One-on-One
4-H Teen Mentor Project

"Learning through Sharing"

place picture of mentor here

place picture of protege here
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This project book was written by:
Sharon Strouse, Holmes County Extension Agent, 4-H/Home Economics
Brenda Young, Wyandot County Extension Agent, 4-H/Home Economics

The project guidelines were adapted from a county program for teen mentorship
written and directed by Ken Lafontaine, Allen/Hardin County Extension Agent, 4-H

Input, editing and piloting suggestions were received from additional members of the
Ohio Teen Leadership Task Force:
Dr. Kathryn J. Cox, State 4-H Specialist
Bill Henderson, Northwest District 4-H Specialist
Beverly Kelbaugh, Belmont County Extension Agent, 4-H
Jeff King, Graduate Administrative Assistant
Scott Kleon, Pickaway/Ross County Extension Agent, 4-H
Betty Wingerter, Montgomery County Extension Agent, 4-H

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Member's Project Guide

Introduction
Welcome to One-on-One. This 4-H Teen Mentor program is designed to achieve the following:

✓ Provide first year members with a source of support and information they need to be able to successfully complete their first year in 4-H

✓ Provide first year members with a primary contact person with the 4-H club

✓ Offer older youth a positive learning experience and opportunity to provide services to another 4-H member

✓ Improve communication between the club and parents of first year 4-H members

Project Background
This advanced level project is designed for 13–19 year old members, with a minimum of two years of 4-H experience.

In this project, members will be a “mentor” to a first or second year club member, your protégé, as assigned by the advisor. As a “mentor,” you will be sharing your experiences and giving guidance to strengthen the protégé’s 4-H experiences while building a friendship.

It is suggested that mentors plan on being involved for approximately three months or longer with their protégé on this project.

Project Guidelines
For project completion:
1) Complete the mentor/protégé assignment worksheet.

2) Complete a minimum of two of the activities in each of the first three interest areas.

3) Take part in two Leadership or Citizenship related activities in partnership with your protege.

4) Complete the “project review” in Interest Area IV as a means to evaluate the project experience.
Project Planning and Review

Step 1: Assignment of Protégé

✔ Contact the organizational club advisor to be assigned your new member protégé.

✔ Complete the Mentor/Protégé Assignment Worksheet.

✔ Make contact with the protégé and parent as soon as possible.

Step 2: Things to Do/Learning Experiences

Follow the instructions in each Interest Area, completing a minimum of two activities in Interest Areas I, II and III. Completing all of the activities is encouraged.

Step 3: Project Review

Once you have completed several months of mentorship with your protégé, prepare for your project evaluation by completing the project review activity in Interest Area IV.

Completion of this teen mentor project may make you eligible for recognition at the club and/or county level. Check with your advisor or the Extension office for details.

Career Development

In this project members learn skills such as teaching, supporting, coaching, helping, being a role model, and listening. These are skills which will assist them in various careers. Some careers where these skills will be useful are: parent, coach, the teaching field including Extension work, working in the camping area, or something in the counseling field.
Mentor/Protégé Assignment Worksheet

As a 4-H teen mentor I agree to do the following:

1. Contact my club’s organizational advisor and to be assigned a 1st year member, my protégé, to mentor.
2. To make initial member contact with my protégé before the end of the second meeting or as soon as possible.
3. To complete and get to the member’s parent(s) the parent letter (sample on next page), introduce myself, and explain my role as a mentor.
4. To talk with my assigned member each meeting, answer questions, check project progress and explain upcoming 4-H related programs.
5. To complete activities suggested in this project book with my protégé.
6. Give my phone number to the member and be available for his/her call.
7. Be a positive role model for the member.

Member’s Signature

Organizational Advisor’s Signature

Date

My protégé is:

Name

Address

Phone

Parents’ names

4-H Project(s) for this year

Additional information

“Learning Through Sharing”
Date: __________

Dear 4-H Parent,

My name is __________________________. I am a member of the __________________________ 4-H club which __________________________ is also a member.

This year I will be serving as a 4-H Teen Mentor for __________________________.

My role is to help make my 1st year member's 4-H experience the best it can be.

As a 4-H Teen Mentor I will be working directly with your child in the following ways:

1. Visiting with him/her each meeting.
2. Answering 4-H related questions.
3. Explaining 4-H programs and activities.
4. Being available to call at ______________ should questions arise between meetings.

I hope I can help make 4-H a positive part of your family. 4-H has taught me a great deal.

I'd like to pass it on to your child.

Sincerely.
Interest Area I: I Am Capable

You are a capable teen. What you have learned from past experiences are valuable lessons to pass on to young members. Complete the Personal Skills Assessment and Personal Growth Activities and identify the skills area you are good at and the ones you would like to try or improve.

### Personal Skills Assessment

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>Okay</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel good about myself and my abilities.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. I am enthusiastic.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. I can speak before a group.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. I am a good listener.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. I can teach others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. I accept and care about others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. I encourage others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. I meet and get along with others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. I trust other people.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. I can ask questions.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. I can be open minded.</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>12. I can see things objectively.</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>13. I can learn from others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. I can set and carry out goals.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. I can make choices.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. I am a responsible person.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. I cooperate with others.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. I can work as a team member.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. I can plan a demonstration.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. I can plan a teaching activity.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Skills I do best (list at least 3)

Skills I want to improve this year (list no more than 3)

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1Adapted from “Leadership: Skills You Never Outgrow, Book III” pg. 15, Ohio State University Extension

“Learning Through Sharing”
Personal Growth Activities

Activity A: Accent on the Positive
List three people you know. List some things you like about each of them.

<table>
<thead>
<tr>
<th>Person</th>
<th>Things you like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</table>

Activity B: Sharing
Think about and record below something important that has happened to you. It can be exciting or troubling, but it should be very important. Share your thoughts with someone. Discuss how this will impact on your involvement in mentoring a younger 4-H member.

<p>| |</p>
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</table>

Activity C: Meaningful Relationships
List below five people with whom you have had special relationships. Beside each name, list the things that made that relationship special. Try to identify common characteristics of your meaningful relationships.

Questions to Discuss: What are the common characteristics in your relationships? Why do you think these are important? What things could you do to make other relationships special?

<p>| | |</p>
<table>
<thead>
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</tbody>
</table>
Activity D: Brag Session

For two or three minutes write down below the positive things about yourself. Spend three minutes sharing these positive things with someone else (Bragging).

Discuss: How did you feel saying good things about yourself? What ideas did others add? What do you gain by thinking about the positive things about yourself?

Activity E: Finish the Sentence

To become more clear about the things that you value, sometimes it helps to write them down. Write endings for the following sentences on a piece of paper.

• When I’m alone, I ____________________________________________.
• Going to school is ____________________________________________.
• Parents should ____________________________________________.
• I am very ____________________________________________.
• Old people are ____________________________________________.
• I wish I could ____________________________________________.
• If I have money I ____________________________________________.
• I can’t understand ____________________________________________.
• Teenagers are ____________________________________________.
• Little kids are ____________________________________________.

When you finish writing read over what you have written and reflect on it. Further thoughts: What surprises did you have about yourself? What kinds of sentences were hardest (easiest) to complete? Are you pleased with what you said or what changes (goals) would you like to make? How did this help you to understand yourself better?
Introduction—Your success in One-on-One will depend on your knowledge and skills in working with younger members. Review the following information. Understanding these characteristics will help you be a successful mentor.

Characteristics of Younger Members (9-12 Year Olds)

✔ They are self centered and easily influenced.
✔ Their interest span is generally very short; it is longer if interest in the activity or topic is high.
✔ They are curious and ask many questions.
✔ They can be very shy and overwhelmed by new situations.
✔ They need help in planning and carrying out their plans.
✔ They need short, simple directions.
✔ They want to have choices and a say in making choices for themselves. However, too many options to choose from can create problems.
✔ They want approval and must show everything they do.
✔ They are interested in group activities.
✔ Doing activities with members of the opposite sex is not always popular.
✔ Parents’ interest and approval has great influence on them.

Activity A: When I was 10 years old ...

Complete these sentences (as you would have when you were 10 years old)

✧ When I see my older cousin doing things I’m not allowed to do it makes me __________

____________________________________________________________________________________

✧ My favorite things to do are __________________________________________________________________

✧ When I get too much information all at once I feel ____________________________

and I act __________________________________________________________________

✧ Just because you know how to do something doesn’t mean that I know how. I need you to ____________________________

✧ I like being with my friends too, and we like to ____________________________

____________________________________________________________________________________
Activity B: Being Friends: Alike and Different

It would be a boring world if we were all alike or if we all liked the same things. Record these things about each of you.

<table>
<thead>
<tr>
<th>About you:</th>
<th>Mentor</th>
<th>Protege</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair color, eye color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I like—when alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I like—with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where I live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite books/movies</td>
<td></td>
<td></td>
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<tr>
<td>Favorite vacation activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(your choice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(your choice)</td>
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<td></td>
</tr>
<tr>
<td>(your choice)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In what ways are you most alike?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

In what ways are you most different?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Interest Area III: Learning Through Sharing

Complete at least two of Activities A, B, C, D, and E.

Activity A: Club Meeting Involvement
Plan to follow through on a minimum of five of the suggestions below. Select those things you plan to do and set date for accomplishment. Record both the planned and completed date in the space provided.

<table>
<thead>
<tr>
<th>Date Planned</th>
<th>Date Completed</th>
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</tr>
<tr>
<td>Explain the importance of attendance and the member's responsibility to let the advisor know if they are unable to attend.</td>
<td></td>
</tr>
<tr>
<td>Remind member of meetings and events.</td>
<td></td>
</tr>
<tr>
<td>Teach new member how to make a motion. Encourage them to take part by making motions and participating in discussions at meetings.</td>
<td></td>
</tr>
<tr>
<td>Teach the 4-H Pledge. Discuss what it means.</td>
<td></td>
</tr>
<tr>
<td>Explain the parts of the meeting and what happens at each part. (Business, Educational, and Recreation.)</td>
<td></td>
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<tr>
<td>Discuss how refreshments are provided and the member's participation in this process.</td>
<td></td>
</tr>
<tr>
<td>Help member understand the reason for club fund-raising activities and the importance of member participation and support.</td>
<td></td>
</tr>
<tr>
<td>Discuss the reasons for community service, share some of your experiences and help the member get involved.</td>
<td></td>
</tr>
<tr>
<td>Follow up if your member missed a meeting. Find out why and if you can be of assistance. Make sure they get information they missed.</td>
<td></td>
</tr>
<tr>
<td>Explain and demonstrate the importance of respect for others: club members, advisors and parents.</td>
<td></td>
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<tr>
<td>Other (please explain)</td>
<td></td>
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</tbody>
</table>
Activity B: The 4-H Project Process
As you complete the steps below, record the date completed.

Date Completed

Help member and family select project and/or set project goals.

Help the member and family understand the importance of project completion.

Check to see that member knows supplies needed to complete their project.

Make sure the member has help necessary to do project.

Check project progress weekly once project has been started.

Explain the judging process so that the member does not have unnecessary fears. Share your experiences in a positive way.

Explain how and where the project may be displayed (i.e. county fair, club window displays, etc.).

Explain county award and recognition system.

Other (please explain). ________________________________
Activity C: Learning Together

Introduction—As an experienced 4-H’er you know many things. Choose a shared hobby or 4-H project interest skill. Teach the skill using the steps below to achieve success. Proceed through each step and record. See example below.

“Ride a Unicycle”

Step 5:
Protégé rides unicycle independently.

Step 4:
Protégé practices riding while mentor coaches alongside.

Step 3:
Protégé pedals unicycle while mentor holds onto seat to keep bike balanced.

Step 2:
Mentor shows/discusses how to ride a unicycle.

Step 1:
Mentor rides unicycle while protégé watches.

SUCCESS

Step 5
Protégé does a skill

Step 4
Protégé practices skill
mentor supports

Step 3
Jointly practice skill

Step 2
Discuss skill with protege

Step 1
Mentor demonstrates skill
(example)

*Model adapted from Gray’s model of Mentor/Protégé helping Relationships and Manor Mentor Function/Roles
Activity D: Communicating Together

Introduction—Promote 4-H by doing one or more of the following. Record date of completion.

Date
Completed

Give a team demonstration to your club, at the county demonstration contest, at a mall show, or at the fair.*

Prepare an exhibit or display to promote 4-H and/or this project to the community. Example: Library, Service Club meetings, County 4-H event, etc.

Tell club members, together, about the experiences you had in this project and what you’ve learned at a club meeting.

Activity E: Attend a 4-H Event Together

Introduction—Choose a county 4-H event and attend together. (Check your county 4-H calendar or contact the county Extension office for ideas such as clinics, workshops, contest events, etc.

Discuss with your protégé and then describe your experiences below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*Contact your advisor or county Extension office for contest information, planning guides, and ideas for possible demonstrations.
Interest Area IV: Building a Friendship

Teens agree that friends are someone you can ... talk to, share your feelings with, count on to like you in spite of your faults, trust, count on to care about you even when it is not convenient.

Characteristics of Friendship are:
- It is voluntary.
- It is mutually satisfying to both parties.
- Friends have rights and responsibilities.
- Both parties give and take.
- Friends have obligations to each other.
- Friendship is not equal at all times.
- Friends grow in the relationship as they work through problems and joys together.²

Throughout this project you have built a new friendship. Since your new friend is younger than yourself this friendship may not always be convenient. Remember that your new friend looks up to you and trusts you. You have offered them support and recognition. Treat them the way you would like to be treated as your paths cross in the future. Take the time to foster your friendship you will find it rewarding.

When friends are youth of different ages, the older friend is always the “role model.” Being a role model can’t be turned on and off. You are constantly being watched. You may even have more influence on a younger friend at their impressionable age than their parents. Use this power cautiously. Think about your actions so you are the kind of role model you really want to be.

At every stage be sure to give your member “pats-on-the-back.” We all need recognition. Praising your member for meeting attendance, participating, doing project work, doing the demonstration, and going to a county event, etc., are all important. Giving praise may be the most valuable thing you can do for the inexperienced member.

²Friendship, Bring Harmony to Ohio’s Families, Doris Herringshaw and Margaret Griffiths, Ohio Cooperative Extension Service, The Ohio State University, 1989.
Activity A: Review Your Experiences

Complete this project review of your experience.

What I learned

1. Describe your role as:

   Friend

   Teacher

   Advisor

   Coach

   Parent

   Team Mate

   Helper

   Role Model

2. Which of the roles you played was easiest? Why?

3. Which of these roles was most difficult? Why?

Date Completed: __________________________
Words to Know

mentor—n. 1: cap: a friend of Odysseus entrusted with the education of Telemachus 2: a trusted counselor or guide 3: TUTOR, COACH

protégé—n. a person who is under the care and protection of an influential person

The Meaning of Mentor

The word “mentor” has a Greek root meaning steadfast and enduring. In The Odyssey, Homer gives the name Mentor to the friend whom Odysseus entrusted with the guidance and education of his son, Telemachus. Homer has Athena—the goddess who in Homeric belief inspired men to fortunate adventures—disguise herself as Mentor to accompany Telemachus on his voyages. In retelling the story of Telemachus, the 17th-century writer Fenelon makes Mentor the main character; ever since, “mentor” has been synonymous in Western thought with the wise teacher and guide, philosopher and friend.

The ideal mentor is a social being with maturity, self-confident, resourceful, able to articulate values, a kindly person who genuinely respects others. Certainly these characteristics are not restricted to mentors; but these traits, as a whole, are necessary for mentoring. Mentors prod and provoke. They set limits. Within boundaries they help the young person stretch “to be.”

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1 Webster’s Seventh New Collegiate Dictionary, G & C Merriam Company, 1970, p. 529
2 Adapted from Webster’s Seventh New Collegiate Dictionary, G & C Merriam Company, 1970, p. 685
3 Mentors, Margaret E. Mahoney, pp. 3, 9
The 4-H Pledge

I pledge
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service,
and My Health to better living,
for My Club, My Community,
My Country, and My World.