Lesson 7

# Finding Mentors and Setting Goals: *Coach Guide*

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| Learning Goals  1. Students will understand what a mentor is and how they can benefit from having one 2. Students will understand the importance of setting goals 3. Students will set a personal, academic, and career goal |

## Introduction (~5 minutes)

* **Welcome your class back to Beaver Hangouts**
  + Recap your week as a college student and check in with your students. Have they done anything interesting in class lately? Do they have any plans for their upcoming school vacation?
* **Introduce this week’s lesson**
  + This week we’re going to talk about **mentors** and **setting goals.**
  + Ask your students if they know what a mentor is. If applicable, describe one that you’ve had and how they’ve helped you in your academic or personal life.
  + Explain that mentors can help you prepare for the future; one way they can do that is by helping you set goals.
  + Explain the importance of setting goals, both short term and long term, and how they can fall under the categories personal, academic, and career.

## Activity 1 (~20 minutes)

* **What is a mentor?**
  + Ask the teacher to distribute the handouts. Have students start with the page titled “Who are your mentors?”
  + Have students get into pairs and read through the descriptions of different mentors.
  + Ask each pair to answer the questions on the worksheet corresponding with the mentor descriptions, then find another pair to share with.
  + Next, ask students to move onto “My mentors” topic. Ask them to write down potential mentors that they can think of. Let them know that they don’t need to fill in every line or write something for each category. The goal of this activity is to think of people that have helped them in some way, or look for people that can help them in the future.

## Activity 2 (~15 minutes)

* **Setting goals**
  + Describe a way that a mentor has helped you set a goal on your journey to college.
  + Explain the difference between personal, academic, and career goals. Share an example of each goal.
  + Tell your students that it’s important to make smaller goals in order to reach a bigger one. Give the example of Peter buying a bike (on the worksheet).
    - **Step 1: Know your goal. Is your goal short-term or long-term?**
      * Peter wants to buy a bike.
    - **Step 2: Make a plan so you can reach your goal.**
      * He researches how much the bike will cost and decides that he can save $3 of his allowance every week.
    - **Step 3: Put your plan into action.**
      * The bike costs $60, so Peter begins saving $3 a week. He will need to keep doing that for 20 weeks.
    - **Step 4: Decide if your plan is working.**
      * After 20 weeks, Peter has saved $60 and buys the bike.
  + Today, we’re going to start by focusing on academic goals. First, have your students complete the worksheet “Setting academic goals.” Tell them to read the conversation between Marcus and Mrs. Girard, then fill in the bubbles with ways that Marcus can improve in math. They can do this individually or in pairs/small groups.
  + Once students are finished, go over the chart together.
    - Answers:
      * Study math homework for 15 minutes every day
      * Work with a friend and quiz each other after school
      * Make flashcards
      * Pay attention in class
      * Finish your work

## Activity 2 (~15 minutes)

* **Creating your own goals**
  + Ask students to move onto the blank worksheet. Ask them to choose an academic goal they have and think of smaller steps they can take to meet this goal.
  + If students are struggling to think of a goal, give them some examples:
    - Doing well on an upcoming test/project
    - Improve a grade in a class
    - Understand \_\_\_\_\_\_\_ by the end of the year
    - Graduate from high school
    - Go to college
  + Once finished, have the students find a partner and share their goals with them.
  + If you finish early, have students choose another goal (personal or career) and fill out another chart.

## Closing/Assignment (~5 minutes)

* **Wrap-up**
  + Leave some time for students to ask you questions
  + This is the last session of the term, so you’ll see them again at the beginning of April!