



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

Program Guide

Session 6 Guide

Discovering ways to finance and prepare for careers in alcohol and substance research

Session Description

Many of our Ambassadors are interested in continuing their education after high school. During this session, Ambassadors will meet with a panel composed of representatives from collegiate administrations/backgrounds who will share racial, cultural, and gender identities with the students, and they will inform them about the process of applying to college, ways to finance for college expenses as well as discussing collegial experiences. After the panel shares, there will be time for students to ask specific questions.

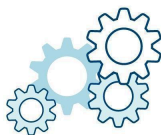
Session Objective

By the end of the session, the Ambassadors, Near-peer Mentors, and Senior mentors work together to ensure each Ambassador engages in the panel discussion, analyzes one source for their research exploration project worksheet, and submits a question for the research spotlight mini panels.

Project Pacing Considerations

To help with the pacing of this worksheet and the poster over the next three weeks. The mentors/mentee(s) will be encouraged to analyze at least one source each week (*sessions 5-7*) so that the worksheet will be done by *session 7*. Then, the mentors/mentees can use *session 8* to assemble the poster and practice the mentee's pitch. During *session 9*, each Ambassador will present their poster and pitch to the cohort during the graduation practice.

Ultimately, the Senior mentor will contact the program team if the Ambassador needs additional time. The team will work with the mentors and the Ambassador to develop a new plan for this student.



MUSC Teen Science Ambassador Program



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Ambassadors (Mentees)	Near-peer Mentors (Near-peers)	Senior Mentors
<ul style="list-style-type: none"> Ambassadors will be engaged during today's panel. Ambassadors will be encouraged to ask questions and jot down the facts/tools shared in the panel via Google Classroom. Ambassadors will submit at least one question for the research spotlight panel. Ambassadors will analyze at least one source for their research project. 	<ul style="list-style-type: none"> Near-peer mentors will be engaged during today's panel. 1-2 Near-peer mentors will host the panel. Near-peer mentors will identify 2-3 sources related to their mentee's research question. Near-peer mentors will draw on their Ambassador experiences and bring examples of their projects to help their Ambassadors. 	<ul style="list-style-type: none"> The Senior mentors will review the sources sent to them by their Near-peer mentors. Then, the Senior mentor will help their mentee(s) analyze at least one source for their REP worksheet.

Session Standards and Guidelines

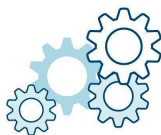
Next Generation Science Standards (NGSS)

This session will focus on the NGSS science and engineering practice of:

- Asking Questions and Defining Problems
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.

Common Core Standards

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCSS.ELA-LIT.CCRA.R.7)



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- 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)
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS.ELA-LIT.CCRA.R.1)
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LIT.CCRA.W.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LIT.WHST.9-10.4)
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCSS.ELA-LIT.CCRA.SL.5)

The Universal Design for Learning Guidelines

Provide multiple means of engagement

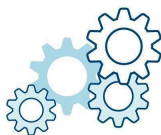
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| • <u>Optimize relevance, value, and authenticity</u> | • <u>Promote expectations and beliefs that optimize motivation</u> |
| • <u>Foster collaboration and community</u> | |

Provide multiple means of representation

- | | |
|--|---|
| • <u>Clarify vocabulary and symbols</u> | • <u>Guide information processing and visualization</u> |
| • <u>Activate or supply background knowledge</u> | |

Provide multiple means of action and expression

- | | |
|--|--|
| • <u>Guide appropriate goal-setting</u> | • <u>Facilitate managing information and resources</u> |
| • <u>Build fluencies with graduated levels of support for practice and performance</u> | • <u>Support planning and strategy development</u> |



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Session Organizer and Learning Organizer

Time	Activity	Materials
4:00 – 4:25pm	Pre-session activities <ul style="list-style-type: none"> • Dinner will be served (Ambassadors, Near-peer mentors, Senior mentors, and program team) • Complete session 5 feedback surveys (Ambassadors, Near-peer mentors, and Senior mentors) • Mentees will complete index card of questions they have for panelists 	<ul style="list-style-type: none"> • Meeting Schedule projected/visible for mentors.
4:25 – 4:30pm	Program Team <ul style="list-style-type: none"> • The panel Facilitator will give an overview of what to expect from the panel and • introduce the panelists to the group 	<ul style="list-style-type: none"> • Active listening worksheets? • College Panel Questions, Written on Notecard? Section for questions included on worksheet?
4:30 – 5:10 pm	College Panel <ul style="list-style-type: none"> • The panel Facilitator will prompt the panel with pre-determined topics/questions related to college. • The panel Facilitator will moderate between questions. 	<ul style="list-style-type: none"> • The order of topics/questions list will be sent to the panel.
5:10 – 5:20pm	Questions for Panelists <ul style="list-style-type: none"> • Mentees can ask questions to the panel or a specific panelist. 	<ul style="list-style-type: none"> • Kahoot: Phones/other mobile devices



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	<ul style="list-style-type: none"> During this time, the mentors (Senior and Near-peer) will start to prepare for the mentor-mentee session. 	
5:20 – 5:50pm	Mentor – Mentee Time <ul style="list-style-type: none"> Goal- Ambassadors will analyze at least one source for their research project. Ambassadors will submit at least one question for the research spotlight panel. If groups finish early, mentors/mentees can begin their feedback survey. 	
5:50 – 6:00pm Everyone	Closing <ul style="list-style-type: none"> Introducing next week's session 	
5:50 – 6:00pm	Closing Introducing next week's session- Preparing for spotlighting unique career pathways to alcohol and substance research	

Learning Activities

Mentor-Mentee time

Research Exploration Project

Weekly goals

- 5- Ambassadors will have one source for their research project.
- 6- Ambassadors will have two sources for their research project.
- 7- Ambassadors will have three sources 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***).



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- 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***).

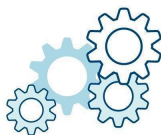
Preparing for spotlighting unique career pathways to alcohol and substance research panel

Get to know the panelists

- There will be resources and information about each of our panelists on Google Classroom.
- The mentor teams will review the materials.
- The mentors will advise their Ambassadors as they develop a question for the panel.
- Ambassadors will submit their questions on Google Classroom.

Next week's panel

- The program team will compile the Ambassadors' questions to create a question bank to send to the panelist.
- On the day of the panel, the cohort will be split into two groups.
- Each group will have roughly 6 Ambassadors.
- For each mini-panel, 3 Ambassadors will be assigned to ask the first three questions. These questions can come from the question bank or own creation. Afterward, the floor will be open for additional questions as time allows.
- We want to ensure the Ambassador can ask at least one question during the experience.



Program Guide

Session 7 Guide

Spotlighting unique career pathways to alcohol and substance research

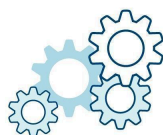
Session Description

We hope to increase our students' research career awareness and self-identification as STEM professionals through our research spotlight series. The researchers featured will share racial, cultural, and gender identities with our students. In doing so, we hope the students see themselves represented in the field and cultivate a sense of belonging. Also, we will highlight the importance of supporting and advocating for diversity, equity, inclusion, and access to STEM careers.

Session Objective

By the end of the session, the Ambassadors, Near-peer Mentors, and Senior mentors will work together to ensure each Ambassador participates in the research spotlight panels and submits their research exploration worksheet (with at least 3 sources) on Google Classroom.

Ambassadors	Near-peer Mentors	Senior Mentors
<ul style="list-style-type: none">• Ambassadors will be engaged during today's panel.• Ambassadors will submit at least one question for the research spotlight panel.• Ambassadors will analyze at least one source for their research project.	<ul style="list-style-type: none">• Near-peer mentors will be engaged during today's panel. 1-2 Near-peer mentors will host the panel.• Near-peer mentors will identify 2-3 sources that relate to their mentee's research question.• Near-peer mentors will share these sources with the Senior mentor before session 7.• During mentor-mentee time, the Near-Peer	<ul style="list-style-type: none">• The Senior mentors will review the sources sent to them by their Near-peer mentors.• Then the Senior mentor will help their mentee(s) analyze at least one source for their REP worksheet.



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mentors will complete
their second check-in.

Session Standards and Guidelines

Next Generation Science Standards (NGSS)

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- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.

Common Core Standards

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCSS.ELA-LIT.CCRA.R.7)
- 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)
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS.ELA-LIT.CCRA.R.1)
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LIT.CCRA.W.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LIT.WHST.9-10.4)
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCSS.ELA-LIT.CCRA.SL.5)

The Universal Design for Learning Guidelines

Provide multiple means of engagement

- Vary demands and resources to optimize challenge
- Foster collaboration and community



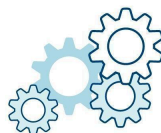
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Provide multiple means of representation	
<ul style="list-style-type: none"> • <u>Activate or supply background knowledge</u> 	<ul style="list-style-type: none"> • <u>Highlight patterns, critical features, big ideas, and relationships</u>
Provide multiple means of action and expression	
<ul style="list-style-type: none"> • <u>Build fluencies with graduated levels of support for practice and performance</u> 	<ul style="list-style-type: none"> • <u>Support planning and strategy development</u>
<ul style="list-style-type: none"> • <u>Vary the methods for response and navigation</u> 	<ul style="list-style-type: none"> • <u>Enhance capacity for monitoring progress</u>

Session Organizer and Learning Activities

Time	Activity	Materials
4:00 – 4:15pm	Pre-session activities <ul style="list-style-type: none"> • Dinner will be served (Ambassadors, Near-peer mentors, Senior mentors, guest speakers and the program team) • Complete session 6 feedback surveys (Ambassadors, Near-peer mentors, and Senior mentors) • Set up for today's panel 	<ul style="list-style-type: none"> • Meeting Schedule projected/visible for mentors
4:20 – 4:30pm	Transition <ul style="list-style-type: none"> • Tell students about today's panel and what will be discussed. • Near-peer mentors will get into position, and the Ambassadors will prepare themselves for the panel. 	<ul style="list-style-type: none"> •
4:30 – 5:00pm Group 1 Rotation 1	Spotlighting unique career pathways to alcohol and substance research panel <ul style="list-style-type: none"> • A Near-peer mentor will introduce today's guest speakers 	<ul style="list-style-type: none"> • PowerPoint • Projector • Google Classroom



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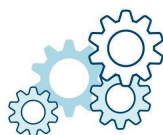
	<ul style="list-style-type: none"> Ambassadors will stand and declare (share their Name, Mentor, and Research question) Ambassadors will ask at least 1 question during one of the panels. 	
4:30 – 5:00pm Group 2 Rotation 1	Spotlighting unique career pathways to alcohol and substance research panel <ul style="list-style-type: none"> A Near-peer mentor will introduce today's guest speakers Ambassadors will stand and declare (share their Name, Mentor, and Research question) Ambassadors will ask at least 1 question during one of the panels. 	<ul style="list-style-type: none"> PowerPoint Projector Google Classroom
5:00 – 5:30pm Group 1 Rotation 2	Spotlighting unique career pathways to alcohol and substance research panel <ul style="list-style-type: none"> A Near-peer mentor will introduce today's guest speakers Ambassadors will stand and declare (share their Name, Mentor, and Research question) Ambassadors will ask at least 1 question during one of the panels. 	<ul style="list-style-type: none"> PowerPoint Projector Google Classroom
5:00 – 5:30pm Group 2 Rotation 2	Spotlighting unique career pathways to alcohol and substance research panel <ul style="list-style-type: none"> A Near-peer mentor will introduce today's guest speakers Ambassadors will stand and declare (share their Name, Mentor, and Research question) Ambassadors will ask at least 1 question during one of the panels. 	<ul style="list-style-type: none"> PowerPoint Projector Google Classroom



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5:30 – 5:50pm	Near-peer Mentor Check-in <ul style="list-style-type: none"> Near-peer mentors will meet with TSAP Assistant (meeting location TBD). During the meeting, the Near-peer mentors will have the space to review the anonymous survey results. The group will discuss the Near-peer mentor roles in the upcoming graduation. 	<ul style="list-style-type: none"> Near-peer mentors need to ensure they send their Senior mentor the sources before the session. Near-peer mentors will complete the anonymous survey before the panel.
5:30 – 5:50pm	Mentor-Mentee Time <ul style="list-style-type: none"> Goal- <ul style="list-style-type: none"> Ambassadors will submit at least one question for the research spotlight panel. Ambassadors will analyze at least one source for their research project If groups finish early, then mentors/mentees can begin their feedback survey. 	<ul style="list-style-type: none"> iPads/Computers Google Classroom
5:50 – 6:00pm	Closing <ul style="list-style-type: none"> Introducing next week's session- College Panel College-related surprise 	<ul style="list-style-type: none"> YouTube



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Learning Activity

Mentor-Mentee Time

Research Exploration Project

Weekly goals

- 6- Ambassadors will have two sources for their research project.
- 7- Ambassadors will have three sources for their research project.
- 8-
 - Ambassadors will submit a draft of their 1–2-minute project pitch
 - Ambassadors will submit their posters the Monday before session 9

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***).



Program Guide

Session 8 Guide

Preparing for Research Day

Session Description

We want to ensure that our students have ample time to prepare for their research poster and presentation. The students will work alongside their mentors (Senior and Near-peer) to support their posters.

Session Objective

By the end of the session, the Ambassadors, Near-peer Mentors, and Senior mentors will work together to ensure each Ambassador **uses their worksheet to create their research poster and submit a draft of their 1-2 project pitch** via Google Classroom.

The poster will be due the Monday before session 9 via Google Classroom.

Project Pacing Considerations

Then the mentors/mentees can use *session 8* to assemble the poster and practice the mentee's pitch. During *session 9*, each Ambassador will present their poster and pitch to the cohort during the graduation practice.

Ultimately, the Senior mentor will contact the program team if the Ambassador needs additional time. The team will work with the mentors and the Ambassador to develop a new plan for this student.

Ambassadors	Near-peer Mentors	Senior Mentors
<ul style="list-style-type: none">• Ambassadors will start working on their research posters.• Ambassadors will create their 1–2-minute project pitch.	<ul style="list-style-type: none">• Near-peer mentors will coach their Ambassadors as they develop their research poster and 1–2-minute project pitch.	<ul style="list-style-type: none">• Senior mentors will coach their Ambassadors as they develop their research poster and 1–2-minute project pitch.

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	<ul style="list-style-type: none"> Near-peer mentors will draw on their Ambassador experiences and bring examples of their projects to help their Ambassadors. 	<ul style="list-style-type: none"> Senior mentors will coach their Near-peer mentors as they support their Ambassadors together.
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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
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.

Common Core Standards

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCSS.ELA-LIT.CCRA.R.7)
- 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)
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- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LIT.WHST.9-10.4)
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCSS.ELA LIT.CCRA.SL.4)

The Universal Design for Learning Guidelines

Provide multiple means of engagement

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|---|---|
| <ul style="list-style-type: none"> <u>Develop self-assessment and reflection</u> | <ul style="list-style-type: none"> <u>Increase mastery-oriented feedback</u> |
|---|---|

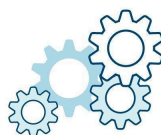
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Provide multiple means of representation	
<ul style="list-style-type: none"> • <u>Activate or supply background knowledge</u> 	<ul style="list-style-type: none"> • <u>Highlight patterns, critical features, big ideas, and relationships</u>
Provide multiple means of action and expression	
<ul style="list-style-type: none"> • <u>Build fluencies with graduated levels of support for practice and performance</u> 	<ul style="list-style-type: none"> • <u>Support planning and strategy development</u>
<ul style="list-style-type: none"> • <u>Vary the methods for response and navigation</u> 	<ul style="list-style-type: none"> • <u>Enhance capacity for monitoring progress</u>

Session Organizer and Learning Activities

Time	Activity	Materials
4:00 – 4:15pm	Pre-session activities <ul style="list-style-type: none"> • Dinner will be served (Ambassadors, Near-peer mentors, Senior mentors, and the program team) • Complete session 7 feedback surveys (Ambassadors, Near-peer mentors, and Senior mentors) 	<ul style="list-style-type: none"> • Meeting Schedule projected/visible for mentors
4:15 – 5:45pm	Mentor-Mentee Time <ul style="list-style-type: none"> • Ambassadors will start working on their research posters. • Ambassadors will submit a draft of their 1–2-minute project pitch to Google Classroom. • The poster will be due the Monday before session 9 via Google Classroom. 	<ul style="list-style-type: none"> •
4:15 – 5:45pm	Check-in- the program team will float around offering support and feedback to the cohort.	<ul style="list-style-type: none"> •
5:45 – 5:50pm	Cohort photos will be taken outside of Drug Discovery on the steps.	<ul style="list-style-type: none"> •



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5:50 – 6:00pm	Closing <ul style="list-style-type: none">• Preparing for next week's session- Graduation practice.• Discuss the poster submission deadline.	•
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Learning Activity

Mentor-Mentee Time

Research Exploration Project

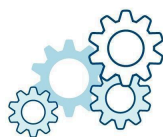
Weekly Goals

- 7- Ambassadors will have two sources for their research project.
- 8-
 - Ambassadors will submit a draft of their 1–2-minute project pitch
 - Ambassadors will submit their posters the Monday before session 9
- 9- Ambassadors will practice their 1–2-minute project pitch

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**).



Program Guide

Session 9 Guide

Practicing for Research Day

Session Description

Ambassadors will practice for their poster session during a complete run of show for our graduation ceremony and research day. Finally, our Near-peer mentors will also rehearse for the graduation ceremony.

Session Objective

By the end of the session, the Ambassadors, Near-peer Mentors, and Senior mentors will work together to ensure each Ambassador practices their 1–2-minute project pitch and engages with graduation guests for at least 30 minutes at the poster session.

Also, everyone will work together to ensure each Near-peer mentor practices their graduation role and advise 1-3 Ambassadors about their 1–2-minute presentation project pitch.

Ambassadors	Near-peer Mentors	Senior Mentors/ Program Team
<ul style="list-style-type: none">Ambassadors will practice their 1–2-minute project pitch with their TSAP cousins (Ambassadors and Near-peer mentors who are not in their TSAP team).Ambassadors will practice their 1–2-minute project pitch before the cohort.	<ul style="list-style-type: none">Near-peer mentors advise their TSAP cousins (Ambassadors not in their TSAP team) to practice their 1-2 project pitch.Near-peer mentors will rehearse their graduation roles in front of the cohort.	<ul style="list-style-type: none">Senior mentors coach their TSAP niblings (Ambassadors not in their TSAP team) to practice their 1-2 project pitch.Senior mentors will advise the program team on graduation practice and poster session prep.The program team will advise Near-peer

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		mentors on their graduation roles.
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Session Standards and Guidelines

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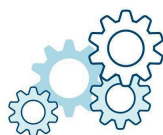
Common Core Standards

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCSS.ELA-LIT.CCRA.R.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)
- 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)
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The Universal Design for Learning Guidelines

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- | | |
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| • <u>Develop self-assessment and reflection</u> | • <u>Increase mastery-oriented feedback</u> |
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Provide multiple means of action and expression	
<ul style="list-style-type: none"> • <u>Build fluencies with graduated levels of support for practice and performance</u> 	<ul style="list-style-type: none"> • <u>Support planning and strategy development</u>

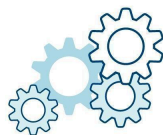
Session Organizer and Learning Activities

Time	Activity	Materials
4:00 – 4:15pm	Pre-session activities <ul style="list-style-type: none"> • Dinner will be served (Ambassadors, Near-peer mentors, Senior mentors, and the program team) • Complete session 8 feedback surveys (Ambassadors, Near-peer mentors, and Senior mentors) 	<ul style="list-style-type: none"> • Meeting Schedule projected/visible for mentors
4:15 – 4:45pm	Ambassador 1-2 min project pitch practice <ul style="list-style-type: none"> • Ambassadors will be split into random groups to practice their 1-2 project pitches. • Ambassadors will work not work with their assigned mentors. • Mentors will provide feedback and encouragement. • Mentors will ask the Ambassadors questions to help them practice for the poster session. 	<ul style="list-style-type: none"> •
4:45 – 5:00pm	Transition <ul style="list-style-type: none"> • The cohort will enter the Institute of Psychiatry Auditorium for the graduation ceremony. 	<ul style="list-style-type: none"> •

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	<ul style="list-style-type: none"> • The cohort will take a photo before entering the auditorium (backup just in case no photo was taken the week before). • Once in the auditorium, the program team will provide instructions. • A volunteer/program team will help set up the audiovisual components. • The program team will give instructions on mic placement and tech support. 	
5:00 – 5:50pm	<p>Graduation practice</p> <ul style="list-style-type: none"> • Near-peer mentor practice. <ul style="list-style-type: none"> ○ A near-peer mentor will lead the program's welcome and acknowledgments. ○ A near-peer mentor will share the program overview and purpose. ○ A near-peer mentor will introduce the Near-peer mentor speaker. ○ A near-peer mentor will be the designated near-peer mentor speaker. ○ A near-peer mentor will introduce the speaker. ○ A guest speaker will share words of encouragement and inspiration from the student-led theme. ○ A near-peer mentor will share the poster session overview and guidelines. • Ambassador practice <ul style="list-style-type: none"> ○ Ambassadors will sign up during the Near-peer mentor training to determine the order. 	<ul style="list-style-type: none"> • Adobe (students' posters)



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	<ul style="list-style-type: none">○ Ambassadors will share their 1-2 project pitches.	
5:50 – 6:00pm	Closing <ul style="list-style-type: none">● The program team/ community partner will have final remarks.● The program team will share graduation reminders.	<ul style="list-style-type: none">● Graduation invitation visible● Slideshow of the previous graduation

Learning Activity

Mentor-Mentee Time

Research Exploration Project

Weekly Goals

- 9- Ambassadors will practice their 1–2-minute project pitch.
- 10- Ambassadors will present their 1–2-minute project pitch and posters.

Graduation Preparation

- Our graduation will start at 5pm.
- The poster session will start at 6:15pm.

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Session 10 Guide

Presenting at Research Day

Session Description

This session marks our graduation and research day program. With great happiness, our team is excited to celebrate our Ambassadors, Near-peer mentors, and Senior mentors for the fantastic work they accomplished this semester.

Session Objectives

By the end of the session, the Ambassadors, Near-peer Mentors, and Senior mentors will work together to ensure each Ambassador **completes their 1–2-minute project pitch and engages with graduation guests for at least 30 minutes at the poster session.**

Also, everyone will work together to ensure each Near-peer mentor **completes their graduation role and engage with the Ambassadors' poster for at least 30 minutes.**

Ambassadors/ Near-peer Mentors	Guests	Senior Mentors/ Program Team/ Evaluators
<ul style="list-style-type: none">• Near-peer mentors will complete their graduation roles.• Ambassadors will give their 1–2-minute project pitch at graduation before the poster session.• Ambassadors will remain at their posters for at least 30 minutes.• Near-peer mentors will remain at the poster	<ul style="list-style-type: none">• Guests will participate in the poster session overview at the end of graduation.• Guests will be given programs and guidelines before they enter the poster session.• Guests will be encouraged to visit at least 5 posters.	<ul style="list-style-type: none">• The program team will try to capture photos of Ambassadors beside their posters.• Evaluators will visit the Ambassadors at their posters.

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session for at least 30 minutes. During this time, they will engage with the Ambassadors' poster presentations.		
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Session Standards and Guidelines

Next Generation Science Standards (NGSS)

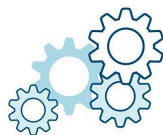
This session will focus on the NGSS science and engineering practice of:

- Asking Questions and Defining Problems
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.

Common Core Standards

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCSS.ELA-LIT.CCRA.R.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)
- 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)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-LIT.WHST.9-10.4)
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCSS.ELA LIT.CCRA.SL.4)
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCSS.ELA-LIT.CCRA.SL.5)

The Universal Design for Learning Guidelines



MUSC Teen Science Ambassador Program



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Provide multiple means of engagement	
<ul style="list-style-type: none"> • <u>Develop self-assessment and reflection</u> 	<ul style="list-style-type: none"> • <u>Increase mastery-oriented feedback</u>
Provide multiple means of representation	
<ul style="list-style-type: none"> • <u>Activate or supply background knowledge</u> 	<ul style="list-style-type: none"> • <u>Highlight patterns, critical features, big ideas, and relationships</u>
Provide multiple means of action and expression	
<ul style="list-style-type: none"> • <u>Build fluencies with graduated levels of support for practice and performance</u> 	<ul style="list-style-type: none"> • <u>Guide appropriate goal-setting</u>

Session Organizer and Learning Activities

Time	Activity	Materials
3:00 – 5:00pm Program team and volunteers	Before the graduation begins <ul style="list-style-type: none"> • Graduate Student Association will drop up the corkboards at 3:00pm. • Volunteers will start to arrive at 4pm <ul style="list-style-type: none"> ○ Virtual component <ul style="list-style-type: none"> ▪ Zoom Host ▪ Zoom livestream (volunteer must bring their own device) • Snacks will be set up for the program team and volunteers. • Dinner will be set up by 5:30pm. 	
4:30 – 5:00pm Guests	Before the graduation begins <ul style="list-style-type: none"> • Guests will start to arrive at the Institute of Psychiatry Auditorium for the graduation ceremony. 	<ul style="list-style-type: none"> • Cohort slideshow • Programs and poster session guidelines

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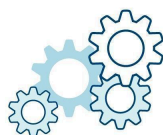
Program Guide

	<ul style="list-style-type: none"> Programs and poster session guidelines will be given to guests by a near-peer mentor/volunteer. 	
4:30 – 5:00pm Mentors	Before the graduation begins <ul style="list-style-type: none"> Near-peer mentors will get into respective graduation positions to complete their respective roles. Senior Mentors will enter the Institute of Psychiatry Auditorium for the graduation ceremony and join their Ambassador(s). 	<ul style="list-style-type: none">
4:30 – 5:00pm Ambassadors	Before the graduation begins <ul style="list-style-type: none"> As the Ambassadors arrive, a program team member/volunteer will photograph them next to their poster. Then the Ambassador will enter the Institute of Psychiatry Auditorium for the graduation ceremony. 	<ul style="list-style-type: none">
5:00 – 6:15pm Everyone	Graduation Ceremony <ul style="list-style-type: none"> A near-peer mentor will lead the program's welcome and acknowledgments. A near-peer mentor will share the program overview and purpose. A near-peer mentor will introduce the Near-peer mentor speaker. A near-peer mentor will be the designated near-peer mentor speaker. A near-peer mentor will introduce the speaker. A guest speaker will share words of encouragement and inspiration from the student-led theme. Presentation of the cohort. 	<ul style="list-style-type: none">

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	<ul style="list-style-type: none"> ○ Ambassadors will share their 1–2-minute project pitch. ○ Near-peer mentors. ○ Senior mentors. ● A near-peer mentor will share the poster session overview and guidelines. 	
6:15 – 7:00pm Guests	Poster Session <ul style="list-style-type: none"> ● Guests will walk through the poster session and complete the poster session guidelines. ● A volunteer will take photos of guests engaging in poster discussions. 	●
6:15 – 7:00pm Mentors	Poster Session <ul style="list-style-type: none"> ● Near-peer mentors will engage in the poster session for at least 30 minutes. ● Near-peer mentors will check-in with a program team member before leaving the event. 	●
6:15 – 7:00pm Ambassadors	Poster Session <ul style="list-style-type: none"> ● Ambassadors will engage in the poster session for at least 30 minutes. ● The Ambassadors will check in with a program team member before leaving the event. 	●
7:00 – 7:05pm Guests, Ambassadors, and Mentors	Closing <ul style="list-style-type: none"> ● The program team will share final remarks. ● Guests, Ambassadors and mentors will depart. ● Ambassadors will take their projects with them. 	●



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7:05 – 8:00pm Program team and volunteers	Clean-up <ul style="list-style-type: none">• The serving line will be cleaned, and any leftover food will be given out.• The program team and volunteers will return supplies to the TSAP office space.• Graduate Student Association will pick up the corkboards at 7:30pm	•
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