

Importance of Mentors: Classroom Lesson Plan

Lesson Topic:

Importance of Mentors

Lesson Objective:

Students will be able to define the term mentor and explain how mentors help their mentees.

Materials:

- Chart paper (optional)
- Projector or other method to watch the movie

Advanced Preparation:

- [Preview the video](#) before sharing it with your students [1:34].

Warm-up Activity:

1. Introduce the topic of 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 a mentor (e.g., 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. Tell students they will be watching the video titled, "Importance of Mentors".
2. Explain that the video presents role models talking about why mentors are important and how students can seek them out.
3. 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."
4. Identify key words to listen for (mentor, mentors, goals, etc.), then view the video together.
5. View the video again; this time, invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

Video Follow-up:

1. Ask students to offer their questions, comments, reactions and responses to the video.
2. 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 goals you have).
 - d) A mentor can help you meet your goals and hold you accountable.
 - e) A mentor can inspire you.



3. 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.
4. 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 Activities:

1. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore the importance of mentors.
2. Provide practice in goal setting to help students recognize the value of having mentors in their lives.
 - a) 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.
 - b) 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?
 - 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:

- 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?
- Imagine you are asking someone to be your mentor. What are some ways you can prepare in advance for this? (e.g., by identifying specific goals)
- What do you think a short-term goal is? How do you think this compares with a long-term goal? (Note: In this context, a long-term goal should take a year or more to achieve.) What are some examples of each?
- Have you ever worked to achieve a goal before? What was easiest about this for you? What was the most difficult?
- How can a mentor help you stay on track with your goals?
- Why do you think mentors volunteer to help young people achieve their goals?



Ideas for Future Lessons/Activities Related to Mentors:

1. What Makes a Good Mentor? Understanding the Qualities of a Good Mentor
2. Practicing Being a Mentor or Mentee: Roleplaying Mentor/Mentee Relationships
3. Finding a Mentor: Where to Look and Who to Talk to
4. Preparing to Meet Your Mentor: How to Come Ready to Talk
5. What Would You Do? Challenging Situations in the Mentor/Mentee Relationship
6. Mentors in the Movies: Jiminy Cricket and Pinocchio, the Genie and Aladdin
7. The Science of Mentoring: What Does Science Tell Us About the Factors that Make Up a Positive Mentoring Relationship?