



Advanced High School

National FFA Organization

Lesson AHS.39

BECOMING A MENTOR TO OTHERS

Unit. Stage Four of Development—SERVE

Problem Area. How Do I Grow Others and 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 Describe the steps or strategies to successfully mentor others.
- 2 Communicate with his or her protege.
- 3 Plan meetings with his or her protege.



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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.39.TM.A
- ✓ AHS.39.TM.B
- ✓ AHS.39.TM.C
- ✓ AHS.39.AS.A—three per student
- ✓ AHS.39.AS.B—one per student
- ✓ AHS.39.Test—one per student
- ✓ AHS.39.Assess—one per student
- ✓ Sheets of paper—three per student
- ✓ Writing utensils—markers, color pencils, or crayons—several per student



Key Terms. The following term is presented in this lesson and appears in bold italics:

- ▶ Communication method



Interest Approach

Today the students will learn how to make a positive impact in the lives of their proteges. In order to get them focused on the impact they can have on their proteges, read the following story.



Listen carefully to the following story that I will read aloud. This is the story of Taylor.



Taylor was a junior in high school. It was January, and he was busy playing basketball and had begun looking at colleges. Taylor was approached by a teacher in his school to work with a second grade student. The student struggled academically and had many challenges in his life, at school, and at home. In Taylor's eyes, Sam seemed like a lost cause. Sam had a poor attitude and gave up easily. Taylor wanted to help, but honestly he was already very busy with school activities, his family, and his academics. He was very focused on raising his GPA for college and trying



to help his team compete well. Taylor reluctantly agreed to try to help Sam, but truly felt there was little he could do.



Taylor contacted Sam, and they set up their first meeting for Tuesday after school. Taylor was going to have to be late for practice and wanted to make the first meeting short and fast. It happened just as he had hoped. Sam was in the cafeteria where they were supposed to meet after school. Taylor introduced himself and told Sam about himself. Taylor asked Sam if he knew why he had been asked to work with him. Sam simply responded, “Because I am dumb.” Taylor explained that he was just available to help Sam with whatever he wanted help with. Taylor felt like he was getting nowhere, so he cut the meeting short and went off to practice.



They scheduled another meeting for the next week; however, Taylor was more prepared this time. He had taken time to talk with Sam’s teacher and was prepared with some questions for Sam. As they talked, Taylor asked Sam about the assignments he had not turned in, comment she had made in class, and his poor attitude. Sam listened quietly but had a look on his face as to say “So what.” Taylor then shared a story about himself. After talking to Sam’s teacher about why he had approached Taylor to work with Sam, the teacher simply replied, “Because he was just like you at this age.” Taylor shared the story of his second grade experience, and that it was much like Sam’s. Sam started asking questions and seemed interested in Taylor’s experiences. Before they knew it, their time was up and Taylor returned to practice.



During the next meeting, Taylor invited Sam to his game on Friday night. Sam had a disappointed look on his face and said he did not want to come. This was not the answer Taylor was expecting, so he continued to ask questions. Finally the answer came out. Sam’s parents worked nights and Sam was commonly left alone to care for himself at the age of seven. This surprised Taylor, but he simply told Sam he was sorry.



Taylor was frustrated, he had no idea that Sam was faced with this much responsibility at this young age. He decided to get Sam to the game on Friday, so he called Sam’s mom and asked permission to pick him up and bring him to the game. When he arrived, Sam had no idea he was coming and was nearly speechless. He sat in the row behind the team and cheered the entire game. From that day forward, Sam was another person to Taylor. They looked forward to the meetings instead of dreading them, and Taylor was able to work through some of Sam’s frustrations in school. Taylor also made a point to plan their meetings after school and in the evening when he knew Sam would be alone.



Taylor graduated and went off to college, but he always took Sam to the basketball games when he was back in town. Although they no longer had weekly meetings, they continued to stay in touch, and Taylor continued to help Sam.

Ask the class the following questions about the story:



I am going to ask you questions about the mentoring relationship in the story. Please raise your hand to share your responses.



Why was Taylor’s first attempt at working with Sam unsuccessful.

Common responses: he had a poor attitude; they had not found anything in common





Why was Taylor finally able to make a connection with Sam.

Common responses: he found common experiences and interests with Sam



In order to avoid a rocky beginning like Sam and Taylor had, you are going to learn how to communicate with your protege, how to share your experiences, and how to plan successful meetings with your protege.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the steps or strategies to successfully mentor others.

The first step in building a mentoring relationship is to get a good start on the relationship. We will be exploring how to communicate with a protege and plan the first meeting.



In order to make the positive impact like the story depicted, you must be able to communicate with your protege. While serving as a mentor, your protege may ask your advice or share information that he or she would like your help on. It is important to approach these conversations in a professional manner. We will now explore the communication method to use with your protege.

Display AHS.39.TM.A.



Write the following information into your notes.

I. Creating a mentoring relationship

A. Communication method

1. Listen carefully
2. Ask open-ended questions
 - a. Avoid “why” questions
 - b. Focus on “what” and “how” questions
 - c. Ask fewer directed questions instead of many vague questions
3. Summarize feelings
4. Share experiences and advice



Who would like to practice using the communication method with me.

Select a volunteer.





Thank you for volunteering. I will act as the mentor, and you will act as the protege. For this scenario, you are telling your mentor about how you do not like school.

Protege: I just really do not like school.

Mentor: What is it about school that you do not like.

Protege: I just can't understand the assignments.

Mentor: So, you are having trouble with the homework.

Protege: Yes; I try to do it at home, but it just does not make sense.

Mentor: Once, I was really struggling in math class, so I went in early in the morning to get help with the questions I did not understand on the assignment. Maybe that would work for you.

Now that we have examined how to communicate with proteges, we will practice by using a role-playing exercise. Students need to have a piece of paper and a writing utensil. Pass out three sheets of paper to each student. Write the following closed-ended statements on the writing surface.

1. *Why don't you like school.*
2. *Are you going to do better next time.*
3. *Did you work things out with Stephen.*
4. *Can you tell me about it.*
5. *Why do you feel that way.*



Now that you know the communication method to use with your protege, you will practice with each other. There are five close-ended questions written at the front of the room. Please re-write these statements on your paper so that they are open-ended. You have three minutes to accomplish this task. If you have questions, ask. You may begin.
Time the students for three minutes.



Time is up.
Check students' answers to determine understanding.



Next, you will practice communicating with your protege.



Find a partner sitting near you.



The person who is the youngest will act as the mentor first.



Your partner will ask you questions as if he or she were your protege.



Remember to follow the steps of the communication method in order to get the most complete responses.



You have two minutes to work with your protege to answer his or her questions.





When I say “switch,” you will switch roles.



You may begin.

Time the students for two minutes.



Switch!

Time the students for two minutes.



After you have practiced the method, will you feel comfortable using it with your protege. When I give you the cue, give me one of the following signals. If you understand the method, give me a thumbs up; if you are unsure, thumbs sideways; and if you do not feel comfortable with this method, give me a thumbs down. Now.

Evaluate the students’ responses; if they seem to show frequent uncertainty and uncomfortable responses, do another demonstration to the class.

Objective 2. Communicate with his or her protege.

It is important to identify personal experiences students can draw upon to communicate effectively with their proteges.



One of the most important steps to the communication method is sharing personal experiences that may help your protege solve some of his or her problems. Being a teenager, you may not feel that you have enough personal experiences from which to draw. We will identify some personal experiences that may be helpful to your proteges.

Display AHS.39.TM.B.

II. Sharing experiences

- A. Identify the similarities between you and your protege
- B. Identify areas your protege wants to improve
- C. Identify experiences that you have learned and grown from
 1. How do you resolve conflicts with parents.
 2. How do you resolve conflicts with friends.
 3. How do you succeed in school.
 4. How do you succeed in athletics or team activities.



Identifying the goals for the mentoring experience should be based upon your and your proteges experiences.



Three copies of a mentoring agreement (AHS.39.AS.A) will be given to you.



You will fill out the first copy today.



The second copy will be given to your protege to fill out at your first meeting.





Once the first two are completed, use the third one to combine your thoughts and feelings into one that will serve as your agreement.



You have five minutes to work on your agreement.



If you have questions, ask me. You may begin.

Time the students for three minutes.



Time is up! Be sure to take the other two copies to work on as you meet with your protege.

Objective 3. Plan meetings with his or her protege.

Next, students will plan their first meetings with their proteges by taking the following notes and completing the first meeting activity sheet (AHS.39.AS.B).



Now that you can communicate with your protege and share experiences with him or her, you need to plan meetings with your protege.

Display AHS.39.TM.C.

III. Planning meetings with your protege

- A. Set a date and time
- B. Select a location where you will both be comfortable
- C. Clarify background information
 1. What do you want your protege to call you.
 2. How should you contact your protege.
 3. How will you get to know your protege.
 4. What should be discussed at the first meeting.

Pass out AHS.39.AS.B to each student.



This activity sheet will help you be more prepared for your first meeting with your protege. Take the next five minutes to complete the worksheet. I will be available to answer questions if you need assistance. You may begin.

Time the students for the next five minutes.



Time is up! Be sure to take this planning guide to your first meeting with your protege.



Review/Summary

Today we have been working on communicating with the students' proteges. In order to review, the students will practice their first encounter with their protege by making a comic strip to represent what the first few discussions will be. Make sure that students have paper. Pass out several markers, colored pencils, or crayons for each student to use.





Now that you know how to communicate with your protege, you will practice by creating a comic strip that represents what the first conversation will be like. Even though comic strips are usually funny, please concentrate on making this a realistic and serious conversation. I realize that you are not all artists, so concentrate on the conversation. You have five minutes to complete this activity. You may begin.

Time the students for five minutes.



Time is up. Who would like to share their comic strip with the class.

Select a student.



Let's thank—student's name—for sharing by giving him or her some power snaps—all students snap together.

At this time pass out AHS.39.Test.

►Assessment

Instruct the students to use the Bob the Weather Guy Moment. Students deliberate and then present an idea, concept, or process as if it were a weather report.



Forecast what will happen, show how other people and activities will be affected, and tell what the latest “doppler radar” explains about how you would work with and impact your protege.

The “weather report” should reflect how they would work with and impact their protege.

Allow five minutes for the assessment.



Application

►Extended Classroom Activity:

Have the mentors make a presentation about their proteges to share with the class so they learn more about their proteges.

►FFA Activity:

Have students create a mentoring committee for the FFA chapter to help continue or begin a PALS program.

►SAE Activity:

Have students participate in a community service project with their proteges, such as participating in a highway clean up.



✓ Evaluation

AHS.39.Test

AHS.39.Assess, to evaluate the Bob the Weather Guy Moment for each student.

Answers to Test:

True or False:

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

Short Answer:

5. Listen carefully
 - Ask open-ended questions
 - Summarize feelings
 - Share experiences and advice
6. Answers will vary
7. To ensure you both know the ground rules and purpose of the relationship



BECOMING A MENTOR TO OTHERS

►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. The school would be a good place for the first meeting.
- _____ 2. It is a bad idea to share personal experiences with your protege.
- _____ 3. Regularly scheduled meetings are not important.
- _____ 4. Questions to your protege should begin with “why.”

►Part Two: Short Answer

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

5. List the four steps in the communication method.
6. Write an example of an open-ended question.
7. What is the purpose of the mentoring agreement.



BECOMING A MENTOR TO OTHERS

Assessment of Student Performance on “ <u>Bob the Weather Guy Moment</u> ”			
Component	Level of Performance	Points Available	Points Earned
Participation	Exceptional: the student made a presentation that outlines the material Satisfactory: the student made a brief presentation with basic material Needs Improvement: the student made a brief presentation, material missing	10	
Represents Definition of Personal Growth	Exceptional: presentation clearly shows potential impact of mentoring relationship Satisfactory: presentation shows impact of relationship Needs Improvement: shows little understanding of material	30	
Appropriateness and Originality	Exceptional: nothing questionable; shows very original thought Satisfactory: nothing questionable; idea is modified Unacceptable: inappropriate action or dialogue	10	
		TOTAL POINTS	



CREATING A MENTORING RELATIONSHIP

Communication method

- ◆ **Listen carefully**
- ◆ **Ask open-ended questions**
 - ➔ **Avoid “why” questions**
 - ➔ **Focus on “what” and “how” questions**
 - ➔ **Ask fewer directed questions instead of many vague questions**
- ◆ **Summarize feelings**
- ◆ **Share experiences and advice**



SHARING EXPERIENCES

- ◆ **Identify the similarities between you and your protege**
- ◆ **Identify areas your protege wants to improve**
- ◆ **Identify experiences that you have learned and grown from**
 - ➔ **How do you resolve conflicts with parents.**
 - ➔ **How do you resolve conflicts with friends.**
 - ➔ **How do you succeed in school.**
 - ➔ **How do you succeed in athletics or team activities.**



PLANNING MEETINGS WITH YOUR PROTEGE

- ◆ **Set a date and time**
- ◆ **Select a location where you will both be comfortable**
- ◆ **Clarify background information**
 - ➔ **What do you want your protege to call you.**
 - ➔ **How should you contact your protege.**
 - ➔ **How will you get to know your protege.**
 - ➔ **What should be discussed at the first meeting.**



MENTORING AGREEMENT

This agreement is to be completed by the mentor and the protege. The purpose of this agreement is to outline the expectations and goals of the relationship. By creating and signing this agreement, we are committing to each other to honor these ground rules in order to ensure a successful experience for both of us.

► Basic Background Information:

Mentor

Likes to be called:

Phone number:

Best time to contact:

Protege

Likes to be called:

Phone number:

Best time to contact:

► Setting the ground rules:

- Give at least _____ notice if one of us needs to reschedule the meeting.
- Come to the meetings prepared and have any assignments complete.
- If there is a problem, we will discuss it.
- Keep what is said between us.
- Make sure we get things done and have fun doing them.

► As we work together, we will...

- Meet at least once per _____ for at least _____ (amount of time).
- We will meet in a place we both agree upon where we can talk, such as.
- We will work on our shared goals for this mentoring relationship, which include the following.



PLANNING THE FIRST MEETING

Before you meet with your protege for the first time, it is important to think through what you want to accomplish and how you are going to get to know him or her.

What can I tell my protege about myself that will allow us to get to know each other better.
What about my life story might be interesting to my protege. What should my protege know about me.

What questions could I ask my protege to get to know more about him or her. Remember to ask open-ended questions.

What are your goals for the mentoring relationship—what do you hope to accomplish.

How can I find out what my protege wants to get out of the relationship—what open-ended questions can I ask.

Why do I want to have a protege.

