

**Session 1**  
“Getting Acquainted” – 1

**Goals**

- To help students become acquainted and feel comfortable
- To choose appropriate ground rules
- The students will learn something about each member of their group

**Materials**

Activity 1  
Activity 2  
Index Cards

**Procedure**

Wait until each student is seated. Welcome the students. Briefly introduce yourself and describe the goals of the mentor program to the students. Allow a student from the class (who participated in VA Heroes last year) to share information about the program with the class. Establish ground rules for the mentor sessions. Describe the goals for today’s lesson. Distribute the “Getting Acquainted” Form to the students.

**Script**

“My name is \_\_\_\_\_. I work for \_\_\_\_\_ as a \_\_\_\_\_. We will meet twice a month and we will talk about a variety of things.”

“Now that you know who I am, I want to get to know you. Please tell me your name and favorite movie star.” (Be sure to get the correct pronunciation. It is important to everyone, especially young people, that their names be pronounced correctly.)

“Since we will meet as a group for the next several months there are some ground rules we need to follow. They are:”

1. Raise your hand if you want to contribute to the discussion.
2. Everyone gets the opportunity to speak.
3. Take turns speaking. Only one person should be speaking at a time.
4. Everything discussed stays within the group.
5. That means whatever we discuss is confidential. Confidential means secret or private. (Discuss the importance of confidentiality).

**Session 1**  
“Getting Acquainted” – 2

**Script (continued)**

Ask if there are any additional rules that the group feels should be added.

“I have an activity that will help us get to know one another a little better.” (Do an Ice Breaker activity for Getting Acquainted.)

“Our time is almost up. Who would like to summarize our session today? Are there any questions before we go? I have really enjoyed meeting each of you. Thank you for allowing me to spend time with you today and I look forward to our next meeting.”

**Activity 1 instructions: “Getting Acquainted”**

How well do you know your classmates? Without talking, students will move around the room and find a person in the class who has done each of the things written in each box. When the students find a student who qualifies for what is in the box, they must get the student to initial in the box. A student can only initial a sheet once. Students cannot initial their own papers. In order to complete the activity, there must be 10 different signatures on the page.

**Activity 2 instructions: “Who I Admire”**

Who you admire tells people a lot about you. Choose a famous person who you identify with in an important way. Write down the name of the famous person on your index card. Write down the reasons you chose this famous person. Tell us how you personally relate to this person. Write down what you have in common. List what you like about this person. List the ways in which you want to be different from this person. What is your famous person’s career?

**Activity 3 instructions: Quote for Discussion**

Read the quote. Ask the students what they think the author was trying to say. What does it mean to have roots? Ask the students if anyone in their family has researched their family tree. Discuss some of the benefits of studying your family history and black history.

*A man without knowledge of himself and his  
heritage is like a tree without roots.*

Dick Gregory (born 1932)  
American Comedian and Activist

**Session 1**  
“Getting Acquainted” – 3

**Activity 4: VA Hero**

Each visit we will discuss a Virginia Hero. This week’s Virginia Hero is **L. Douglas Wilder**.

Lawrence Douglas Wilder was born on January 17, 1931, in Richmond, Virginia. The grandson of slaves, he was named after abolitionist-orator Frederick Douglass and poet Paul Laurence Dunbar.

Wilder attended Richmond's racially segregated public schools—George Mason Elementary and Armstrong High School. In 1951, he graduated from Virginia Union University with a degree in chemistry. He served in the army during the Korean War, during which he won the Bronze Star for heroism in combat. After the war, Wilder returned to Richmond and worked as a chemist in the state medical examiner's office. Using the benefits provided under the G.I. Bill of Rights, he studied law at Howard University in Washington, D.C. He received his degree in 1959 and established his own law firm, Wilder, Gregory, and Associates.

In 1969, Wilder entered politics, running in a special election for the Virginia state senate. He won and became the first African American state senator in Virginia since Reconstruction. Wilder spent ten years in the General Assembly and was recognized as one of its most effective legislators.

In 1985, Wilder was elected lieutenant governor. Four years later, he ran for statewide office again, and, on January 13, 1990, L. Douglas Wilder became Virginia's sixty-sixth governor. He was the first elected African American governor in United States history. During his administration, Wilder was praised for his sound fiscal management and his ability to balance the state budget during difficult economic times. He sponsored new construction projects at many of Virginia's colleges and universities, mental health facilities, and state parks.

After promoting the idea of a popularly elected mayor for Richmond, Wilder was overwhelmingly elected to the post in November 2004.

**Activity 5: Life Skill**

When responding to any adult, it is respectful to answer by saying, “Yes, ma’am” or “No sir.” (Or use the person’s name, as in “Yes, Ms. Johnson.”) Just nodding your head, saying “yeah” or (worst of all not responding at all) is not polite. This life skill is important for mentors to stress at the beginning of the year because it sets the tone for the type of respect to expect from the students. It is important for students because if they show respect, they are more likely to get respect in return.