

# BOBBY JONES =SPEAKS=

## PEER PURPOSE MENTORSHIP PROGRAM

Results from Spring & Fall 2021



Presented by:  
Bobby Jones  
National Youth Advocate

BOBBY JONES

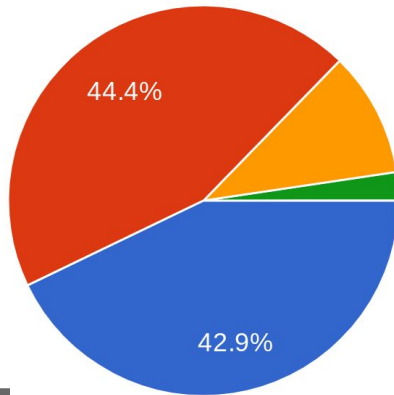
# Spring 2021: March 1 - May 1

5 Schools -

Wiggins, Merino, Holyoke, Briggsdale, Weldon Valley

How are you doing emotionally?

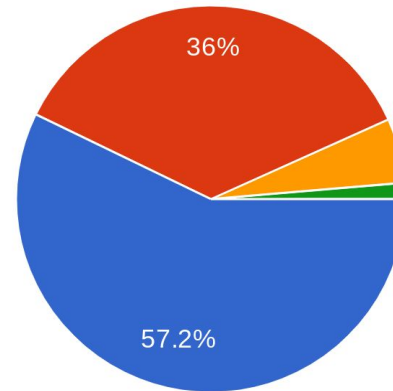
763 responses



BEFORE

Compared to 2 months ago, How are you doing emotionally today?

444 responses



AFTER

- Good
- So-So
- Not So Good
- Bad

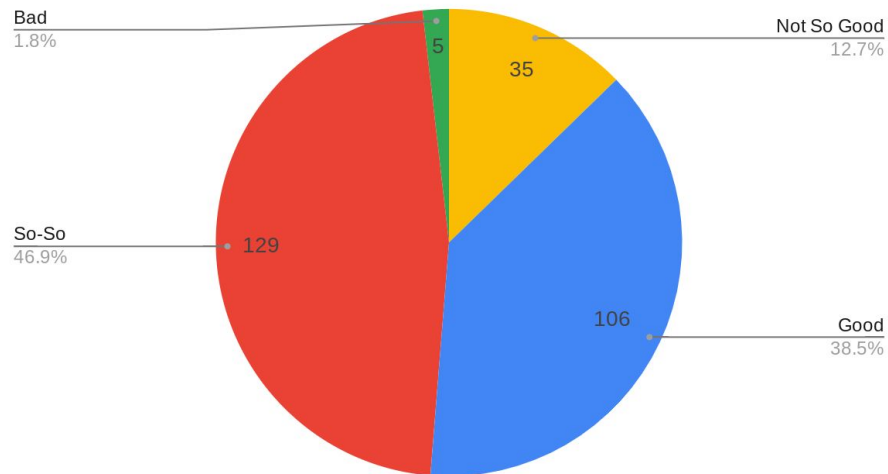


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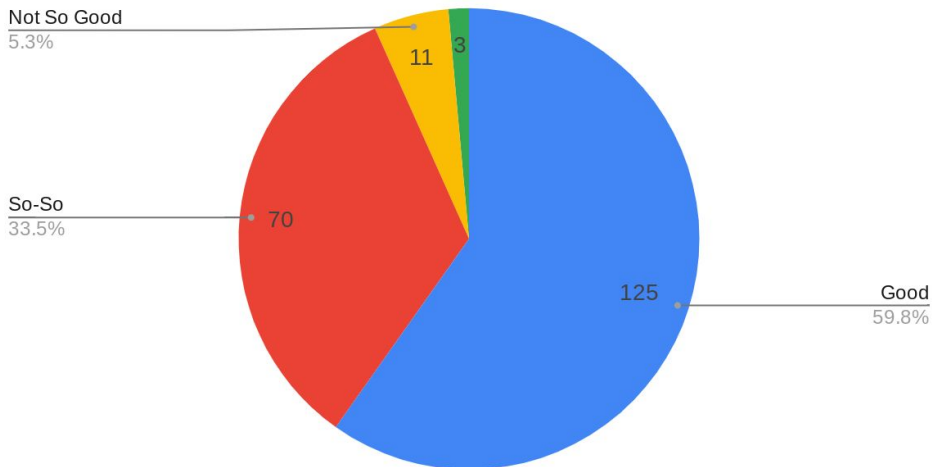
# Data from School B

How are you doing emotionally?



275 Students Polled

Compared to 2 months ago, How are you doing emotionally today?



209 Students Polled

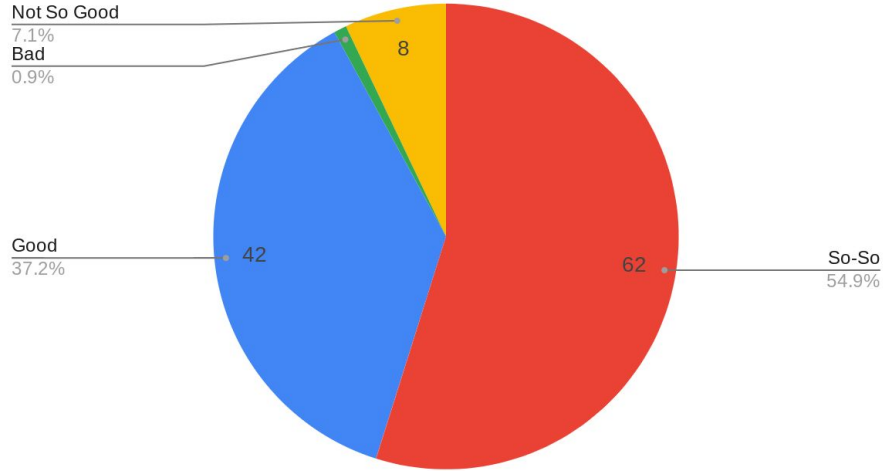


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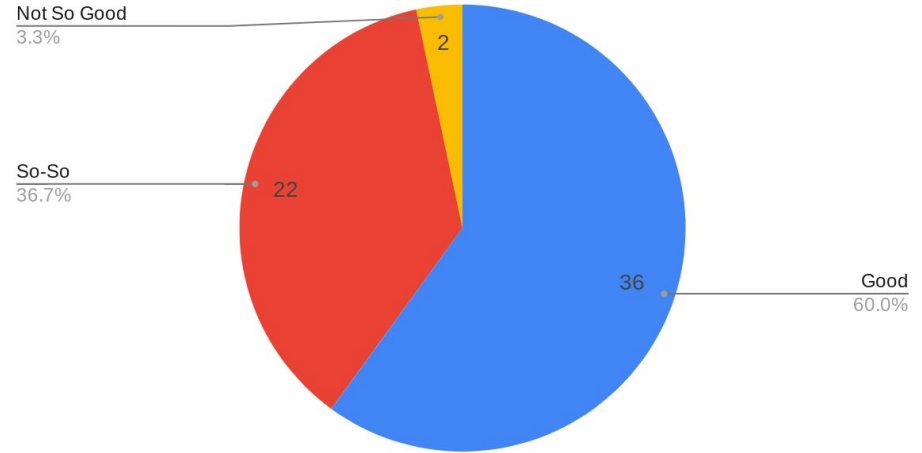
## Data from School C

How are you doing emotionally?



113 Students Polled

Compared to 2 months ago, How are you doing emotionally today?



60 Students Polled

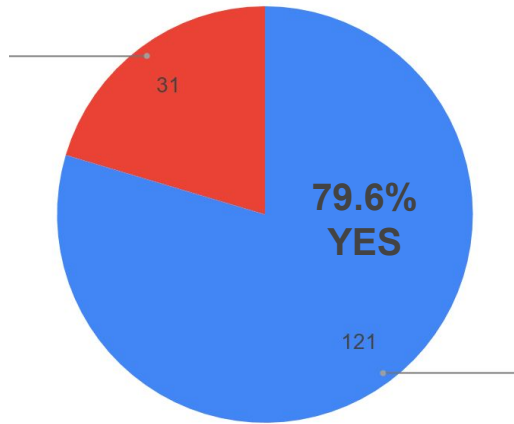


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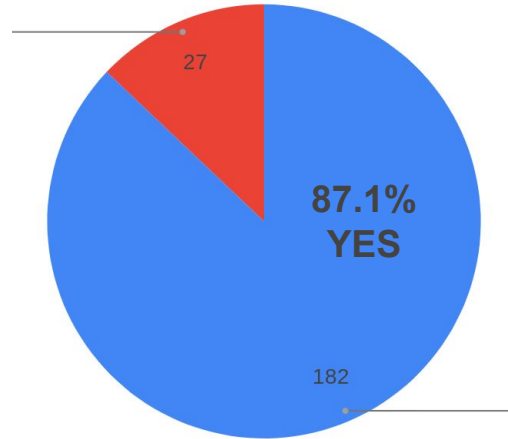
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# If it was up to you, would you like to see this program continue in some way at your school in the future?

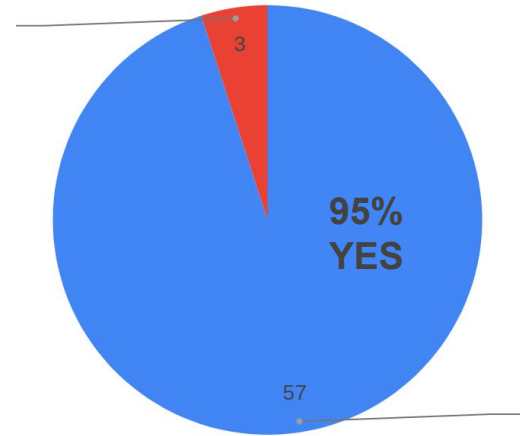
Data from School A



Data from School B



Data from School C



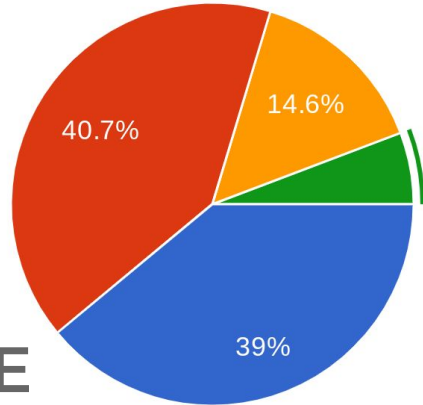
# Fall 2021: Start of School Year - Polled Nov 1st

4 Schools -

Wiggins, Merino, Peetz, Fleming

How are you doing emotionally?

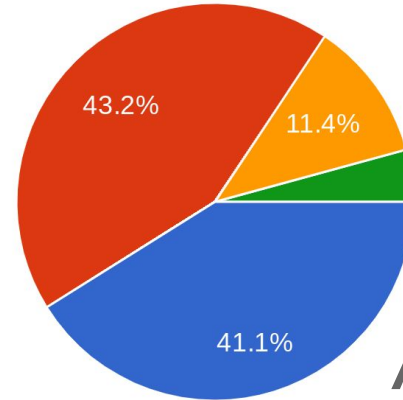
295 responses



BEFORE

How are you doing emotionally right now?

236 responses



AFTER



NOT SO GOOD went from 43 students to 27  
We went from 17 reporting BAD to only 10

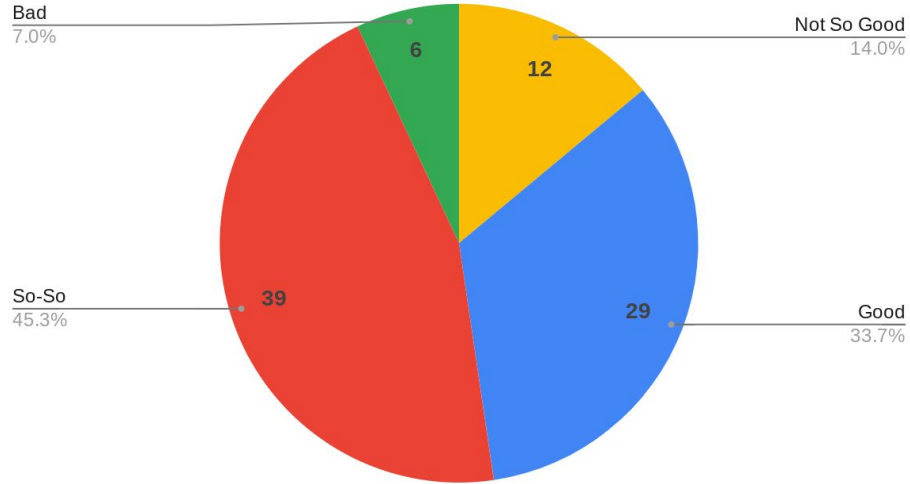


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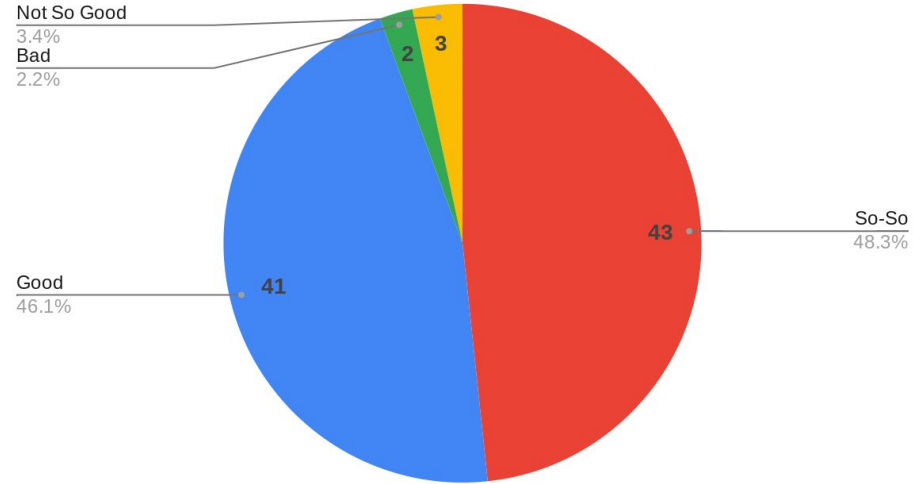
# Data from School C

How are you doing emotionally?



Students Polled 9/15/21

How are you doing emotionally right now?



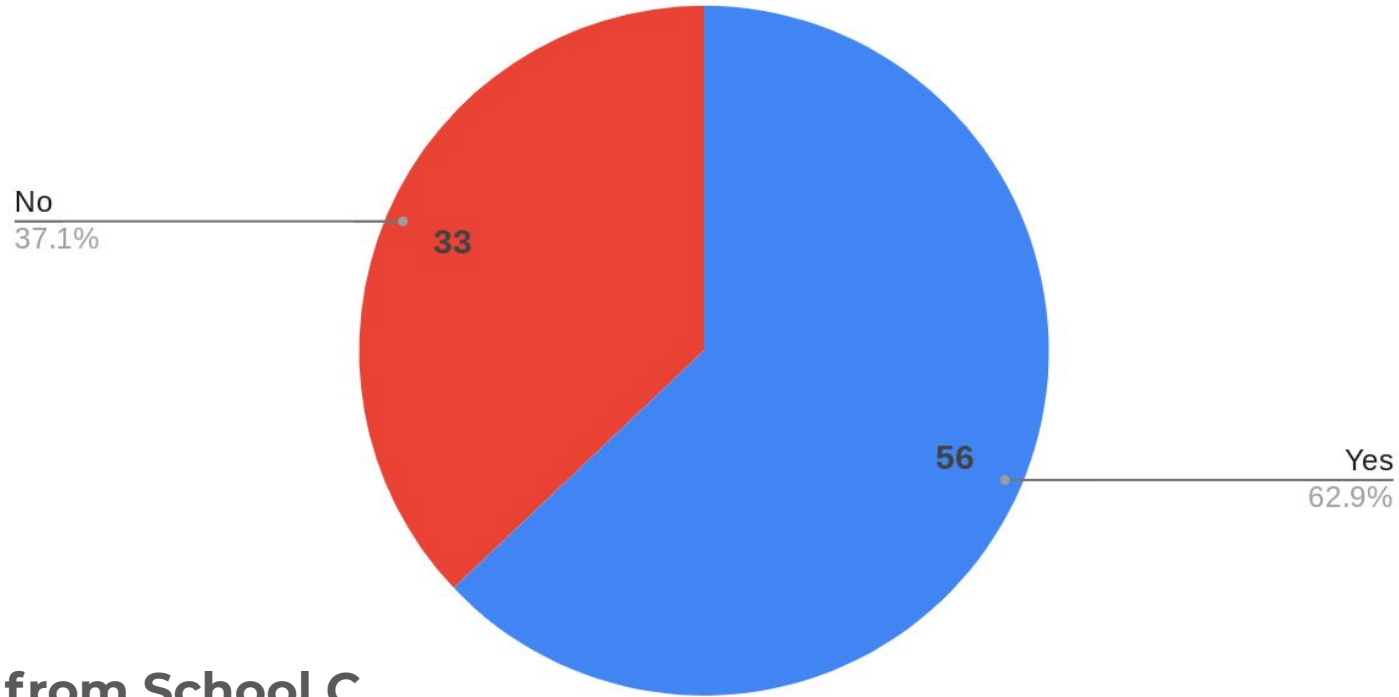
Students Polled 11/1/21



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Are you doing better emotionally now than you were at the beginning of the school year?



Data from School C



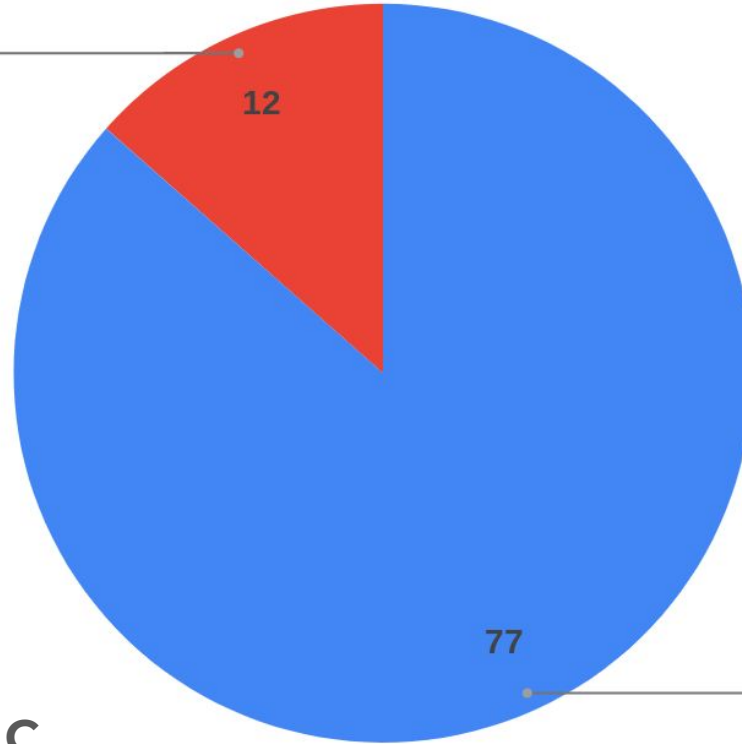
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I am more aware of the choices I make

FALSE  
13.5%



TRUE  
86.5%

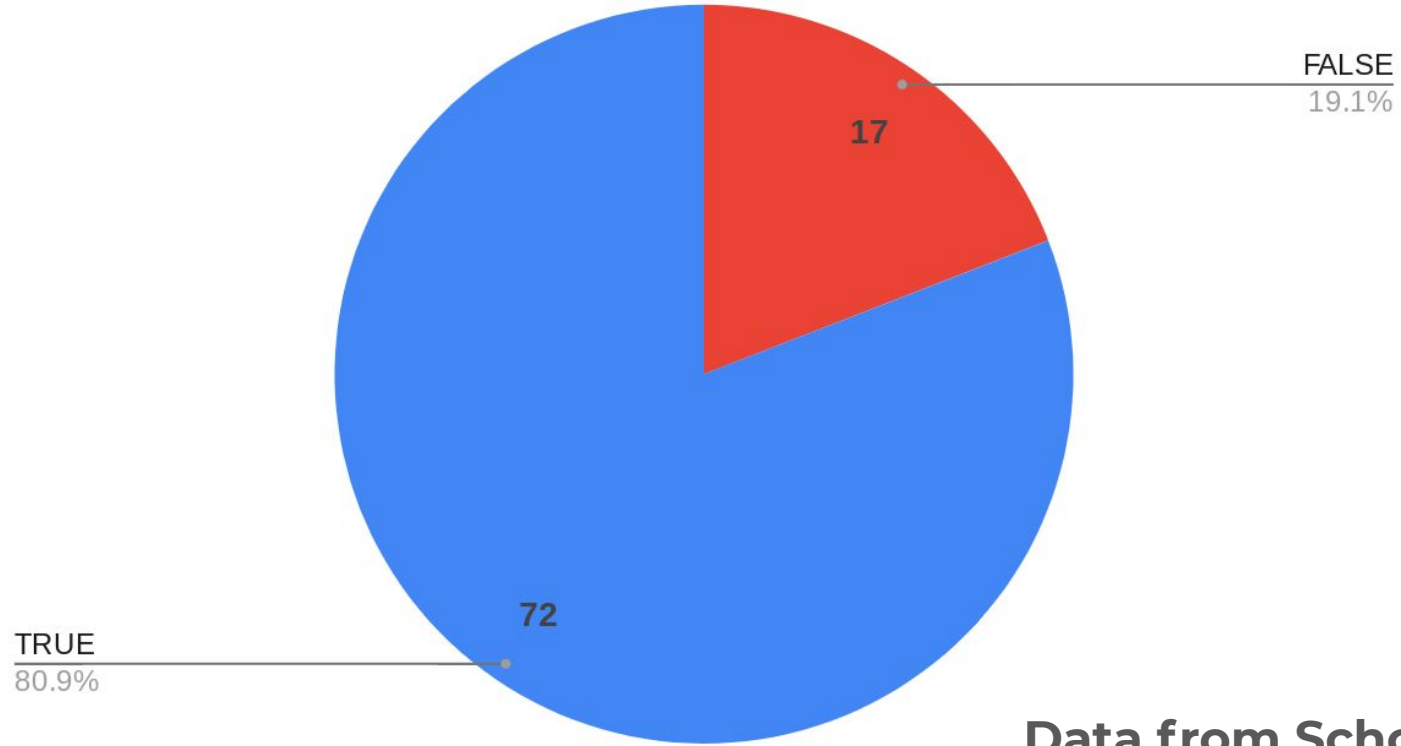
Data from School C



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I am more aware of my emotions



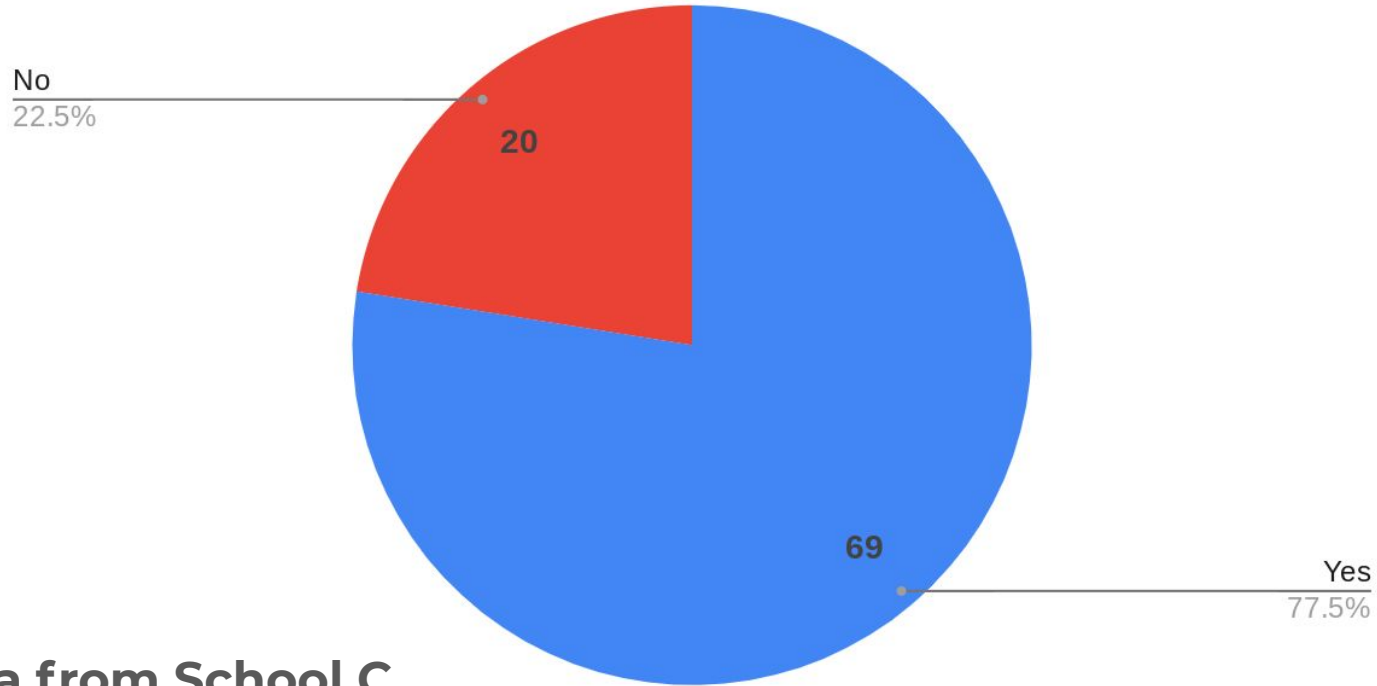
Data from School C



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## Is Bobby's peer purpose program teaching you NEW things about your emotional health?



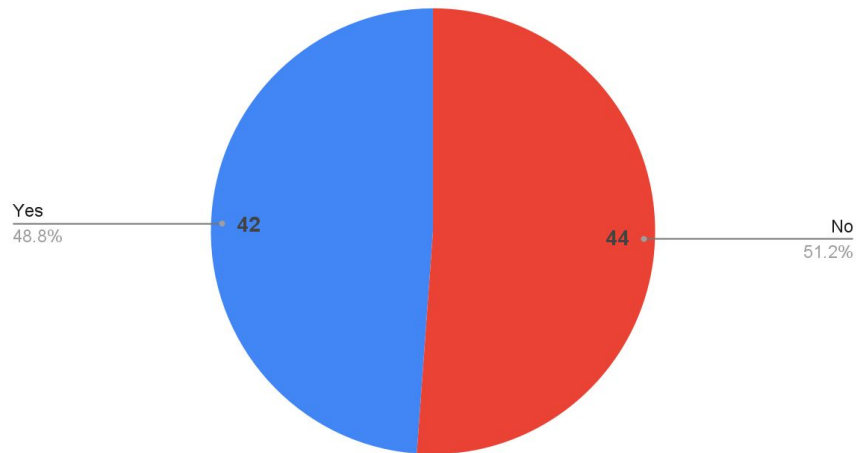
**Data from School C**



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**BOBBY JONES**

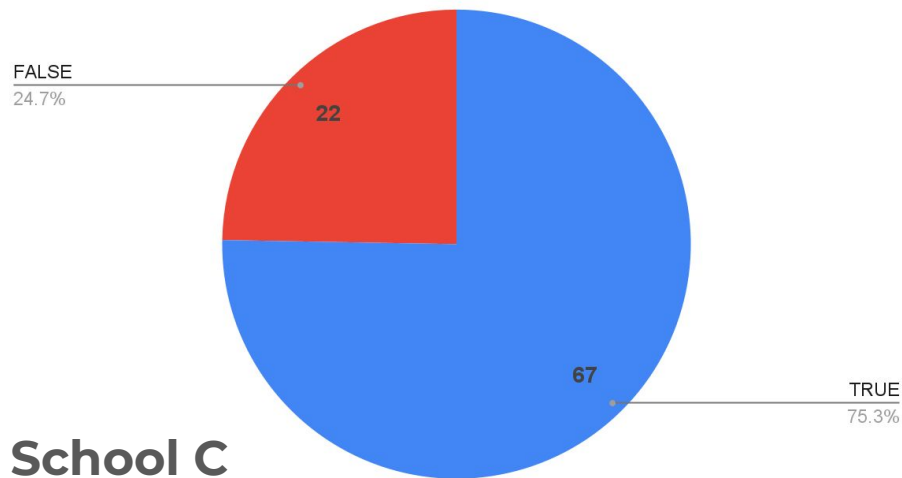
Is it easy for you to ask for help?



Beginning of the  
school year

Nov 1st  
Check in

I am learning how to ask for help



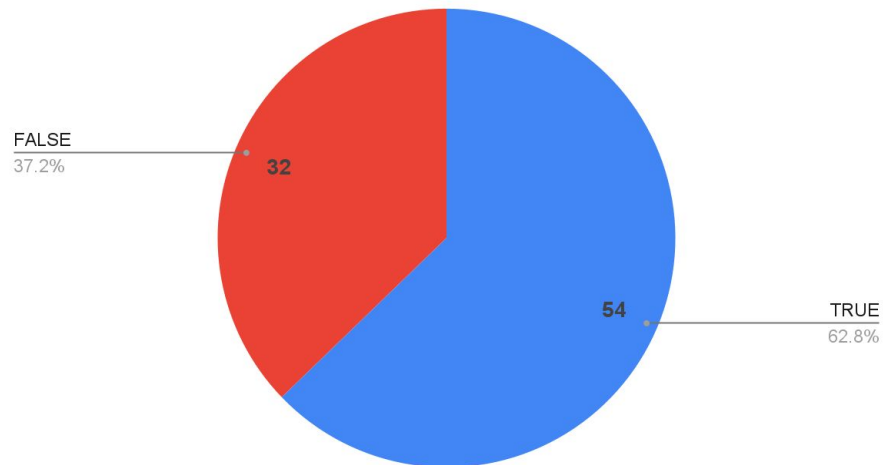
Data from School C



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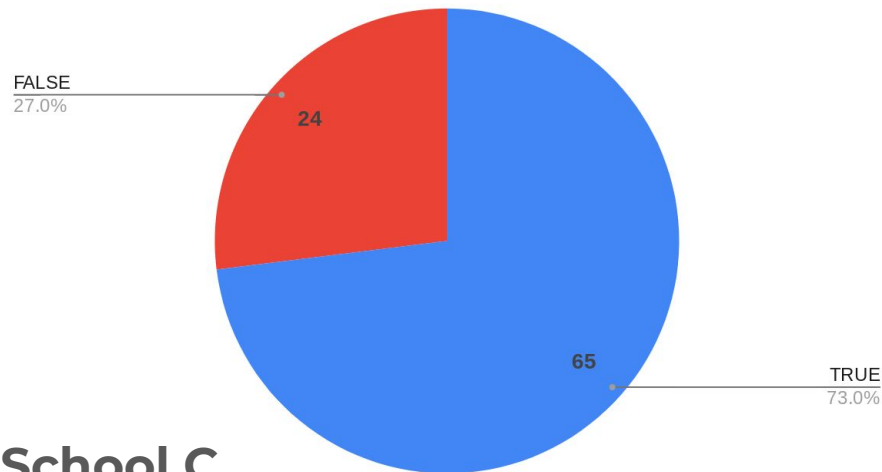
I am good at having compassion for myself



Beginning of the  
school year

Nov 1st  
Check in

I am learning how to have compassion for myself



Data from School C

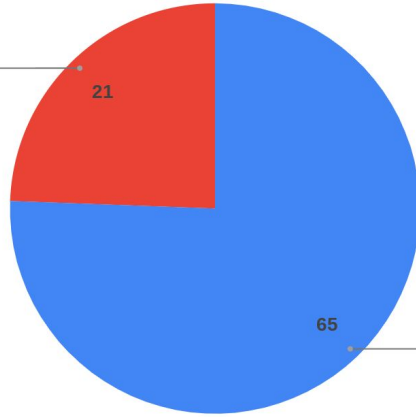


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Do you need help right now?

Yes  
24.4%

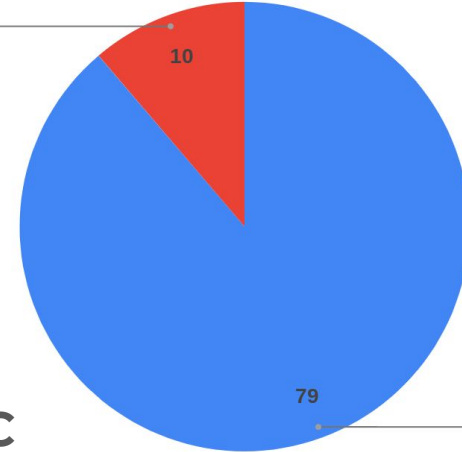


**Beginning of the  
school year**

**Nov 1st  
Check in**

Do you need help right now?

Yes  
11.2%



No  
88.8%

**Data from School C**



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**BOBBY JONES**

## What are 2 things you have learned so far about your identity and your emotions?

I have learned that my emotions play a lot more into how I act day to day than I thought. I learned how to managed my emotions better than I had before, able to understand them rather than fear them. - 11th grade

I have learned that I get offended by things because of something inside of me and I have learned that dealing with my emotional problems in a healthy and controlled way will prevent me from causing more stress for not only me but for others. - 11th grade

Your identity is not how other people see you. Your emotions are not good or bad. - 9th grade

I need to take responsibility for my emotions and not care about others thoughts - 10th grade

1. I learned that I can't control some things I take blame for.
2. I learned that people that are mean just are not confident in themselves - 8th grade

My identity is not the food that I eat or the clothes that I wear. It is okay to have emotions, we just have to know how to deal with them - 11th grade



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## From a Student:

That was really inspirational today thank you, I really need to hear that and I think a lot of other people dead to. I can't wait to continue on with this program



So glad you enjoyed it! Keep showing up! I'll help you get there! Proud of you!

Message...



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## From a Parent:

Thanks to your program, on \_\_\_\_\_, when I had gone home sick, \_\_\_\_\_ sent me an email, opening up with the truth. He said that he had been challenged to be truthful about how he was feeling, and take responsibility for himself. He was going to "be OK with not being OK." He shared exactly how far his suicidal ideation had actually gone, (and was going) and he asked for help. I don't think he would have known how to reach out without that.



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*"This program has changed our way of thinking, we no longer label the student or child, rather we label the emotion. We know that the teachings of this program are working because even our students are recognizing those emotions and starting to implement strategies to work through those feelings. I have witnessed firsthand a group of students initiate their own meeting to share their feelings with one another to make a rough situation better."*

*- Mike Forster, Principal*



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# What makes our program different than others?



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- **We focus on the roots - not the symptoms**

Instead of starting with the behavior and working to find medications, treatment plans, IEP's, or therapists to accommodate and confront those behaviors, we are instead going to help kids unpack their past experiences to get to the root cause of the behaviors.

- **We believe “at risk” is a thing of the past, it’s too exclusive.**

One of our biggest concerns is that over the past few years many of the teens who committed suicide were often not on anyone’s “watch list.” They were not “at risk” students, resource room kids, or even the quiet ones. They were presidents of clubs, stars on their athletic fields, scholarship recipients...and yet. The system failed them. They slipped through the cracks as silent sufferers. We are highly aware of this. Our surveys and data collection style is set up to ask different questions from the past systems. We are outspoken about this concern and will continue to refrain from the “at risk” label as we have found that to be far too exclusive of all those who suffer and need help.



# We are looking to help students build emotional resilience by tackling topics such as

- Identity
- Emotions
- Negative self-talk
- Trauma
- Emotional Safety
- Codependency
- Bullying
- Belonging
- Healthy interpersonal relationships



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To keep the conversation going, for a copy of our data or to reach us, email:

**bobbyjonesbooking@gmail.com**



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