



High School

National FFA Organization

Lesson HS.48

THE ROLE OF MENTORS

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. **F2:** Seek mentoring from others.

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



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

- 1 Define mentor and describe the role of the mentor.
- 2 Select a mentor.
- 3 Communicate with their mentor.



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Time. Instruction time for this lesson: 50 minutes.



Resources

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

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

National FFA Organization's Essential Learnings, 2003.

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



Tools, Equipment, and Supplies

Writing Surface

- Transparencies and projector
- Copies of Activity Sheets—one per student
 - Copies of Test and Assessment—one per student



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

- ▶ Mentor
- ▶ Protege



Interest Approach

Before students enter the room, have the definition of mentor on the board. Under the words “this is the definition for what word?” As they enter the room, they need to be deciding to what word the description refers. Once students are seated, brainstorm with the class possible answers and write down those that are on target.

Let's take a look at the definition that is listed on the board. What term might this definition be defining?

Elicit responses. When they come to the conclusion of “mentor,” write it on the board above the definition. Compliment quality answers. If answers are off target, explain that they will know the correct answer by the end of the lesson.

Great, we have now defined the word mentor. In a moment lets try to see how we can relate objects in the room to the role of a mentor based on our definition. Let's pick the object of a pencil sharpener and see how it can be compared to the role of a mentor



Elicit responses from the group. Responses should be directed towards a pencil sharpener because a mentor will help sharpen your mind. Pass out HS.48.AS.

- Great responses, now that we have compared a pencil sharpener to the role of a mentor we will have one minute to complete this task individually. When I say "Go" turn over our paper and begin to make your connections. Be prepared to share one of our comparisons with the group. Ready, Set, GO!

Allow the students one minute to complete this task. Walk around the room to see that students stay focused on the task at hand. Use the Me-You-Us Moment to review the students' responses.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define mentor and describe the role of the mentor.
Pass out HS.48.AS.B activity sheet face down on the students' desks.



We have been discussing the term mentor. We will now take time to investigate more deeply how we can utilize this resource called a mentor. When we hear the cue, our task is to complete as much of the challenge individually. You will be given one minute for this activity. You may begin.

Time the students for one minute.



Now you will be able to work as a pair to share your responses and continue to complete the task for another minute. When you hear the cue, quietly select a partner that is sitting near you. Begin now.

Time the students for one minute.



If you have completed it already, take this time to compare and clarify your answers. If you have not, discuss the questions you have not answered. Your team will be given one minute. Begin now.

Time the students for one minute. Copy the chart onto a writing surface that can be viewed by all students. Complete the chart with responses collected from the class.



Focus your attention on the chart at the front of the room. Let's capture the brainstormed responses that we created. Make sure that your chart matches the one at the front of the room when we are done.

Show HS.48.TM.A.

Please capture the following information in your notes.



I. **Mentor**

- A. An adult who provides a young person advice, support, friendship and serves as a constructive example to their protege.

II. **Protege**

- A. A young person seeking advice, support and friendship from an adult other than their parent or guardian.



Now that we have defined what a mentor and a protege are, we will now focus on people that will make positive mentors.

Objective 2. Select a mentor.

Now that students have defined mentor and protege, they will begin to identify the person they would like to serve as their mentor. In order to do this, we will explore the qualities of a good mentor.



In the last activity we began looking at who could serve as a mentor. Let's begin to examine whom you would like to serve as your mentor. Capture the following information in your notes:

Show HS.48.TM.B.

III. What you mentor needs to provide you:

- A. Time
- B. Advice
- C. Experience
- D. Willingness to serve
- E. Positive support

IV. Qualities of your mentor:

- A. Available—do they live in the community?
- B. Age
- C. Gender
- D. Good listener
- E. Caring

Ask the class if they have other qualities of mentors that should be added to the list. Write those that are on target on the transparency master.





We have discussed a few qualities to look for when selecting a mentor. What other qualities should be added to this list.

Elicit Responses.



Now that we have explored the qualities that a mentor should have, think of three people you would like to serve as your mentor and the qualities of a good mentor they possess. Take out a piece of paper and write down this information. You will be given two minutes to complete this task. You may begin.

Time the students for two minutes. If students are struggling with whom to choose as a mentor, provide some examples such as a teacher or faculty member, a neighbor, a scout leader, a member of their church, or a family friend.



Pencils down. Next, count up the qualities for each person and place them in ranking order. You may begin.



The individual that has the most qualities of a mentor should be the one you ask to serve as your mentor. However, if they are not able due to time or other commitments, you have two more you can ask. Now that you have selected the person you would like to be your mentor, we will explore how you communicate with your mentor.

Objective 3. Communicating with your mentor.

After students have selected whom they would like to have serve as their mentor, discuss communicating with adults and how to ask their mentor to serve. Each student will write a letter that shares their mission, vision, and goals with their mentor.



Up until today, our conversations and communication with adults has been primarily with your parents or guardians. Now, you will be requesting assistance from an adult other than your parents. Most adults will be very willing to serve as a mentor. However, we need to ask them in a polite and professional manner and remember to treat them with respect. Speaking with an adult is very different than talking with your friends or parents. You need to share with them what you know about mentors and answer their questions to the best of your ability. Refer to the notes about mentoring if needed. In order to prepare you to ask your mentor, let's go over some tips.

Show HS.48.TM.C.

V. Asking your mentor:

A. Stop by or call

B. Explain what a mentor is



C. Ask if they will serve as a mentor for you

D. If yes, set up the first meeting time

E. Mail letter

F. If no, contact the next person on your list to serve as your mentor

Explain why some mentors may not be willing or able to take on this responsibility and that it is not a reflection on the student. Next, they will write a letter to their mentor, pass out HS.48.AS.C.



It is very important to let your mentor know about you so that they can better serve you. You need to share your mission, vision, and goals with your mentor so that they can help you reach your dreams. To do this, we will be writing a letter to your mentor sharing information about you. Who would like to read the directions on the activity sheet out loud.

Select a student.



Thank you for reading. You may begin writing your letter. If you have questions, ask me. *If there is not enough time to get the letters written in class, give them time to get started during class and then assign it as homework.*



Today we have defined mentor and protege, selected potential mentors and learned how to communicate with your mentor.



Review/Summary

In order to review today's activities, the students will get into groups of four and participate in a Karaoke Moment that will high light the qualities of mentors and what they can do for the students.



Today we have been exploring mentors and the positive impact they can have on our life. You will be given two minutes to create a Karaoke Moment that describes what a mentor is and what they can do for you. At my cue, you need to gather into groups of four and begin.

Ready...set...go!

Time the students for two minutes.



Which group would like to share their Karaoke Moment.

Select a group.



Let's give this group a standing O for sharing.

Have all students stand up and make an O shape with their hands.



► **Extended Classroom Activity:**

Have students interview a person who has a mentor and identify the impact that mentor has on their life.

► **FFA Activity:**

Have students make a presentation to the chapter or an agricultural education class on how mentors can be beneficial to you.

► **SAE Activity:**

Have each student select a mentor specifically to focus on helping them with their SAE program.



Evaluation

A written test, HS.48.Assess.A, is provided along with an authentic assessment tool.

► **Authentic Assessment:**

The students will identify and use a strategy to show you they know what is “Hot” and “Not” to look for and do with their mentor. Pass out the assessment. For each statement you read, they need to place an X in the “Hot” or “Not” column beside the number to which the question corresponds.

Read the following statements to the students:

- 1. Having a mentor that is hard to contact*
- 2. Contacting your mentor less than once a month*
- 3. Sharing your goals with your mentor*
- 4. Choosing a mentor that you have common interests with*
- 5. Waiting for your mentor to contact you for meetings*
- 6. Choosing a mentor that you look up to*
- 7. Communicating with your mentor professionally and politely*
- 8. Choosing a mentor who is an adult*
- 9. Meeting in public places*
- 10. Using a parent as a mentor*

Answers to Test:

True or False

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

Short Answer

5. Goals, vision and mission
6. A young adult seeking advice, friendship, council, and a positive example
7. Answers will vary.



Answers to Assessment:

1. Not
2. Not
3. Hot
4. Hot
5. Not
6. Hot
7. Hot
8. Hot
9. Hot
10. Not



BUILDING A RELATIONSHIP WITH A MENTOR

►Part One: True or False

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

- _____ 1. A mentor can be a peer.
- _____ 2. A mentor should provide you money.
- _____ 3. Your mentor can make the same decisions for you as your parent.
- _____ 4. When you ask them to serve as your mentor, they may say no.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

- 5. List three items that you should share with your mentor about yourself.

- 6. Describe what a protege is.

- 7. Write down whom you chose as your mentor and the qualities of a mentor they possess.



THE ROLE OF MENTORS

► Hot Idea or Not Idea Assessment

Directions: In order to demonstrate your knowledge of “The role of Mentors,” complete the following assessment by placing an x in the “Hot” column if the statement is a good idea or an x in the “Not” column if it is not a good idea when selecting and working with your mentor.

Question	HOT	NOT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



MENTOR

◆ An adult who provides a young person advice, support, friendship and serves as a constructive example to their protege.

PROTEGE

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



WHAT YOUR MENTOR NEEDS TO PROVIDE TO YOU:

- ◆ Time
- ◆ Advice
- ◆ Experience
- ◆ Willingness to serve
- ◆ Positive support

QUALITIES OF YOUR MENTOR:

- ◆ Avail able—do they live in the community.
- ◆ Age
- ◆ Gender
- ◆ Good listener
- ◆ Caring



ASKING YOUR MENTOR:

- ◆ **Stop by or call**
- ◆ **Explain what a mentor is**
- ◆ **Ask if they will serve as your mentor**
- ◆ **If yes, set up the first meeting**
- ◆ **Mail letter**
- ◆ **If no, contact the next person on your list**
to serve as your mentor



MENTOR SCAVENGER HUNT

► **Directions:**

Complete the following similes comparing mentors to the objects in the room.

A Mentor is like ...

Sample : A pencil sharpener because...they sharpen your mind.

1. A _____ because ...

2. A _____ because ...

3. A _____ because ...

4. A _____ because ...

5. A _____ because ...



WHAT, WHO, WHY...IS A MENTOR

►Directions:

Write down what you know about mentors in the chart below.

What	Who	Why



TELL ME ALL ABOUT YOU... A LETTER TO YOUR MENTOR

►Directions:

Using the stationary provided, write a letter to your mentor. Make sure your letter is written professionally and includes the following:

- A. Date
- B. Name
- C. Address
- D. Greeting
- E. Paragraph 1—Describe what a mentor is and why you selected them as your mentor.
- F. Paragraph 2—Describe yourself and include your mission, vision, and goals.
- G. Paragraph 3—Thank them for serving as your mentor and look forward to your first meeting. Be sure to include your contact information in case they need to get hold of you.
- H. Closing
- I. Sign your name

Remember to proofread your letter before you send it.

