults.
- Get into fights, vandalize property, and drop out of school.
- Have criminal convictions and traffic citations as adults.
- Be abusive toward their romantic partners, spouses, or children as adults.

*\*Statistics taken from StopBullying.gov*



# Discovering Your Path

Instructions: This worksheet is meant to help you get a better idea of what you would like to do as a degree or career. Please answer each of the following questions.

1. Make a list of all the things you really enjoy creating. If you had three days off to do anything you wished, what would that be?
2. Make a list of things you're good at doing. What are some things that others have said you do well?
3. What is your favorite thing to study in school? What do you feel is your best subject? (These may or may not be the same thing).
4. When you picture yourself as an adult, what do you see yourself doing? Do you like that image? If not, change it.
5. Look at the lists you've written down and see if any profession pops out at you. If so, write any and all jobs/degrees that would fit. Don't worry about how *realistic* any of it is. Ask yourself, what do you really *want* to do? What do you have a passion for?

*\*Adapted for the work of Jorgie Franks, #MYOB*



# How to Budget

Why is a budget important? A budget helps give you a guide for how to best spend your money each month. It allows you to keep track of your income (the money you make) and expenses (the money you spend).

## How to create a monthly budget:

Step 1: Start by filling out the types of income that you receive. This will include any job you may have, money you expect to receive for gifts like a birthday, allowance you may earn, etc.

Step 2: After you have filled out each type of income, fill out the amount you believe you will earn this month for each type under the column "Amount Expected."

Step 3: Now add the total for your expected income. This amount will be what you base your spending on this month. Always aim to spend less than this amount!

Step 4: Now that you have an idea of how much you will earn, go through the Expenses part of the budget sheet. First fill out all the types of expenses you may have for each category, ex: movies, gas, lunch money.

Step 5: Once you have all the types of expenses you will have for the month, go through each and write down the amount you believe you will spend under the "Amount Expected" column.

Step 6: After writing down all your expenses, total everything up. This amount should be the same or less than your expected income. If the amount is more, then you need to decide what expenses are necessary and what expenses you can spend less on.

*Example: Sally is \$20 short on her budget. When she first did her budget sheet she wrote that she'd spend \$50 at the movies. Now that she sees she will be short, she decides to only go to the movies two times this month instead of 4; this gives her an extra \$25. Now Sally will end the month with \$5 extra instead of being \$20 short.*

Step 7: As the month goes by, fill out your Actual Amount Received columns. This will help you for the next month. If you know exactly how much you spent on each expense in July, then in August you can fill out your "Amount Expected" column more accurately.

## \*Tips

- Ask your parents if they will match a portion your income. *Example: Sally's parents decide to match 10% of her weekly income. Sally earns \$100 each week, so her parents give her an extra \$10 each week.*
- When in doubt, always underestimate your income and overestimate your expenses.
- If there is a big item you need to save for (a car, trip, gift, etc.) make sure to add the item in as an expense each month! *Example: Sally decides in January that she wants to buy a car by the end of the year. She decides to budget \$2,400 for the car and splits this amount over 12 months. This means Sally adds "Car Savings" as type of expense and budgets out \$200 every month.*
- If there is an unexpected expense, think about doing other things to earn extra money. *Example: Are you good at painting? Paint a few pictures and post them for sale. Love kids? Ask to babysit your neighbor's children. Like getting outside? Find people in your area that may need their lawn cut. Your paycheck at your job isn't the only income you can make. If there is a true need for something that will cost more money, use your inner-SPARK and get creative!*



## Monthly Budget Sheet-Example

Month of: July

<b>Step 1. Income:</b>	<b>Step 2. Amount Expected</b>	<b>Step 7. Actual Amount Received</b>
From Allowance	\$80	\$80
From Job	\$500	\$505
From Gifts	\$20	\$30
From Miscellaneous	\$25	\$50
<b>Step 3. Total Income</b>	<b>\$625</b>	<b>\$665</b>

<b>Step 4. Expenses</b>	<b>Step 5. Amount Expected</b>	<b>Step 7. Actual Amount Spent</b>
<b>Food/Drink</b>		
Snacks	\$10	\$12
Coffee/Soda	\$30	\$35
Lunch Money	\$20	\$25
<b>Subtotal</b>	<b>\$60</b>	<b>\$72</b>
<b>Transportation</b>		
Car payment	\$120	\$120
Gas	\$100	\$95
Insurance	\$50	\$50
Repairs/Maintenance	\$20	\$0
<b>Subtotal</b>	<b>\$290</b>	<b>\$265</b>
<b>Entertainment</b>		
Movies	\$50	\$55
Restaurant	\$50	\$35
Shopping	\$100	\$100
iTunes	\$20	\$25
<b>Subtotal</b>	<b>\$220</b>	<b>\$215</b>
<b>Savings:</b>	<b>\$25</b>	<b>\$25</b>
<b>Grand Total Income:</b>	<b>\$625</b>	<b>\$665</b>
<b>Step 6. Grand Total Expense</b>	<b>\$595</b>	<b>\$577</b>
<b>Difference</b>	<b>+\$30</b>	<b>+\$80</b>



# Monthly Budget Sheet

Month of:

Step 1. Income:	Step 2. Amount Expected	Step 7. Actual Amount Received
<b>Step 3. Total Income</b>		

Step 4. Expenses	Step 5. Amount Expected	Step 7. Actual Amount Spent
<b>Subtotal</b>		
<b>Transportation</b>		
<b>Subtotal</b>		
<b>Entertainment</b>		
<b>Subtotal</b>		
<b>Savings:</b>		
<b>Grand Total Income:</b>		
<b>Step 6. Grand Total Expense</b>		
<b>Difference</b>		



## Illustrate Your SPARK

Instructions: Take a moment and quiet your thinking (however is best for you, example: close your eyes, deep breathing, etc.). Once you feel quiet, select one of the three options below to illustrate the way your SPARK works for you.

Options:

- a. Write a short story about a personal experience with your SPARK.
- b. Draw a picture of how your SPARK, your THINKING and your AWARENESS work together.
- c. Write a short story about a personal experience that ended positively because you recognized your thinking about the situation.



# Notes

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# Notes





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