

Attendance and Achievement K-8

Lesson Title: *Being a Mentor*

Grade Level: Elementary and Middle School

Main Character: Monique

SEL Competencies: Self-awareness, Relationship Skills

Introduction

Monique is a high school student who volunteers at the Boys and Girls Club. The film focuses on her work mentoring younger students and what motivates her to do this. The film shows Monique involved in a variety of activities but is focused particularly on her skills involving conflict resolution.

Activity 1

Watch the video: *Being a Mentor*

Activity 2

If you are working with a team each person should take time to reflect individually before discussing with a partner or the group.

Watch this excerpt from the video.

Monique says, “if they’re in trouble I’ll go up to them and ask them what did you do-you know you weren’t supposed to do that... and they’ll realize I know I shouldn’t have done that”. Why is it an effective practice to have teenagers helping younger club members teach conflict resolution skills?

How would a teenager benefit from teaching younger children about conflict resolution? We see Monique involved with helping two different children solve their interpersonal conflicts. What does she do that an adult might not be able to do? How can students who are 2-4 years older be effective at preventing small conflicts from becoming larger ones requiring more intense (or adult) intervention?

Activity 3

Watch the *Being a Mentor* video again.

Keep track of all the examples you see of Monique using applications of academic skills. What are the curricular connections you have noted that you think are important for Monique?

Brainstorm some ideas for how you could include social emotional lessons within some of the academic content lessons you are required to teach. Choose one of the ideas you have developed and create a content lesson that also teaches an important social emotional learning skill or skills as well. Plan for how you will teach this lesson and how you could assess its effectiveness.

Activity 4

Consider your school context.

Assess your school's programming on how well your school intertwines social emotional learning and academic learning. How can these concepts complement each other and help older students become helpful mentors for younger students?

Would a school-wide student mentorship program or system be useful at your school? Why or why not?

Develop an action plan to address how student mentorship can be taught. What action steps are needed?