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.

What’s Next?

Situation
(Read aloud.)

“She just doesn’t know if she sees a need for college. And I really—we think she should. And she’s got the grades to do it. We’ve talked about it quite a few times, on down times.”

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

- How would you advise this youth about college and careers?

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

- How can you encourage a young person to think about college without demeaning those who do not go?

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

1 “I’ll say, ‘Okay, what do you think your plans are? You’re a junior, you’ve got to start.’”

2 “And she’ll say, ‘Yes, yes, I’ve been looking at this, but I don’t like that.’”

3 “And then we had this big long discussion. I had the bank’s vice president join the discussion and I think just having men involved with the conversation too just really, I think she’s really thinking about it now.”

4 “And with this youth we’ve got to try and get her motivated. I talk about my son in college a lot with her. And she does think that’s pretty neat, you know, what his goals are in life. I guess maybe just relating, and she knows my son.”

The Youth’s Response
(Read aloud.)

1 “Yeah, we talk about that all the time; she gives me suggestions on colleges and different areas of the bank that I could go to and things like that, the different things that I could possibly do in the future, and stuff I could go to school for. She’s told me many times that there’s so many different areas of banking that you can get into and that there’s not just the teller stuff, that you can go really high up in the business if you really want to and that there are a lot of colleges that have good finance programs.”

2 “When I first started working as a teller, I’m like, ‘Is this all I’m going to be doing?’”

3 “By her showing me all the different areas and telling me, it made me realize that this is really something that I could do, because you could go from area to area and you could move up so much. You don’t have to just stay in one spot.”

4 “She doesn’t really know what classes are required for certain areas. She’s just told me that the accounting classes are real good to take. If you have a background in accounting, it looks real good, like on a résumé, when you go to any position.”

What Do You Think?
(Discuss aloud.)

- Were you surprised by the youth’s response? Why?
- How was this mentor’s response different from those you discussed?
- Would it make a difference if the mentor and youth had very different economic backgrounds?
- Would this approach work for you?
- What response do you think would work best for you in a situation like this one?