

MENTORSHIP

Teacher Resource

WHAT IS MENTORSHIP?

Giving or asking for support, guidance, training or expertise.

BENCHMARKS

- ✓ **HE.68.R.3.1** Discuss ways a leader can build the trust of individuals and groups.
- ✓ **HE.68.R.3.2** Explain and develop ways to apply leadership skills in the school and the community.

PURPOSE

- These interactive activities will help your students explore the characteristic of **mentorship** and how to give or ask for support, guidance, training or expertise. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **mentorship**.



Suggested Introduction:

“You are familiar with **mentorship** and what it looks like to ask or give support, guidance, training or expertise. **Mentorship** gives us the opportunity to share our knowledge and experience to support someone else’s growth. This helps build trust because the person you’re helping knows he or she can count on you for advice and encouragement. **Mentorship** also builds strong relationships where both people can learn from and respect each other.”



Activities to Build Mentorship:

1 Community Leader Speaker Series

Invite community leaders (e.g., first responder, school principal, elected official, local business owner) to speak about how they give or ask for support, guidance, training or expertise. Discuss with students the leadership traits they learned about and how those lessons can be applied in their lives. As a follow-up activity, have students write thank-you notes to the community leader to practice the Resiliency Characteristic of gratitude.

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Activities to Build Mentorship (Continued):

2 Feedback Practice

Learning from a **mentor** includes taking constructive feedback and applying that feedback to your life. It can be challenging to receive feedback because you may feel you are being criticized or judged. An effective **mentor** will be honest with the intention of helping you to grow and achieve your goals. Also, it can be challenging for a **mentor** to give feedback in a fair and empathetic manner. By practicing both giving and receiving constructive feedback, you are building resiliency. Have students discuss ways to effectively give and receive constructive feedback.

3 Mentorship and Goal Setting

Have each student determine a short-term and long-term goal he or she wants to accomplish for the school year (e.g., being selected for an athletics team, increasing volunteer activities, entering a music competition). Have students write down who can serve as a **mentor** for that goal and write the ways the **mentor** can assist in achieving this goal. Have students take turns sharing their reflections with the class and encourage students to provide feedback or suggestions of additional ways the **mentor** could serve the student with his or her goal.



Suggested Wrap-Up:

“Today, we have built upon your knowledge of **mentorship**. As you get older, you can not only benefit from the support of a **mentor**, but become a **mentor** yourself. **Mentorship** is a great way to help others while building leadership skills.”