



# Decision Making

## Mentor Qualities

### Pre-Teaching/ Guiding Language:

Throughout all our favorite movies, shows, and books there are consistently beloved mentor/mentee pairs. Think of how we all loved reading about Harry Potter and Dumbledore. How Dumbledore's gentle guiding and knowledge helped Harry become the best wizard he could be! It would have been quite a different story if Dumbledore were controlling and belittling and made fun of Harry whenever he made mistakes. Dumbledore was able to fill the role Harry needed as a supportive nonparental adult in his life who he could turn to when he felt like his friends, guardians, or others would not understand. We all need trusted adults that we can turn to for guidance in times of crisis or even just for advice. Mentors provide us with much needed support, assist us in making difficult decisions, help navigate identities, promote resilience, and help their mentees far beyond the classroom.

This strategy reinforces the skill taught in the high school student-directed strategy ***Mentor Moment.***

### Key Takeaways:

- Students will recognize the qualities of effective mentors.
- Students will understand how to seek out these qualities in trusted adults in their lives.
- Students will understand the importance of having a trusted mentor in their lives.

### Duration + Materials:

- 40 Minutes
- Chart paper / poster board

### Key Vocabulary:

- **Mentor-** An experienced and trusted adviser.
- **Mentee-** A person who is advised, trained, or counseled by a mentor.
- **Identity-** The fact of being who or what a person or thing is.
- **Resilience-** The ability to overcome or bounce back from adversity or change.
- **Belittling-** Make someone or something seem unimportant.



## Activity:

1. Teachers will use pre-teaching materials to introduce the lesson and define a mentor.
2. Teachers will provide examples of famous mentor/mentee pairs and then ask students to add to them. Teachers should write the examples on the board or chart paper.
  - a. Examples to provide:
    - Mr. Miyagi and The Karate Kid
    - Genie and Aladdin
    - Mushu the Dragon and Mulan
    - Obi-Wan Kenobi and Luke Skywalker
    - Rafiki and Simba
    - Haymitch and Katniss Everdeen
    - Ron Swanson and Leslie Knope
    - Uncle Phil and Will
3. Once you have a healthy list of mentor/mentee pairs, prompt the students to find similar qualities between all of them.
4. Use chart paper or poster board to create a list of the “Top 10 Mentor Qualities” that were written by your students. Post the list in a visible spot in your classroom.
5. At a later date, use the discussion questions to talk with students about if they have been able to identify any of the qualities in people around them.
  - a. This discussion should take place within a month of your initial lesson.

## Discussion Questions:

1. Have you noticed any adults in your life who exemplify the qualities of a good mentor?
2. How have these qualities presented themselves?

## Reinforcement Activities:

1. Point out to students when you are reading stories, teaching lessons, or see any of these qualities organically in your classroom.
2. If you are having students do group work or partner work, review the qualities of a good mentor with them and encourage them to use these skills and qualities with each other as well.