Role Play
(Allow 5 minutes to prepare.)

Devise a two-minute role play that you will perform for the rest of the group.

One person play the youth, the other the mentor.
Try to portray a realistic situation that raises the key issues you have discussed.
Incorporate both your own and the actual mentor's responses to this situation.
Feel free to change the situation to closer resemble your own.

Both role players should be prepared to explain the reasons for their words and actions.

Opening Career Options

Situation
(Read aloud.)
“We have the department heads or the mentors come around and they talk about the various professions that they're in. The one question that inevitably comes up is, 'Well, how much money do you make?' When they find out that a pharmacist makes X amount of money or a radiologist makes X amount of money, they ask, 'Well, how can I be one of those, and how can I be it in the shortest period of time?'”

What Do You Think?
(Discuss for 10 minutes.)

How would you help a young person who asked these questions?

What are the key issues?
A job?
A career plan?
Information?
Opening career options?
A lifestyle?
Education?

Think of at least two reflective questions that would be appropriate in this situation.
The Mentor’s Response
(Read aloud.)

1 “I try to stress that these skills are bridges that as a young person you are beginning to build for yourself, for your life. It may be that you have to come back to your department head, or to a supervisor, or to your mentor because you need something in the future. If you look at the person now who has an education, who’s been employed, who has some things to offer you, then you should be hungry to want to get that information from them. You can then capitalize on what it is that you’ve learned.”

2 “Look at this opportunity and use it. Make it the best that you can make it, because some young people are not having the opportunity that you have. You are sitting where adult people are working and having knowledge given to you at such a young age. You can then decide, ‘Do I want to go in this direction? Do I not want to go in this direction? How do I use the resources that I have to get me to another step?’”

3 “Those who want to be nurses, because I’m a nurse, ask, ‘Can I go to school for two years and just be a nurse and get it over with?’”

4 “I say to them, ‘Even if you go back to school and you get your associate’s degree in nursing, you have to have your bachelor’s degree somewhere down the line. That’s going to be the minimal education for a nurse and probably, in five years, even having a master’s degree. So why would you want to start out and get your associate’s degree when you have to end up going back to school anyway to get your bachelor’s degree? What is so important in the next four years of your life that you think you’re going to miss that you can’t go to school?’”

5 “So, I try to get them to look at the bigger picture in terms of being the best that you can be, and I use myself as an example.”

What Do You Think?
(Discuss for 10 minutes.)

- How was this mentor’s response different from those in your discussion?
- Would this approach work for you?
- What are some positive and negative points about using yourself as an example?
- What response do you think would work best for you in a situation like this one?