



Career Girls: Importance of Mentors

Lesson Topic

Mentors

Lesson Objective

To understand what a mentor is; to recognize how mentors can help you set and achieve short- and long-term goals

Preparation

Preview the video (1 minute, 34 seconds) in advance of the lesson.

Warm-up Activity

1. Introduce the video topic (mentors). Invite students to share what they know about mentors.
2. Work with students to create an understanding of the term "mentor." For example: "A mentor is someone who cares about you and helps you achieve your goals."
3. With students, generate a list of roles that are similar to mentor, such as big buddy, big sister, big brother, coach, teacher, role model, counselor, advisor, tutor, guide. Discuss how these roles are similar and different.

View the Video: Importance of Mentors

1. Explain that people in the video talk about why mentors are important and how students can seek them out.
2. Incorporate goal setting into viewing the video by having students set a purpose for listening. For example, "I want to start a bicycle repair business this summer. I'm going to listen for ways I can find a mentor to help me."
3. Identify key words to listen for (mentor, mentors, goals, etc.), then view the video together.
4. View the video again, this time asking students to listen for specific information.

Video Follow-up

1. Repeat the following question from the video: "What is a mentor?" Invite students to add to the understanding of mentors they developed in the Warm-up Activity with information from the video. For example:
 - a. A mentor is someone who is a little bit older than you.
 - b. A mentor can be someone in your family or a person you meet in your community.
 - c. A mentor is someone who knows about the career you're interested in (or other goal you have).
 - d. A mentor can help you meet your goals and hold you accountable.
 - e. A mentor can inspire you.

2. Share that a person being mentored is called a mentee. Review the idea that mentors hold their mentees “accountable.” Have students explain what this means to them in the context of real-life goals. For example, a mentor working with a student who wants to raise her math grade from a B- to an A by the end of the term might expect the mentee to be responsible about turning in homework.
3. The video advises that students put together a list of people who can help them succeed. Discuss opportunities within the school setting and community for helping students connect with potential mentors.

Extension Activity

Provide practice in goal-setting to help students recognize the value of having mentors in their lives.

1. Suggest a hypothetical goal that is applicable to students’ lives, such as wanting to improve a grade from a B- to an A by the next report card. Ask students to play the role of mentee in this situation.
2. Use the following questions as a guide to develop understanding of setting and achieving goals. Consider using a turn-and-talk strategy to engage students in thinking through these questions with a peer.
 - Why is this goal important?
 - How long do you think it will take to achieve this goal? (See Related Questions to Explore, below, to discuss short- and long-term goals.)
 - What steps or actions do you need to take to reach your goal?
 - How will you know if you’ve achieved your goal?
 - Do you think it would be helpful to have a mentor? Why?
 - What are some ways a mentor can help you?
 - What are some things a mentor might expect from you?

Related Questions to Explore

1. In the video, a speaker mentions that mentors are usually a little older than their mentees. Do you think it would be helpful to have a mentor who is a little older than you? Why do you think this?
2. Imagine you are asking someone to be your mentor. What are some ways you can prepare in advance for this? (for example, by identifying specific goals)
3. What do you think a short-term goal is? (something you can accomplish soon) How do you think this compares with a long-term goal? (takes a year or more to achieve) What are some examples of each? (short-term: finishing your report by the weekend; long-term: graduate from high school/college)
4. Have you ever worked to achieve a goal before? What was easiest about this for you? What was difficult?
5. How can a mentor help you stay on track with your goals?
6. Why do you think mentors volunteer to help young people achieve their goals?