



Student Packet (K-8)

The Burton Academy Partnering for Eternity is a scholarship program that seeks to provide students with opportunities to serve, ease senior isolation, and help with tuition assistance. This program was founded in 2006, inspired by a child who connected with an older adult, creating a lifelong friendship. We are currently partnered with 150+ Seventh-day Adventist schools across the United States who are receiving the rich blessings of PFE. We are excited to present you with the opportunity to join the PFE family.

PFE Statistics

2,000+ students have participated across the US

790,256 hours spent in visitation since 2006

Over \$12 million in tuition assistance since 2006

Grades K-8 Earning Potential: \$1,320 per year

Grades 9-12 Earning Potential: \$1,600 per year

BAA PFE Coordinator

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K-8 Commitments

Welcome to the Partnering for Eternity family! We are excited that your child is participating in PFE this year. We hope they will make a difference in the life of their mentor, participate in service activities, and benefit from tuition assistance. To have a successful program year, we need you to be an active participant in the program as well.

Commitments

- Support your local PFE team in selecting a great mentor match for your child
 - The mentor cannot be a relative
 - Two students cannot share a mentor
- Attend student/parent orientation each year
- Help your child set up an account on the reporting website
- Schedule and transport your child to and from their weekly visits
- Attend and supervise your child's weekly visits
- Make sure your child submits a reflection after each visit (within 24 hours)
- Communicate with your local PFE coordinator about any concerns or challenges
- Help your child complete any surveys or questionnaires from PFE Administration

Being able to make these commitments is crucial to your child participating in and getting the most out of PFE. If you are unable to commit, your child may need to be removed from the program.

By completing the Google Form Application, you acknowledge the following:

I understand that my student's participation in this program is voluntary.

I understand that my student must complete both the visit and the reflection to receive PFE assistance.

I understand that if my student doesn't fulfill the requirements of the program, I will be financially obligated to pay the PFE amount personally.

PFE K-8 Basics

1. Visit a mentor for 1 hour, once per week, throughout the school year
2. Submit a reflection within 24 hours of each visit
3. Receive \$30 in tuition assistance for each visit
4. Create an intergenerational friendship

Steps for a Successful PFE Year:

1. Attend PFE Orientation
2. Submit commitment form
3. Apply online for a reflection account
4. Choose your mentor
5. Schedule and make a visit each week
6. Submit a reflection in a timely manner in order to receive scholarship

We are looking for students who are:

1. Passionate about service

2. Eager to build a lifelong friendship with their mentor
3. Intentional and creative with their visits
4. Committed to visiting for 1 hour each week throughout the school year
5. Excited about Christian education

You need a mentor who is:

1. Available for 1 hour each week throughout the school year
2. Excited to spend time with you
3. Lonely or isolated
4. Needing help around their home
5. Cognitively healthy
6. Not living in a nursing home
7. Not related to you by any degree (including step-family members)

Reflection Website Directions

Create an Account (each student needs a unique email address)

1. Go to <https://pfe.sffcfoundation.org/>
2. Choose “Request an Account”
3. Choose “Student”
4. Fill out the form and submit
5. Upon account approval, you will receive an email prompting you to set up a password. Please check your junk/spam mail to ensure your confirmation email does not get lost.

6. Be sure to follow password requirements or you will not be able to move forward.

Submit a Reflection

1. Go to <https://pfe.sffcfoundation.org/>
2. Using your email and password, log in
 - a. If you cannot remember your password, choose “forgot password”
 - b. You will receive an email prompting you to set up a new password
3. On your dashboard, choose “submit new reflection”
4. Attach photos from your visit, if any
5. Choose the date of your visit
6. Select the visit setting(s)
7. Fill in the details from your visit
 - a. 1 sentence per grade level
8. Did your parent/guardian attend this visit with you?
 - a. Parent/guardian attendance is mandatory
9. Optional: What did your parent/guardian do during your visit?
10. Choose “submit”
11. You will get an email confirming reflection approval or rejection
 - a. If your reflection is rejected, note improvement needs and then resubmit

Choosing a Mentor

A mentor is: An older adult who would be blessed by your companionship

Someone who:

- Has a desire to be a mentor
- Has similar interests or hobbies to you
- Is cognitively healthy (no dementia or Alzheimer’s)

- May need help around the house/yard
- Is available for 1 hour/week throughout the school year
- Does not live in a nursing home
- Is not related to you

Interacting with your mentor:

- Be respectful
- Listen patiently
- Show compassion
- Speak clearly
- Ask clarifying questions
- Be attentive
- Ask how you can be helpful
- Show up on time
- Say ‘thank you’
- Communicate with your mentor if you need to reschedule a visit

Things your mentor may experience:

- Being hard of hearing
- Vision changes
- Unsteady walking
- Short memory
- Weak voice

- Complaining or grumpiness
- Shaky hands
- Getting tired easily

PFE Guidelines

Students and mentors are matched one-to-one.

Successful matches between a student and a mentor include a one-to-one match. The “perfect mentor” is a person who needs a visit the most! Both mentor and student are getting the most out of PFE if, at the end of each visit, both wish they had more time together. We recommend you seek mentor matches that ease senior isolation. We also recommend seeking gender matches and alignment of hobbies and interests.

General visits with a group of mentors are not permitted.

PFE is intended and designed to allow a student to build a personal relationship with one mentor, not only for companionship and assistance to the mentor, but also for the enrichment and development of the student. Individual one-to-one visits provide a neutral environment where the student and mentor can let their guard down and focus on one another. Remember with K-8 visits, a parent/guardian must be in attendance.

Mentors are not to be family mentors, no matter how distant.

The PFE Scholarship was developed to support students’ Christian education through building intergenerational relationships that allow a student and mentor to grow in their spiritual walk with God with someone outside of their family. The visits are a chance to share one’s talents with others and allow them to share theirs with you. Students and their families should certainly reach out to their own family members to provide assistance and fellowship. However, that time cannot count as part of PFE. In fact, in best practice examples, mentors are not even close family friends prior to PFE visits, rather new relationships where both the student and mentor can grow and expand their circle together.

Mentors are not to be nursing home residents.

Due to the health concerns presented by COVID-19, visitation occurring in nursing homes will not be permitted. We encourage schools and students to find community-dwelling individuals to be mentors who can facilitate activities and relationship growth. The individuals who would best fit the definition of a “PFE mentor” are individuals or couples who are cognitively healthy, in need of socialization or light assistance around the home, and willing to spend time and energy forming a lasting relationship with a student.

Mentors are to be cognitively healthy.

PFE guidelines require that mentors be cognitive; we do not allow mentors with dementia or Alzheimer's disease. This is so that true mentorship can occur as mutually beneficial relationships are built, as well as for student and mentor safety. We certainly see the benefit of visits to all but desire that PFE participants build cognitive relationships.

Scholarship funds will not be allocated for church or school activities that students and mentors attend together. Scholarship visits are also not to occur during Sabbath hours.

While we encourage and love to hear about mentors and students attending church and school programs together, the PFE scholarship fund are awarded for one-on-one time a student and mentor are spending together in the mentor's home. We hope that students and their parents can help around the mentor's house as they ease their loneliness. And we hope mentors share their interest, stories, and encouragement with their student.

A parent or guardian will be present during all K-8 visits between students and mentors.

There are three reasons we require K-8 parents to attend PFE visits:

- 1.) Safety: we always want participating students to be safe. Further, an adult present during visits could help the mentor in the event of a health emergency or to identify special needs of the mentor that may not be met in their current situation.
- 2.) Parents may be needed to help assist in the formation of a strong relationship between the student and mentor by leading by example. We find that parents can encourage communication and provide ideas about how to make visits more meaningful.
- 3.) We also hope to encourage parents to offer assistance by doing light housework, cooking and helping around the house while the student and mentor visit is occurring.

Make-up visits may only happen with approval from program coordinator. They cannot be combined with another visit. Only one make-up visit is allowed per month.

Make-up visits may only happen when pre-approved by the school coordinator. Only one make-up visit is allowed per month and should occur as a new visit on a separate day (rather than a two-hour visit) to encourage growing relationships, consistency and reaching the goal of easing senior isolation.

Students will complete a reflection for each visit within 24 hours of the visit (excluding Sabbath hours).

PFE was designed to motivate and reinforce a spirit of service, discipline, and relationships. Sometimes those traits are inherent; other times they are taught. Reflections provide the opportunity for a student to reflect on their time with their mentor and how their relationship is developing. Requiring written reflections also reinforces responsibility and follow-through. Reflections can serve to improve writing, logic, and attention to detail. Writing reflections is an opportunity for the students to think, process and report on their visits and to confirm that relationships are developing. We encourage coordinators to be diligent when approving

reflections. If a student prayed with their mentor, encourage them to include what they prayed for. If they played a game, what game? If they shared stories about their families, what were the stories?

Students will attend a program orientation.

Orientation to PFE for students is important to assure that participants understand the intent of the program and the guidelines. Orientations should occur at the beginning of the year (or semester) and is unpaid time. PFE Administration is happy to provide various training materials. One example comes from Andrews Academy where the coordinator has the students wear blurry glasses, stuff their ears with earplugs and walk on unsteady ground to experience a bit of what a senior mentor might experience.

Each student will be required to sign up for a PFE account with their own unique email address.

The identifier for each PFE account is an email address. Therefore, only one person can use each email address. Along with the ability to create a PFE account, students will receive PFE related notifications to this email address regarding the status of each of their reflections.

Activity Suggestions

- Learn or share a new hobby
- Help with chores (raking, sweeping, organizing, vacuuming)
- Build something
- Cook/bake
- Crafts and art (knitting, painting, drawing)
- Learn about financial responsibility (budget, saving, tithing)
- Create a funny video together
- Go on a picnic
- Tell stories
- Play games (Uno, Monopoly, Scrabble, Word Chain, Going on a Trip, 20 Questions)
- Work on a puzzle
- Write poetry
- Go for a walk
- Discuss your future career options
- Interview each other
- Explore countries/cities on Google
 - Create a bucket list
- Teach your mentor about technology
- Make a recipe book
- Plan a “Show and Tell”
- Exercise
- Garden
- Read a book
- Listen to a podcast
- Make a family tree
- Sidewalk/driveway chalk
- Create a timeline of your mentor’s life

- Make a vision/life board
- Sing together

Unacceptable Activities

- Watching TV
- Being on your phone or ignoring your mentor
- Visiting your mentor alone (K-8)
- Visiting your mentor's home while he/she is away
- Sharing mentors
- Bouncing between mentors
- Visits happening at a school event, entertainment venue, or during Sabbath hours