

# Becoming YU

## Mid-way Group Check-In Model

Group checkpoints allow students to practice their networking skills, collaborate with and help each other find meaningful ways to accomplish their goals, and receive feedback from their peers. Icebreakers are an excellent way to help mentees to get to know each other while having fun. These activities have been modified to suit an online environment.

### Bright Spots

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Resources:

- None.

Purpose:

- To help students articulate and share their accomplishments and to feel proud about them.

Instructions:

- Have each student take a turn to tell 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 or 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 a thumbs up.
- The coach 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."

## One, Some, Many

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Resources:

- Some kind of brainstorming tool such as Google Jamboard, Idea Wall, Trello or Miro.

Purpose:

- To have students share their goals with each other, find common goals and work with each other to help achieve those goals.

Instructions:

- Have the students write down their individual goals on the chosen brainstorming tool. Let them work together to combine similar/same goals or create new goals together. Once they have listed their goals, have them create the following categories:
  - Progress (Prompt: Am I progressing towards achieving my goal/improving this skill?)
  - Success (Prompt: What am I doing that is getting me closer to achieving my goal/improving this skill?)
  - Repeat (Prompt: What will I continue to do?)
  - Challenges (Prompt: What obstacles am I facing (and will continue to face)? What can I try instead?)
- Students are invited to share their thoughts and enter them under each category on the chosen brainstorming tool. Have students read out their own comments under each category and then invite them to comment on each others'. In addition to this, students will write down something they heard the other student say that they thought they were doing well – that way they are getting some positive reinforcement as well.

## Wrapping Up

Answer any questions your students 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](http://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?"*