

PARTNERS IN ACTIVE LEARNING SUPPORT

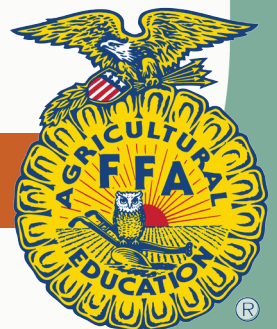


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PALS Advisors HANDBOOK

THE NATIONAL FFA MENTORING PROGRAM





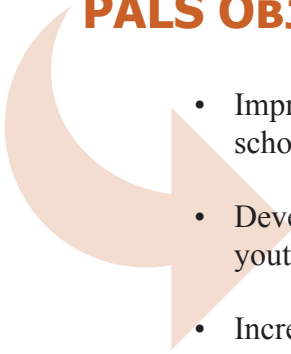
PALS Overview

Partners in Active Learning Support (PALS) is a mentoring program that matches high school agriculture students with elementary or middle school students to help them become excited about themselves, school and agriculture. Mentoring activities will focus on fun and educational activities. Mentoring is a serious commitment on the part of all students.

The mentors will be carefully selected and trained before participating in the program. The PALS program is committed to fostering caring relationships that will build the self-confidence of the students involved.



PALS OBJECTIVES AND BENEFITS

- 
- Improve interpersonal, human relations and leadership skills in elementary/middle school youth and local FFA members.
 - Develop the human resource potential of FFA members, elementary/middle school youth, teachers and administrators involved in the project.
 - Increase self-concept and self-esteem as a result of relationships between young adult role models and elementary/middle school youth.
 - Increase mentor understanding of the principles and fundamentals of the human development process.
 - Increase consideration of human development needs of youth and the community at large with increased interaction and relationships between teachers across grade levels and school sites.
 - Develop networks between people of all ages who have similar goals, objectives and skills in human development.
 - Recognize and become knowledgeable of projects and resources of local, state and federal agencies and institutions involved in youth development.
 - Increase awareness of agriculture and environmental science in elementary/middle school youth and the community.

PALS PROGRAM EXAMPLES

CREEKSIDE HIGH SCHOOL FFA

Last year was our first year with the PALS program. Our FFA advisor, Traves Hyman, saw the need to help elementary school students with their everyday studies. We paired with the Evoline C. West Elementary School to tutor students in reading and other subjects, including agriculture. This year we were one of the chapters to work with Campbell Soup Company to plant a community garden. We had a fun time and a couple of our chapter officers were interviewed. It felt really good to look back and physically see we had an influence on the community and inspired younger children to be involved. Our Creekside PALS mentors truly feel the students look up to us as a big brother or sister figure in their life. Being a part of this program and working with the elementary students has taught us how to be more patient and more responsible. The future goal of Creekside FFA PALS program is to continue to tutor the elementary students and continue teaching

SOUTHWESTERN HEIGHTS HIGHS SCHOOL FFA

Our agricultural education program encourages students to learn through classroom experiences, supervised agricultural experience programs and FFA. Our program allows students to grow through student, chapter and community development activities. Our PALS chapter program helps students to grow by serving as mentors to the elementary students in our community. A community need is met by educating elementary students about the role that agriculture plays in how the food we eat is produced. Interacting with the elementary students also encourages the development of our FFA chapter, as many of the elementary students who participate in PALS will become FFA members when they are in high school.

Our existing PALS program consists of three yearly activities that the FFA does with first, second and third graders at both elementary schools within our district.

One of our yearly PALS activities is the first grade pumpkin carving event. During this event FFA members teach the first grade students how pumpkins are grown. FFA members help the first graders identify the basic needs of plants including sunlight, air and water. FFA members help to carve pumpkins for more than 60 first graders from both elementary schools within the district. They also describe various foods that can be produced by pumpkins, such as pumpkin pie and pumpkins seeds, which are high in vitamins and minerals.

AUBURN MOUNTAINVIEW HIGH SCHOOL FFA

Auburn Mountainview High School is a ninth-through 12th-grade comprehensive high school in suburban King County, Wash. The Auburn FFA Chapter, though active since the opening of the school in 2005, was chartered in December 2007. Its 20 active members started the PALS program in 2008 after an initial e-mail from a first grade teacher at the neighboring Arthur Jacobsen Elementary School. The teacher was interested in having her students visit the school for a tour of the greenhouse. The FFA advisor and students worked with the first grade team to develop a series of activities. Activities included planting potatoes, carrots and broccoli in outdoor raised beds; transplanting starts of a mesclun mix (kale, lettuce, corn salad and mustard greens); creating plant collages; and enjoying a harvest celebration.

Step-by-Step

INSTRUCTIONS FOR IMPLEMENTING A PALS PROGRAM

**STEP
1**

ORGANIZE YOUR PALS ADVISORY COMMITTEE

**STEP
2**

**PROGRAM PLANNING WITH YOUR ADVISORY COMMITTEE AND
DEVELOPING YOUR PALS MISSION STATEMENT**

**STEP
3**

IDENTIFY AND TRAIN FFA MEMBERS AS MENTORS

**STEP
4**

WORK WITH ELEMENTARY STAFF TO IDENTIFY MENTEES

**STEP
5**

DEVELOP CALENDAR OF ACTIVITIES FOR THE PALS PROGRAM

**STEP
6**

OBTAIN RESOURCES NECESSARY FOR ACTIVITIES

**STEP
7**

PUBLICIZE YOUR PROGRAM

**STEP
8**

**EVALUATE EACH ACTIVITY AND PROVIDE OPPORTUNITIES FOR
IMPROVEMENT**

**STEP
9**

CELEBRATE YOUR SUCCESSES

STEP 1

ORGANIZE YOUR PALS ADVISORY COMMITTEE

The first step in starting a local PALS program is to put together a committee of interested people. This committee should be made up of teachers, counselors, principals, community members, parents, FFA members and others. They will work to establish the PALS program, develop resources for members to use, contact elementary teachers, help to plan PALS lessons and assist the FFA advisor as needed.

An important part of the advisory committee is a community resource person. This person can work as a liaison between the school personnel involved in the PALS program and the community. This is a critical position and should be filled with a capable, enthusiastic volunteer.

Frequently retired teachers in the community fill this position.

Your community resource person can also contact local businesses and individuals when time, money or resources are needed for PALS activities. What groups, individuals or businesses are in your community that you could ask for help?

List several of each:

- Religious Institutions: _____
- Civic Groups: _____
- Government Agencies: _____
- Non-profit Groups: _____
- Businesses: _____
- Media: _____
- Educational Institutions _____
- Veteran Organizations: _____
- Youth Service Agencies: _____
- Individuals: _____
- Others: _____

STEP 2

PROGRAM PLANNING WITH YOUR ADVISORY COMMITTEE AND DEVELOPING YOUR PALS MISSION STATEMENT

The local committee should develop a mission statement for their PALS program during the program planning session. This mission statement should reflect the program's goals and objectives. Write the mission statement on the lines below once the advisory committee program planning session is complete. Keep this mission statement readily available for regular checks to see that the advisory committee is following its mission.

Example Mission Statement:

To create positive relationships between Middletown high school agriculture students and (at risk) Keigwin students resulting in increased self-esteem and better academic performance for both individuals.

(Provided by the Mattabeset FFA/MHS and Keigwin PALS Program)

Local mission statement:

BEST PRACTICES FOR ADVISORY COMMITTEE AND MENTOR TRAINERS

Suggestions for creating a successful training session:

- Be clear on why this training is happening. Know the goals of the training and what evidence you will need in order to determine if the training is successful.
- Know the training materials thoroughly. If time does not allow the use of all training modules, select those that will give your group the knowledge and skills they need. Customize lessons to your group. Add activities, role-plays, discussions, debates, skits or other action-oriented training methods as needed or as you are comfortable using.
- Select an appropriate training location. Be sure the room is large enough for the group and the activities you intend to use. Check that the lighting, heating and airflow are at comfortable levels. Have tables for activities, preferably in a circular formation to facilitate discussion.
- Be prepared. Have all copies ready and all supplies available in the training room.
- Be aware of your time. Some activities may be longer or shorter than anticipated due to the amount of discussion by the group. Be prepared to fill in as needed to keep the group on track. Be conscious of the need for regular breaks and provide snacks and beverages if possible.
- Model the behaviors you want to see in the participants. This includes listening skills, providing feedback to participants, working through problems and encouraging full participation by everyone.
- Use a variety of teaching methods. Address the needs of the visual, auditory and kinesthetic learners. Have some written, spoken, and action activities. Post pictures and training summaries on the wall. Play uplifting music during the breaks to create a positive atmosphere.
- Provide an opportunity for each participant to experience success!
- Have a sense of humor. Customize lessons with appropriate jokes or cartoons. People learn more when they are having a good time.

ADVISORY COMMITTEE PROGRAM PLANNING AGENDA

SECTION ONE: INTRODUCTION

Objectives: Participants will get to know each other and understand the PALS program concept and criteria.

- 1.1 Welcome and Introduction
- 1.2 PALS Overview

SECTION TWO: BENEFITS AND ROLES OF MENTORING

Objective: Participants will comprehend the benefits and roles of mentoring.

- 2.1 Benefits and Roles of Mentoring

SECTION THREE: VISION AND MISSION

Objective: Participants will develop their local PALS program action plan.

- 3.1 Your Vision of a Mission

SECTION FOUR: DEVELOPING THE LOCAL ACTION PLAN

Objective: Participants will develop their local PALS Program action plan.

- 4.1 Making a Difference
- 4.2 Family Involvement
- 4.3 Community Support and Fundraising
- 4.4 Team Tasks

SECTION FIVE: PROMOTING AND MARKETING PALS

Objective: Participants will develop strategies for using a public relations packet.

- 5.1 Public Relations

SECTION SIX: RECOGNITION AND CELEBRATION

Objective: Participants will learn how to recognize participation in PALS.

- 6.1 Developing Ideas for Celebrating PALS
- 6.2 PALS Evaluation

ADVISORY COMMITTEE PROGRAM PLANNING DOCUMENTS

***NOTE:** The Advisory Committee Workbook contains all documents that the advisory committee participants will need for the program planning session. For your reference, all handouts and transparencies can be found at the end of each section. See ffa.learn.com, for the PowerPoint presentation. To print individual handouts or slides please see the Advisory Committee PowerPoint Slides and the Advisory Committee Workbook.

SECTION 1: INTRODUCTION

1.1 Welcome and Introduction

Outcome:

Begin getting to know each other as individuals and as a team. Comprehend that teamwork is very important to PALS.

Time: 10 minutes**Materials:**

- Table tags with names printed
- ACSection 1.ppt. - slide 1
- Projector (if using transparency or PowerPoint)

Activity:

Set the ACSection 1.ppt. - slide 1 on the screen as the discussion begins.

Welcome participants, perform introductions (*see questions below to use for introductions*) and review logistics. Express that working as a team is important to the PALS program – the team is there to work together and support each other.

Introduction Question Ideas:

- Name
- Job title/role in the community
- When you were younger, who was one of your role models? Why?
- What is one positive quality you bring to the advisory committee?
- How will the PALS program benefit you personally?

1.2 PALS Overview

Outcome:

Begin developing an understanding of the PALS program, the training, ground rules and expectations of the participants. Share the program's high potential for reaching young people.

Time: 25 minutes *(may vary depending on the number of questions)*

Materials:

- Advisory Committee Workbook Handouts 1-3
- ACSection 1.ppt. - slides 2-3
- Projector (if using transparency or PowerPoint)

Activity:

Pass out PALS Advisory Committee Workbooks and have participants flip to Handout 1 while showing ACSection 1.ppt. - slide2, the PALS Overview. Then, read and discuss the overview. Be certain to cover specifics about your local program or the hopes you have for the program; such as the number of mentors and mentees involved, how often the groups will meet, etc.

Show ACSection 1. ppt. - slide 3, Plan-in-Hand Checklist, to discuss and provide any clarification about the training session. This information can be found on Handout 2.

Write the planning rules as a group. Handout 3 contains a blank slate for developing the rules for the planning meeting.

SECTION 1 - 1.2 **HANDOUT 1****PALS Overview**

PALS is a mentoring program that matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants, animals and their environment, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship. The mentoring role is a major commitment on the part of the high school students. These mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

SECTION 1 - 1.2 **HANDOUT 2****PALS Plan-In-Hand Checklist**

- Understanding Program Criteria
- Benefits and Roles of Mentoring
- Vision of a Mission
- Developing a Local Action Plan:
 - Issues/Strengths/Challenges
 - Family Involvement
 - Community Resources
 - Team Tasks
 - Calendar/Timeline
- Promoting and Marketing PALS
- Recognition and Celebration

SECTION 1 - 1.2 HANDOUT 3

Ground Rules

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

SECTION 1 - 1.1 **ACSECTION 1 - SLIDE 1**

PALS Program Introduction

Section 1: PALS Program Introduction

SECTION 1 - 1.2 **ACSECTION 1 - SLIDE 2****PALS Overview**

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The mentoring role is a major commitment on the part of the high school students. The mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

SECTION 1 - 1.2 **ACSECTION 1 – SLIDE 3****PALS Plan-in-Hand Checklist**

- Understanding Program Criteria
- Benefits and Roles of Mentoring
- Vision of a Mission
- Developing a Local Action Plan:
 - Issues/Strengths/Challenges
 - Family Involvement
 - Community Resources
 - Team Tasks
 - Calendar/Timeline
- Promoting and Marketing PALS
- Recognition and Celebration

SECTION 2: BENEFITS AND ROLES OF MENTORING

2.1 Benefits and Roles of Mentoring

Outcome:

Comprehend what benefits and roles of mentoring are for the entire team.

Time: 45 minutes

Materials:

- Flip chart paper
- Markers
- Masking tape
- Advisory Committee Workbook Handouts 4 and 5
- ACSection 2.ppt. - slides 4-5
- Projector (if using transparency or PowerPoint)

Activity:

Split the advisory committee into equal groups. Each group will take a page from the flip chart, discuss within their group, and write what they feel their roles and responsibilities are as counselors, teachers, administrators, coordinators, etc., in PALS on the flip chart paper. Have the participants consider the following questions as they do this activity:

- How do the students benefit from your involvement in PALS?
- How does your program benefit from your involvement in PALS?
- What can you do in your role to help PALS?

Have participants list their findings, post on the wall and report. After they discuss their findings with the whole group, give them Handout 4, have them discuss, then write and share their ideas with the whole group. This can be used later to work on the local action plans.

Show ACSection 2.ppt. - slides 4 and 5, and have them flip to Handout 5 in their workbooks. Discuss the mentor's role and list additional roles.

SECTION 2 - 2.1 **HANDOUT 4**

Benefits and Roles for Community, Family, Mentor, Mentee and School

Community Benefits Roles	Family Benefits Roles
School Benefits Roles	Mentor/Mentee Benefits Role

SECTION 2 - 2.1 **HANDOUT 5****Roles of Mentoring**

A mentor is someone who:

- generates respect and trust
- encourages students to expect success
- provides a positive role model
- contributes something positive
- participates in activities designed to involve/motivate students
- listens without judging
- brings about fun
- tutors and helps mentee build good study habits
- other:

SECTION 2 - 2.1 **ACSECTION 2 – SLIDE 4**

Benefits and Roles of Mentoring

Section 2: Benefits and Roles of Mentoring

SECTION 2 - 2.1 ACSECTION 2 – SLIDE 5

Roles of Mentoring

A **mentor** is someone who:

- generates respect and trust
- encourages students to expect success
- provides a positive role model
- makes positive contributions
- participates in activities designed to involve and motivate students
- listens without judging
- does positive, fun things
- tutors and helps build good study habits
- other:

SECTION 3: CREATING A SHARED MISSION

3.1 Your Vision of a Mission

Outcome:

Write a mission statement for the local program.

Time: 15 minutes

Materials:

- Advisory Committee Workbook Handout 6
- ACSection 3. ppt. - slides 6-7
- Projector (if using transparency or PowerPoint)
- Flip chart paper
- Markers
- Masking tape

Activity:

Show ACSection 3.ppt. – slide 6, then 7 and have committee members flip to Handout 6 in their advisory committee workbooks. Ask the committee to refer back to Section 2.1 questions about their benefits and the benefits of a PALS program. Participants should reflect on this information and use it to draft a mission statement. After they have developed their statement, have them write it on a flip chart page and post it on the wall. When everyone is finished, each team will read their statement to the entire group. As a large group, decide on a mission statement or combine several components of the mission statements into one that will serve as the local PALS program mission statement for the year.

SECTION 3 - 3.1 **HANDOUT 6****Mission Statement**

The _____ (*insert local program name*) PALS Program will:

SECTION 3 - 3.1 **ACSECTION 3 – SLIDE 6**

Creating a Shared Mission

SECTION 3: CREATING A SHARED MISSION

SECTION 3 - 3.1 ACSECTION 3 – SLIDE 7

Mission Statement

Mission Statement

The *(insert local program name)* PALS program will:

SECTION 4: DEVELOPING THE LOCAL ACTION PLAN

4.1 Making a Difference

Outcome:

Understand that PALS can make a difference, not just for the mentee, but for the mentor, school and community as well.

Time: 5 minutes

Materials:

- ACSection 4. ppt. - slides 8-10
- Projector (if using transparency or PowerPoint)

Activity:

Display ACSection 4. ppt. - slide 8 as this section begins. Show ACSection 4. ppt. - slide 9 and discuss the importance of being able to reach young people, especially in today's society. Reinforce that it is time to offer something positive like PALS in which our young people can be involved.

Show ACSection 4. ppt. - slide 10 and read the story of The Starfish Flinger. End it by saying that touching one life can make a difference.

4.2 Family Involvement

Outcome:

Understand the impact family involvement can have on the local PALS program.

Time: 15 minutes**Materials:**

- Advisory Committee Workbook Handout 7
- Flip chart
- Markers
- Masking tape

Activity:

Create a flip chart poster on the wall entitled “Family Involvement Activities,” and as a committee brainstorm types of activities the committee can use or do to involve families in the PALS program. As the committee offers suggestions, write them on the flip chart sheet, one per bullet point.

Have committee members flip to Handout 7 in their advisory committee workbooks. Briefly review some items listed on Handout 7 that were not on the brainstormed list. Give the committee an opportunity to share any additional thoughts.

4.3 Community Support and Fundraising

Outcome:

Understand how community support and resources can make a difference in the program. However, support will only be available from the community after it is clearly understood as to why the support or resource is needed.

Time: 25 minutes

Materials:

- Advisory Committee Workbook Handouts 8 and 9
- Flip chart
- Markers
- Masking tape

Activity:

Have committee members flip to Handout 8 in their advisory committee handbooks and discuss why community support is important. As you go through the discussion, have the participants respond to each of the five questions on the handout. Give them a few minutes to list the key agencies and individuals in their communities they can tap for resources. Have the committee members share some examples with the large group.

Ask committee members to flip to Handout 9 and discuss fundraising. Have the participants answer the three questions on the handout. Note: It is very important that the committee clearly state the types of resources they are requesting from the community. As the committee members market the program, it is always helpful to take marketing tools such as brochures, newsletters, articles, etc. Ask committee members why they want or need these items to help market the program.

Give each table group a flip chart page and markers. Have them create a list of their community resources including money, time and talent. When complete, each group will post their list on the wall. They should not assign tasks, only list resources.

4.4 Team Tasks

Outcome:

Understand the importance of: (1) preparing for each task, (2) knowing who is responsible, (3) knowing who to involve in activities and how to make program facilitation easier.

Time: 15 minutes

Materials:

- Advisory Committee Workbook Handouts 10 and 11
- Flip chart
- Markers
- Masking tape

Activity:

Brainstorm with the whole group on what they think committee tasks should be. As they are called out, write them on a flip chart page. After brainstorming, ask the committee to flip to Handout 10 in their advisory committee workbooks. Have the members list those items they feel are useful to their program under tasks. Before they fill out the other two columns, have the members flip to Handout 11 and have them answer the questions on how to involve others. Then return to Handout 10 and list any other tasks they might think are important from their responses. Have the committee complete Handout 10 together by assigning tasks and dates to committee members or others, such as parents, students, community agencies, etc. Also, have someone record the tasks, assignments and completion dates on a flip chart for everyone to see.

SECTION 4 - 4.2**HANDOUT 7****Ideal Characteristics of a Family Involvement Program**

1. Administrators and staff have a positive and assertive attitude toward parent involvement.
2. Parents are perceived as a positive resource.
3. Outreach is constant, personal and culturally appropriate.
4. Events are held at times that are appropriate to the working and home situations of parents.
5. Child care is announced and provided when family attendance is needed.
6. Parents are involved in a variety of activities and are visible on campus in a variety of functions.
7. Schools and families work cooperatively in support of the students' education.
8. Parents have an acute mutual support network.
9. A lively parent leadership program exists that regularly generates new leadership.
10. Meetings are held for a broad variety of purposes, including to:
 - a. *hear what parents have to say*
 - b. *inform parents of activities offered for their children*
 - c. *listen to their perceptions about the school and the education of their children*
 - d. *ask parents to suggest topics about which they are interested*
 - e. *teach parents specific subjects they request*
 - f. *explain school procedures, rules and the rights of their children*
 - g. *demonstrate teaching approaches, special programs and materials*
 - h. *plan parent workshops and conferences*
 - i. *review their children's progress*
 - j. *establish a parent support network*
 - k. *facilitate parent/teacher conferences*
 - l. *have a "show and tell" about the various cultures represented*
 - m. *have student performances, exhibits, programs, etc.*
 - n. *plan and schedule parent volunteer activities*

SECTION 4 - 4.3**HANDOUT 8****Community Support****1. Why?**

- Need whole community to raise a child
- Assist agencies whose goals are to improve the community
- Other:
- Other:

2. In what capacity?

- Advisory council for PALS
- Support through services or donations
- Task force, to take on tasks such as:
 - developing support programs
 - obtaining resources (human or financial)
 - disseminating information
 - marketing PALS
 - recognizing the PALS mentors' successes
- Other:
- Other:

3. Who should be involved?

- social service agencies
- youth service agencies
- businesses
- religious institutions
- non-profit agencies
- medical groups
- fraternities/sororities
- veteran organizations
- civic groups
- retired/senior citizen groups

- media
- individuals
- government agencies
- educational organizations and institutions
- other:
- other:

***NOTE:** Next to the categories listed above, please write names of groups, agencies, organizations or individuals in your community whom you can approach about PALS.

4. When should they take part in PALS?

- from the beginning (important that everyone “buys into” the program)
- when they have something to give to PALS
- when they are willing to give to PALS (be it services, in-kind items, time, money, etc.)
- other:
- other:

5. How do we get key organizations/individuals to support PALS?

- invite them to PALS functions and all programs
- set up appointments/visits to explain PALS and how they can help
- find a community coordinator who has local connections and time
- recognize and advertise their support/contributions to the community
- other:

SECTION 4 - 4.3 **HANDOUT 9****Fundraising**

The following questions will assist you in understanding the kinds of resources you may need for your PALS program.

1. What kinds of services/support do we need for PALS? (financial, human, marketing, in-kind services, materials for projects, etc.)
2. How important is receiving these services/support to the success of PALS?
3. What can we get from whom? (refer to Handout 8 as a guide)

Recommendations:

When selling/marketing your program, make sure you build it up, take brochures, articles, newsletters—anything you have that describes your program and the capacity it has to make a positive difference in the life of a child/children and the impact it can have on the community as a whole.

SECTION 4 - 4.4 **HANDOUT 10**

Team Tasks and Responsibilities

TASK	Who's Responsible?	Completion Date
Mentor Recruitment Mentor Selection Mentee Selection Development of Student Manual (use mentor workbook or create your own) Mentor Training - What type and how many? Matching Mentors/Mentees Coordinating Calendars Between Schools Plan Activities/Projects Supervision of Mentors/Mentees Family Involvement Community Resources: - financial - support services - transportation, etc. - public relations - parents - community - school - media National Reports/Forms Other Tasks:		

SECTION 4 - 4.4 **HANDOUT 11****Brainstorming Activities**

In your school team, brainstorm activities on how you can involve PALS participants, families and the community in activities/projects for PALS. Stress the importance of culture within the community when possible.

1. What activities could PALS participants help plan?

2. In what activities could the families be involved? In what capacity?

3. In what activities could the community be involved? In what capacity?

4. How do we include activities in which the culture of the community is included and the importance of culture is featured?

SECTION 4 - 4.1 **ACSECTION 4 – SLIDE 8**

Developing the Local Action Plan

Section 4: Developing the Local Action Plan

SECTION 4 - 4.1 **ACSECTION 4 – SLIDE 9****One Hundred Years...**

One hundred years from now, it will not matter what my bank balance was, the sort of house I lived in, how spotless it was, or the kind of car I drove. But the world may be different because I was important in the life of a child (picture of a child).

SECTION 4 - 4.1 **ACSECTION 4 – SLIDE 10****The Starfish Flinger**

As the old man walked the beach at dawn, he noticed a young man ahead picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked the young man why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. “But the beach goes on for miles and there are millions of starfish,” countered the old man. “How can your effort make any difference?” The young man looked at the starfish in his hand and then threw it to safety in the waves. “It makes a difference to that one,” he said.

SECTION 5: PROMOTING AND MARKETING PALS

5.1 Public Relations

Outcome:

Understand what to include in a public relations packet. Begin preparing a marketing plan for the PALS program.

Time: 20 minutes

Materials:

- Advisory Committee Workbook Handouts 12 and 13
- Flip chart
- Markers

Activity:

Have participants flip to Handout 12 in their Advisory Committee Workbook. Share with participants that these are things they should consider when developing a public relations packet. Have the participants work in groups to complete the handout. If time permits, have each group share their answers with the large group, and create a master list of media outlets in the community.

Have participants flip to Handout 13 in their Advisory Committee Workbook. Tell participants these are examples of ways to market the PALS program. Allow the group a few minutes to review and ask questions. As a large group select two of the eight groups listed to focus on when beginning the PALS marketing program.

SECTION 5 - 5.1**HANDOUT 12****Planning for Public Relations and Resource Acquisition****Media:**

- What media do you have in your community?
- How can you use them?

Newspapers:

Television stations:

Radio stations:

Community:

- What do you want your community to know about PALS?
- Who will you tell, and how?
- What resources will you seek and from whom?

Churches:

Civic organizations:

Social service agencies:

Others:

School/Staff:

- What do you want them to know?
- Who will tell them and how?
- School board?

Teachers:

Administrators:

Support personnel:

Others:

PALS Parents:

- After you have told them, how will you get them involved?

Home contacts:

Meetings/Workshops:

Student presentations:

Others:

Outreach Plan:

- What services do parents need to provide?

SECTION 5 - 5.1 **HANDOUT 13****Marketing Your PALS Program**

Keep the following in mind while planning the strategy for marketing your PALS program:

- Identify the benefits for your audience
- Earmark a budget
- Devise a month-by-month plan

Develop clear objectives before doing community outreach and marketing efforts:

- Obtain support for the concept
- Obtain funding for the program
- Recruit volunteers for the program

Develop an effective communications strategy, which includes choosing your most important audiences and deciding on the best ways to communicate with them. Marketing PALS is an on-going process. Follow these strategies for communications planning:

1. Establish the need for PALS to enhance support services.
 - Include community statistics/demographics to demonstrate need
 - Tie your message into the organization's mission or history
2. Describe program components and activities.
3. List benefits of PALS program for:
 - Program participants
 - School
 - Community
4. Include an example or case study of a mentoring success story.

***NOTE:** The communications strategy should include different forms of promotion. It is important to highlight specific benefits to each audience and to choose the forms of promotion that are practical and appropriate for reaching your different targeted groups.

The following are examples for communicating with specific audiences, the form and the benefits:

1. Business Community

- Objective: Generate funding or other resources
- Forms of promotion:
 - Presentations to corporate volunteer councils
 - Information packet/brochure and letter to community affairs/public relations department (follow-up with a phone call)
- Benefits of involvement:
 - Publicity as an active, positive business citizen
 - Highly motivated employees who are proud to work for an involved, caring business

2. Local Media

- Objective: Position PALS as a new and exciting way of enhancing community support services
- Forms of promotion:
 - Send press releases and information packet to community affairs/public relations departments, news departments, columnists and producers of special features.
 - Position PALS as a newsworthy item. Prepare releases from a variety of perspectives, such as:
- Unique collaboration among a variety of agencies
- Human interest focus on mentor
- Issue focus on ultimate goal of PALS; e.g., decreased school dropouts, prevention of substance abuse, career development, community enhancement, etc.
- Mentoring relationship, the impact of a one-to-one relationship (can be tied into national service, “points of light,” volunteerism angle)
- Develop Public Service Announcements; work with television station to tie into theme of existing media, e.g., volunteer connection
- Benefits of Involvement:
 - Less work for media to research news stories
 - Media positioned as concerned citizen and community partner

3. Civic Organizations

- Objective: Generate in-kind support and volunteers
- Forms of promotion:
 - Presentations to members
 - Articles in their newsletters/magazines
 - Information packet/brochure and letter to community affairs/public relations officer (follow up with a phone call)
- Benefits of involvement:
 - Increased opportunity for civic involvement
 - Recognition of volunteer efforts of members

4. Government Agencies

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Articles in their newsletters
 - Presentations
 - Information packet/brochures and posters to be placed in social service offices
- Benefits of involvement:
 - Expanded network of service
 - Opportunity to provide additional guidance for PALS
 - New volunteer opportunities for agencies

5. Schools/Universities

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Articles/feature stories in their newsletters and student newspapers
 - Presentations to school boards, PTAs, university student associations and faculty
 - Special events to bring mentors/students/parents together

- Benefits of involvement:
 - Motivated, informed students
 - Recognition as an active institution responsive to the needs of young people
 - New volunteer opportunities

6. Health/Human Services Agencies

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Articles in their newsletters/publications
 - Presentations
 - Information packet/brochures and posters to be placed in social service offices
 - Task force of service providers convenes to determine the impact of mentoring on the community
- Benefits of involvement:
 - Expanded network of social services
 - Opportunity to provide additional guidance for PALS
 - Visibility and recognition highlighting cooperative efforts

7. Religious Groups

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Informal networks of various denominations
 - Presentations
 - Bulletins and regional religious newspapers
- Benefits of involvement:
 - Expanded outreach
 - Recognition of efforts

8. Community Foundations/Other Funding Sources

- Objective: Generate contributions and in-kind support
- Forms of promotion:
 - Formal proposal focusing on the interests and mission of the foundation
- Benefits of involvement:
 - Visibility
 - Tangible enhancement of their mission

***NOTE:** Your marketing plan should be detailed but flexible. Take advantage of marketing opportunities. Your best opportunities come from individual success stories and positive program outcomes. Keep a file of success stories—the media love them. And, they're valuable for recruitment.

Plan to develop promotional materials to help achieve your goal. At a minimum you should probably have a brochure and a fact sheet.

SECTION 6: RECOGNITION AND CELEBRATION

6.1 Developing Ideas for Celebrating PALS

Outcome:

Generate ideas for recognizing PALS participants and supporters.

Time: 10 minutes

Materials:

- Advisory Committee Workbook Handout 14
- Flip chart
- Markers

Activity:

Have committee members flip to Handout 14 in their Advisory Committee Workbook. Discuss the importance of recognizing participants, along with parents, school and community members. Recognition gives people a sense of accomplishment and makes them feel good about themselves and their achievements. Have participants brainstorm types of activities they can use to recognize and celebrate participation in PALS. Allow participants a few minutes to list their ideas and share their findings. As a large group select three possible ways that you would like to recognize PALS program participants this year, and record your selections on a flip chart in the front of the room.

6.2 PALS Evaluation

Outcome:

Evaluate the PALS Advisory Committee training program, and recognize those individuals serving on the advisory committee.

Time: 10 minutes

Materials:

- Advisory Committee Workbook Handout 15
- PALS Advisory Committee member Certificates

Activity:

Present each participant with a personalized PALS local team certificate and have them complete an evaluation form (Handout 15).

Express your thanks to the Advisory Committee members, and remind them of how appreciative you are of their time and dedication to the PALS program. Also, share that through their role in this program they are making a positive difference in the life of a young person and positively impacting the community.

SECTION 6 - 6.1 **HANDOUT 14****Recognition and Celebration List**

It is very important to recognize and celebrate the individuals who have contributed to the mentoring program. Some forms of celebration can show recognition. In addition to presenting certificates or other forms of appreciation, you may want to plan a celebration with food and fun. Don't forget to include parents, school officials and community supporters. It can be a great event that results in bringing the community together.

List the ways you can recognize and celebrate being part of PALS.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SECTION 6 - 6.2 **HANDOUT 15****PALS Training Evaluation Form**

	High			Low	
1. I had a strong desire to attend this workshop.	5	4	3	2	1
2. I learned a great deal in this workshop.	5	4	3	2	1
3. The presenters had an effective method of presentation.	5	4	3	2	1
4. I would recommend these presenters to other participants.	5	4	3	2	1
5. The handouts were helpful.	5	4	3	2	1
6. The presenters fulfilled their mission statement.	5	4	3	2	1
7. The presenters fulfilled these key results:					
a. Written Plan in Hand	5	4	3	2	1
b. Knowledge to Implement	5	4	3	2	1
c. Idea and Resource Sharing	5	4	3	2	1
d. Team Member Roles	5	4	3	2	1
e. Ready to Market	5	4	3	2	1
8. What was the most useful part of this workshop?					
9. What was the least useful part of this workshop?					
10. Other comments or needs:					

STEP 3

IDENTIFY AND TRAIN FFA MEMBERS AS MENTORS

Recruiting and Selecting Mentors and Mentees

While it is a good idea to recruit FFA members with the appropriate mentoring skills, keep in mind that the PALS program benefits the mentor as much, if not more, than the mentee. Even if the FFA member does not possess all of the skills you believe are important to the mentoring process, the training program can help them develop the needed skill set. This growth is a key part of the program.

Selection of mentors varies from program to program. In some cases, the PALS program is a class that FFA members take for school credit and all members of that class participate in PALS activities. In other schools, the mentors are selected through an application and interview process and work independently with their mentee. You should select mentors in a manner that best suits your PALS program and community needs.

You may want to limit the number of students involved in your PALS program, especially in the first year. Be sure the program advisor has enough time to train, supervise and evaluate the mentoring activities and participants. Members of the advisory committee may assist in these tasks. You may want to start with only five mentor-mentee matches at first and grow the program to suit the needs of your school and community. While there is generally great enthusiasm when this program is launched and it is tempting to start with many PALS pairs, experience shows it is far better to start with a smaller group of students and build the program as skills grow and management processes are in place.

FFA members should complete an application for participation in the program.

Sample PALS Mentor Application

_____ FFA Chapter

PALS Mentor Application*Please fill in the following and return to the agriculture teacher by (date) _____***I. Personal Information**

Name: _____ Age: _____ Date of Birth: _____

Phone #: _____ E-mail: _____

Address: _____

Are you an FFA member? _____ yes _____ no If not, would you be willing to pay the \$XX FFA dues to be in this program? _____ yes _____ no

List your extracurricular activities below _____

How many hours per week are you involved in these activities? _____

Give a basic outline of your scheduled weekly activities: _____

Do you work? _____ yes _____ no

If yes, how many hours per week? _____ Where? _____

Would you be willing to work with a student of a different race or opposite gender?

_____ yes _____ no

Why do you want to be a mentor? _____

References:

Name: _____ Contact Information: _____

Name: _____ Contact Information: _____

Information on Parents or Guardians:

Name: _____ Work #: _____ Home # _____

Name: _____ Work #: _____ Home #: _____

Parent or Guardian Signature: _____

Mentor Responsibilities

FFA members who serve as mentors make a serious commitment to work with younger students and should be taught how to work with them.

Mentors should:

- be aware of the important impact all experiences may have on the mentees
- become comfortable with the fact that the mentees are different than they are and may approach acting and behaving differently than they do
- be careful to respect the mentees' opinions
- be aware of their own attitudes, beliefs and feelings and how these may affect judgment
- help their mentees accomplish tasks, and be sure that their helping style allows the mentees to have a learning experience
- always remember that they are there to assist, not to do the task
- learn about their mentees, but don't ask questions that are too personal (If a mentee makes a habit of bringing gifts or giving personal notes, gently discourage this habit. Never respond back with a written note)
- help their mentees think about their behaviors, thoughts and actions as they try new activities
- help them see the benefit of trying
- help the mentees take risks in trying new behaviors and give support when necessary
- be consistent with praise
- be clear, concise and direct. The mentees should learn to respond to verbal rewards
- help the mentee think of new ways to handle situations
- keep promises to their mentees, such as showing up at agreed time
- should not make promises they cannot keep
- plan activities with their teacher/advisor, cooperating elementary teachers, cooperating agency, other FFA members and the mentees
- prepare for and complete the tasks they agree to do
- follow the rules of the high school and of the elementary school while working with their mentees

STEP
3

IDENTIFY AND TRAIN FFA MEMBERS AS MENTORS

- contact their mentee's teacher ahead of time and get permission to eat lunch at the elementary school with their mentee, or to take them for a special activity, or to meet with their mentee at any other special time during the school day.
- let their agriculture teacher and the mentee's teacher know if they are going to be absent or cannot do the task they agreed to do, and make arrangements to do it another time.

Interviewing Mentors

The following list of questions may be used in preparing an application or interview for potential mentors.

- Do you have any previous experience working with children?
- Have you ever tutored a student?
- Do you see yourself as a patient person? Creative? A good listener?
- In what ways have you displayed these qualities in the past 6 months?
- Describe why you feel you would be effective in working on a one-on-one basis.
- What do you think you could contribute to the PALS program?
- What things have you done to show leadership skills?
- What qualities do you feel a mentor in the PALS program should possess?
- How would you deal with problems that may arise from diversity?
- How would you deal with a student that was struggling academically? Has behavioral problems?
- With what age/gender would you prefer to work?
- What is your biggest weakness?
- Why should we select you?
- Have you ever been suspended? For what?
- How long have you been in the FFA?
- In what other FFA activities have you participated?

Training Mentors

Mentors will be provided training on aspects of the mentoring relationship, communication skills and contemporary issues in mentoring and diversity.

PALS program participants need to be aware of cultural diversity and work to develop the skills necessary to be effective. These skills include:

- self-awareness (of attitudes on multiculturalism; of strengths and weaknesses in working with people from different cultural backgrounds)
- an ability to communicate effectively (written, verbal, non-verbal)
- an ability to challenge and stimulate children to learn and apply critical thinking skills
- an ability to think critically, analytically and creatively
- a sensitivity to individual differences
- a positive attitude
- a willingness to integrate a multicultural perspective into the classroom and curriculum
- a willingness to build and strengthen bridges between home, school and community

Mentor Training Agenda

SECTION ONE: INTRODUCTION

Objectives: Mentors will get to know each other and understand the PALS program concept and criteria. Mentors will also learn how to set goals for the upcoming year.

- 1.1 Introduction and PALS Overview
- 1.2 Learning about Myself
- 1.3 Setting Goals

SECTION TWO: BENEFITS AND ROLES OF MENTORING

Objective: Mentors will comprehend the benefits and roles of mentoring.

- 2.1 Your Role as a Mentor
- 2.2 Exploring Alternatives
- 2.3 Developing Trust

SECTION THREE: COMMUNICATION SKILLS

Objective: Mentors will comprehend the importance of effective communication skills.

- 3.1 Communication
- 3.2 “I” Messages

SECTION FOUR: BUILDING COMMUNITY

Objective: Mentors will discover how to work with diverse people in the local community and the local PALS program.

- 4.1 Definitions of Diversity
- 4.2 Seeing Ourselves through the Eyes of Others
- 4.3 Skills for Building Community

SECTION FIVE: UNDERSTANDING YOUTH

Objective: Mentors will develop an understanding of various learning styles.

- 5.1 How Children Learn
- 5.2 Healthy Youth Development

SECTION SIX: CONTEMPORARY ISSUES IN MENTORING

Objective: Mentors will become aware of the guidelines when working with local PALS participants.

- 6.1 Following School Rules
- 6.2 Providing a Safe Environment
- 6.3 Special Issues in Mentoring
- 6.4 Healthy Lifestyles
- 6.5 Code of Ethics for Mentors

Mentor Training Documents

***NOTE:** The Mentor Workbook contains all documents that the mentors will need for the training. For your reference, all handouts and transparencies can be found at the end of each training section. See ffa.learn.com, for the PowerPoint presentation. To print individual handouts or slides please see the Mentor PowerPoint Slides and the Mentor Workbook.

SECTION 1: INTRODUCTION

1.1 Introduction and PALS Overview

Outcome:

Begin getting to know each other as individuals and as a team. Start developing an understanding of the PALS program.

Time: 20 minutes

Materials:

- Name tags
- Tent cards
- Training workbooks
- Markers
- Flip chart
- Handouts 1 and 2
- MTSection 1.ppt. - slide 1
- Projector (if using transparency or PowerPoint)

Activity:

Welcome the group and introduce trainer(s). Give each mentor a tent card. On one side, ask them to write their names, decorating it as much as they wish. On the other side, ask them to answer the following four questions:

- What type of automobile would you drive if money were not a limiting factor?
- Where would you go for your dream vacation?
- What is your career goal?
- If you could go back in time, what historical person would you most like to meet?

After a few minutes, they should share their answers with the others at their table to find similarities and differences among the group.

Pass out Mentor workbooks and ask mentors to flip to Handout 1 while showing MTSection 1.ppt. - slide 1. Then, read and discuss the overview on Handout 1. Mentors will have the opportunity to ask questions about the program.

Mentors should proceed to Handout 2 and discuss the ground rules for the training. Ask mentors to add additional ground rules that they believe are important to the process.

Write these additional rules on the flip chart and post in the room or write on the chalkboard. Discuss how mentors will model these ground rules.

1.2 Learning About Myself

Outcome:

Help students envision themselves as mentors by recognizing their talents.

Time: 45 minutes

Materials:

- Markers
- Masking tape
- Flip chart
- Handout 3

Activity:

Ask mentors to flip to Handout 3 in their workbooks. Ask mentors to rate themselves on the items listed (there are no right or wrong answers). If mentors are willing, they may share with the group some of the answers they gave. On the back of Handout 3, have mentors write a paragraph describing themselves and their skills and abilities. Tell mentors they are going to display their artistic talents. There may be some complaints about “I can’t draw,” or “I don’t know how,” but they will participate. Indicate that even very simple drawings can convey their personalities. Express to mentors the idea is to identify themselves as individuals to see how they perceive themselves.

Give each student a piece of flip chart paper and distribute markers for all to use. In the center of the paper, they will draw a portrait of themselves. On the upper right corner, they will trace their right hand. On the lower left corner, have them draw a large heart. Ask each participant to think of five things they do well. It could be a physical or mental activity. Encourage them to think of things they may not have considered, such as taking care of younger siblings, making people laugh or even whistling. Have them write these five things on the fingers of the hand in the upper right corner. Now ask each participant what kind of mentor they would like to be and have them list five qualities they think are important for this role in the heart.

After they have completed their drawings, display them around the room. Give mentors a few minutes to view all the portraits. Then ask them to come back together and have those who would like to share their thoughts and feelings do so. Also, ask how this is going to make them better mentors.

1.3 Setting Goals

Outcome:

Write SMART Goals for PALS participation

Time: 25 minutes

Materials:

- Paper
- Pens/pencils
- Handout 4

Activity:

Mentors should flip to Handout 4. Discuss with mentors what S.M.A.R.T. goals are. Have mentors set two to three S.M.A.R.T. goals for their mentoring experience

Appropriate PALS goals focus on the mentee and his or her overall development. Explain that mentoring relationships lead to positive changes in youth, but these changes occur slowly. High school students should not focus their goals on specific performance or change. During the first months of meetings with their mentees, their primary goal should be to develop consistent, trusting and mutually satisfying relationships.

SECTION 1 - 1.1**HANDOUT 1****PALS Overview**

PALS is a mentoring program that matches high school agriculture students with elementary students to help them become excited about themselves, school and agriculture. The program helps those involved build trust in others and develop a positive self-esteem. Through this program, high school and elementary students alike explore their interests in plants, animals, their environment, and the world around them. Students get excited about school and, through special one-on-one relationships, they develop stronger social skills.

SECTION 1 - 1.1**HANDOUT 2****Ground Rules**

We all agree that...

- Only one person should talk at a time
- Listening is important to learn
- Our time is valuable and we must follow the agenda
- What is said in here - stays here
- We can cut to the core of the issues
- Silence is okay
- Each member speaks only for herself or himself
- Full participation of each member is essential for our success
- We agree on how we will make decisions
- When working on a team effort, all contributions are viewed as team contributions—we speak with one voice
- Other:

SECTION 1 - 1.2 **HANDOUT 3****How I See Myself – 30 Characteristics**

Rate yourself on a scale from 1 to 5 on the following 30 characteristics. Five means you have a lot of that characteristic, 1 means none and 3 is average. Go with your first impression and BE HONEST. There are no right or wrong answers or good or bad characteristics. NO ONE will see this list but you unless you choose to share it.

	NOT AT ALL	AVERAGE	VERY MUCH		
1. Happy	1	2	3	4	5
2. Athletic	1	2	3	4	5
3. Follower	1	2	3	4	5
4. Responsible	1	2	3	4	5
5. Enthusiastic	1	2	3	4	5
6. Creative (<i>artistically or problem solving</i>)	1	2	3	4	5
7. Intelligent	1	2	3	4	5
8. Good listener	1	2	3	4	5
9. Aggressive	1	2	3	4	5
10. Friendly	1	2	3	4	5
11. Optimistic	1	2	3	4	5
12. A leader	1	2	3	4	5
13. Shy	1	2	3	4	5
14. Helpful	1	2	3	4	5
15. A loner	1	2	3	4	5
16. Competitive	1	2	3	4	5
17. Clumsy	1	2	3	4	5
18. Sincere	1	2	3	4	5
19. Good sense of humor	1	2	3	4	5
20. Outgoing	1	2	3	4	5
21. Carefree	1	2	3	4	5
22. Open	1	2	3	4	5
23. Attractive	1	2	3	4	5
24. Worried	1	2	3	4	5
25. Like to be part of a group	1	2	3	4	5
26. Popular	1	2	3	4	5
27. Angry	1	2	3	4	5
28. Dependable	1	2	3	4	5
29. Bored	1	2	3	4	5
30. Confident	1	2	3	4	5

SECTION 1 - 1.2 **HANDOUT 3****How I See Myself – 30 Characteristics** *(continued)*

On this sheet, write a short paragraph explaining how you see yourself.

SECTION 1 - 1.3 **HANDOUT 4****Setting Goals**

S.M.A.R.T. GOALS:

- S - Specific (You know exactly what needs to be done)
- M - Measurable (Can provide evidence that goal was met)
- A - Attainable (Are appropriate for the program)
- R - Realistic (Can be accomplished with available resources)
- T - Time Specific (Set a due date)

Check out these examples of S.M.A.R.T. Goals:

- "I will attend four activities each month and connect with one new person."
- "I will exercise 20 minutes three times this week."
- "I will visit my grandmother by the end of the week."

Set at least three goals that you would like to accomplish through the PALS program. These may be short or long term goals.

Goal 1 _____

Date to accomplish goal by: _____

What will you show as evidence that goal was accomplished?

Goal 2 _____

Date to accomplish goal by: _____

What will you show as evidence that goal was accomplished?

Goal 3 _____

Date to accomplish goal by: _____

What will you show as evidence that goal was accomplished?

SECTION 1 - 1.1 **MTSECTION1 – SLIDE 1**

Introduction to PALS

Introduction to PALS

SECTION 2: BENEFITS AND ROLES OF MENTORING

2.1 Your Role as a Mentor

Outcome:

Increase the students' awareness of their role as mentors and the responsibilities that accompany the honor.

Time: 45 minutes

Materials:

- Pens/ pencils
- Handouts 5, 6 and 7

Activity:

Ask mentors to flip to Handout 5. Then ask mentors to think of someone who has mentored them in the past. Ask them to write down the characteristics or qualities they admired in their mentor. Have a volunteer share some of the qualities they saw in their mentors; write down a master list of the qualities. Ask the group to add to that list. Categorize the skills listed (communication, caring, etc.). What category shows up the most? Have mentors discuss these qualities.

Do they feel confident of their abilities to be a good mentor? What skills do they need to learn? What do they already know? Make sure the mentors understand they are not trained counselors and should therefore report potentially harmful or abusive things to a counselor or teacher.

Flip to and discuss Handouts 6 and 7, Mentoring Roles and Practices of Effective Mentors.

2.2 Exploring Alternatives

Outcome:

Assist mentors in exploring alternatives and solving problems with their PALS.

Time: 30 minutes

Materials:

- Pens/pencils
- Paper
- Paper with messages below (for drawing)
- Small container (to draw messages from)
- Handout 8

Activity:

Open this activity by asking the questions, “When would it be necessary for someone or yourself to explore alternatives?” “What would you do if your mentee came to you with a problem and wanted you to help?” Have each mentor flip to Handout 8. Review each section carefully and answer any questions that may arise. Express the importance of not giving advice, but rather allowing others to develop solutions with a mentor’s guidance.

Divide the group into three smaller groups. Place three sheets of paper in a container and include the following statements on the sheets.

- My mom and dad are getting a divorce.
- The school bully says I’ll be beaten to a pulp if I don’t help cheat on a test.
- My mom wants us to move to a new town, but I like it here with my friends.

Have each group draw one statement from the container. Using the Exploring Alternatives model let each group complete Handout 8 using the statement they selected. Let each small group share their alternatives with the whole group. There will be lively discussion. Be careful to avoid giving advice or allowing others to give advice. Each group should come to their own conclusions.

2.3 Developing Trust

Outcome:

Help mentors understand the importance of being trustworthy in their mentoring relationships.

Time: 15 minutes

Materials:

- Pens/pencils
- Paper
- Envelopes

Activity:

Give each mentor a piece of paper and an envelope. Ask each mentor to write down a secret about him or herself that they have never told to anyone. Then they should fold the paper, put it inside the envelope, seal the envelope and write their name on the outside. Ask them to pass the envelopes to you. When you have the envelopes, act as though you are considering opening them—for example, you might look quite interested in them, start to open one, and then stop. (Don't actually open any of the envelopes.) Your goal is to make the mentors feel slightly distrustful and uneasy, or at least to make them wonder what's going on. After you have created a little tension and uncertainty, smile and return each of the envelopes to its owner.

Ask the group how they felt during this exercise.

- Were they willing to write a secret on the paper?
- Were they willing to put their name on the envelope?
- How did they feel when they thought you were going to open the envelopes?

Relate the experience mentors have just had during this activity to the process of building trust with their mentees.

SECTION 2 - 2.1**HANDOUT 5****Roles of a Mentor**

Roles of a Mentor

1. Name one or two people who have mentored you.

2. What characteristics or qualities did they have as your mentor?

3. What qualities of a mentor do you have?

4. What mentoring qualities do you need to develop?

SECTION 2 - 2.1 **HANDOUT 6****Mentor Responsibilities and Practices of Effective Mentors****Mentor Responsibilities**

FFA members who serve as mentors make a serious commitment to work with younger students and should be taught how to work with them.

Mentors should:

- be aware of the important impact all experiences may have on the mentees
- become comfortable with the fact that the mentees are different than they are and may approach acting and behaving differently than they do
- be careful to respect the mentees' opinions
- be aware of their own attitudes, beliefs and feelings and how these may affect judgment
- help their mentees accomplish tasks, and be sure that their helping style allows the mentees to have a learning experience
- always remember that they are there to assist, not to do the task
- learn about their mentees, but don't ask questions that are too personal
(If a mentee makes a habit of bringing gifts or giving personal notes, gently discourage this habit. Never respond back with a written note)
- help their mentees think about their behaviors, thoughts and actions as they try new activities
- help them see the benefit of trying
- help the mentees take risks in trying new behaviors and give support when necessary
- be consistent with praise
- be clear, concise and direct. The mentees should learn to respond to verbal rewards
- help the mentee think of new ways to handle situations
- keep promises to their mentees, such as showing up at agreed time

- should not make promises they cannot keep
- plan activities with their teacher/advisor, cooperating elementary teachers, cooperating agency, other FFA members and the mentees
- prepare for and complete the tasks they agree to do
- follow the rules of the high school and of the elementary school while working with their mentees
- contact their mentee's teacher ahead of time and get permission to eat lunch at the elementary school with their mentee, or to take them for a special activity, or to meet with their mentee at any other special time during the school day
- let their agriculture teacher and the mentee's teacher know if they are going to be absent or cannot do the task they agreed to do, and make arrangements to do it another time

Practices of Effective Mentors

Effective mentors are more likely to engage in the following practices:

- They see themselves as “friends,” rather than teachers or parents, and define their role as supporting the youth in a variety of ways.
- They are “active listeners.”
- They make a commitment to being consistent and dependable, to maintaining a steady presence in the youth’s life.
- They understand that the relationship may seem fairly one-sided—they may feel like they are doing all the work—and they take responsibility for keeping the relationship alive. For example, early in the relationship, youth often test adults to determine whether they will actually stick around. Successful mentors regularly initiate contact and ensure that meetings are scheduled, rather than waiting to hear from youth.
- They involve the youth in deciding how the pair will spend their time together.

While youth are often reticent about expressing what they want to do, successful mentors take the time to learn about the youth’s interests and provide them with options for how to spend their time, rather than planning everything without input from the youth.

- They pay attention to kids’ need for “fun.” Having fun together is a key part of building relationships, and it also provides youth with valuable opportunities that are otherwise often unavailable to them.
- They seek and utilize the help and advice of program staff. Successful mentors recognize that they don’t have all the answers, and they value the support and guidance that program staff can provide.

SECTION 2 - 2.1 **HANDOUT 7****Mentoring: What's it all about?****Mentoring Functions****1. Listening**

The most important function of the mentor may be to listen. Many young people do not have anyone at home who is willing and able to listen to what they have to say. People are often able to sort out their problems and arrive at their own solutions just by having someone with whom to “talk out” the situation.

2. Coaching

Coaches give praise for a job well done, encouragement when the going gets tough and constructive criticism when changes need to be made. It's always easier to deal with the negatives when you know there are some positives.

3. Educating

A mentor can also be a tutor. Sometimes it may seem easier to do for a young person, but the young person will benefit more if they do for themselves with a little guidance from a mentor. One way to give a young person control is to teach them the skills to take care of themselves.

4. Role Modeling

Mentors can help their mentees develop values, standards and goals by allowing themselves to be seen as “real people,” and by sharing personal beliefs and values. Mentors can also introduce their mentees to others whom they hold in high regard.

SECTION 2 - 2.2 **HANDOUT 8****Exploring Alternatives**

When you are helping someone explore alternative ways of handling a problem, it's always helpful to follow a pattern similar to the one below:

BRAINSTORM as many ways of handling the situation as possible.

ASSIST in evaluating the pros and cons (NOT ADVISING).

CHOOSE the alternative he/she thinks is best.

COMMITMENT should be made by the person who will put the plan into action.

FOLLOW-UP and evaluate the plan.

1. What is the problem?
2. What are the alternatives? (Brainstorm as many as possible.)
3. What are the consequences of each alternative?
4. Choose one alternative and when you plan to begin using it.
5. Set a time for evaluation.

Remember:

When you help someone in choosing a solution, try not to give advice.

- Advice takes the responsibility away from the person with the problem.
- Advising won't be a learning process to help with future problems.
- The person may not want to do what you say.
- If the advice fails, you are held responsible.

SECTION 3: COMMUNICATION SKILLS

3.1 Communication

Outcome:

Comprehend the importance of effective communication skills.

Time: 45 minutes

Materials:

- Markers
- Sticky notes
- Flip chart
- Poster board
- MTSection 3. ppt. – slides 2-3
- Handouts 9 and 10

Activity:

Display MTSection 3. ppt. – slide 2. Ask mentors to flip to Handout 9. Tell mentors they will develop quality communication skills, which will make them better mentors for their PALS. Have mentors take turns reading aloud each of the communication jammers.

Then, have mentors break into small groups of about four or five. Ask the small groups to develop alternative responses to the eight communication jammers.

Have each group write one response per communication jammer on a sticky note. When they've completed the list, reassemble the whole group and have one mentor from each small group report their responses. After they have reported, have each group place their responses on a poster board titled, "How to Conquer Communication Jammers." Leave this poster up so the mentors can refer to it throughout the year.

Turn to Handout 10 and discuss the qualities of a good listener.

Display MTSection 3. ppt. – slide 3, and discuss the importance of not only what we say, but how we say it.

3.2 “I” Messages

Outcome:

Comprehend the importance of “I” messages, especially in developing positive mentoring relationships.

Time: 30 minutes

Materials:

- Markers
- Flip chart
- Masking tape
- Handout 11
- MTSection 3. ppt. - slides 4 and 5
- Projector (if using transparency or PowerPoint)

Activity:

Have mentors flip to Handout 11 and have mentors volunteer to read each section aloud. Have mentors state why it is important to use “I” messages instead of “You” messages.

Display MTSection 3. ppt. - slide 4 and review the guidelines and rules for “I” messages, letting mentors know these guidelines can be used as blueprints for creating appropriate “I” message responses. Display MTSection 3. ppt. - slide 5 for some quick rules.

In small groups, have the participants read the “You” messages. By using the guidelines, instruct them to develop appropriate “I” message responses.

Once the activity is completed, have a representative from each group be the reporter. Go around the room and have the reporter from each group respond to one statement aloud. Repeat until you have one “I” response for each of the eight statements. Write the responses on the flip chart, then discuss.

Ask if the response followed the guidelines. Why or why not? Did anyone else have a different response within that group or other groups? Why? Continue this process until all statements have been reviewed. Ask why this is important to the mentoring relationship.

***NOTE:** This is a new process for most people and requires practice and some adjustment.

SECTION 3 - 3.1 **HANDOUT 9****Eight Communication Jammers**

Any relationship with another human being must begin with communication in one form or another. The quality of that relationship often depends on the quality of the communication. Sometimes negative habits invade our communications. Imagine how you feel when someone nags, reminds, criticizes, threatens, lectures, advises or ridicules you. Many times the person doing this to you isn't aware of the feelings these actions cause. Whether we are aware of these habits or not, they endanger the quality of our relationships.

Look at the eight communication jammers that follow, determine if you use any of them on a regular basis. Take time to discuss why these are not helpful in maintaining satisfying relationships. Brainstorm additional positive alternatives for each situation.

1. Negative Communication: ordering, commanding

Examples: "You must," "You will," "You have to."

Description: This type of communication creates a power struggle, implying that you are superior. Usually produces anger and resistance. A favorite counter to this jammer is "Make me."

Positive Alternatives: It is more helpful to ask for cooperation and to give choices:

- "I would appreciate _____."
- "Would you rather _____ or _____?"
- "It's your choice; you can either _____ or _____."
- Other:

2. Negative Communication: warning, threatening

Examples: "If you do that, you'll be sorry." "You'd better not do that...if you know what's good for you."

Description: This type of communication usually builds hostility and invites testing and more threats.

Positive Alternatives: Consequences and action methods are more effective.

- State what you plan to do when, and then do it.
- Other:

3. Negative Communication: moralizing, preaching

Examples: shoulds, oughts and musts

Description: In this type of communication, they are trying to control by guilt. Often the person only hears the control part and resists, without considering the reasons or consequences.

Positive Alternatives: It's much more effective to listen and problem-solve:

- “Have you thought what might happen?” or “What do you think might happen if...?”
- Other:

4. Negative Communication: advising, giving solutions

Examples: “Now if it were up to me...” or “What you should do...”

Description: This type of communication is often resisted and if followed, may lead the person to depend on someone else instead of thinking for him or herself.

Positive Alternatives: Provide information on how to choose between alternatives.

Help to sort out options and allow them to make their own choices after reviewing all of the consequences.

- Other:

5. Negative Communication: lecturing, giving logical arguments

Examples: Trying to prove your point with “the facts.” “You’re wrong here,” and “Yes, but...”

Description: Often people are well aware of the facts and resent being told them again and again. Trying to persuade with facts is usually not effective.

Positive Alternatives: Helping the person explore the goals, alternatives and consequences of proposed action gives you much more influence in guiding the person.

- Ask them to list their own facts about the situation.
- Other:

6. Negative Communication: judging, ridiculing, blaming, name calling, sarcasm, shaming—the put downs

Examples: “How stupid.” “You’re just lazy.” “It’s all your fault.” “Okay, big shot.” “You’re a spoiled brat.” “You’re not thinking clearly.” “That’s an immature point of view.”

Description: This is designed to motivate by making people feel inadequate and inferior. It usually succeeds only in making people defensive as they try to protect their self-image. The common responses are either to return criticism or seal feelings off and shut down communication and cooperation.

Positive Alternatives: It is important to separate the behavior you disagree with from the person’s character and worth. It’s far more effective to put a positive spin on something.

- “That’s one idea. Have you considered this....?”
- “I appreciate what you are thinking. I feel this....”
- Other:

7. Negative Communication: playing psychologist, analyzing and diagnosing

Examples: “The problem with you is...” or “You’re just jealous.”

Description: Telling people what their motives are and that you have them figured out is embarrassing, frustrating and threatening. This is another way to shut off communication and guarantee the person won’t share problems with you. If your interpretation is wrong, the person will most likely become angry.

Positive Alternatives: Do not try to play counselor. As a mentor, you are their friend and companion. Counseling is left to professionals. If there is a real problem, see the program supervisor.

- Other:

8. Negative Communication: consoling

Examples: The consoling person tries to keep from getting involved by treating the other person’s feelings lightly: “It’s not really that bad.” “You’ll feel better in the morning.” “Don’t worry, it’ll all work out.”

Description: Sometimes people complain just to let off steam. They are not looking to solve a problem. When you offer a solution, you can complicate the issue and make them angry by making the issue larger than it might really be.

Positive Alternatives: Listening and helping the person explore alternative solutions is more helpful.

- Other:

SECTION 3 - 3.1 **HANDOUT 10****Skills for Being an Active Listener**

1. Concentrate on what your mentee is saying; don't think ahead to what you will be doing this weekend!
2. Sit while you are talking with your mentee, so you are at about the same level.
3. Make eye contact with your mentee as they speak.
4. Use appropriate body language; crossing of the arms usually signals boredom or disagreement with the speaker, tapping of fingers or toes usually indicated boredom or restlessness. Pay attention to what your mentee's body language is telling you.
5. Ask your mentee how they feel about their experiences. Don't ask "yes" or "no" questions, ask open-ended questions that can lead to additional questions. Ask your mentee for clarification if you don't understand what he or she is telling you.
6. Restate what your mentee has said in your own words to show that you were listening and understand what they were saying.
7. Ask your mentee for clarification if you don't understand what he or she is telling you.
8. Do not pass judgment on what has been said, refrain from telling mentees what they should do about a situation.

SECTION 3 - 3.2**HANDOUT 11****“I” Messages**

What are “I” messages and what good are they?

“I” messages show concern in a calm and respectful way. Most of us are familiar with using “you” messages. “I” messages focus the communication on your feelings and expectations rather than those of the other person. Whenever we focus the attention on the other person’s feelings and expectations, whether by accident or on purpose, often the communication takes on a blaming and accusatory tone.

Simply put, “I” messages are statements, beginning with “I,” that tell how you feel about a certain situation. It sounds easy, but it takes a lot of practice.

What’s the difference between “I” and “you” messages?

The best way to show this is by examples. Take a look at the examples below.

The “you” messages are first, followed by the appropriate “I” messages.

- 1a. “You promised you’d never tell anyone. I knew I shouldn’t have told you. You can’t ever keep a secret!”
- 1b. “I feel hurt when you tell something I told you in secret because I didn’t want anyone else to know.”
- 2a. “You’re never organized or dependable. You can’t be counted on.”
- 2b. “I get really upset whenever you back out on something, especially at the last minute because it leaves me stuck holding the bag.”

When should an “I” message be used?

“I” messages are the most appropriate way to express how you feel whenever a conflict arises. They can express what the conflict is to the other person(s) and how this conflict affected or is affecting you. Think about the last time you were in an argument. Did you use “I” or “you” messages? Everyone has had “you” messages pitched at them. Think about how they make you feel, probably not very good.

“I” messages take practice and patience but they DO WORK. Read the statements below. Using concepts and ideas expressed in each “you” message, reformat them into “I” messages and rewrite it below each statement.

1. You’re always late. It puts everything behind schedule because you can’t be on time.
2. Why can’t you ever keep a secret? I’m never going to trust you again.
3. You should just stop complaining and do something about it. You’re not stupid.

SECTION 3 - 3.1 **MTSECTION3 – SLIDE 2**

Communication Skills

Communication Skills

SECTION 3 - 3.1 **MTSECTION3 – SLIDE 3****Non-Verbal Communications**

How something is said is frequently more important than **what** is said.

Behavior expresses meaning, sometimes more clearly than words.

SECTION 3 - 3.2 MTSECTION3 – SLIDE 4**“I” Message Guidelines**

A typical “I” message has three parts, which can come in any order.

- “I feel (state feeling) when you
- (describe specific behavior) because
- (state how it affects you).”

SECTION 3 - 3.2 MTSECTION3 – SLIDE 5**Some Quick Rules:****Some QUICK RULES:**

- State in one sentence what you were mad about.
- Describe the specific behavior that was upsetting.
- Tell the person how you felt about the behavior.
- State how the behavior affects you.

Remember:

It's not about WINNING, but SOLVING the conflict.

SECTION 4: BUILDING COMMUNITY

4.1 Definitions of Diversity

Outcome:

Understand different cultures.

Time: 15 minutes

Materials:

- Sticky notes
- Pens/ pencils
- Handout 12
- MTSection 4.ppt. - slide 6
- Projector (if using transparency or PowerPoint)

Activity:

Have MTSection 4.ppt. - slide 6 displayed.

Ask the mentors to define what they think:

- culture is?
- a race is?
- racism is?
- ethnicity is?

See Instructor's Notes below for definitions. After the discussion, ask mentors to flip to Handout 12. Have mentors discuss definitions of terms listed, ask them to share experiences they have had with culture and diversity.

Instructor's Notes - Diversity Dialogue

What do all those terms mean?

Before anyone can begin to understand people, they must first understand some basic concepts about themselves. Mainly that we're all part of a culture of some sort, we all belong to a race and we all have some kind of ethnic heritage. Let's do a mini exercise. What is the first thought that comes to your mind when you hear the word...culture? How about race? Racism? Do you belong to a culture? What kind is it and how does it affect what you do every day? Let's look at some definitions and then ask these same questions again.

1. What is culture?

A society's culture consists of whatever it is one has to know or believes in order to operate in a manner acceptable to its members. Culture may also be defined as the learned, shared and transmitted social activities of a group, the human-made part of the environment that satisfies all basic needs for survival and adaptation to the environment. In short, culture is made up of the parts of our lives that we LEARN, which cause us to act and react in certain ways. It can include the way we dress, greet people, eat and get angry among many other factors.

2. What is meant by "race?"

Race is a concept used by some scientists to divide humankind into categories based on physical characteristics of size and shape of the head, eyes, ears, lips and nose, and the color of skin and eyes. Following the eighteenth-century trend among European scientists to classify all living things, a scientist named J.F. Blumenback first identified five racial types that have lasted: Negroid, Caucasoid, Mongoloid, Malayan and American Indian.

3. What is "racism?"

Racism is the belief that one's own race is superior to another. This belief is based on the erroneous assumption that physical attributes of a racial group determine their social behavior as well as their psychological and intellectual characteristics. In short, racism is the belief that one race is better than another. This belief is based on the WRONG idea that all people of one race act and react the same way, an inferior way, and therefore should be treated poorly.

4. What is ethnicity?

Ethnicity is not the same as race or culture, but may contain parts of each. An ethnic group is defined as a group of people within a larger society that is socially distinguished or set apart by others and/or by oneself, based on race and cultural characteristics such as religion, language and traditions. Confusing?

4.2 Seeing Ourselves through the Eyes of Others

Outcome:

Become aware of our own prejudices and how they impact others.

Time: 30 minutes

Materials:

- Flip chart paper
- Chalkboard
- Markers
- Handout 13

Activity:

Brainstorm with the whole group about what they think it means to be prejudice. Write these thoughts on the chalkboard.

Ask mentors to flip to Handout 13, and provide one piece of flip chart paper per mentor and markers. Ask each mentor to read the statements presented on the handout and draw a representation of their experience in response to each statement on the flip chart paper. If they believe they haven't had an experience that relates to a specific statement, they should draw a picture showing how they think they would feel in that situation.

After about 15-20 minutes, reassemble the group and have them discuss their drawings. What similarities emerged and why? What feelings seem to be common among all? What are the differences that emerged and why? How would they feel if their PALS was of a different ethnic group, gender, socioeconomic status, etc.?

4.3 Skills for Building Community

Outcome:

Develop a plan for working with diverse people in the local community and the local PALS program.

Time: 30 minutes

Materials:

- Flip chart paper
- Pens/pencils
- Markers
- Handout 14

Activity:

Ask mentors to flip to Handout 14. Brainstorm about how the mentors can work to build community with a diverse group of people.

- What personal skills are required?
- Cite examples of these skills.
- What issues of diversity exist in their community?
- How can they use these skills in the PALS program?

SECTION 4 - 4.1**HANDOUT 12****Diversity Dialogue**

What do all those terms mean?

Before anyone can begin to understand people, they must first understand some basic concepts about themselves. Mainly that we're all part of a culture of some sort, we all belong to a race and we all have some kind of ethnic heritage. Let's do a mini exercise. What is the first thought that comes to your mind when you hear the word...culture? How about race? Racism? Do you belong to a culture? What kind is it and how does it affect what you do every day? Let's discuss definitions and then ask these same questions again.

1. What is culture?

2. What is meant by "race?"

3. What is racism?

4. What is ethnicity?

SECTION 4 - 4.2 **HANDOUT 13****Discussion on Prejudice**

What comes to mind when you think of the word “prejudice?” What is prejudice? Is it about race? Is it about religion? Is it about money? The answer is “yes” to all of these.

Prejudice goes far beyond color. It can involve things as diverse as the part of the country from where someone comes and, yes, it may involve color and gender as well. Have you ever been in another part of the country and someone commented about the way you spoke? Did they make fun of you? If so, that’s prejudice. Prejudice is something we all learn. Many times we’re not even aware of its existence in our lives or the fact that we may be prejudice of ourselves in one way or another. Look at the questions and statements below. Place yourself in that situation and, using the flip chart paper and markers provided, draw a representation of the feelings you have when placed in that situation or think you would feel if you ever faced it.

1. Have you ever felt different than other people?
2. Were you ever treated differently than other people?
3. Sometimes I wish I could be invisible.
4. I’ve had people laugh at me for something I can’t control. I laughed also, but inside it really hurt me.
5. Do you ever feel dumb?
6. Have you ever been in a situation when you were afraid because you felt you didn’t belong?
7. Boy, I’ve never been so glad to see someone I knew.
8. I wish they’d just give me a chance.

SECTION 4 - 4.3 **HANDOUT 14****Skills for Building Community**

What basic skills and support do teachers need to be effective in a culturally diverse community?

- a self-awareness (of attitudes on multiculturalism; of strengths and weaknesses in working with people from different cultural backgrounds)
- an ability to communicate effectively (written, verbal, non-verbal)
- an ability to challenge and stimulate children to learn and apply critical thinking skills
- an ability to think critically, analytically and creatively
- a sensitivity to individual differences
- a positive attitude
- a willingness to integrate a multicultural perspective into the classroom and curriculum
- a willingness to build and strengthen bridges between home, school and community

SECTION 4 - 4.1 **MTSECTION 4 – SLIDE 6**

Building Community

Building Community

SECTION 5: UNDERSTANDING YOUTH

5.1 How Children Learn

Outcome:

Students will develop an understanding of learning styles.

Time: 35 minutes

Materials:

- Pens/pencils
- Handouts 15, 16, 17 and 18
- MTSection 5.ppt. - slides 7-9
- Projector (if using transparency or PowerPoint)

Activity:

Display MTSection 5.ppt. - slide 7. Ask mentors to flip to Handout 15. Have mentors complete a self-inventory to determine their individual main learning styles.

The mentors will then proceed to Handout 16. Have mentors use it to score self-inventories. With parent and teacher permission, these surveys may also be used for the mentees.

Display MTSection 5.ppt. - slide 8. After determining the learning style of each mentor, ask mentors to flip to Handout 17 and discuss characteristics of learners in each style. Discuss how PALS activities need to be planned with all types of learners in mind.

Display MTSection 5.ppt. - slide 9. Using Handout 18, discuss how learning styles change over time. In what stage will the mentees be during the PALS program? If time allows, have mentors plan activities that would provide opportunities for each type of learner.

5.2 Healthy Youth Development

Outcome:

Mentors will understand the importance positive role models play in the development of a healthy and happy child.

Time: 25 minutes

Materials:

- Pens/pencils
- Handout 19

Activity:

Ask mentors to flip in their Workbooks to Handout 19. Have mentors circle the specific areas in which they may be able to provide positive support through the PALS program. Brainstorm ways of incorporating these developmental assets into PALS learning activities. If there is time, give mentors a sample PALS activity and have them identify the support being provided through this activity.

SECTION 5 - 5.1 **HANDOUT 15****Learning Styles Inventory**

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring page to evaluate your responses. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussion.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			

STEP
3

IDENTIFY AND TRAIN FFA MEMBERS AS MENTORS

	Often	Sometimes	Seldom
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.			
15. I chew gum or eat other snacks while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by “finger spelling” them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

SECTION 5 - 5.1 HANDOUT 16

Learning Style Scoring Procedures

DIRECTIONS: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

VISUAL NO. PTS.	AUDITORY NO. PTS.	TACTILE NO. PTS.
2 ____	1 ____	4 ____
3 ____	5 ____	6 ____
7 ____	8 ____	9 ____
10 ____	11 ____	12 ____
14 ____	13 ____	15 ____
16 ____	18 ____	17 ____
19 ____	21 ____	20 ____
22 ____	24 ____	23 ____
(Add all)	(Add all)	(Add all)
VPS = ____	APS = ____	TPS = ____

The area where your score is the highest is your preferred learning style.

VPS = Visual Preference Score

APS = Auditory Preference Score

TPS = Tactile Preference Score

SECTION 5 - 5.1 **HANDOUT 17****How Children Learn**

“Approximately 20 to 30 percent of the school-aged population remembers what is heard; 40 percent recalls well visually the things that are seen or read; many must write or use their fingers in some manipulative way to help them remember basic facts; other people cannot internalize information or skills unless they use them in real-life activities such as actually writing a letter to learn the correct format.” (Teaching Students to Read Through Their Individual Learning Styles, Marie Carbo, Rita Dunn, and Kenneth Dunn; Prentice-Hall, 1986, p.13.)

Visual learners learn by sight...

Visual learners need to see body language and facial expression to understand a lesson. They learn through the use of visual displays including: posters, slides, videos, charts and graphs. They usually take detailed notes during lectures.

Characteristics of Visual Learners

1. Information presented in pictures, charts or diagrams is easily remembered.
2. Visual learners have strong visualization skills. They can look up (often up to the left) and “see” the information invisibly written or drawn.
3. Visual learners can make “movies in their minds” of information they are reading. Their movies are often vivid and detailed.
4. Visual-spatial skills such as sizes, shapes, textures, angles and three-dimensional depths are strong.
5. Visual learners often pay close attention to the body language of others (facial expressions, eyes, stance, etc.)
6. Visual learners have a keen awareness of the aesthetics, the beauty of the physical environment, visual media or art.

Auditory learners learn by hearing...

Auditory learners learn by hearing the spoken word. They enjoy discussions and listening. Important to them are the tone, pitch and speed of the voice nuances. They prefer to read aloud and listen to tape recordings to silent reading.

Characteristics of Auditory Learners

1. Auditory learners can remember quite accurately details of information they hear during conversations or lectures.
2. They have strong language skills, which include a well-developed vocabulary and an appreciation for words.
3. The strong language skills often lead to strong oral communication skills. They can carry on interesting conversations and can articulate their ideas clearly.
4. Because of a “fine-tuned ear,” auditory learners may find learning a foreign language to be relatively easy.
5. Auditory learners often have musical talents. They can hear tones, rhythms and individual notes with their strong auditory skills.

Kinesthetic learners learn by movement...

Kinesthetic learners take a hands-on approach to learning. They actively participate in the learning experience through dance, experimentation, construction and use of manipulatives. They have a hard time sitting still for classes and are easily distracted.

Characteristics of Kinesthetic Learners

1. Kinesthetic learners often wiggle, tap their feet, or move their legs when they sit.
2. Kinesthetic learners were often labeled “hyperactive” as children.
3. Because they learn through movement, kinesthetic learners often do well as performers: athletes, actors or dancers.
4. Kinesthetic learners work well with their hands. They may be good at repair work, sculpting, art or working with various tools.
5. Kinesthetic learners are often well coordinated and have a strong sense of timing and body movement.

SECTION 5 - 5.1**HANDOUT 18****How Learning Styles Change Over Time**

Research Shows:

- When children come to school they are basically parent/adult motivated.
- Most children are kinesthetic and become more tactual in or about the first grade.
- Auditory skills develop about the second grade.
- Visual skills develop about the third grade.
- Thirty years ago, students were moved toward being peer motivated by the seventh grade. Studies show that students today move toward being peer motivated by the third or fourth grade. By ninth or tenth grade, students move toward being self motivated.
- Seventy percent of children in grades 5-12 have trouble with conventional classroom design.
- Younger children (K-6) need more structure than older students.
- Underachievers tend to remain peer motivated even into their late teens.
- Time of day preference changes over time: 28 percent of K-2 students are morning learners in comparison to 30 percent of middle-grade students, 40 percent of high school students, and 55 percent of adults.

SECTION 5 - 5.2 **HANDOUT 19**

40 Developmental Assets for Elementary – Age Children *(ages 6 to 11)*

Asset Category	Asset Name	Asset Definition
EXTERNAL ASSETS		
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Parents and children communicate positively. Children are willing to seek advice and counsel from their parents.
	3. Other adult relationships	Children have support from adults other than their parents.
	4. Caring neighborhood	Children experience caring neighbors.
	5. Caring out-of-home climate	School and other activities provide caring, encouraging environments for children.
	6. Parent involvement in out-of-home situations	Parents are actively involved in helping children succeed in school and in other situations outside the home.
Empowerment	7. Community values children	Children feel that the family and community value and appreciate children.
	8. Children are given useful roles	Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community.
	9. Service to others	Children serve others in the community with their family or in other settings.
	10. Safety	Children are safe at home, school and in the neighborhood.
Boundaries and Expectations	11. Family boundaries	The family has clear rules and consequences and monitors children's activities and whereabouts.

SECTION 5 - 5.2 **HANDOUT 19** *(continued)***40 Developmental Assets for Elementary – Age Children** *(ages 6 to 11)*

	12. Out-of-home boundaries	Schools and other out-of-home environments provide clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring children's behavior.
	14. Adult role models	Parents and other adults model positive, responsible behavior.
	15. Positive peer interaction and influence	Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings.
	16. Appropriate expectations for growth	Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents.
Constructive Use of Time	17. Creative activities	Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere.
	18. Out-of-home activities	Children spend one hour or more each week in extracurricular school activities or structured community programs.
	19. Religious community	The family attends religious programs or services for at least one hour per week.
	20. Positive, supervised time at home	Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.
INTERNAL ASSETS		
Commitment to Learning	21. Achievement expectation and motivation	Children are motivated to do well in school and other activities.

SECTION 5 - 5.2

HANDOUT 19

(continued)

40 Developmental Assets for Elementary – Age Children (ages 6 to 11)

	22. Children are engaged in learning	Children are responsive, attentive, and actively engaged in learning.
	23. Stimulating activity	Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it's assigned.
	24. Enjoyment of learning and bonding to school	Children enjoy learning and care about their school.
	25. Reading for pleasure	Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.
	26. Caring	Children are encouraged to help other people.
	27. Equality and social justice	Children begin to show interest in making the community a better place.
	28. Integrity	Children begin to act on their convictions and stand up for their beliefs.
	29. Honesty	Children begin to value honesty and act accordingly.
	30. Responsibility	Children begin to accept and take personal responsibility for age-appropriate tasks.
	31. Healthy lifestyle and sexual attitudes	Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.
	32. Planning and decision making	Children begin to learn how to plan ahead and make choices at appropriate developmental levels.

SECTION 5 - 5.2 **HANDOUT 19** (continued)**40 Developmental Assets for Elementary – Age Children** (ages 6 to 11)

	33. Interpersonal skills	Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.
	34. Cultural competence	Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.
	35. Resistance skills	Children start developing the ability to resist negative peer pressure and dangerous situations.
	36. Peaceful conflict resolution	Children try to resolve conflicts nonviolently.
	37. Personal power	Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.
	38. Self-esteem	Children report having high self-esteem.
	39. Sense of purpose	Children report that their lives have purpose and actively engage their skills.
	40. Positive view of personal future	Children are hopeful and positive about their personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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SECTION 5 - 5.1 **MTSECTION 5 – SLIDE 7**

Understanding Youth

Understanding Youth

SECTION 5 - 5.1 **MTSECTION 5 – SLIDE 8****How Children Learn**

How Children Learn

Tell me, and I'll forget.

Show me, and I may not remember.

Involve me, and I'll understand.

—Native American saying

SECTION 5 - 5.1 **MTSECTION 5 – SLIDE 9****How Children Learn**

How Children Learn

People remember:

- 20 percent of what they hear
- 40 percent of what they hear and see
- 80 percent of what they discover for themselves

SECTION 6: CONTEMPORARY ISSUES IN MENTORING

6.1 Following School Rules

Outcome:

Mentors will understand when they must report something to the teacher or counselor.

Time: 15 minutes

Materials:

- School Handbook

Activity:

Provide a copy of the school district handbook to each mentor. Discuss policies on issues of harassment, fighting, weapons, alcohol, tobacco, drugs and other controlled substances. Be sure mentors are aware of the school district policies for issues that may arise during the mentoring relationship.

Provide a point of contact for them to report any circumstances that are in violation of school policy. Mentors should NEVER promise to keep secrets about violations that are revealed to them. Develop a policy for mentors to use when reporting these incidents. Mentors are not counselors and should not attempt to counsel mentees. The counseling should be left to trained school professionals.

6.2 Providing a Safe Environment

Outcome:

Mentors will understand when they must report something to the teacher or counselor.

Time: 20 minutes**Materials:**

- School Handbook
- Handout 20

Activity:

Ask mentors to flip to and read through Handout 20 and discuss the various types of abuse and neglect.

Mentors should become aware of the signs and symptoms of abuse and neglect. Provide a point of contact for them to report any signs of abuse or neglect. Develop a policy for mentors to use when reporting these incidents. Mentors should NEVER promise to keep secrets about neglect or abuse that are revealed to them. Mentors are not counselors and should not attempt to counsel mentees. The counseling should be left to trained school professionals.

6.3 Special Issues in Mentoring

Outcome:

Mentors will become aware of the special needs of local PALS participants.

Time: 20 minutes

Materials:

- School or resource personnel
- Handouts 21 and 22
- Other resources as needed – the handouts included here are not intended to be an all-inclusive list.

Activity:

If your PALS program will be serving a special population (special education students, students with disabilities, students with medical needs, students with specific learning disabilities, etc.), you should provide additional information at this time that relates specifically to the need you have in your program. Resource people can include special education teachers, school counselors, social workers, school nurses and others.

Ask mentors to flip in their Workbooks to Handout 21. Discuss issues listed as needed and develop a procedure for mentors to use in reporting concerns

Next, proceed to Handout 22. Over the course of a year, many of the PALS program participants will experience the loss of a friend, relative, community member or a pet. Discussion of how to cope with a loss will prepare mentors for when loss occurs. Allow students to discuss how they have been affected by a loss in the past.

6.4 Healthy Lifestyles

Outcome:

Mentors will receive information on how to live a healthy lifestyle.

Time: 30 minutes**Materials:**

- Various props determined by facilitator (i.e. various hats, sports equipment, dishes, etc.)
- Handout 23

Activity:

Mentors should flip to Handout 23. Divide mentors into small groups. Have each group develop a skit around one of the aspects of healthy living. They should use only the props that are provided or that they construct in the given timeframe. Allow about five-10 minutes for preparation. Skits should be two-three minutes in length. Skits should provide ideas for mentors to serve as role models for younger students.

6.5 Code of Ethics for Mentors

Outcome:

Mentors will develop their code of conduct for participation in the PALS mentoring program.

Time: 20 minutes

Materials:

- Handout 24

Activity:

Mentors should find Handout 24 in their Workbooks. Have mentors discuss the sample code of ethics. Have them add or remove items that are appropriate for the mentoring program.

Mentors and program supervisors should sign the code of ethics. A copy should be provided to the mentor and one copy should be kept in the program supervisor's files.

SECTION 6 - 6.2**HANDOUT 20****Providing a Safe Environment****How can PALS make a difference?**

Entering a mentoring relationship can be rewarding and exciting. It can also be a little scary. There are responsibilities involved that require maturity, compassion and sometimes even tough decisions. Take time to read the information provided and then openly discuss any questions or comments you may have. This information covers issues that are difficult, but important to discuss. Read this handout carefully. This reading is not designed to teach mentors how to do family therapy, since that is not the role of the mentor. However, mentors do play a crucial role in helping to identify these problems, in referring mentees to the appropriate professionals and by being supportive.

Troubled families

Some mentees may live in a home where alcoholism, abuse and/or neglect, is present. The PALS program can provide a constructive, safe, nurturing environment for young people. Mentors can provide strong, positive role models for youth who need support in their lives.

Who does it affect?

It is important for mentors to remember that these problems occur in every neighborhood. It's not just "them." People with a lot of money or no money; people in the city, country or suburb; people of all races and ethnic groups; people of every religion or no religion at all; the old, the young or the middle aged.

Types Of Dysfunctions

Addictions

A lot of times we think of alcohol and drug abuse with young people. Sometimes we have to stop and remember that other family and community members can have serious problems associated with substance abuse that can affect the whole family, including the mentee or even the mentor. When a parent has a serious addiction, children often develop dysfunctional reactions to their parent's problem. Some may become what is often referred to as "parentified children," young people that often find themselves making excuses for their parent's abusive behavior. In this way, children of abusers often become "overly" responsible.

For instance, they may regularly have to make excuses for a parent not showing up for work or they may do unusual amounts of housekeeping or baby-sitting. In addition, they may feel in some way responsible for their parent's addiction. This attitude only serves to encourage this "people pleasing" behavior and accelerates the downward spiral.

Be alert to:

- anger
- lack of trust
- injuries
- running away
- depression
- abuse

Abuse

There are three kinds of abuse: physical, sexual and emotional. Each state has its own legal definition of physical and sexual abuse. Find out about your state's statutes and reporting requirements. If you don't receive this information during your training, ask for it. Identifying abusive situations is a difficult task, even for trained professionals. But, as a mentor, you may be in a unique position to notice when something feels or looks wrong.

Physical Abuse

For this reading, the definition of physical abuse includes any form of contact that results in serious injury or leaves long-lasting marks, bruises or scars. Physical abuse ranges from severe pinching, hard slaps, hitting with a closed fist or some other object, to burning or in any way mutilating any part of the body.

Internal injuries may also be signs of abuse.

This type of abuse is perhaps the easiest to detect. It may be suspected if the child has frequent injuries whose explanations don't seem plausible. Physically abused children are often unusually fearful of or nervous around the abusive parent.

Sexual Abuse

Sexual abuse may include incest (sexual abuse within a family) or non-familial sexual abuse. Incest can be one of the most difficult problems to deal with and to overcome. It can become the biggest family secret. Incest can range from inappropriate touching or kissing to sexual intercourse. While touching and kissing can be good and an expression of appropriate love, children tend to know intuitively the difference between good touching and bad touching. Non-familial sexual abuse may involve neighbors, friends or strangers engaging in inappropriate behaviors. Many young people are pressured by their boyfriend or girlfriend to engage in sexual behavior for which they are not ready. These are all types of sexual abuse.

Sexually abused victims often have an unusual and extreme dislike for being touched. On the other hand, some sexually abused children try to please adults by being physically affectionate in ways that have sexual overtones. If you feel that the way your mentee shows affection is inappropriate for his/her age, and if it feels sexual, trust your intuitions and talk to your program advisor. If a child shows high levels of anxiety or fear at being left alone with a particular member of the family, this also can be an indication of sexual abuse.

Emotional Abuse

Emotional abuse is hard to define, but includes such things as withholding love or making it conditional, severe and consistent put-downs and shaming a child by saying things that make a child feel bad or worthless. It's probably the hardest to detect but has a long-lasting impact on the self-esteem of a child.

Emotionally abused children may tend to put themselves down or criticize themselves a lot. Sometimes parents who are emotionally abusive have very negative nicknames for their children.

Other signs and symptoms to watch for, regardless of the specific kind of abuse, include persistent and unexplained depression or withdrawal, excessive anger or emotions, self-mutilation, consistent running away, inability to trust, difficulty in developing healthy long-term relationships, and suicidal/homicidal thoughts. It is important to keep in mind, however, that many adolescents exhibit these behaviors from time to time as a normal part of growing up. Do not overreact, but do not ignore symptoms of abuse. Talk with your program supervisor if you have any questions about what you observe.

Neglect

Children who are neglected may come to school in the same clothes day after day. They may not bathe regularly. They may be hungry. They may arrive late for school, their homework may not be done and they may have trouble concentrating. These are all issues that should be reported to the program supervisor.

Often times, the local social services agencies can provide interventions in cases of neglect.

What to Do

What should you do if you suspect a problem? If you suspect an addiction, abuse or neglect, the first thing to do is contact your program advisor. You may feel as if you are breaching your mentee's trust or making a "mountain out of a molehill," but your willingness to take the risk to discuss your observations comes from your concern for your mentee and is ALWAYS the right thing to do.

Trust Your Intuitions

Your program supervisor will want to know what you have observed, when, how frequently, what you did or said, your mentee's reaction, etc. From there, she/he is in the best position to determine what further steps are indicated and appropriate. Your program supervisor will advise you on how to deal with the situation with your mentee. If she/he is not sure that a serious problem exists, she/he may ask that you watch for additional signs and talk to you about what kinds of things you can say to or ask your mentee. If abuse is confirmed, you will have questions about what to say to your mentee, how you should act around them and you should discuss these with your advisor.

She/he may suggest that you be honest about your feelings and reactions with your mentee and encourage your mentee to do the same. In special situations, your advisor may ask that you not discuss this with your mentee. If this is the case, s/he will explain why this is the best course of action.

If your mentee discloses abuse to you, it will, of course, be a shocking and difficult experience to know how to handle. Try your best to listen and be supportive, and don't be afraid to be honest. Remember, this experience is just as hard or harder for the abused to admit as it is for you to hear.

Don't make assumptions on how your mentee should feel but validate what she/he is feeling whether it is anger, fear, frustration or other emotions. Let the abused know she/he is not alone. It happens in other families as well. Explain to him/her that you **MUST** disclose this information to the program supervisor so she/he can get appropriate help. And finally, don't talk about your opinions of the perpetrator. Remember, this person could be someone the child loves, even though it is hard to understand how someone could do these things to a loved one. Also, do not talk about this situation with your friends and family. Being a mentor requires confidentiality at certain times. Once you have disclosed the information to your PALS supervisor, you should keep the information to yourself. If this becomes a problem for you, you may want to seek the advice of the school counselor or other trained professional.

Once the abuse has been identified and the appropriate referrals made, a mentor often feels unsure about how to continue or deal with his/her relationship with the mentee. In some situations, the most helpful thing to do is to be someone the mentee can be with and do things with, without feeling pressure to talk about or deal with the problems at home. You can be a much-needed diversion. You might also offer telephone numbers of hotlines and crisis lines in your area.

Finally, it is important not to normalize the situation. Don't downplay the abuse and pretend it happens to everyone. Just be honest and listen empathetically to what they're saying. While serious problems are something we would rather not have to face, we have a responsibility as mentors to learn how to support our mentees effectively. Commitment is easy during the good times; it's during the rough times when we're truly tested.

SECTION 6 - 6.3**HANDOUT 21****Mental Health Information**

In addition to addictions, abuse and neglect, there are several other issues or medical conditions that may affect you or your mentee. Discuss these issues as a group and determine the procedure that you will use to report issues that may come up.

- Attention Deficit - Hyperactivity Disorder (ADHD)
- Autism
- Bipolar Disorder (Manic-Depression)
- Conduct Disorders
- Depression
- Eating Disorders (Anorexia, Bulimia)
- Grieving
- Obsessive-Compulsive Disorder
- Panic Disorder
- Stress
- Suicide

SECTION 6 - 6.3 HANDOUT 22

Helping Kids Cope

Simple Ways You Can Help Kids Cope with Loss

- **Listen.**
- **Be available.**
- **Face** your own feelings of loss and grief and share them if you like.
- **Encourage** expressions of grief through talking, drawing and writing.
- **Acknowledge** that grief hurts.
- **Realize** grief causes difficulty in concentrating.
- **Understand** that other losses often accompany the initial loss, i.e. change in school, caretaker, friends.
- **Become** part of a caring team.
- **Know** that the grief lasts longer than anyone expects.
- **Continue** to be available.

SECTION 6 - 6.4 **HANDOUT 23****Healthy Lifestyles**

Students often do not realize what is causing their lives to be out of balance.

Mentors should strive to live a healthy lifestyle and model that for their younger PALS.

1. Eat a balanced diet – Many illnesses are caused by an improper diet over a long period of time.
2. Get enough sleep and rest – Lack of sleep can lessen your ability to think and react appropriately. Teens need 9 or more hours of rest each day!
3. Exercise regularly – Your body works best when it is in shape. Exercise also helps to sharpen the mind.
4. Stay away from drugs, including alcohol and tobacco – Drugs cloud your mind and cause long-term, physical damage to your body.
5. Balance work and recreation – Schedule time for recreation to relax your mind. Be involved in after-school or community activities.
6. Organize yourself and your time – Use a student planner or other organizational tool to help manage your time. Set goals for yourself and reward yourself when you achieve them.
7. Talk with a friend – Share your life with others. Humans are social beings and need to spend time with friends.
8. Random acts of kindness – Do something unexpected for someone else. Pass along a smile. Help a neighbor. Doing something for others helps you feel good about yourself.
9. Journaling can help keep record of thoughts, feelings and reactions that you may have to your participation in the PALS program. This activity will help you reflect and learn from experiences.

SECTION 6 - 6.5 HANDOUT 24

Sample Code Of Ethics

National Association of Peer Program Professionals (NAPPP)

Code of Ethics For Peer Helpers

Peer Helpers shall be people of personal integrity. As a minimum, the NAPPP believes the peer helpers Code of Ethics shall contain the following and be evidenced by a commitment to and pursuit of:

1. A philosophy which upholds peer helping as an effective way to address the needs and conditions of people.
2. The individual's right to dignity, self-development, and self-direction.
3. Supervision and support from professional staff while involved in the program.
4. The development of a nurturing personality which:
 - Reflects a positive role model and healthy lifestyle (i.e. development and observation of a set of norms, which guide behavior while in the program).
 - Rejects the pursuit of personal power, elitist status, or gain at the expense of others.
 - Strives to exemplify the peer helping philosophy in all life situations.
5. Maintenance of confidentiality of information imparted during the course of program-related activities. While confidentiality is the norm, certain exceptions shall be referred immediately to the professional staff. These exceptions include the following:
 - Situations involving real or potential dangers to the safety of well being of the peer helper, helpee, or others.
 - Child abuse, sexual abuse, and other situations involving legal requirements of disclosures.
 - Severe family dysfunction, psychotic behavior, extreme drug or alcohol abuse, and any other problems beyond the experience and expertise of the peer helper.
6. Personal Safety
Peer Helpers must recognize, report, and know techniques to deal with potential threats to their emotional or physical well being.

* A code of ethics is an agreement among those who commit to the program as to the norms which shall guide their behavior during their involvement in the program.

Mentor Signature

Date

Program supervisor signature

Date

STEP 4

IDENTIFYING MENTEES

RECRUITING MENTEES

The school counselor or elementary teacher often recommends mentees for the PALS program. It is important to create a good working relationship with the staff at the school where the mentoring program will take place. Inviting them to be a part of your advisory committee is a good first step. Keep them involved in the entire process and ask for their input at regular intervals.

If your program is starting with only a few mentors, work with the elementary school staff to select mentees who would benefit the most from participating in the program. A successful first-year program will open the door to increased involvement at the elementary school. Successful PALS programs have involved elementary students from kindergarten to grade eight.

Your program should select the mentees based on the needs of the students, the relationship with the elementary school staff, the approval of parents and the resources available for the program. Each PALS program should be customized to fit the local community; this is not a one-size-fits-all program.

Keep the parents of all participating children updated on the PALS program. Ask their permission for their child to participate. Invite them to special PALS events from time to time, such as field trips, picnics or the annual banquet.

The following sample letter may be customized for use in your PALS program.

*Sample Letter to Mentor's Parents***Partners in Active Learning Support****Dear Parents:***(Date)*

The PALS program involves giving high school students a new role of responsibility—that of mentors. In addition, the program establishes a new relationship between the high school mentor and an elementary school student (mentee). For the mentee, this is a special experience of having an older student listen to them and is similar to having a big brother or sister.

The selected high school mentors will begin mentoring on _____ *(date)*. They will mentor elementary school students at _____ *(site)*, from _____ to _____ *(time)*, on _____ *(day or days)*. The mentors and mentees will be supervised at all times by the PALS Team Coordinator or other assigned team member. In addition, the mentors will be trained in the mentoring process by a PALS team member. In the training, the students will learn various aspects about mentoring as well as how to improve their self-management skills.

Due to the importance of beginning a new program, we will need to use some personal information from their files such as grades and any referrals made, etc. We will not be using any student names on the information gathered for reports; but we do need to know how the student is progressing in his or her studies. Please do not hesitate to contact one of us or _____ *(program coordinator)* at _____ *(phone)*, or _____ *(e-mail)* if you have any questions.

Sincerely,

(High School Principal, Agriculture Teacher, High School Counselor)

— — — — — (Return This Section) — — — — —

I give permission for my son/daughter to participate in PALS at *(school's name)*. I also give permission for their personal file to be used to check the status of their academic progress during their PALS involvement. My son/daughter will participate as a mentor in PALS. I understand that mentors and mentees will be supervised at all times. In addition, I give permission for my child to be photographed and/or videotaped for news releases and other promotional activities for PALS.

Student's Name: _____ Grade: _____

Parent's Signature: _____ Date: _____

*Sample Letter to Mentor's Parents***Partners in Active Learning Support****Dear Parents:***(Date)*

Your child has been selected to participate in the _____ (*school's name*) FFA PALS program. This is a mentoring program involving selected FFA members (*high school students*) and selected elementary school students. The program's goals are to help younger students have a more positive and productive school experience and to help them make more informed, responsible decisions. The high school students have received training in building self-esteem, communicating, listening and decision-making. They will be positive role models for the elementary school students.

The activities of the program will be focused on agriculture. Most of them will take place at the elementary campus, but occasionally your child may accompany their mentor to an activity at the secondary campus. The county home extension agent will also host some activities for this program. All activities will be under the supervision of the agriscience teachers.

Only a few students could be chosen for this program and we hope you will allow your child to participate. Please sign the consent form below and return it in the enclosed envelope by _____ (*date*). If you have any questions, please contact the agriscience teachers at _____ (*phone*) or _____ (*e-mail*). If we do not receive the permission slip by the date indicated, another student will be selected.

Sincerely,

Principal/ Teacher/ Other

— — — — — (Return This Section) — — — — —

_____ (*child's name*) has my permission to participate in the PALS program. I understand that he/she will be assigned a mentor who will offer support and encouragement this year.

Parent's Signature _____ Date _____

MAKING THE MENTOR/MENTEE MATCH

It is important to match the FFA members and the elementary students according to the needs of each student.

Consider the following questions when matching mentors and mentees:

1. What is the desired result of the match? (friendship, tutoring, etc.)
2. What considerations will be made when there are differences in the gender, ethnicity or socioeconomic status of pairs, etc.?
3. Will mentors and mentees have the opportunity for self-selection? Why or why not?
4. Who from your team will be responsible for this activity?

Also consider the following points before making the final matches:

1. The mentor/mentee relationship serves the needs of the mentee before the mentor.
2. Consider the apprehensions or anxieties of the mentor and mentee when considering a match.
3. Parents or guardians should be included in the process and kept informed about the program.
4. Be willing to create a new match if a problem arises that cannot be quickly resolved.
5. The opportunity for a mentee or mentor to be considered for the PALS program is open to all students regardless of socio-economic level, race, color, gender, religion, physical status or national origin.

WHEN A MATCH DOESN'T WORK

If the relationship between the mentor and mentee is not working, the advisor may provide assistance while allowing the mentor and mentee to work the problem out in their own way first. The advisor must not take sides, blame either party or allow a bad relationship to continue. Consider the following strategies when trying to assist in understanding the problem:

1. Talk with the mentor and/or mentee separately.
2. Bring the mentor and mentee together for a mediated discussion.
3. Introduce the problem to a group of the mentors and try to find some possible solutions.
4. Introduce the problem to a group of the mentees and try to find some possible solutions.
5. If the relationship has no solution for recovery, assist the pair in sorting out what happened, what went wrong and to acceptance of those feelings. Help the pair feel good about themselves, and learn a lesson from the experience.
6. Help the mentor to remember the positive things and what he/she has learned about mentoring in preparing him/her for future mentoring.

What else can you do to assist mentors and mentees in mending a relationship?

Interest Survey

You may want to do an interest survey for both the mentors and mentees to help make better matches when pairing students.

*Sample Mentee Survey***PALS Interest Survey**

Name: _____

Grade: _____ Age: _____

Do you have any brothers or sisters? If so, what are their names? _____

Do you have any pets? _____ If so, what kind of pets do you have and what are their names? _____

After school I like to: _____

My favorite cartoon character is: _____

My favorite TV show is: _____

My favorite food is: _____

I am happy when: _____

I am sad when: _____

I am good at: _____

I am not so good at: _____

I like school best when: _____

I dislike school most when: _____

I like to read books about: _____

The sports I like best are: _____

If I could be a famous person, I'd be like: _____

STEP 5

DEVELOP A CALENDAR OF ACTIVITIES FOR THE PALS PROGRAM

The calendar of activities for a PALS Program includes much more than the activity that occurs when the mentor and mentee meet. Mentors need time to be trained, plan and practice the educational activities, gather the supplies needed for the activities, work with their mentee and evaluate the activities on a regular basis.

It is recommended that the PALS Program participants meet once each week at a regularly scheduled time. Activities for participants can center on the seasons, the holidays, school assignments, special projects or field trips.

Interested in PALS, but too busy to run a weekly program? Try having your students plan monthly meetings, check out the following example:

PALS Calendar of Activities

SEPTEMBER

Activity: Safety

Description: *Use your agricultural facility as a demonstration site to teach farm, home, lawn equipment and bicycle safety.*

OCTOBER

Activity: Pumpkin Decorating

Description: *Teach students how pumpkins are grown, carve or paint a pumpkin, describe various foods that can be produced from pumpkins, prepare some samples.*

NOVEMBER

Activity: Plaster Casts of Animal Tracks

Description: *Lots of different animals live in and around your community. Make plaster casts of the animal tracks that you find and then learn about the animal's habitat.*

PALS Calendar of Activities *(continued)***DECEMBER****Activity:** Wreaths**Description:** *Collect various evergreen boughs and make a holiday wreath. Give your wreaths to parents and friends.***JANUARY****Activity:** Careers Guest Speaker**Description:** *Have a game warden, fisheries specialist, nutrition analyst, or other person come into class and provide special demonstrations, action activities, etc., about his/her career.***FEBRUARY****Activity:** Make Your Own Cheese, Butter or Ice Cream**Description:** *What can you do with milk? Make different milk products with students and then taste what you have made.***MARCH****Activity:** Bird Feeder**Description:** *Learn about various species of birds, then build a feeder and/or house and put up at school and/or home.***APRIL****Activity:** Plant a Garden**Description:** *Learn about various garden products, then plant a garden at school, at home, in a seed tray, etc. Consider growing a short-season crop like radishes.***MAY****Activity:** School Beautification Project**Description:** *Develop a plan to plant trees, shrubs, flowers, etc., at your school and work together in building appreciation for your community.*

Here are some more great activities:

Sample Activity List

There are hundreds of potential activities, many of them very inexpensive. The following list has some ideas to get you started. You can find more activity ideas in the PALS Activity Handbooks and on several agriculture literacy websites.

- | | |
|--|---|
| Plant a flower garden | Tutor your PALS |
| Plant a vegetable garden | Go on a picnic |
| Plant a tree | Go for a nature walk |
| Take a field trip to a zoo | Create a seasonal celebration or project |
| Take a field trip to a farm | Celebrate a holiday |
| Take a field trip to a veterinarian's office | Plan a science experiment |
| Take a field trip to a grocery store | Practice math activities |
| Take a field trip to a greenhouse | Learn the names of wildflowers |
| Take a field trip to a county fair | Learn what flowers butterflies like best |
| Take a field trip to a park | Learn about computers |
| Build a birdhouse | Write a thank-you note |
| Build a bird feeder | Write in your journal |
| Build a kite | Write a letter to a friend |
| Build playground equipment | Exercise |
| Make a T-shirt | Play games |
| Design an educational game | Do a crossword puzzle with your PALS |
| Make ice cream | Clean up trash in your park or neighborhood |
| Make butter | Other: |
| Read to each other | |

STEP 6

OBTAIN RESOURCES NECESSARY FOR ACTIVITIES

For each activity, a list of materials should be generated. Financial and in-kind donations can significantly increase the variety and quality of the activities provided to the younger students. Adult volunteers may be needed to supervise activities or provide transportation to special events.

Here is a sample activity with budget included.

Potato Heads

Goal: Students will learn what germination means and how to germinate grass seed.

Plan:

- Purchase necessary ingredients including hose, sawdust, grass seed, paint, potatoes, markers and rubber bands.
- Give measured amounts of grass seed and sawdust to each PALS group.
- Have students first put grass seed, then the sawdust, then a potato into the hose.
- Make ears and nose using rubber bands.
- Draw the rest of the face with markers.
- Have student put heads into water.
- Within a week the grass will germinate and start growing “hair” on top of the potato “head.”
- When activity is completed, introduce the term “germinate” and discuss its definition.

Indicate that in about a week, their grass seed will “germinate” into grass.

Budget:

Pantyhose \$15	Markers and paint \$10
Sawdust \$5	Rubber bands \$2
Grass seed \$5	Potatoes \$2

Total cost: \$39

Financial support may be available from local businesses. Members of the advisory committee may want to visit business people in person, or send letters requesting financial support.

Sample Letter Requesting Support

(Date)

Mr. Mitchell
Mitchell Energy
123 Main Street
Anytown, USA 54321

PALS is a mentoring program affiliated with the National FFA Organization. This program involves *(number)* eleventh and twelfth grade agriculture students from McCullough High School who are mentors to *(number)* Hailey Elementary students ranging from second to fourth grades.

Each week, the mentors travel to Hailey by bus to meet with the mentees for an hour. During this time, the group of students participates in planned activities. The activities for the past school year have included such things as tutoring sessions, cooperative games, a scavenger hunt, kick ball, a field trip to the livestock show, a holiday party, the FFA banquet, and an end-of-the year party. This time is considered an opportunity for special friendships to form and positive role modeling to occur.

Many teachers and parents have commented on the positive changes in the students in class and at home. There has been a noticeable positive change in the behaviors and self-esteem of many of the children. The students, high school and elementary alike, are able to express their feelings and record activities they participate in through required weekly journals. The students look forward to this special time. This program has helped teach the students responsibility and commitment. PALS has been honored with the award, "Through the Eyes of Children," given by the school board.

The first year of the program (*'08-'09 school year*), was financially sponsored by the National FFA Organization through a one-year grant, which helped establish and organize the program. In order to continue this special program, corporate financial support is needed. One of our goals for this school year is to include the community in this special program. We will need to acquire approximately \$2,500 in donations to cover costs for items such as transportation costs, supplies, snacks and field trips.

We would appreciate any support Mitchell Energy or the Mitchell Corporation could extend. If a presentation is needed, we would be happy to come and speak with you. Thank you for considering our special program and the benefits it provides our community.

Sincerely,

Emily Shine Pat Pribilski
President, McCullough FFA Chapter Principal, Hailey Elementary

STEP 7

PUBLICIZE YOUR PROGRAM

Survey your community to see what media outlets and resources you have available. Make a list of each type and how they might be useful. Invite a reporter or public relations professional to a committee meeting to provide training for the group. Have mentors and mentees provide radio announcements. Include PALS activities on the school calendar and website.

Be sure to provide a press release for each activity or achievement of your PALS Program to your local media outlets. This can be easily accomplished by creating an e-mail address list of local media. Then, write a brief message, attach the news release and with a single click, you can distribute information to the media in your area.

Community Media:

- What media do you have in your community? (radio and television stations, newspapers, community bulletin boards, community websites, etc.)
- How might they be interested in your PALS story? Community-including businesses, organizations and government offices:
- What do you want your community to know about PALS?
- Who will you tell, and how?
- What resources will you seek and from whom?

School/Staff:

- What do you want them to know?
- Who will tell them and how?
- What role will the school board have?
- What do you want the school board to know?

Internet:

- Does the school host a website?
- How can this site be used to publicize the program?

FFA Chapter:

- How will this be incorporated into FFA activities and events?
- Will PALS be included in the annual banquet?

PALS Parents:

- After you have told them, how will you get them involved?
- What services do parents need to provide?

STEP 8

EVALUATE EACH ACTIVITY AND PROVIDE OPPORTUNITIES FOR IMPROVEMENT

Evaluate each activity and provide opportunities for improvement. Everyone involved in planning the PALS program should be involved in its evaluation. This evaluation will help to determine if you have met the goals of your program.

At minimum, the mentors, teachers and parents should be surveyed about the program results. These survey results can be reviewed to determine changes needed by the program and to document successes that have been achieved. Evaluation data can be used to apply for grants for your program and to generate local support.

This data can be used in preparing news releases and providing information to state and national agencies regarding the success of your program.

Types of data you may want to gather:

- School attendance of participants
- Academic records
- Participation in school activities records
- Pre- and post-test scores on skill development activities
- Parental satisfaction with program
- Hours of involvement
- Cost per pupil for activities
- Teacher/school staff satisfaction with program
- Records of donations and financial support
- Suggestions for change
- Other:

Surveys are typically used to determine the satisfaction level of participants, parents and teachers. You may want to develop surveys for the various groups involved in your program. The surveys that follow are used and reprinted with permission from the Hillman FFA Chapter, Hillman, Michigan. You may change them to fit the needs of your program.

*Sample Mentor Survey***Mentor Survey**

Name (optional) _____ Grade _____

Are you an FFA member? ____ Yes ____ No

1. In what ways have you benefited from participating in PALS? _____

2. Has participating in the program helped you in your attitude toward the following?

School ____ Yes ____ No Explain: _____

Home ____ Yes ____ No Explain: _____

Work ____ Yes ____ No Explain: _____

Self ____ Yes ____ No Explain: _____

Children ____ Yes ____ No Explain: _____

3. In what ways have you been helped to prepare for being a mentor: _____
_____4. List activities, besides the mentoring program in which you participated at school:

Outside of school: _____

5. What did you learn from being in PALS? _____

Mentor Survey (continued)

6. What is the most important thing you did to establish trust between you and your mentee? _____
7. Did you work with a mentee of the opposite gender? ____Yes ____No
Were there any concerns because of this? _____
8. What things did you like about the program? _____
9. What things didn't you like about the program? _____
10. If you were in charge of the program, what things would you keep the same?

- What things would you change? _____
11. Would you like to continue participating in PALS next year? ____Yes ____No
12. Have you changed any behaviors and/or attitudes regarding alcohol, tobacco or other drugs? ____Yes ____No
13. On a scale of 1 to 10 (1 being not involved to your full potential and 10 being fully involved) please rate your involvement in this year's program. _____
- Are you satisfied with that number? ____Yes ____No If no, why not? What could you have done to increase that number? _____

*Sample Mentee Parent Survey***Mentee Parent Survey**

Child's Name: _____ Grade: _____

1. How has PALS made a difference in your child regarding school participation?

2. How has your child's attitude or behavior changed since being in PALS?

If your child has experienced weaknesses in school, have any become strengths since participating in PALS? _____

4. What changes, if any, do you think should be made in the PALS program for next year?

5. Would you want your child to participate in PALS next year? ____ Yes ____ No

Explain: _____

Would you request the same mentor for your child? ____ Yes ____ No

Explain: _____

6. What does your child like best about PALS? _____

7. Have you noticed any changes in your child's attitudes and/or behaviors regarding alcohol, tobacco or other drugs? _____

Please return this survey to the elementary school.

Thank you for your time and your support of our PALS program.

STEP 9

CELEBRATE YOUR SUCCESSES

Recognition and celebration give people a sense of accomplishment and make them feel good about themselves and their achievements. Brainstorm a list of activities that can be used to recognize and celebrate participation in PALS. Be sure to include recognition for all committee members!

Some potential celebrations:

- Pizza party for students
- News releases
- Recognition at annual awards banquet
- Certificates or plaques of recognition
- T-shirts
- Field trips
- Recreational activities
- Photos displayed in school
- Information on school website

THE NATIONAL ASSOCIATION OF PEER PROGRAM PROFESSIONALS

The National Association of Peer Program Professionals (NAPPP) has developed standards for operating mentoring programs. It is important to all participants in a mentoring program that appropriate training is provided. The NAPPP has been working with the National FFA Organization to evaluate the PALS program and ensure that PALS program materials meet their national standards. For complete details, you can go to the *National Mentoring Standards* at www.peerprogramprofessionals.org.



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