

MESA Impact Stories

mesausa.org/impact

Curriculum Ideas

The following four activities are brief curricular stems to get educators thinking about how to engage their MESA participants in exploring the MESA USA Impact Stories. Please modify as you see fit for your students or MESA club.

I. Involvement, Identity and Careers

A. Break students into three groups

1. Group 1 (has four alumni cards) - This group reviews the impact stories for the four alumni to identify what type of Involvement did the individual have in K-12 & college. Speaking of college, did students go directly into university study or did some begin at the community college?
2. Group 2 (has three alumni cards) - This group reviews the impact stories for the three alumni to learn about how each person's identity had an impact on their pursuits within STEM.
3. Group 3 (has three alumni cards) - This group will review their three alumni to identify their career, provide further detail on that career including projected earned income for someone working in that field.

B. Each group presents their findings to the overall class.

II. Think, Pair, Share

A. Assign students to groups 1 through 10.

1. Think (Individual Work) - Based on their number, have them review one of the ten alumni impact stories. Have each student individually create a list of 3-5 knowledge, skills, strategies, abilities, and/or characteristics and qualities of that person that allowed them to be successful and grow into their STEM pursuits. Additionally, students can independently list whether these may be tied to their background including family and culture.

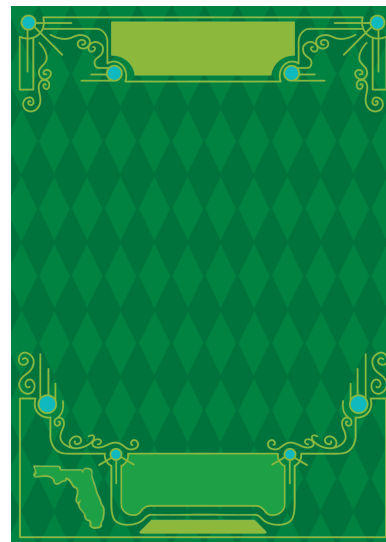
2. Pair - Have students find peers who also were assigned to the same impact story. Have the students create a poster that allows them to introduce their assigned alumni. The introduction of the alumni should not be a recounting of the alumni story from the website, but instead should focus on the knowledge, skills, abilities and characteristics/qualities of that person.
3. Share (Presentation to Large Group) - Students present each of their alumni, while the Impact Story Card Artwork is projected prominently in the classroom.

III. What Might the Cards Hold for You?

- A. Consider the “Involvement, Identity and Careers” workshop or the “Think, Pair, Share” workshops as a lead-in to this activity.
- B. Ask students to **forecast their future!**
- C. Utilizing one of the linked [Google Slides](#) (see Florida example at right), students will be able to create their own impact story card. Encourage students to share their artistic and graphic design skill sets as they create their cards.

****You may decide to provide students with an analog option of creating their Impact Story Card depending on access to resources or personal preferences that maximize creativity for your students.**

1. Place your name in the upper center space.
2. What career might you forecast for yourself? Place this in the bottom center space.
3. Are there any tools or elements that you would want to use to represent that career?
4. In the bottom right corner there is a space for a Community College or University logo to show where you might envision attending school.
5. Be creative. Consider this a collage or vision board! Bring in those elements that make it YOU. You may choose to draw/paint yourself, utilize your Bitmoji, or utilize AI (if allowable) to create an image or avatar of yourself as you see yourself in the future.



IV. LinkedIn to Resumes (Or the other way around)

****this activity could serve as a great follow up presentation to an Introduction to Resumes.**

- A. Resu"ME" - Having recently reviewed the common elements of a resume, how might you as a student represent your own work in MESA on your own resume? Remember to share both the general skills and abilities that MESA allows you to engage in, but also remember to share more specifically about competitions that you have engaged in.
- B. The Impact of LinkedIn - Have students review the MESA USA Impact Stories that include LinkedIn profiles (Arizona and Rocky Mountain do not include LinkedIn profiles). Have them note how LinkedIn can be a social network extension of their resume. What common categories did they see in the Impact Story individual's profiles? See attached [LinkedIn 101 Google Slide deck](#) as a potential introduction to LinkedIn.
- C. Juniors and Seniors - Consider having both a resume and a LinkedIn profile to help you as you apply for admission, to scholarships, or for general professional networking.

**** For STEM PUSH MESA Programs, remember that students can share that they participated in a STEM PUSH Pre-College STEM Program on the Common App. See [link](#) for instructions.**