

## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide

## Session 4 Guide

### Growing as an Ambassador

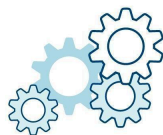
#### Session Description

At the close of this semester, each Ambassador will present at the MUSC Teen Science Ambassador Research Day poster session. To prepare our students for this event, we will help them improve their presentation skills. We want to help our students feel confident at graduation. Moreover, we will celebrate and encourage the racial, cultural, and gender identities of all our students. In doing so, we hope to empower them to show their most confident selves to the world.

#### Session Objective

By the end of the session, the Ambassadors, Near-peer Mentors, and Senior mentors will work together to ensure each Ambassador completes the Building Confidence and Leadership training and TSAP graduation poster demonstration.

Ambassadors	Near-peer Mentors	Senior Mentors
<ul style="list-style-type: none"><li>• Ambassadors will complete the Building Confidence and Leadership training.</li><li>• Ambassadors will visit at least 3 posters during the TSAP poster session practice.</li></ul>	<ul style="list-style-type: none"><li>• Near-peer mentors will complete the Building Confidence and Leadership training.</li><li>• Near-peer mentors will present a 1–2-minute teaser</li><li>• Near-peer mentors will remain at their posters for at least 15 minutes.</li></ul>	<ul style="list-style-type: none"><li>• Senior Mentors support their Ambassadors and Near-peer mentors as they complete the Building Confidence and Leadership training.</li><li>• Senior mentors will provide feedback to Ambassadors as they present their research, emphasizing proper presentation etiquette and relaying communication tips.</li></ul>



## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide

--	--	--

### Session Standards and Guidelines

#### *Next Generation Science Standards (NGSS)*

This session will focus on the NGSS science and engineering practice of **Asking Questions and Defining Problems**.

#### *Common Core Standards*

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA LIT.CCRA.SL.1)
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS-RST.11-12.7)
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-LIT.CCRA.SL.6)

#### *The Universal Design for Learning Guidelines*

Provide multiple means of engagement

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <u>Optimize relevance, value, and authenticity</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>Facilitate personal coping skills and strategies</u></li> </ul> |
|--|---|

Provide multiple means of representation

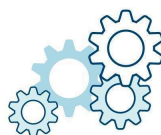
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <u>Activate or supply background knowledge</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>Guide information processing and visualization</u></li> </ul> |
| <ul style="list-style-type: none"> <li>• <u>Maximize transfer and generalization</u></li> </ul>    |   |

Provide multiple means of action and expression

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <u>Build fluencies with graduated levels of support for practice and performance</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>Facilitate managing information and resources</u></li> </ul> |
|--|--|

### Session Organizer and Learning Activities

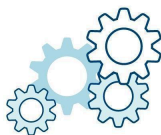
Time	Activity	Materials
------	----------	-----------



## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide

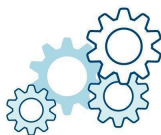
4:00 – 4:15pm	<b>Pre-session activities</b> <ul style="list-style-type: none"> <li>• Dinner will be served (Ambassadors, Near-peer mentors, Senior mentors, and the program team)</li> <li>• Complete session 3 feedback surveys (Ambassadors, Near-peer mentors, and Senior mentors)</li> <li>• Near-peer mentors will have a final 1-2 teaser check-in with a program team member/volunteer.</li> <li>• Another program team will prepare for the transition activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Schedule projected/visible for mentors</li> </ul>
4:15 – 4:30pm	<b>Transition</b> <ul style="list-style-type: none"> <li>• A program team will bring the cohort together. This facilitator will introduce the next training series (sessions 4-7).</li> <li>• A Near-peer mentor will introduce Ms. Jones.</li> </ul>	<ul style="list-style-type: none"> <li>• </li> </ul>
4:30 – 5:30pm	<b>“Building Confidence and Leadership” by Tenelle O. Jones LMFT, LAC</b> <ul style="list-style-type: none"> <li>• Ms. Jones will lead the cohort through the training.</li> <li>• Session aims               <ul style="list-style-type: none"> <li>○ Encourage and empower students from underrepresented populations in STEM.</li> <li>○ Share tips and resources the students can use to present, ask questions, and grow in the program and beyond.</li> <li>○ Strengthen intracohort bonds between program participants, mentors, and the program team.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing utensils</li> <li>• Index cards</li> <li>• Giant post-it pack</li> </ul>



## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide

5:30 – 5:45pm	<p>Transition</p> <ul style="list-style-type: none"> <li>• Near-peer mentors <ul style="list-style-type: none"> <li>○ A program team member and the Near-peer mentors will leave the main room to move to the poster demonstration room.</li> <li>○ Near-peer mentors will complete their final 1–2-minute teaser practice.</li> <li>○ Near-peer mentors will practice answering questions about their posters.</li> </ul> </li> <li>• Ambassadors and Senior mentors <ul style="list-style-type: none"> <li>○ A program team member will provide instructions to the Ambassadors.</li> <li>○ Senior mentors will briefly check in with their Ambassadors before the poster demonstration.</li> <li>○ Senior mentors and Ambassadors will review the Near-peer mentors' 1–2-minute teaser video to pick their poster.</li> <li>○ During the demonstration, the Ambassadors will have time to visit 2-3 posters.</li> </ul> </li> </ul>	•
5:45 – 6:00pm	<p>Poster Session Demonstration</p> <ul style="list-style-type: none"> <li>• Senior mentors will guide their Ambassadors through the poster session practice.</li> <li>• Ambassadors will stop at 2-3 posters.</li> <li>• Senior mentors will model how to ask a question.</li> </ul>	



## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide

	<ul style="list-style-type: none"><li>Near-peer mentors will engage in the poster session practice.</li></ul>	
6:00 – 6:15pm	<p>Closing</p> <ul style="list-style-type: none"><li>Introducing next week's session- Navigating the world as a person from a diverse background panel.</li><li>Celebrate the mentors for their help with hosting the practice poster session.</li></ul>	<ul style="list-style-type: none"><li></li></ul>

### Learning Activities

#### *Navigating the world as a person from a diverse background panel*

- We will work under the direction of our guest speakers (more information to come).

#### *Mentor-Mentee Time*

#### Research Exploration Project

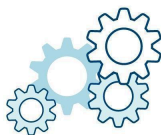
#### Weekly Goals

- 4- Ambassadors will complete the TSAP poster session demonstration.
- 5- Ambassadors will have one source for their research project.

#### Project Pacing

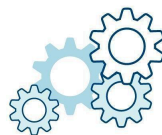
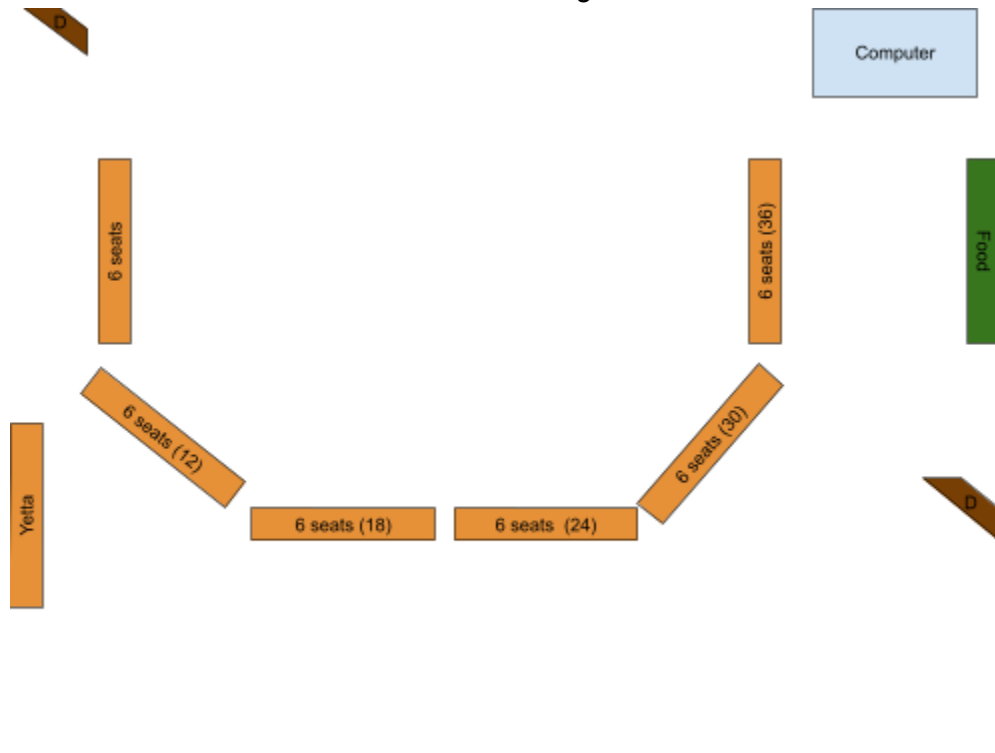
Then the mentors/mentee(s) will analyze the source and record their notes in the Research Exploration Project (REP) worksheet.

- This worksheet will help the Ambassadors shape their poster (**due the Monday before session 9**) and presentation (**due by session 10**).
- The students can access a copy of the worksheet on Google Classroom. Ultimately, the Ambassadors' poster will be submitted to Google Classroom (**due by the Monday before session 9**).



## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide



## High School Teen Science Ambassador Program at the Medical University of South Carolina

### Program Guide

