



“Soft” Skills Integration

What’s a Mentor?

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Recognize the importance of having a mentor.
2. Demonstrate the relationship between a mentor and a student.

TIME REQUIRED: 45 minutes

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet
2. Computer
3. Access to this website: <https://www.inc.com/john-rampton/10-reasons-why-a-mentor-is-a-must.html>
4. A copy of the “Mentor for Me” letter template for each student

SUGGESTED USE:

Incorporate any of these activities into the class curriculum before and during the following:

1. Collaborative or group projects.
2. Communication activities.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Next Generation Science Standards

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.

- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Social and Cross-Cultural Skills
- Think Creatively
- Work Creatively with Others

ACTIVITY:

Introduction: Benjamin Franklin once said, "Tell me and I forget, teach me and I may remember, involve me and I learn." Have students read the article here: <https://www.inc.com/john-rampton/10-reasons-why-a-mentor-is-a-must.html>. After reading this article have students get into small groups and discuss what having a mentor means to them.

- *Activity #1: 10 Reasons Why a Mentor Is a Must*
 - a. Read the article from the link above.
 - b. Split students into small groups, and have them discuss what having a mentor means to them.
 - c. While students are talking, have them come to the board and write a person in their life that may be able to serve as a positive mentor in their lives.
- *Activity #2: Making Lists*
 - a. This task will require students to make a list of adults in their lives that could serve as a mentor.
 - b. Have the students choose one individual on that list and write a letter asking the individual to be their mentor. (Use the attached template to help students complete this task.)
- *Activity #3: Debrief*
 - a. Ask the students what was difficult about writing the letter to the person who they would like to be their mentor.
 - b. Talk about their successes, and empower them to start making progress on finding a mentor.
 - c. Talk about their failures, and discuss the difficulties associated with completing the letter and following through with it.

Leveling Up: To add another dimension to the activity, have the students take the letter they wrote one step further by sending or giving the letter to the potential mentor.

Conclusion: A great mentor can get you through life just as easily as learning a skill set. Make sure that you are always connecting with those individuals that can grow you both personally and professionally.

FFA.PL-A; FFA.PL-B; FFA.PL-D; FFA.PG-H; FFA.CS-M; FFA.CS-N; FFA.CS-O;
CCSS.SL.9-10.1; CCSS.SL.9-10.4; HS-ETS1-3; CRP.01; CRP.04; CRP.06;
CRP.08; CRP.09; CRP.12;

A Mentor for Me

DIRECTIONS:

Use this template to draft a letter asking someone you respect to be your mentor.

Dear _____,

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sincerely,

Your Name Here