



### *Build a Team Atmosphere*

There is no better way to build a team atmosphere than having students get to know and start building relationships with each other. Since you are a mentor, it is very important that you start building relationships with your students, too! Use the ice breakers in this kit to get the conversation started. Keep it going by sharing your educational and professional experiences - students will enjoy hearing anecdotes about how you got to where you are!



### *Take Brain Breaks*

Do you sit at your desk all day or do you occasionally get up to grab a cup of coffee or a snack? Maybe you linger a little longer than you need to in the restroom? You've just given yourself a brain break and it's important to remember that students need them too! You might not have much time to accomplish your goals for each mentoring session, but keeping momentum often means taking a momentary break to recharge and refocus attention. This can be as simple as getting students up and moving around the room or engaging in an activity which is on topic but framed as a game or hands-on activity.



### *Check for Understanding*

It's vital to have a closing at the end of your session to give a sense of closure to participants, help you assess whether your students learned what you needed them to, and discern what questions or misunderstandings are still lingering (enabling you to address these in a future session.) The most powerful question that can be asked is "Why?" Asking students why forces them to think, reflect, and elaborate on their ideas!



**Ideas!**

### *Small Group Share*

During or at the end of an activity involving small groups, have one person from each group share out to the full class a specific topic you'd like them to discuss. This activity gives you a window into the discussions of each group as well as letting participants hear what their teammates are thinking.

Focuses for what is shared could be: the main idea in your group; a question your group has; something that you disagreed about in your group; different design alternatives, etc.



### *Mini Lecture*

This should be the facilitation technique you use the least and should typically make up the smallest percentage of any workshop. Even if using a mini-lecture style, try to keep it engaging through your delivery, pacing, and tone. Use mini-lectures to impart key ideas or to give context. Mini-lectures can also be used, but sparingly, when you are short on time. If you conduct a mini-lecture, try to incorporate visuals like a PowerPoint presentation or another media to keep your group engaged.



### *Full Group Discussion*

This is a traditional strategy during which you address the entire group and call on people to respond to questions or comments by other participants. In this strategy, it is easy for one or two people to dominate, so be sure to call on various people. Be sure to pause after asking your question while people collect their thoughts. You don't have to call on the first person that raises a hand. This tends to be the style that people use most often use, so be sure to switch up and use other strategies to include all types of learners. If you struggle to get everyone talking during these discussions, choose a Brain Break activity to get others involved.



### *Essential & Guiding Questions*

Or...what is your ultimate goal with these students? Essential and Guiding questions help you get there! An Essential Question is philosophical in nature; it can't be answered with a "yes" or "no"; and there is no right answer. Essential Questions focus your time together and should be at the forefront of all lessons.

A Guiding Question is a question that helps us explore the Essential Questions. These can be different for each session, based on the topic for the day. It's helpful to post both the Essential and Guiding Questions in the room; it makes it easier to remember to return to them during your conversations.



### *Learning Outcomes (The Focus)*

Learning Outcomes identify what you want students to know and be able to do by the end of a lesson. The outcome could be something as simple as "Participants got to know one another!" or as complex as "Youth team members have a working understanding of the arc of the design process." The outcome objective should be set before the lesson begins. Doing so will help you to stay on track and your students to understand their objectives and expectations for the session!



### *Assessments*

Formative assessments help students identify their strengths and weaknesses and target areas that need work. They also help instructors recognize where students are struggling. Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to: \*Name two new A/C/E vocabulary words you learned today." or "What was the main focus of our lesson?"

Summative assessments evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses. The Final Project is an example of a summative assessment.



### *Talk Less, Do More!*

Have you ever attended a presentation or professional development session and been bored out of your mind? Likely, you did not have the opportunity to participate in an engaging hands-on activity. Students feel the same way - they want to do something instead of sitting and listening to a lecture.

Each lesson should allow your students to "Hear It, See It, Do it!" First, briefly discuss with your students the topic you will be addressing during each session and why you are working on it (this is your Essential Question.) After a brief explanation, model for your students what you want them to do (set your expectations). Finally, let their creativity fly by putting the materials in their hands!



### *Say What?!*

Be sure to use and define A/C/E specific vocabulary during your lectures so that students become accustomed to hearing the "new" language. Provide definitions for any/all of these terms you use with youth participants. This can be done formally - providing a list of terms along with their definitions or informally - define the words naturally as they occur in conversation (for example: "Today we are going to talk about entryways, things we walk through, and surfaces, things we walk on.")

Key terms and their definitions, can be posted during each session, to help make it easier for participants to use them in conversation. Use the terms as often as possible in natural conversation and in your discussions; students will follow your lead and begin to use the terms appropriately and in the correct context!



### *Provide Resources*

As a Mentor, it is your responsibility to guide your students as they pursue their future goal of entering the A/C/E fields. Provide your students with relevant websites, pamphlets for professional organizations or companies, information on higher educational facilities which offer degrees in A/C/E, and encourage them to apply for ACE scholarships. When possible, make introductions to other professionals and encourage your students to build relationships for the future.