

## BECOMING YU

### Mid-Way Group Check-In Model

Students are not required to fill out a conversational journal entry; however, coaches will have to sign off to indicate that they have done their check-in by approving their mid-way check-ins on Experience York or submit a list to the Career Success Project Coordinator, who will approve it on their behalf.

### Introduction Icebreaker: Holiday Share and Tell

**Instructions (in person):** The coach starts off by welcoming everyone back from the holiday break and starts off by sharing one interesting thing that they did during the holiday break. They will then choose the person who will go next.

**Instructions (online):** In a Zoom call, everyone will have their cameras on. The coach starts off by welcoming everyone back from the holiday break and starts off by sharing one interesting thing that they did during the holiday break. They will then choose the person who will go next.

### Mid-Point Highs & Lows Reflection Activity

**Instruction (in person):** Give each student a piece of paper and have them reflect on the following questions:

- Highs: What are some positive points of their work/study experience?
- Lows: What are some challenges that they faced, and how are they planning to overcome them?
- Goals: Are they progressing with the goals that they set out during the initial check-in?

Afterwards, have each student share their highs and lows as a group and see how everyone can help support each other.

**Instructions (Online):** In a Zoom call, select a documenting tool (e.g., Word Document, Google Slides) and have them reflect on the following questions:

- Highs: What are some positive points of their work/study experience?
- Lows: What are some challenges that they faced, and how are they planning to overcome them?
- Goals: Are they progressing with the goals that they set out during the initial check-in?

Afterwards, have each student share their highs and lows as a group and see how everyone can help support each other.

## 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 continue your experience, think about how you can further develop your skills. Will you apply some of the suggestions made by our peers today?*”