The CREATE Mentor Kit

A companion to the CREATE Workbook and Icarus 2.0 by Lt Col Pete "Stinky" Smith, USAF (ret.)

For the mentor in the room: a parent, teacher, coach, counselor, JROTC instructor, Civil Air Patrol leader, or any adult willing to walk alongside a young person who is figuring out who they are and what they want to create with their life.

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How to Use This Kit

This kit and the CREATE Workbook are two halves of one conversation. The mentee works in the workbook. The mentor works in this kit. Neither one is the book — but both come from it, and both are built to work whether or not you have read *Icarus 2.0*.

What the mentee has: the CREATE Workbook — the 16 Observe questions, the BOODA Loop worksheet, the InCentivE$ self-check, the Triple Times tracker, the debrief template, and SMART goal sheets. That is where the mentee's written work lives. This kit does not repeat those exercises. It tells you, the mentor, how to use them together.

What you have: this kit — how to run the first meeting, how to hold the mentoring stance, a six-session arc (one session per CREATE letter), the debrief method, the BOODA loop as a shared decision tool, and the worksheets for tracking goals and sessions.

Who this is for: any adult in a mentoring role — a parent, teacher, professor, coach, guidance counselor, JROTC instructor, Civil Air Patrol leader, scout leader, or a "been there, done that" volunteer in a youth organization. You do not need to be a pilot, a veteran, or an expert in anything the mentee is interested in. You need to be present, to listen, and to have walked a few more miles of road than they have.

The problem it addresses: as of May 2019, the national student-to-guidance-counselor ratio was 455:1. The American School Counselor Association recommends 250:1. That gap is the reason this kit exists. No single counselor can give 455 students the one-on-one attention they need — but a mentor with a structure can give one student an hour a week, and that hour compounds. As Peter writes in the book's introduction, the aim is to "put a dent in reducing our 455:1 national student-to–guidance counselor ratio on our own, if this book resonates and adds value to others' lives."

The zero point. Peter's own framing of the work is simple: help people get back to the zero point, get back to nature, and work in alignment with their interests. The zero point is the baseline — who you are before the noise, the expectations, and the "stinkythinking" (his word for limiting, self-defeating thought) pile on. Mentoring, in this kit, means helping a young person find that baseline again: what they actually enjoy, what they're actually good at, and what kind of life they want to build from there. "We are wild by nature, so spend some time in it," the book says — and a mentor who takes a mentee outside, away from screens, is already doing the work.

How to run it. Meet once a week or every two weeks, 45–60 minutes, for six sessions — one per CREATE letter. Between sessions, the mentee keeps the Triple Times habit (Workbook §4) and works the workbook exercises for the next session. You keep the session log (§11) and the goal tracker (§11). After the six sessions, shift to monthly check-ins and keep the loop running as long as it's useful.

What you need: this kit, one copy of the CREATE Workbook per mentee, and a pen. The book *Icarus 2.0* is helpful background but not required — everything in the kit is explained here. There is no pride of ownership in the process, as Peter says throughout the book: "a place to start, not to finish." Adapt the sessions to your mentee. Skip what doesn't fit. Add what does.

The Mentoring Stance — LEAD and LAG

The heart of this kit is the Mentor-Mentee Matrix from the appendix of *Icarus 2.0*. It borrows two terms from pursuit curves — lead pursuit and lag pursuit — and turns them into two stances a mentor takes.

In a dogfight, a pilot in **lead pursuit** points ahead of the enemy aircraft, cutting across its flight path to close the distance fast. A pilot in **lag pursuit** stays behind the enemy's flight path, matching its turns, watching, waiting for the right moment. Neither is "better." Each is right for a different moment in the fight.

Mentoring works the same way. Sometimes you lead. Sometimes you lag behind and let the mentee fly. The skill is knowing which moment you're in — and being willing to switch.

LAG pursuit course — the mentor follows and supports

LAG is the default stance. Most of your time as a mentor should be spent here.

- **L — Listen** to the mentee's story and evaluate their uncertainties, doubts, or imperfect thinking. Listen first, fix second — or don't fix at all. Your job in LAG is to hear what the mentee is actually saying, including what they're *not* saying. The doubts they dance around are usually the real agenda.
- **A — Advise** the mentee how to use the CREATE checklist, exercise the BOODA loop, and develop InCentivE$. Advice in LAG is offered, not imposed: "Have you tried running that through the loop?" not "Here's what you should do." Point them at the tools; let them do the work.
- **G — Guide** the mentee in transition to a LEAD pursuit course. When the mentee is ready — when they've observed, oriented, and started to decide — guide them toward the moment where you step forward and lead together on something concrete: a visit, an introduction, a first step.

LAG feels slow. That is the point. A mentee who is listened to will tell you things they would never tell an adult who is already solving their problem. Resist the urge to jump to LEAD because silence feels unproductive. Silence is where the mentee does their thinking.

LEAD pursuit course — the mentor leads

LEAD is the active stance. You step forward when the mentee is stuck, when a door needs opening, or when experience can save them a wrong turn.

- **L — Learn** about the mentee's interest and explore it together. If they mention an interest you don't know, learn about it *with* them. Look it up together. Visit a place together. Your willingness to learn signals that their interest is worth taking seriously.
- **E — Engage** "been there, done that" resources. This is the most powerful move a mentor has: connecting the mentee to someone who has actually done the thing they're considering — a

tradesperson, a service member, a nurse, a mechanic, an artist. A twenty-minute conversation with a real person beats twenty hours of online research. Peter's word for this in the book is "been there, done that" mentoring, and it is the core of the whole method: "seek out mentoring and guidance counseling in face-to-face relationships from people who have 'been there and done' what they may be interested in exploring, instead of just searching for disconnected information online."

- **A — Assess** courses of action. Help the mentee lay out the options honestly — including the costs. What does each path actually require? What does it pay? What does a day in that life look like? Assessment is not steering; it is making sure the mentee sees the whole map before choosing a direction.
- **D — Direct** experientially. When the mentee is ready to try something, direct them *into an experience*, not into a conclusion. A shadow day. A class. A conversation. A small project. Experience is the test that tells them whether an interest is real or fantasy — and the BOODA loop's Act step is built for exactly that.

When to use each — and how to transition

Start in LAG. Every new mentoring relationship starts in LAG. You don't know the mentee yet; they don't trust you yet. Listen first.

Move to LEAD when: the mentee has identified an interest and needs a door opened; the mentee is stuck in analysis paralysis and needs a concrete next step; the mentee asks you directly for guidance; or you see a risk they can't see yet (a deadline, a scam, a genuinely bad fit) and need to name it.

Move back to LAG when: the mentee is talking and thinking productively on their own; the mentee has taken ownership of a goal; or you catch yourself doing most of the talking. A good rule of thumb: if you've spoken for more than half the session, you're in LEAD when you should be in LAG.

The transition itself is the G in LAG — *guide the mentee in transition to a LEAD pursuit course*. It usually sounds like a question, not a declaration: "Would it help if I introduced you to someone who does this for a living?" "Want to go see that shop together next week?" The mentee says yes, and you're in LEAD — together, not ahead of them.

The goal of the whole matrix is to make yourself unnecessary. A mentee who can run the BOODA loop alone, set their own SMART goals, and find their own "been there, done that" people has outgrown the need for a mentor — and become one.

The First Meeting

The first meeting sets the tone for everything after it. Its goals are simple: build trust, learn the mentee's story, and agree on how you'll work together. It is not a lecture, an intake interview, or a test.

Before the meeting: read the mentee's name and anything your organization has shared about them. Bring this kit and a copy of the CREATE Workbook for the mentee. Choose a setting where you can talk without interruption — and where the mentee feels safe. (See §9 on meeting safety: visible, public or semi-public settings; no closed doors.)

A 60-minute shape:

1. **Welcome (5 min).** Who you are, in two minutes — including something you got wrong at their age. Vulnerability first. Peter opens his book by admitting he crashed a perfectly good airplane; your version doesn't need to be that dramatic, but it needs to be honest. The mentee needs to know you're a person, not a program.
2. **Their story (20 min).** Ask, then listen. "Tell me about yourself — what do you enjoy, what are you good at, what's on your mind about what's next?" Let them wander. Your job is LAG: listen, notice, follow up on the thing their voice lifts on.
3. **The Observe questions (20 min).** Pick four or five of the 16 Observe questions (Workbook §1, Exercise 1.1) and use them as conversation starters — not as a checklist to march through. Good first-meeting picks:
    - What activities do you most enjoy doing?
    - What makes you feel purposeful or fulfilled when you're doing it?
    - How do you feel when you help others?
    - Besides your parents, who would be a reputable resource for you to talk to about your future?
    - Of all your family members, colleagues, peers, coaches, teachers, mentors — who stands out as your most admired, and why?

Follow the energy. If one question opens a real conversation, stay with it. The other questions will still be there next time. The mentee will work through all 16 in the workbook before Session 1.

4. **Ground rules (10 min).** Agree on these together:
    - When and where you'll meet, and for how long.
    - Phones away during sessions (Be Present — the B in BOODA).
    - What's said here stays here, *except* anything about safety — if someone is being hurt or is in danger, you will act on it. (See §9.)
    - Either of you can say "I don't want to talk about that" — and that's respected.
    - The mentee does the workbook exercises between sessions; you keep the session log.

5. **Close (5 min).** One thing you're looking forward to, one thing they're looking forward to. Hand them the workbook. Their assignment before the next meeting: Workbook §1 (the 16 Observe questions, the flow-state inventory, and the "Back to Nature" exercise).

After the meeting: fill in the session log (§11) — what you learned, what the mentee lit up about, what to follow up on. Note which stance you spent the most time in (it should have been LAG).

The 6-Session Arc

One session per CREATE letter. Each session runs 45–60 minutes and follows the same rhythm: check in on the between-sessions assignment, work the letter, do the activity, set the next assignment. The mentee's written work lives in the workbook — the references below point to where.

Between every session, the mentee keeps the **Triple Times** habit (Workbook §4): about 60 minutes to train, 10 minutes to think, 5 minutes to thank — 1 hour 15 minutes a day, mixed and matched to fit their life. Ask about it at the start of each session. Don't grade it. Notice it.

Session 1 — C is for Clarity

Goal: the mentee starts to see themselves clearly — what they enjoy, what they're good at, and where the two overlap.

Conversation guide. Debrief Workbook §1 together: the 16 Observe questions, the flow-state inventory, and the "Back to Nature" exercise. Ask which answers surprised them. Ask what other people see in them that they hadn't noticed. Introduce the BOODA loop (Workbook §2) as the tool you'll use all the way through — and run it once together on something small and real, like choosing an elective or a weekend activity.

Activity. The mind map (Workbook §2, Exercise 2.2). Sit with the mentee while they sketch one — a possible future, a problem, an interest. Don't draw it for them. Ask questions that add branches: "What would you need to learn first?" "Who do you know who does that?"

Between sessions. Triple Times daily. Finish the BOODA worksheet (Workbook §2, Exercise 2.1) on one real decision.

Mentor note: clarity is *developed*, not found. If the mentee says "I have no idea what I want to do," that's normal — the book calls it the clarity gap, and says there's nothing wrong with it. Your job is to keep the loop turning, not to produce an answer.

Session 2 — R is for Relationships

Goal: the mentee maps the people around them and starts building the habit of face-to-face mentoring.

Conversation guide. "If you want to go fast, go alone. If you want to go far, go together." Talk about who the mentee already learns from — and who they *could* learn from. Debrief the Mentor Map (Workbook §3, Exercise 3.2). Ask: who is one "been there, done that" person you'd like to talk to? What would you ask them?

Activity. Together, identify one real person the mentee can reach out to before the next session — and plan the approach. What will they say? How will they ask? Role-play the first thirty seconds if the

mentee is nervous. This is a LEAD moment: you may need to make the introduction yourself.

Between sessions. Triple Times daily. Reach out to the one person. Note what happened — good, bad, or no reply — for the next session.

Mentor note: the book is blunt about digital connection: "We are bold digitally, and weak socially." The relationship session is where you model the alternative. Be present. Put your own phone away first.

Session 3 — E is for Emotional Intelligence

Goal: the mentee gets honest about character — the three ICE virtues (Integrity, Commitment, Example) and the seven habits — and picks one to work on.

Conversation guide. Debrief the InCentivE$ self-check (Workbook §3, Exercise 3.3). Don't review all ten items; ask the mentee which one scored lowest and which one they most want to improve — and why. Talk about the three virtues as the core: Integrity (be impeccable with your word; fess up when you mess up), Commitment (get in the arena; courage to commit is fear's opponent), Example (whatever you do, give your best effort). Then pick one habit to go deep on — the one the mentee chose.

Activity. The habit in action. If they picked "No," role-play saying no to a peer-pressure scenario. If they picked Navigate, sketch a map of a goal — position, obstacles, higher ground. If they picked Triple Times, plan their week. Keep it concrete and small.

Between sessions. Triple Times daily. Practice the one habit they chose, and note one real moment when they used it.

Mentor note: this is the longest chapter in the book and the richest session in the arc. Don't rush it. If the conversation is real, let it run past the hour. The self-check is a starting point for honesty, not a grade.

Session 4 — A is for Add Value

Goal: the mentee connects their interests to other people — and sees that adding value is how opportunities open.

Conversation guide. Debrief the Galvanizer prompt (Workbook §3, Exercise 3.4): what talents, skills, and characteristics does the mentee bring to a team? Ask: "Who have you helped lately, and how did it feel?" Talk about the book's framing — that money is a *result* of adding value, not the purpose of it — and what that means for choosing a path.

Activity. Plan one concrete act of adding value before the next session: helping a teammate, volunteering an hour, teaching someone something they know. Small and real beats big and theoretical.

Between sessions. Triple Times daily. Do the one act. Note how it felt and what happened.

Mentor note: this session often surprises mentors — mentees who seemed aimless light up when the question shifts from "what do you want?" to "what can you give?" Follow that light.

Session 5 — T is for Tenacity

Goal: the mentee learns to see things through — and to tell the difference between quitting and course-correcting.

Conversation guide. Debrief the "See It Through" exercise (Workbook §3, Exercise 3.5). Ask about something they finished that was hard, and something they quit. What was different? Talk about delayed gratification honestly — the world around them is built for instant gratification, and tenacity is the counter-skill. "Seeing it through is never time wasted."

Activity. Pick one unfinished thing — a project, a goal, a conversation they've been avoiding — and set a finish date together. Write it on the goal tracker (§11). Make it small enough to actually finish before the next session.

Between sessions. Triple Times daily. Finish the one thing. Bring the story — success or failure — to the next session.

Mentor note: tenacity is not stubbornness. If the mentee's "unfinished thing" turns out to be the wrong thing, course-correcting is the right move — that's the BOODA loop working, not tenacity failing. Help them tell the difference.

Session 6 — E is for Enthusiasm

Goal: the mentee names what they're enthusiastic about, reviews their goals, and leaves with a loop they can run on their own.

Conversation guide. Debrief the enthusiasm exercise (Workbook §3, Exercise 3.6): where does their enthusiasm actually live? Enthusiasm costs nothing and makes the difference — but it has to be real, not performed. Then review the SMART goals together (§6): what got done, what moved, what needs a new loop. Celebrate what's real. Be honest about what isn't.

Activity. The mentee runs one full BOODA loop out loud, on their own, on a decision they're facing — with you in LAG, listening. This is the graduation exercise: if they can run the loop without you, the kit has done its job.

Between sessions — and after. Triple Times as a daily habit, for life, not for the program. Monthly check-ins if you both want them. And the mentee's next step: find someone *they* can mentor. The book's vision is a generation of young adults who become mentors themselves — "ICE men and ICE women" who pass it on.

Mentor note: end with a debrief (§7) of the whole arc — what worked, what didn't, what you'd both do differently. Then say so if you want to keep meeting. Don't let it fade without a word.

SMART Goals — Setting and Tracking Them Together

Goals turn the loop into a plan. The book's appendix defines SMART goals the standard way — Specific, Measurable, Attainable, Relevant, Time-based — and the matrix is where mentor and mentee track them together.

How to set one together:

1. **Start from the mentee's words.** "I want to get better at..." or "I want to try..." — then shape it together. The mentee owns the goal; you own the questions that sharpen it.
2. **Make it specific.** "Get in shape" becomes "Run a 5K." "Learn about welding" becomes "Visit the welding shop at the tech center and talk to the instructor."
3. **Make it measurable.** How will you both know it's done? A date, a number, a finished thing.
4. **Make it attainable.** Stretch, don't snap. A goal the mentee can't reach teaches them that goals don't work.
5. **Make it relevant.** It should connect to something the mentee actually cares about — their who, not someone else's what.
6. **Make it time-based.** A goal without a date is a wish. Set the date together and write it down.

How to track them: review the goals at the start of every session — two minutes, not twenty. Done? Celebrate, and set the next one. Not done? Debrief it (§7): what got in the way, what the root cause was, what's the fix. Stalled for two sessions running? The goal may be wrong, not the mentee. Re-run the loop.

The blank Mentor-Mentee Matrix below is the working tool. Fill one in together at the end of Session 1 (or whenever the first real goals emerge), and keep it in front of you at every session. A clean copy-ready version is in the worksheets (§11).

The Mentor-Mentee Matrix

Mentee: _____ **Mentor:** _____ **Date started:** _____

Our pursuit course right now (circle one): LAG — listening and supporting / LEAD — leading together

What we're working on:

	Goal	Specific	Measurable	Attainable	Relevant	Time-based
1						
2						

	Goal	Specific	Measurable	Attainable	Relevant	Time-based
3						

"Been there, done that" people to engage:

1. _____ — for: _____
2. _____ — for: _____

Courses of action we're assessing:

1. _____
2. _____

Experiences to direct toward (shadow day, class, visit, project):

1. _____
2. _____

Notes / what changed this month:

_____

_____

The Debrief — How Pilots Learn

Every mission ends the same way: a debrief. The flight lands, the tapes come out, and the pilots pick apart what happened — what worked, what didn't, and why — before anyone goes home. Rank stays outside the room. The point is never blame; it's the next mission.

Peter's book adapts the squadron debrief into a thinking tool anyone can use, and it's the backbone of your regular check-ins. The structure is five steps:

- **DLO — Desired Learning Objective.** What were we trying to learn or do? State it plainly before you judge anything. A debrief without a DLO is just a complaint session.
- **FP — Focal Point.** What specific moment or issue are we examining? Pick one. "Why did I lose my wingman on the way to the target?" is a focal point. "The mission went badly" is not.
- **CF — Contributing Factors.** What factors contributed to what happened at that focal point? List them honestly — all of them, including your own part. There is usually more than one.
- **RC — Root Cause.** Of the contributing factors, which one is the root — the one that, if changed, changes the outcome? Agree on it together. There is usually one.
- **IF — Instructional Fix.** What will we do differently next time? One concrete fix, stated as an action, with a name and a date attached to it.

Worked example — a training mission. The mission: detect, target, identify, sort, and kill all enemy airplanes en route to the target area, and get bombs on target on time. After landing, the flight debriefs.

- **DLO:** Execute the intercept and deliver weapons on time.
- **FP:** "Why did I lose my wingman on the way to the target?"
- **CFs:** The wingman turned toward a threat the lead didn't call; radio discipline broke down during the merge; the lead's visual scan was inside the cockpit too long.
- **RC:** The lead stopped cross-checking outside the cockpit during the intercept — the scan broke down.
- **IF:** On the next mission, the lead will call every turn and keep a disciplined outside scan during the intercept; the wingman will call "visual" or "blind."

Notice what the debrief does: it turns a bad moment into a specific, fixable cause and a concrete next action. That is the whole method.

How to use it in mentoring. Run a short debrief — ten to fifteen minutes — at the end of every session, and a longer one whenever something significant happens (a goal missed, a conflict, a success worth understanding). The mentee's version of the template is in Workbook §5, Exercises 5.1 and 5.2 — they debrief their week and practice debriefing a claim. Your job is to model it: debrief the

session itself together. "What was our DLO today? Did we hit it? What was the focal point? What's our fix for next time?"

Debrief rules:

- **No rank in the room.** The mentee can name something *you* did that didn't work. If they do, thank them — that's the culture working.
- **Name the problem, not the person.** "The plan broke down" beats "you messed up."
- **End with a fix.** A debrief that ends in analysis without an instructional fix is unfinished. Always land on one concrete action.

The BOODA Loop as a Shared Decision Tool

The BOODA loop is the mentee's tool in the workbook (Workbook §2) — but it comes alive when mentor and mentee run it together on a real decision. The five steps:

1. **B — Be present.** Phones away, distractions off, both of you in the room. You cannot run the loop if you're not in the moment — and you cannot model presence while checking your phone.
2. **O — Observe.** Gather data about the mentee's *who*, not their *what*: what they enjoy, where they lose track of time (flow states), what others see in them. The 16 Observe questions are the raw material. In a shared loop, your observations count too — what *you* see in the mentee is data they don't have.
3. **O — Orient.** The most important step. Analyze the observed data against the mentee's experience, values, and circumstances. Where do the observations point? Where do they conflict? Help the mentee find the mismatches — the interest that doesn't fit the plan, the plan that doesn't fit the person.
4. **D — Decide.** Where most people get stuck. Help the mentee commit to a direction — and remind them that deciding doesn't lock the door. "Deciding to go a particular direction doesn't hinder our ability to change direction somewhere down the road." A mind map (Workbook §2, Exercise 2.2) is the book's tool for this step.
5. **A — Act.** Execute, then feed what happens back into the loop. The action step tests whether an interest is fantasy or reality. Then the loop runs again — lather, rinse, repeat — each revolution funneling closer to clarity.

The energy egg. The book illustrates the loop with a pilot's "energy egg" diagram (Workbook §2, Figure 2). At the top of a loop, gravity gives the aircraft an extra 1g of turn performance — "God's g," in Peter's phrase, standing for God-given talent and potential. Work *with* your innate gifts and you get more turn for less energy. The mentor's version of this: help the mentee find the direction where their natural gifts do the heavy lifting, instead of fighting uphill against their own nature. That is what "working in alignment with their interests" means in practice.

Running a shared loop — an example. A mentee is torn between enlisting and going to a trade school.

- *Be present:* both phones away, sixty minutes, no interruptions.
- *Observe:* what does the mentee enjoy? What do they do in flow? What have teachers, coaches, and family noticed? What does the mentor see?
- *Orient:* what does each path actually require — and what does each path actually give? Compare honestly: timelines, costs, daily life, exit options. Where do the observations point?
- *Decide:* pick one to explore first — not forever, just first. "We'll look at the trade school this month and talk to a recruiter next month" is a decision.

- *Act:* schedule the visit. Talk to the recruiter. Then debrief what happened and run the loop again.

The mentor's role at each step is mostly LAG — ask, listen, reflect back — with LEAD moments where you open a door (an introduction, a visit, a resource). The mentee makes the decision. You make sure the decision is an informed one.

Boundaries & Safety

A mentor is not a counselor, a therapist, a social worker, or a parent. This kit gives you a structure for guidance and encouragement — not for diagnosis, treatment, or intervention. Knowing the boundary, and saying it out loud to your mentee, is part of the job.

What you do: listen, encourage, share experience, open doors, help set goals, run the loop, debrief honestly, and show up consistently.

What you don't do: diagnose mental-health conditions, provide therapy or counseling, give medical advice, keep secrets about safety, or try to handle a crisis alone.

When to refer. If a mentee talks about any of the following, your job is to connect them with the right help promptly — not to handle it yourself:

- Thoughts of harming themselves or others, or talk of suicide
- Abuse or neglect at home, or an unsafe living situation
- An eating disorder, substance use, or self-harm
- Severe anxiety, depression, or a sudden, marked change in behavior
- Bullying, harassment, or threats they can't resolve on their own

How to refer. Stay calm. Take it seriously. Don't promise secrecy about safety — you already covered this in the ground rules at the first meeting. Connect the mentee with a school counselor, a trusted adult, a parent or guardian, or your organization's designated safeguarding contact, following your organization's policy. If your organization has mandatory-reporting requirements, follow them. When in doubt, tell the program coordinator the same day.

Crisis resources — keep these in the kit and share them when needed:

- **988 Suicide and Crisis Lifeline** — call or text **988**, 24/7, free and confidential (U.S.)
- **Crisis Text Line** — text **HOME to 741741**, 24/7, free and confidential (U.S.)
- **911** — if someone is in immediate danger

Meeting safety. Meet in visible, public or semi-public settings — a classroom with the door open, a library, a school common area, a coffee shop. Never meet one-on-one behind a closed door. Keep parents or guardians informed about the schedule. Communicate through your organization's approved channels. Follow your organization's youth-protection and background-check policies — they exist to protect the mentee *and* you.

A note on the book's personal material. Peter writes openly about his own accident and its aftermath, including his personal view that pilot training and debrief culture helped him avoid PTSD. That is his personal testimony, not a clinical claim — and this kit does not present it as mental-health advice. If a mentee is struggling, the right move is always a professional referral, not a story.

Program Setup for Organizations

This kit is designed to run without the author. A JROTC unit, Civil Air Patrol squadron, school, church, scout troop, or youth organization can adopt it as-is. Here's how.

Roles:

- **Program coordinator (one person).** Owns the schedule, the pairing, the paperwork, and the safeguarding point of contact. This is the only role that needs real administrative time — roughly an hour a week once the program is running.
- **Mentors.** Adults who commit to six sessions plus monthly check-ins. Recruit from parents, alumni, local veterans, tradespeople, and community members — people with "been there, done that" stories, not credentials.
- **Mentees.** Young people roughly 16–24, at the post–high school launch — or younger students your organization already serves. The kit adapts down; the conversations just get simpler.

Pairing. Match on interest first, availability second. A mentee interested in aviation pairs well with a pilot; a mentee interested in building pairs well with a tradesperson. Where interests don't match, match on temperament — a quiet mentee with a patient mentor. One mentor to one mentee is ideal; one mentor to two or three mentees works if the group is small and the mentor is experienced.

Cadence. Six weekly or biweekly sessions (45–60 minutes each), then monthly check-ins. A semester fits the arc naturally. Run the first meeting as a group kickoff if you have multiple pairs — mentors and mentees together, ground rules and introductions in one room, then pairs break out.

Mentor preparation. Mentors read this kit — that's the training. Hold one 60-minute orientation before the first session: walk through LEAD/LAG, the first-meeting shape, the boundaries in §9, and your organization's safeguarding policy. No further training from the author is needed or expected.

Materials per pair: one copy of this kit (mentor), one copy of the CREATE Workbook (mentee), and photocopies of the worksheets in §11. The book *Icarus 2.0* is optional background reading for mentors. The kit is free for non-commercial educational use (see About This Kit), so organizations can photocopy it without asking permission.

Measuring it. Keep it light. At the first meeting and after Session 6, ask each mentee three questions on a 1–5 scale: *I know what I'm good at. I know what my next step is. I have an adult I can talk to about my future.* Track the change. That's your outcome measure — and it's the one that matters.

Safeguarding. Follow your organization's youth-protection policy for background checks, meeting locations, and communications. If your organization doesn't have one, adopt the meeting-safety rules in §9 as your minimum and designate a safeguarding contact before the first session.

Running it without Peter. The kit is self-contained by design. The frameworks are the curriculum; the workbook is the mentee's tool; this kit is the mentor's guide. Organizations run it, mentors carry it, and mentees pass it on. That is the point — a program that works because the structure does the work, not because the author is in the room.

Worksheets

These worksheets are designed to be copied for use within your mentoring pair or program.

Worksheet 1 — The Mentor-Mentee Matrix (blank)

Mentee: _____ **Mentor:** _____ **Date started:** _____

Our pursuit course right now (circle one): LAG — listening and supporting / LEAD — leading together

What we're working on:

	Goal	Specific	Measurable	Attainable	Relevant	Time-based
1						
2						
3						

"Been there, done that" people to engage:

1. _____ — for: _____
2. _____ — for: _____

Courses of action we're assessing:

1. _____
2. _____

Experiences to direct toward (shadow day, class, visit, project):

1. _____
2. _____

Notes / what changed this month:

_____

_____

_____

Worksheet 2 — Session Log

Mentee: _____ **Mentor:** _____

Session	Date	Letter / topic	What the mentee lit up about	Stance used most (LAG / LEAD)	Assignment set	Follow-up for next time
First meeting						
1 — Clarity						
2 — Relationships						
3 — Emotional Intelligence						
4 — Add Value						
5 — Tenacity						
6 — Enthusiasm						
Check-in						
Check-in						
Check-in						

Debrief notes (DLO / FP / CF / RC / IF) — use the back of this page as needed:

_____

_____

_____

Worksheet 3 — Goal Tracker

Mentee: _____ **Mentor:** _____

Goal (SMART)	Date set	Target date	Status (on track / stalled / done)	What happened	Next loop

Goal (SMART)	Date set	Target date	Status (on track / stalled / done)	What happened	Next loop

Triple Times check (ask at each session — don't grade, notice):

Week of	Train (days)	Think (days)	Thank (days)	Notes
	/7	/7	/7	
	/7	/7	/7	
	/7	/7	/7	
	/7	/7	/7	
	/7	/7	/7	
	/7	/7	/7	

Closing — Begin an ICE Age

Peter closes *Icarus 2.0* with a challenge: begin an ICE age — a generation of young adults who prioritize Integrity, Commitment, and setting a positive Example for others. Mentoring is how an ICE age starts. Not with a program or a policy, but with one adult sitting down with one young person and saying: *tell me who you are, and let's figure out what you want to create.*

The mentor's version of the challenge is simpler still. Show up. Listen more than you talk. Open one door. Then step back and let them fly — and be there when they come back to debrief.

The tools in this kit — the CREATE checklist, the BOODA loop, InCentivE$, the debrief, the matrix — are a place to start, not to finish. There is no pride of ownership in them. Use them, adapt them, argue with them, improve them. What matters is the young person in front of you, getting back to their zero point, getting back to nature, and working in alignment with their interests — creating their own way.

One more resource: the "been there, done that" stories collected at **stinkythinking.com** — an archive of real people sharing how they created their way. Read them with your mentee. Learn from them. And when your mentee has a story of their own, pass it on to someone coming up behind them.

Blue side up.

About This Kit

The CREATE Mentor Kit is the mentor-facing companion to the *CREATE Workbook*, both drawn from *Icarus 2.0* by Lt Col Pete "Stinky" Smith, USAF (ret.). The book is available via BookBaby — store.bookbaby.com/Book/icarus-20-parachute-included ($12 paperback, $2.99 eBook) — and at stinkythinking.com.

The frameworks in this kit — CREATE, the BOODA loop, InCentivE$, the Mentor-Mentee Matrix, and the squadron debrief — come from the book and are reproduced or adapted with the author's intent: a continuous guidance package for young adults and the people who mentor them.

This kit is free for non-commercial educational use — print it, copy it, hand it out.

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