

# INTRODUCTION

In this lesson, you will learn about the benefits of having a mentor to support your learning and decision making. You will also have an opportunity to be a mentor to a friend or family member.

## WHAT YOU WILL LEARN

In this lesson, you will

- learn about what a mentor can do for you
- learn the final steps of the PSQ3R reading comprehension method—read, recite, and review
- build your interpersonal skills by teaching someone to do something that you know how to do
- reflect on your teaching experience and identify the skills that you would like to improve

## Mentors

In your previous unit you developed a list of 15-20 community resources that can help you reach your goals. Did you include the names of people on that list? You will explore the role of significant people in your life.

Think back to yesterday. Who did you spend time with? Who did you talk to? Did you ask anyone for advice or help? Do you have a mentor – a wise and trusted person who can offer you advice? The word “mentor” comes from Greek mythology..

On Mazemaster website you gathered information for your Annual Education Plan by researching career choices and academic programs. A mentor might be someone that could assist you in this process. A mentor can:

- ◆ Help you to define goals
- ◆ Suggest reasonable steps to take in order to accomplish your goals
- ◆ Help you sort through the options that are open to you
- ◆ Identify resources that will offer you the information you are looking for.

## Assignment

A)

Using your laptop technology, create a mind map of all the significant people in your life.

Write your name in the centre of the page and the names of people branching out from your name. Try to include everyone who is important to you.

Draw more branches from each name and identify why these people are important to you.

B) Think about a situation where you could use a mentor. For example, would you like to know more about your “dream job?” Do you need help with math? Are you looking for a part-time job? Do you want to learn to snowboard or cook for yourself? In a paragraph (Topic Sentence 3 supporting details, concluding paragraph) describe a situation in which you could currently use a mentor and then describe how you would go about looking for a mentor for this situation.

# LEARNING SKILLS: READ, RECITE, AND REVIEW

In Lessons 6, 7, and 8, you learned the first three steps in the PSQ3R method: previewing, surveying, and questioning. In this lesson, you will learn the 3R's: read, recite, and review.

## THE 3RS

**Read** for answers. Think about the questions you asked. Then, read each paragraph or section to answer those questions.

**Recite** the answers to your questions, in your own words. Try not to look at the text. If you cannot recite the answer, read the section or paragraph again. Don't move forward until you know the answers.

**Review** the answers to your questions as soon as you finish reading. Ask yourself the questions again and see if you can recite the answers. If what you are reading is something you need to remember, review your questions and answers within a day, and then again within a week. This will help you to move the information from your short-term memory to your long-term memory, where you will have it forever.

*Rewarding good grades a cold-cash 'cop-out': Money no substitute for parents' time, Canadian experts say.*

*Colin Grey*  
The Ottawa Citizen

Paying children for good grades can have a raft of unwanted results including, so to speak, grade inflation. Robert Butterworth, a California child psychologist, has advocated rewarding kids with cash for doing well in school. He even has a formula: pay the child's age in dollars for every A or half that amount for every B.

"In the real world you get bonuses. In the real world you get paid. Why not initiate that in terms of rewards for kids?" Dr. Butterworth said.

But not much good can come from paying children for their results, Canadian child experts responded yesterday. Rewarding your kids with money can warp their motivation, make them increasingly cutthroat and — perhaps most disconcertingly — lead to demands for higher payoffs down the road.

"It's one dollar for an A now. In five years, do we have to up the ante and make it five dollars for an A? It's really a Band-Aid solution," said University of Ottawa sociologist Diane Pacom. "I think it's dumb. The question is why do kids feel so unhappy at school and how come they feel that they're losing their time?"

Many experts said offering moderate rewards may not be harmful, for instance, by taking a child out to dinner at the end of the year, or buying them a bike after an entire year of hard work. More often than not, however, the approach backfires. Most of the research on child development shows children respond to material rewards by losing a sense of the inherent value of learning, experts said.

Children end up figuring that if they are getting paid for something, then it probably is not inherently fun or worthwhile. Then when the reward is taken away, they have difficulty continuing to do the work.

"If you reward a kid for playing with certain toys, those toys become boring," said Otto Weininger, a child psychologist with the University of Toronto.

Even worse, the approach can humiliate children if you set goals for them they can't possibly achieve and it can distort children's ideas of how relationships work.

"It ends up ... that in the end, relationships don't matter or that they can't be rewarding" said Dr. Freda Martin, a child psychiatrist also at the University

of Toronto. “The only transactions between human beings are financial or physical — all we do is get things out of each other.”

Almost every child expert interviewed yesterday said the best way to spur children to improve their performance is to foster a sense that hard work and success are their own reward by expressing an active interest in their work. That could mean anything from going to parent-teacher meetings, discussing the subjects your child is studying at school or pinpointing their problem areas and talking to them about it.

“Giving money is a kind of cop-out in the sense that it’s a substitute for your time and approval” said Dr. Martin. “For children to do really well there is not a substitute for parental relationships and parental interactions.”

*Money for marks ‘worked beautifully’ mother says: One exasperated parent says a monetary reward was all her son needed to brush up his study habits.*

*Kathy Cook*  
The Ottawa Citizen

Joshua Frame, 17, says he just wasn’t motivated to do well in school. As long as he passed, that was good enough, he reasoned. The difference between an 80 percent and 60 percent was rather immaterial to him. Then his exasperated mother decided to try rewarding him with money.

“I almost feel guilty saying it, but it worked beautifully” she says. It got her son over a hurdle.

In Grade 9 she devised a system to pay him for good grades. An A was worth \$20, a B was good for \$10. Any marks below that, Joshua didn’t receive money for.

“No one else I knew was doing it. As a parent you just try one thing and then another. At the time he needed it,” says Ms. Frame, who is also the principal of Alta Vista Public School.

Joshua had three older sisters, but they were all self-motivated and didn’t need a monetary reward, says Ms. Frame. They were all in university when the dollars-for-grades plan was put into effect for Joshua.

“Some children are intrinsic motivators, girls in particular. They’re people pleasers. Boys more often need external motivation,” says Ms. Frame.

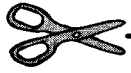
On her principal’s desk, Ms. Frame has a jar where she keeps yo-yos and rubber balls to occasionally reward students who come into her office. “You know, all teachers use external rewards” she says. “It’s something concrete.”

It took a while to edge himself back up, but the motivation was suddenly there, says Joshua, who attends Glebe Collegiate. In Grade 9 he scraped by with Cs and Ds, still struggling with bad study habits. But in Grade 10 and 11 his grades went up to the A and B range. His highest score was in the \$400 range for a year. “It definitely worked.”

Now, getting into university is more motivation than money, he says. Joshua works part-time and will be entering his OAC year in the fall. He has plans to go to business school and eventually become an investment banker.

Ms. Frame says the tactic kept her son focused on school during a time when he just wasn’t interested, and now he’s found his own motivation again. For Joanne Gentile, 24, the money her grandfather gave her for doing well was a symbolic gesture more important than its dollar value. “I was being rewarded for my hard work. It was kind of nice.”

But Pat McCurdy, a University of Ottawa student says he doesn’t agree with the principle. “I never got that... You hear about kids who get a car for their birthday. It puts unreal expectations in kids’ heads,” he says.



# Lesson Plan Form

Activity: \_\_\_\_\_ Time required: \_\_\_\_\_

## Description

During this activity, I will teach...


## Expectations

At the end of this activity, the student will...


## Resources and Materials

For this activity, I will need...


## Teaching/Learning Steps

This activity involves the following steps:


**Evaluation**

I will measure my student's success by...


**Celebration**

I will celebrate my student's success by...


**Reflection**

I really liked the way that...

If I had a chance to teach this activity again, I would...


**Notes**


## EVALUATION CRITERIA FOR KEY QUESTION 16

Parts a) and b) will be evaluated using the following rubric.  
Level 1 is considered a pass. Level 3 is the provincial standard.

Category	Level 1	Level 2	Level 3	Level 4
<b>Content (Part a)</b>	Few of the steps from the PSQ3R reading method were followed.	Some of the steps from the PSQ3R reading method were followed.	Most of the steps from the PSQ3R reading method were followed.	All of the steps from the PSQ3R reading method were followed.
<b>Content (Part b)</b>	Few details were provided in the answers to the questions. Answers were stated with limited clarity.	Some details were provided in the answers to the questions. Answers were stated with some clarity.	Sufficient details were provided in the answers to the questions. Answers were stated with over-all clarity.	Comprehensive details were provided in the answers to the questions. Answers were stated with precision.

# EVALUATION CRITERIA FOR KEY QUESTION 17

Your lesson plan and mentor reflection will be evaluated using the following rubric. Level 1 is considered a pass. Level 3 is the provincial standard.

Category	Level 1	Level 2	Level 3	Level 4
<b>Lesson Plan</b>	Few of the steps of a lesson plan were clearly documented.	Some of the steps of a lesson plan were clearly documented.	Most of the steps of a lesson plan were clearly documented.	All of the steps of a lesson plan were clearly documented.
<b>Mentor reflection</b>	Reflection is mostly about likes and dislikes instead of about the student's teaching experience.	Reflection is about the student's teaching experience, but is superficial.	Reflection shows insight into the student's teaching experience. Some guidelines for a successful mentoring relationship are documented.	Reflection includes assessment of the student's teaching, as well as specific plans for further development. Guidelines for a successful mentoring relationship are clearly documented.