



High School

National FFA Organization

Lesson HS.49

BUILDING A RELATIONSHIP WITH A MENTOR

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 Identify qualities of the mentor/protege relationship.
- 2 Establish the parameters of the mentor/protege relationship.
- 3 Create an action plan for the mentor/protégé relationship.



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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
- ✓ Test and assessment—one per student
- ✓ Movie/TV clip representing a mentor/protege relationship
- ✓ TV/VCR
- ✓ Index cards



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

- ▶ Mentor/Protege Relationship



Interest Approach

▶ Suggested Activity:

Select two to three movie/TV clips, one to two minutes in length, that illustrate positive mentor relationships. Some examples may include Karate Kid, Star Wars, Shrek, Harry Potter, or Home Improvement.

Give each student a sheet of paper: brightly colored is suggested.



Let's view the movie/TV clips from popular shows. Identify themes you believe these clips have in common and write your ideas on the paper provided.

Show two or three clips that highlight the mentor/protege relationship. Note: A second option for an interest approach has been provided if you are unable to obtain the necessary items for the suggested interest approach.



►Alternative Activity:

Place the names of popular mentor/protégé relationships on cards to pass out to the students. Some examples may include: Wilson and Tim Taylor from Home Improvement, Donkey and Shrek, etc. The teacher will place these cards between two students, who will be paired for the following activity. Allow 30 seconds for this interaction.



Today we will explore relationships. Role play cards are located between you and your partner. You will accomplish the following when I say, “Go.”



Each partner will select a card.



You will spend 30 seconds interacting with your partner while playing the role of the person on the card. You have 30 seconds. Ready...set...go.

Process the activity by asking the students the following:



What did these movies/scenarios have in common. *Common responses: someone to offer advice; someone to look up to.*

Strive to get them to the answer of “mentors.”



Elicit Responses: What terms do we often hear used to describe this kind of relationship.

Common responses: mentor; coach; guide



Today we are going to spend our class time together discussing “mentors.”

Write the word “mentors” on a writing surface.



We will focus today on mentors. Refer back to previous discussion on what a mentor is. The Merriam Webster’s Collegiate Dictionary defines mentor as “a trusted counselor or guide; tutor or coach”

As a class, we will be participating in a discussion. After a question is asked, you will give 10 seconds for students to form a response in their heads and you will call on students to share responses.

Gather responses around the word Mentor on the writing surface that are on target.



We will be participating in a discussion. The guidelines are as follows:

I will ask the question.

You will be given 10 seconds to form a response in your head.

Finally, I will call on students to respond to the question out loud.

Those responses that help define a mentor will be written around the word “mentor.”



 What role did each mentor play in the life of these characters. *Common responses: support; resource person*

 Describe the relationship. *Common Responses: open; trusting*

 What kinds of activities did the characters do together. *Common Responses: talking; shared common interests*

 How did the characters' interactions influence each other. *Common Responses: learn from each other; work with each other; accomplish common goals*

 Think about a person you would love to have as your mentor. Today we are going to draw on your past experiences and will begin to plan for a quality relationship with your mentor.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify qualities of the mentor/protege relationship.

 Let's begin by having you examine the mentors in your life.

Pass out one sheet of paper to each student. Brightly colored paper is suggested.

 Identify a positive relationship in your life. This could be a relative or close friend. Close your eyes and, without talking, re-play in your mind the last positive encounter you had with this person. Take 30 seconds to quietly reflect. You may begin.

Time the students for 30 seconds. The classroom should be quiet during this time.

 Time is up! Now, select the single quality that is most important to you in that relationship. Open your eyes and direct your focus to the front of the room. Listen carefully to the following directions.

 Take one minute to describe the qualities that make this a positive relationship with a partner. Look around and select a partner.





When I say go, move to the partner and discuss for one minute per partner.
Time the students for one minute.



Please be prepared to respond if I call on you for an answer. *Common responses: good listener; honest; trustworthy*
Call on three students to share their responses.



Let's give those who shared with us a round of applause.
Students are clapping while moving their hands in a circle.



Write down the single quality that is most important to you in a positive mentor/protege relationship. Now that you have highlighted the qualities of this relationship, select the quality that is most valuable to you and write it on the paper provided.

After students have gathered their thoughts on the paper, have them form a circle, linking to each other by holding the sheets of paper between them. This way, every student can see all the responses.



Please bring your sheet of paper and form a circle around the room. Next, link with the students next to you by holding on to each other's cards to make a chain. These are the qualities that bind us together.
Discuss the various qualities and why some are more important to them than others.



Are there any qualities that are less valuable to you. Discuss this with one person as you return to your seat.

Ask the following processing questions, write the following processing questions on a writing surface, and have students capture in their notes the thoughts shared.



Write the following key questions and your answers in your notes.

Are there any qualities that were less valuable to you. Why. Common Responses: punctuality, *because I would rather they be honest than on time*

What qualities are the most important to you. Why. Common Responses: I value honesty *because my mentor needs to be honest with me so I can grow*

What qualities do you hope to develop in your mentor/protege relationship. Common Responses: *respect and an understanding of different views*

Place a copy of HS.49.AS.A on the students' desks.



Look at section A of the handout that has been provided for you. Use the next two minutes to record your thoughts. Begin now.



Time the students for two minutes while you move about the room and respond to questions.



Who would like to volunteer to share their responses.

Call on the volunteers to share their responses.



Let's praise them for their thoughts with power snaps, all students snapping fingers rapidly together.



It is important to understand the positive qualities of your mentor/protege relationship and what you hope to gain from this experience. This understanding will ensure success for both you and your mentor.

Elicit Responses.



Take ten seconds to think about this question: What do you hope to gain from having a mentor.

Allow 10 seconds for processing a silent response.



Here are a few ideas, please script the following thoughts into your notes.

Show HS.49.TM.A.

I. How will you benefit from your mentor/protege relationship.

A. Mentor/Protege Relationship: a dynamic process whereby each participant respects and trusts the other's advice, counsel and guidance across a significant period of time.



Companion

Role Model

Resource Person

Advice from a different perspective



Think of other benefits you will gain by having a mentor.

Add the responses that are on target to HS.49.TM.A.



Please add these responses to section B of your activity sheet.

Allow students time to complete section B of the action plan. This should take approximately five minutes.





Now that we know the type of person we want as a mentor, we need to consider what we want to accomplish in the relationships with our mentors.

Objective 2. Establish the parameters of the mentor/protege relationship.

Students will be working to define the mentor/protege relationship by researching the parameters that need to be followed in the relationship.



Reflect back to those qualities of a mentor/protege relationship that we brainstormed at the beginning of class. When we take the necessary steps to bring those qualities to our relationship, the experience is sure to be a success. But to ensure this, we need to define a few of the parameters, or the guidelines that need to be followed in the relationship.

Explain that students will be working in five groups or pairs to explore the five basic parameters for a mentor/protege relationship using the hieroglyphics activity. Divide students into five groups or pairs at this time.



In a moment you will receive a piece of paper with a parameter written on it. Your group will use the Hieroglyphics Moment to represent this parameter. When you are given the cue, begin the drawing. Ready...set...go.

Each group shares and asks the rest of the class to figure out the parameter.



We need to see if we can figure out the basic parameter from the illustration we have drawn. One group at a time will share their illustration while the rest of us give them our undivided attention.



The rest of us will quietly write what we think the parameter is and then we will write the correct response in our notebooks.



What group wants to present first. Please come to the front of the room.

Share the following information to the students from HS.49.TM.B.

II. Mentor/Protege Relationship Parameters

- A. Meet regularly with the mentor to review and discuss goals
- B. Be available for assistance, advice, and support to accomplish the common goals
- C. Recognize the ethical responsibilities of the mentor/protege relationship
- D. Listen to the mentor/protege's questions and concerns
- E. Accept the feedback and suggestions given by the mentor/protege
- F. Meet in a regular location at a regular time



This information will be essential to developing and maintaining a positive relationship with your mentor. When I give the cue, please return to your activity sheet and complete Section B. You will be listing benefits of the mentor/protege relationship and identifying potential activities



you could do with your mentor. Be sure that your activities fall into the parameters we have defined. You may begin.

Objective 3. Develop an action plan for the mentor/protege relationship.

The students will create an action plan that will outline the mentor/protege relationship and their responsibilities.



Now that we have identified the qualities of a mentor/protege relationship and have learned to set the parameters of the relationship, how do we put what we have learned into action.

Answer: we are going to develop an Action Plan!



We will begin to build an Action Plan that will guide our mentor/protégé relationships. Let's review some of the items that we will need to include in our action plan. Please capture the following information in your notebooks.

Show and discuss HS.49.TM.C.



So you have a mentor... NOW WHAT.

III. Guidelines for the mentor/protege relationship

- A. Arrange your first meeting date, time, and place. Plan at least 30 minutes to 1 hour.
- B. Discuss and outline a list of short-term, intermediate, and long-term goals for you and your mentor.
- C. Select at least one goal in each area and create an action plan with deadlines.
- D. Set your next meeting date, time, and place. If possible, your next three meetings can be arranged. Remember: Times must be good for both of you. Meet in a public place where both are comfortable.
- E. Identify an agenda for the next meeting. Including the following:
 - discuss progress and get suggestions from your mentor
 - evaluate progress and goals
 - set new timelines and deadlines as accomplishments are made

Students will work on section C of the Action Plan in which they will write down their responsibilities and expectations of the mentor/protege relationship.



We are now ready to apply what we know about mentors to our personal Action Plans. When you have questions, ask me. Fill in section C of your Action Plan. You may begin.

Time the students for five minutes. Provide updates on the time while you assist as needed.



During the next week you will meet with your mentor and share this action plan. Take it with you so you, your mentor, and your parents or guardian can sign the action plan.





Review/Summary

For a summary, the students will complete an additional worksheet that will continue their thoughts on the mentor/protege relationship.



Today we had the chance to learn what constitutes a healthy mentor/protégé relationship. We discovered qualities of a healthy mentor/protégé relationship, and we established some activities that would be appropriate for working with a mentor. In order for you to show that you have grasped the concepts from today's lesson, for the next two minutes complete AS.49.HO.B.



Application

►Extended Classroom Activity:

Have each student choose someone they feel looks up to them and arrange to meet with them on a regular basis so they can serve as a mentor.

►FFA Activity:

Have each student participate in a PALS or mentoring activity with the FFA Chapter.

►SAE Activity:

Have each student encourage their mentor to work with them planting a flower bed at the local park for a community service project.

Connection to other lessons. High School Lesson 48, "The role of mentors."



Evaluation

A written test, HS.49.Test.A, is provided along with an authentic assessment tool.

►Authentic Assessment:

Instruct the students to use the Go-with-the-flow Moment to have students think through and illustrate the development of a mentor/protege relationship.

Answers to Test:

True or False

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

Short Answer

5. Common Responses: Athletic Events, Meal Functions, Community Service Activities, and Attend Community Events.
6. Common Responses: Athletic Events, Meal Functions, Community Service Activities, and Attend Community Events.
7. Common Responses: Honesty, Trustworthy, Flexibility, Considerate.



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. My mentor should be someone my own age.
- _____ 2. A mentor is someone in whom I would seek advice about a career.
- _____ 3. I should meet with my mentor in a local public restaurant.
- _____ 4. I will have more than one mentor in my lifetime.

►Part Two: Short Answer

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

5. List two activities you can do with your mentor.
6. List two activities you can do with your protege.
7. Describe the characteristics that you desire in your mentor/protege relationship.



BUILDING A RELATIONSHIP WITH A MENTOR

Assessment of Student Performance			
Component	Level of Performance	Points Available	Points Earned
Participation	Exceptional: the student participated in drawing during the time available Satisfactory: the student briefly participated in drawing Needs Improvement: the student did little to no drawing	10	
Represents Definition of personal Growth	Exceptional: Uses pictorial representations to clearly connect definitions and processes Satisfactory: Uses pictorial representation to connect definitions and processes Needs Improvement: Uses little action or dialogue to represent connections	30	
Appropriateness and Originality	Exceptional: Nothing questionable; shows very original thought Satisfactory: Nothing questionable; idea is modified Unacceptable: Inappropriate action or dialogue; plagiarized thought or idea	10	
TOTAL POINTS			



HOW WILL YOU BENEFIT FROM YOUR MENTOR/PROTEGE RELATIONSHIP.

Mentor/Protege Relationship—A dynamic process whereby each participant respects and trusts the other's advice, counsel and guidance across a significant period of time.

- ◆ Companion
- ◆ Role Model
- ◆ Resource Person
- ◆ Advice from a different perspective

Think of other benefits of the mentor/protege relationship to add to this list



MENTOR/PROTEGE RELATIONSHIP PARAMETERS

◆ **Meet regularly with the mentor to review and discuss goals.**

◆ **Be available for assistance, advice, and support to accomplish the common goals.**

◆ **Recognize the ethical responsibilities of the mentor/protege relationship.**

◆ **Listen to the mentor/protege's questions and concerns.**

◆ **Accept the feedback and suggestions given by the mentor/protege.**

◆ **Meet in a regular location at a regular time.**



SO YOU HAVE A MENTOR ... NOW WHAT.

Guidelines for the mentor/protege relationship

◆ Arrange your first meeting date, time, and place.

◆ Discuss and outline a list of short-term, intermediate, and long-term goals for you and your mentor.

◆ Select at least one goal in each area and create an action plan with deadlines.

◆ Set your next meeting date, time, and place.

◆ Identify an agenda for the next meeting. Including the following:

➔ discuss progress and get suggestions from your mentor

➔ evaluate progress and goals

➔ set new timelines and deadlines as accomplishments are made



MENTOR/PROTEGE ACTION PLAN

Name of Student: _____

Name of Mentor: _____

Phone: _____

Address: _____

Date of agreement: _____

This agreement between the above individuals shall serve as a guide for my success.

►Section A:

I value my mentor because ...

I will show respect for and build this relationship by ...

►Section B:

How will I benefit from the mentor/protege relationship:

Potential Mentor/Student Activities:



► **Section C:**

I agree to the following responsibilities and expectations ...

► **Section D: To be completed with your mentor**

I, the mentor agree to provide to the student the following ...

Date of first meeting:

Goals set for mentoring program:

Short-term Goal:

Action plan to get there:

How mentor will assist and provide guidance in this way:

Intermediate Goal:



Action plan to get there:

How mentor will assist and provide guidance in this way:

Long-term/Career Goal:

Action plan to get there:

How mentor will assist and provide guidance in this way:

Mentor's Signature Student's Signature

Parent/Legal Guardian's Signature



BEING A PROTEGE

What qualities do you look for in your mentor ...

What activities should be done with your mentor ...

Where and how often should you meet with your mentor ...

