

BECOMING YU

Initial Group Check-In Model

Students will be required to fill out their Conversation Journal Entry #1 prior to the group check-in on Experience York. Students can submit their answers in any format that they think will help illustrate their learning (e.g., photo, painting, video, word document).

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 get to know each other while having fun. The following activities can be done in person or online.

Introduction Icebreaker: Two Truths & A Lie

Instructions (in person): The coach starts off by introducing themselves, giving two truths and a lie, and having their students guess which one is the lie. They will then choose the person who will go next.

Instructions (online): In a Zoom call, everyone will have their cameras on, and the coach starts off by introducing themselves, giving two truths and a lie, and having their students guess which one is the lie. They will then choose the person who will go next.

Skills & Goals Brainstorming Activity

Instruction (in-person): Each student will write a skill and two goals that they would like to develop and achieve by mid-way through and at the end of their experience. As a group, they will share with each other the skills and goals that they have chosen. Optional: The coach can write them out to use as a reference for the midway and final check-ins. Refer to the 1-on-1 questions.

Instructions (online): In a Zoom call, each student will take a moment to reflect on a skill and two goals that they would like to develop and achieve, respectively, by mid-way and by the end of their experience. As a group, they will share with each other the skills and goals that they have chosen. Optional: The coach can use a whiteboard or PowerPoint to write them out to use as a reference for the midway and final check-ins. Refer to the 1-on-1 questions.

Wrap Up

Answer any questions your students may have. Make it clear to the students how to get in touch with you if they require support or more feedback. End by giving them something to think about, such as *“As you begin your experience, think about how the tasks you are completing relate to your goals; hopefully, you’ll have at least one thing that you are doing in each shift that is helping you to achieve one of your goals.”*