

“Get Started” Group Check-In Model

Ice-breaker activity:

Introduction game:

Items required: Small Ball (if doing online, can be done without)

Instructions: Everyone stands in a circle; the coach introduces themselves and states one interesting fact about themselves; then they throw the ball to one of the students in the circle and that person does the same thing. This continues until everyone has had a chance to introduce themselves. If it's a large group, there can be multiple circles.

Possible modifications: Students can pair up before they get in a circle and introduce themselves and share some facts about themselves, then when they form the circle instead of introducing themselves, they will introduce their partner. Also, if time permits, they can share more than one fact.

Online modification: As they cannot be together in a circle, if this is happening via Zoom, they can go on gallery view so they can see everyone, and instead of passing a ball they say the name of the person they choose to go next. If it's a large group, they can be broken down into breakout rooms first.

Activity Introduction:

Why are we having a group check-in? Coach explains it's because this allows everyone to get to know each other and allows everyone to share their goals/objectives and get some ideas from each other on how they might go about achieving their goals. You'll find that many of you have the same goals and you can learn from each other.

Activity:

Brainstorm skills improvement:

Items required: Large piece of paper and a handout of the six competencies and the skills that fall under them, per group and markers

Instructions: Each group has a large piece of paper where each student writes down the one skill that they most want to achieve and to which of the six competencies it belongs. Once each student has done this, as a group they brainstorm ideas on how they can go about improving each of the skills written down. They can write their ideas as a list, mind map, spider diagram or any method they choose. Depending on the number of students, they could brainstorm on more than one skill if time permits.

Once they have completed this, each group will explain to the rest of the students, the ideas they came up with. They will notice similarities in both the skills they want to work on and the solutions they have come up with; but more importantly, they will get ideas from the other groups on how to achieve their skills that they hadn't thought of.

Online modification: They can be grouped together in Zoom breakout rooms and since they don't have one piece of paper to share between them, they will each write things down on their own piece of paper and then when it comes time to share, each person shares what the group came up with for their particular skill. If more than one person has chosen the same skill, they can just take turns saying the ideas

that the group came up with. For the six competencies, they can use the [Becoming YU Competency Dictionary](#) that is found on the Becoming YU website under Resources/Tools.

Wrap up:

Answer any questions they may have.

Make it clear to the students on how to get in touch with you if they require support or more feedback.

Introduce them to the Becoming YU website if they are unfamiliar as there are a lot of answers and resources there for them. Becomingyu.yorku.ca

End by giving them something to think about e.g. “As you begin your experience (position/role) think about how the tasks you are completing relate to your goals; hopefully, you will have at least one thing that you are doing in each shift that is helping you to achieve one of your goals.”