

Mid-Way Group Check-In Model

Ice-breaker activity:

Bright Spots

Items required: None, can be done via Zoom if required

Purpose: To help students articulate their accomplishments and to feel proud about them.

Instructions: Each student in turn tells his/her "bright spot." This should be something that has happened to them within the first half of this experience. It should reflect something that they achieved, something that they are proud of. It could also be an example of something someone did to help them achieve a goal or even a funny moment during the experience. The descriptions can be very brief. All others listen and then give applause or thumbs up or high-fives. The coach/facilitator can decide whether to invite comments after each "bright spot" or not.

Examples:

"I created the content for the Student's page on the Career Centre website."

"I delivered a presentation and received good feedback."

"I had the opportunity to work with a different department and made some valuable connections there."

"I helped to direct various students to the website and helped them navigate through it."

Activity:

Challenge Think-Tank

Purpose: For students to share their goals/objectives as well as the challenges they may be having in trying to achieve their goals.

Items required: Cue cards for each student

Instructions: Each person is given cue cards (one per the number of students in the group). One at a time, students begin sharing their goals/objectives and challenges, while a person is sharing, all the others in the room take notes on their cue card as to how to help that person improve. An addition to this, could be to also have the students write down something they heard the student say that they thought they were doing well – that way they are getting some positive reinforcement as well. At the end of their turn, each person passes their feedback (written on a cue card) to the person who was speaking, so now they have a stack of feedback (and positive affirmations) on how to develop their goals/objectives. These are resources that will help build that person's skills.

Some ideas on questions to ask to get the person talking:

- Would someone like to share some of their goals and how they have attempted to achieve them?
- What are some of the experiences that you have had so far?
- What are some of your achievements?
- Have you experienced any challenges?
- What skills have you been developing?

- What skills would you still like to work on, and what can you do to achieve them?
- What support do you feel that you need to make this happen?

This activity allows participants to look at new perspectives and inspirations. Listening to others also helps to make students feel that they are not alone if they are experiencing challenges their goals (while also providing some feedback verbally). It's a live feedback session.

Online modification: Instead of using cue cards the students can use a shared Google Doc, and have other students comment under their goals/objectives.

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.

Remind them about 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 continue your experience (position/role) think about how you can further develop your skills. Will you apply some of the suggestions made by your peers today?"