



Lesson AHS.38

SERVING AS A MENTOR

Unit. Stage Four of Development—SERVE

Problem Area. How Do I Grow Others to Contribute to Society?

Precepts. B3: Develop Others

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define and list the benefits of mentoring.
- 2 Learn how to serve as a mentor.
- 3 Select a protégé.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Bowman, Robert P., Ph.D. and Susan C. Bowman, Ed.S., “Becoming a Co-Pilot,”
Chapin, South Carolina, YouthLight, Inc, 1997.

Mentor Center of Western Nevada, <http://www.wncc.nevada.edu/mentor/guidelines.htm>

National FFA Organization’s “Essential Learnings” materials, 2003.

Peer Resources. <http://www.peer.ca/peer.html>

✓ Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Projector
- ✓ AHS.38.TM.A
- ✓ AHS.38.TM.B
- ✓ AHS.38.TM.C
- ✓ AHS.38.AS.A—one per student
- ✓ AHS.38.AS.B—one per student
- ✓ AHS.38.AS.C—one per student
- ✓ AHS.38.Test—one per student
- ✓ AHS.38.Assess—one per student
- ✓ Note cards, post-its, computer labels, or paper and tape—one per student
- ✓ Drawing paper—three sheets per student
- ✓ Creative supplies—markers, crayons, etc.—several per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- **Mentor**
- **Protégé**
- **Mentoring**



Interest Approach

The students will be playing human bingo. To prepare for the game, write the bingo labels on the sticky notes or computer labels, or use paper and tape. Make sure you pass out a majority of the bingo labels so it is possible to get a bingo. If you have a small class, a student may have more than one bingo label. If you have a large class, you may have to repeat bingo labels so everyone can play.

1. Give each student a bingo card—AHS.38.AS.A—and bingo label.
2. Have the students place their bingo labels on the front of their shirts.



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3. Instruct them that when you say “GO,” they are to get up and find individuals who have labels that match the inscriptions in the squares on the bingo card.
4. When they find the individual, they are to have that person initial the square on their own bingo cards that correspond with their labels.



Each of you has a bingo label on your shirt and a bingo card. Your task is to get signatures on the squares of your bingo card from the people in the room with the corresponding labels. The object of the game is to be the first one who gets a bingo. You may begin.

After the first person has a bingo, you may continue the game by getting two bingos or a black-out.



Thank you for participating. As you return to your seats, think about the qualities on the card and what they have in common.



What do all of the qualities on the bingo card have in common?

Direct the students to the answer: mentor.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define and list the benefits of mentoring.

During this section, the students will define mentor, protégé, and mentoring, and compare and contrast the role of a parent with a mentor. Show AHS.38.TM.A.

I. Definitions

A. **Mentor**

1. An adult who provides a young person with advice, support, and friendship and serves as a constructive example to him or her.

B. **Protégé**

1. A young person seeking advice, support, and friendship from an adult other than his or her parent or guardian.

C. **Mentoring**

1. A mutually beneficial relationship between an adult and a young person seeking advice, support, and friendship.

D. How will you benefit?

1. Increased self-image
2. Impact another person



3. Learn to be a role model
4. Help someone in need



What do the words mentor, protégé, and mentoring have in common?

Common responses: advice, support, and friendship



How do the words mentor and protégé differ?

Common responses: one is an adult, the other a young person, or one provides, while the other seeks

Pass out AHS.38.AS.B.



The definition states that a mentor is not a parent or guardian. Let's compare and contrast the role of a mentor and a parent or guardian. You have 30 seconds to complete activity sheet AHS.38.AS.B. You may begin.

Time the students for 30 seconds. As a class, review the answers and have students correct their activity sheets as the class discusses.



Now that you know what mentoring is, we will explore what it is like to be a mentor.

Objective 2. Learn how to serve as a mentor.

The students will explore what is expected of a mentor. They will examine the responsibilities and activities associated with a mentoring experience. Show AHS.38.TM.B.

II. Serving as a mentor

A. Responsibilities

1. Meet with protégé
2. Be available in times of need
3. Check up on progress
4. Make protégé a priority
5. Discuss goals of the protégé
6. Have fun with the protégé

In order to have a healthy relationship with your protégé, it is important to participate in a variety of activities. During the next activity, we will brainstorm activities that can be done with your protégé using a Me-You-Us Moment.



When I give the cue, “ME,” write down on a piece of paper activities you could do with your protégé. You will have 30 seconds. When I say “YOU,” find a partner and combine your ideas; then think of more. Finally, when I say “US,” you and your partner find another set of partners and combine your ideas; then think of more.



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ME!

Time the students for 30 seconds.



YOU!

Time the students for one minute.



US!

Time the students for two minutes.



Time is up. While returning to your seat, think of the mentoring activity you like best.

Pass out AHS.38.AS.C.



Scan the list of activities provided and add any activities that are not on the list.

Allow one minute for this activity.



Next we will begin identifying potential protégés.

Objective 3. Select a protégé.

Next, the students will identify the qualities they seek in a protégé. During this exercise, they will create a wanted poster that will represent these qualities in a protégé.



It is vital to your mentoring relationship to have a protégé with whom you can work well and with whom you have a lot in common. In order to find a protégé you can serve, it is important to identify the qualities of the protégé you are looking for.

Show AHS.38.TM.C and have students record these in their notes.

III. Selecting a protégé

- A. Common interests
- B. Willingness to share
- C. Values your opinion
- D. Gender
- E. Age range



Are there any other qualities you will look for in a protégé?

Wait for responses and write those that are on target on a writing surface. Next, you will be introducing the wanted poster activity. Pass out the paper, writing utensils, and other creative supplies to the students at this time.



When selecting a protégé, it is important to make sure you share common interests and experiences so that you are able to relate to them. You will be representing the qualities you would like to have in a “wanted poster” for your protégé. Make sure the poster includes the following:

Reward
Picture
Age
Gender
Interests



You will have 15 minutes to work on this assignment. You may begin.



Review/Summary

Activity

Hieroglyphics E-Moment. In order to review the concepts in this lesson, students will create a poster using all of the concepts learned in the lesson. The poster could be words, drawings, or a combination of the two, but must contain all of the information from the lesson. Tell students that some of the best posters will be used to help increase awareness about being a mentor by being posted around campus.



Finally, you will be creating a poster that represents all of the concepts that we discussed today. Your posters can be a picture, words, or a combination of the two. It should include all of the main points of today's lesson—What is as mentor? What should a mentor do? How to select a protégé? You will have 10 minutes to complete these posters, which may be posted around campus/ag dept!

Allow for students to demonstrate their work. At this time pass out AHS.38.Test.

For an additional assessment, have your students write a letter to their potential protégés explaining what mentoring is, what the roles of the mentor and protégé are, what activities they will do in their mentoring relationship, and why they selected the particular individual as a protégé.



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Application

►Extended Classroom Activity:

Have each student observe an athletic coach working with his or her team. What positive examples of mentoring does he or she display while working with the team?

►FFA Activity:

Have the students participate in the National FFA PALS program and mentor an elementary student.

►SAE Activity:

Have the students take their protégés to look at and learn about their SAE programs.

✓ Evaluation

AHS.38.Test

Use AHS.38.Assess to score the letters to the protégés.

Answers to Test:

True or False

1. False
2. False
3. True
4. True

Short Answer

5. Answers will vary
6. Increased self-image
Impacted another person
Learn to be a role model
Help someone in need
7. A mutually beneficial relationship between an adult and a young person seeking advice, support, and friendship.



AHS.38.Test Name: _____

SERVING AS A MENTOR

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement. (1 point each)

- _____ 1. My mentor should be someone my own age.
- _____ 2. I am a disciplinarian to my protégé.
- _____ 3. I serve as a role model for my protégé.
- _____ 4. I need to set a positive example for my protégé.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions. (2 points each)

- 5. List two activities you can do with your protégé.

- 6. List two benefits you will gain by serving as a mentor.

7. What is the definition for mentorship?



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AHS.38.Assess Name: _____

SERVING AS MENTOR

Assessment of Student Performance			
Component	Level of Performance	Points Available	Points Earned
Participation	Exceptional: the student wrote a letter that explained the required components	10	
	Satisfactory: the student wrote a letter that included the required components		

	Needs Improvement: one or more of the required components was missing		
Represents Definition of Personal Growth	Exceptional: this letter clearly explains to the protégé the purpose of the project Satisfactory: this letter defines the relationship Needs Improvement: this letter does not explain the relationship	30	
Appropriateness and Originality	Exceptional: nothing questionable; ideas are clearly outlined Satisfactory: nothing questionable; idea is modified Unacceptable: inappropriate action or thought	10	
		TOTAL POINTS	



AHS.38.TM.A

DEFINITIONS

Mentor

◆ An adult who provides a young person with advice, support, and friendship and serves as a constructive example to him or her.

Protégé

◆ A young person seeking advice, support, and friendship from an adult other than his or her parent or guardian.

Mentoring

◆ A mutually beneficial relationship between an adult and a young person seeking advice, support, and friendship.

How will you benefit?

- ◆ Increased self-image
- ◆ Impact another person
- ◆ Learn to be a role model
- ◆ Help someone in need



AHS.38.TM.B

SERVING AS A MENTOR

Responsibilities

- ◆ Meet with protégé
- ◆ Be available in times of need
- ◆ Check up on progress
- ◆ Make protégé a priority
- ◆ Discuss goals of the protégé
- ◆ Have fun with the protégé



AHS.38.TM.C

SELECTING A PROTEGE

- ◆ **Common interests**
- ◆ **Willingness to share**
- ◆ **Values your opinion**
- ◆ **Gender**
- ◆ **Age range**



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AHS.38.AS.A Name: _____

BINGO CARD

I serve as an EXAMPLE	I am a TEACHER	I can SHARE EXPERIENCES	I am someone you can TALK TO	I am a FRIEND
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I am a ROLE MODEL	I am a TUTOR	I can GIVE ADVICE	I am OPEN MINDED	I am TRUSTWORTHY
I am an ENCOURAGER	I am a FUN PERSON	Free Space	I have made a COMMITMENT	I am CONFIDENT
I am a GUIDE	I am a GOOD LISTENER	I am a CONFIDANT	I am a PROBLEM SOLVER	I am SHARING
I am a COACH	I am CARING	I am RESPECTFUL	I am a SUPPORTER	I am a MOTIVATOR



AHS.38.AS.B Name: _____

WHAT A MENTOR IS...

► **Parents vs. Mentors**

Directions: Complete the chart by marking an X under the person who could appropriately carry out this role; it may be one, both, or neither.

Role	Mentor	Parent
Confidant		
Advisor		
Disciplinarian		
Teacher		
Friend		
Decision maker		

► **What a mentor is... What a mentor is not.**

Directions: Write the words from the word bank into the chart in the appropriate column.

A mentor is...	A mentor is not...

► **Word Bank**

Friend	Coach	Social worker	Cool peer
An ATM	Motivator	Parent	Role model
Advocate	Advisor	Companion	Motivator
Supporter	Nag	Parole officer	Baby-sitter



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AHS.38.AS.C Name: _____

Directions: add activities you can do with your protégé to this list.

► **Games:**

Create a game and play it with your protégé.
Participate in a Scavenger Hunt.
Play board games together.

► **Art:**

Create a collage about each other.
Share your favorite songs.
Create a skit.

► Athletics:

Play basketball, football, baseball, softball, tennis, etc.
Teach each other how to do a sport skill.
Take a walk, jog, or run.
Collect information to share about an athlete or team.
Attend a sporting event together.
Meet with a popular athlete.
Attend one of your protégé's athletic events.

► Service:

Create a care package for someone in need.
Decorate the school or a community building for a holiday.
Make presentations to young people about the dangers of tobacco or drugs or alcohol.
Construct something for a classroom or teacher.
Volunteer at the food bank, animal shelter, or another charity.
Plant a tree, bush, or flowers in your community.



► Academics:

Read to a child.
Write a story together.

Read to each other.
Clean and organize school bag, locker, etc.
Work in the library on a school project.
Develop a study plan.

► **Careers:**

Visit a local community college, tech school, or university.
Arrange a “job shadow” experience with your protégé.
Visit and interview people in the career area of interest.
Take a career interest test.

► **Other:**

Cook a meal together.
Make a craft.
Learn magic tricks.
Participate in a ropes course or team building activities.
Have a meal together at school or another place.

