

Mentor



UNIVERSITY OF MISSOURI
Extension
Live. And Learn.

Handbook

Marshall Mentor Program

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Introduction to the Marshall Mentor Program

The following pages provide background information about the Marshall Mentor Program. As mentors, you should become familiar with each of the following:

- The Vision and Mission of the Program
- The Expected Outcomes for the Mentors
- The Expected Outcomes for the Participants
- The Common Core State Standards met by the Program
- The Roles and Responsibilities of the Mentors

Also included in this Introduction section are helpful tools and reminders:

- The outline from the Mentor Training to help you review key points as well as your notes
- A list of resources you will need per lesson
- A list of behavioral expectations to review with your participants (also included in the Introduction lesson)
- A rubric sample from one lesson that you can share with a classroom teacher or a program leader or use yourself to evaluate your participants' performance

Please Note: This curriculum contains numerous references to various third party resources. This includes books, poems, songs, videos, and other related works. 4-H is not responsible for the opinions represented in these works, nor does it endorse any of these works, their authors or their content.

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The Vision and Mission of the Marshall Mentor Program

Vision: The peer-to-peer relationship between mentors and participants deepens their understanding of Marshall's cornerstone traits. They take action in their daily lives and communities while developing a sense of leadership and self-worth.

Mission: The Marshall Mentor Program helps youth understand the importance of empathy, strength, courage, perseverance, kindness, and forgiveness and challenges them to put these traits into action. The program utilizes high school teen mentors to deliver Marshall the Miracle Dog's cornerstone messages. By supporting their younger peers, the mentors are developing as future leaders in their communities.

4-H Mission:

4-H empowers youth to reach their full potential, working and learning in partnership with caring adults.

4-H Vision:

A world in which youth and adults learn, grow, and work together as catalysts for positive change.

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Expected Outcomes for Mentors

Mentors will practice and apply their English Language Arts Common Core State Standards skills for reading, writing, speaking and listening as they implement the Marshall Mentor Program lesson plans for younger peers as the content and activities parallel these standards.

Mentors will develop and strengthen their leadership skills through mentor training and program implementation as they assist younger peers in developing an understanding of the five cornerstones of the Marshall Mentor Program.

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Additional Expected Outcomes for Mentors

Mentors are likely to experience other positive developmental outcomes as a result of delivering the Marshall Mentor Program to younger peers.

They are likely to demonstrate growth in important career-related life skills such as:

- Leadership
- Problem solving
- Team building
- Public speaking
- Role modeling

They are also likely to advance in their personal development in areas such as:

- Self-confidence
- Responsibility
- Tolerance
- Achievement
- Goal setting
- Sense of contributing to others

By being a Marshall Mentor, teens will develop new relationships and friendships resulting in enhanced social circles and an expanded network of connections and resources that may prove to be valuable in the future.

NOTE: For more information on the benefits of teen participation in teaching programs, please see YA4-H! Youth Advocates for Health: Teens as Teachers from the Oregon State University Extension Service.

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Expected Outcomes for Program Participants

- Youth will develop and demonstrate an understanding of the five cornerstones of the Marshall Mentor Program as evidenced by participation in group discussions on the topics and actions taken in their lives to demonstrate these cornerstones.
- Youth will practice English Language Arts skills for reading literature and informational texts, writing, listening, and speaking through active participation in the Marshall Mentor Program as measured by student checklists, cornerstone rubrics and/or surveys. (Common Core State Standards for Grades 6-8: Literature, Informational Text, Writing, Speaking and Listening)
- Youth will increase their exposure to literature and informational text by participating in the Marshall Mentor program and using the resources recommended as measured by student checklists, rubrics and/or surveys.

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Common Core State Standards

During participation in the Marshall Mentor Program participants will practice and develop College and Career skills from the Common Core State Standards Initiative for English Language Arts, which includes the following:

- Reading Standards for Literature (Grades 6, with components of Grades 7-8) Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Reading Standards for Informational Text (Grade 6) Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Writing Standards (Grades 6-8) Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Speaking and Listening Standards (Grades 6-8) Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) on grade level topics with diverse partners, building on others' ideas, and expressing their own clearly. Grade 6: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

NOTE: The Common Core State Standards are recognized and used nationally as college and career learning standards for all American students.

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Roles and Responsibilities for Mentors of the Marshall Mentor Program

High school 4-H members acting as mentors to middle school students in the Marshall Mentoring Program have the following responsibilities:

- Be prepared for each session by thoroughly reviewing the material to be covered for the session including lesson plans, resource materials, and/or video clips.
 - Help students establish norms and follow expectations for discussion group and activities during the session.
 - Hold personal statements from participants as confidential.
 - Follow any provided protocol for reporting statements from participants that may warrant adult intervention, inappropriate behaviors, or accidents or injuries.
 - Be aware of the emergency procedures for your location.
 - Focus on engaging **all** participants in the discussions and the activities.
 - Collaborate with the adult leader/teacher in regards to any discipline issues. These issues should be handled by the adult.
 - Collaborate with the adult leader/teacher for room set-up. Always return the room to its original set-up at the end of each session.
 - Dress appropriately for the time and place you are mentoring.
- Remember you are a role model to the younger youth.

NOTE: High school students completing the Marshall Mentor Program's training and implementation will receive Marshall Mentor certification.

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Expectations for Mentor Liaison

1. Provide initial training for mentors.
2. Schedule dates/times for the Marshall Mentor Program to run in the classrooms/club.
3. Follow up each week and check to be sure the mentor is prepared for the next lesson; this may include providing practice time or suggesting the mentors practice with one another.
4. Provide the "additional items" (check the "resources needed" for each lesson).
5. Provide ongoing support via phone, email, or in person so that the mentor has the option to reach you with any questions regarding the lesson plan.
6. Have the necessary technology for each presentation cued and ready in the classrooms/club setting.
7. Provide a protocol for the mentors on how to handle the following situations or others that may occur:
 - if a participant shares a story that seems to need adult assistance or indicates the participant may be in danger
 - if behavior of participants is challenging
 - if someone is sick, hurt or injured during the session
 - if an emergency such as a fire alarm happens during the session
8. Plan for adult supervision in the classroom/club during the entire time the mentor is teaching.

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Marshall Mentor Program Mentor Training Outline

1. Welcome
2. Introductions / Ice breaker
3. Background of Girls in the Know and Marshall Mentor Program
4. Background of 4-H and Marshall Mentor Program
5. Questions and Concerns regarding your role in the program
6. Introduction to Marshall's Story (7-minute video)
7. OPTIONAL: Read *Marshall the Miracle Dog* by Cynthia Willenbrock. If interested in purchasing a copy of the book, please visit <http://4h.missouri.edu/>
8. The Five Cornerstones of the MMP
9. Hand Trace Activity
10. Roles and Responsibilities for Mentors
11. Expected Outcomes for Mentors
12. Vision, Mission, and Expected Outcomes for Participants
13. Common Core State Standards Initiative

14. Preparing to Teach

- a. Communication
- b. Building Rapport
- c. Ages and Stages
- d. Essential Elements
- e. Experiential Learning
- f. Delivering a clear message
- g. Overall Tips

15. Teaching the Introduction and Five Cornerstones

- a. The Introduction Lesson
- b. Five Cornerstone Lessons
- c. Practice
- d. *Messages from Marshall Notebook*

16. Closing Remarks

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Five Cornerstones and their Definitions

- Empathy: the ability to share someone else's feelings
- Strength: the quality of being physically strong; the quality that allows someone to deal with their problems in a determined and effective way
- Courage and Perseverance:
 - a. Courage: mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty
 - b. Perseverance: the action of persisting in an enterprise or undertaking in spite of counter influences, opposition or discouragement.
- Kindness: the quality of being friendly, generous, and considerate
- Forgiveness: the act of ceasing to feel resentment against an offender

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Marshall Mentor Program Curriculum Marshall Mentor Program: Introduction Lesson Plan

Content Area: English Language Arts: Reading, Writing, Speaking, and Listening

Skill Level: Intermediate

Common Core State Standard:

1. Integrate information presented in different media or formats (visually) as well as in words to develop a coherent understanding of a topic or issue. [Reading Standards for Informational Text (Grade 6) Integration of Knowledge and Ideas]
2. Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly. (Grades 6-8) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [Speaking and Listening Standards (Grade 6) Comprehension and Collaboration]

Character Cornerstones: Empathy, strength, courage/perseverance, kindness, and forgiveness

Life Skills: Character, Communication, Responsible Citizenship, Social Skills

Participant Outcomes:

1. Participants will gain an understanding of the *Marshall Mentor Program* with 4-H and its goals, lessons with activities, action requirements and expected outcomes as explained by mentors during this session.
2. Participants will engage effectively in the introductory discussion and activity by posing and answering questions and providing supporting evidence/details.

OPTIONAL: Participants will write a statement regarding what they hope to gain personally from their participation in the program in their *Messages from Marshall Notebook*.

NOTE: Participants may also wish to record and respond to the Introduction lesson's character quote.

Time needed: 45 to 60 minutes

Resources needed:

Marshall Mentor Program video link containing Marshall's story:

<https://www.tinyurl.com/ntqyy38>

Markers or colored pencils

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Messages from Marshall Notebook:

- Introductory Activity page

OPTIONAL: *Marshall the Miracle Dog* by Cyndi Willenbrock (Information about obtaining the book can be found at <http://4h.missouri.edu/>)

Assessment Tools:

Have participants complete the Marshall Mentor Program pre-survey before, during, or immediately after **this** session. The survey is found online or at the end of this handbook.

NOTE: Mentors should also complete the pre-mentor survey prior to administering this lesson plan with participants. Found online or at the end of this handbook.

Learning Activities Directions:

1. Welcome

"Hello my name is _____. I am your mentor for the Marshall Mentor Program with 4-H. I have completed leadership training in this program and am certified as a Marshall Mentor to support you in the journey we will take together for the next 6 weeks. 4-H is a positive youth development organization that empowers youth through a relationship with a caring teen and/or adult. The program focuses on the 5 cornerstones of character from Marshall's story. Before we begin our Introduction lesson, I'd like to tell you a little about myself."

Tell participants your name, where you go to school, and your grade level. Tell them something about your school activities such as clubs, sports teams, or school programs that you participate in. Mention something about your favorite place you've traveled, your favorite song, movie or book, or your favorite animal. Explain why you've decided to be a mentor in this program and what you hope to gain from it.

"Since we'll be working together for the next 6 weeks, I'd like to get to know you a little better, too."

"We are going to start by doing an activity called Inside Outside Circles. I need everyone to stand up and start dividing into 2 groups by calling out 'A' or 'B' alternately. I will start us off by being an 'A'."

Allow time for participants to become identified as 'A' or 'B'.

"Now let's form 2 circles, 'A' people on the outside and 'B' people on the inside facing the 'A' people. Now introduce yourselves to one another and tell each other how many languages you can speak."

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Allow the group 2 minutes to make introductions and respond to the prompt.

"Now say 'thank you' to your partner. The outside circle people will move 3 people to their left. Introduce yourselves to your new partners and share your favorite dinner entrée and favorite dessert."

Give the group 2 minutes to share with the new partner. Then ask them to move at least 2 more times. You can change the number of people to move over to or the direction to move in. Here are a few other discussion prompts you can use or you can add your own:

- What music do you like? Do you dance?
- What holidays are important to your family? Do you have a special tradition for it?
- Describe an important person in your life. It can be a parent, sibling, or friend. Share why that person is important.

NOTE: This activity is adapted from *YA 4-H! Youth Advocates for Health: Teens as Teachers* from Oregon State University.

"Now I've learned something about several of you and I will continue to work on getting to know everyone better.

I'd like to introduce you to a set of group expectations that all of us agree to follow on each occasion that we meet to discuss and share Marshall's cornerstones:

- ***Always listen respectfully to one another.***
- ***Always respect the confidentiality of our group by not discussing things shared outside of these sessions.***
- ***Never use names of classmates or other participants while relating personal experiences or stories."***

Mentors should place these expectations on chart paper and review them at the opening of each session or refer to them before beginning discussions.

2. Introduction to Marshall the Miracle Dog

"We will begin by learning something about Marshall the Miracle Dog and his amazing story and then I will introduce you to the 5 cornerstones."

Show the Marshall the Miracle Dog introductory film clip found at this link:

<https://www.tinyurl.com/ntqyy38> (8 minutes). Ask participants to express any thoughts or feelings they may have after seeing the video.