

12 3.1: Mid Year Reflection

PHASE OVERVIEW

Pairs will explore how connections and networks can lead to career opportunities. They will map their current networks and think about when and how we all need to ask for support. Mentees will learn about professional emailing and pairs will revisit career mapping.



LESSON OBJECTIVE

SWBAT reflect on the first half of senior year.

PURPOSE

It is important that students understand that they can step from the role of a mentee into the role of a mentor, using what they have learned to help others. This lesson aids students in understanding how to do so.

AGENDA

5 min *Do Now: Mentor Connection*

25 min *Learn and Engage: Being a Mentor*

10 min *Mentor Connection*



KEY TAKEAWAY

I can use what I have learned so far to mentor others and help them plan for their future.

NOTES:

This lesson offers two different work time activities. Students will be tasked with creating a best practices guide for juniors. They can do so on chart paper OR you can create a Padlet (<https://padlet.com>) for them to write on. Coordinate with the 11th grade instructor at your school to share out the learnings from the Padlet with the Junior cohort.

MATERIAL: 12.3.1 Presentation, Poster Chart Paper (If you are running work time #1), a pre-created Padlet (if you are running work time #2)

Do Now:		Notes:
Students will read their mentor’s message and respond. They will share one high and one low of their week.		
Slide 2: 5 min	TALKING POINTS Log into your Platform account. Read your mentor’s message and respond by sharing one high and one low of this week.	

Learn and Engage:		Notes:
Students will brainstorm advice that they would like to share with the junior cohort.		
Slide 3: 1 min	<p><i>Have a student read the key takeaway:</i> I can use what I have learned so far to mentor others and help them plan for their future.</p> <p>TALKING POINTS Congratulations on making it halfway through your senior year! I am proud of all that you have been able to accomplish this year. We have learned a lot and have applied our learnings towards planning for our future. For today’s lesson, we will reflect on what we have learned so far.</p>	
Slide 4: 1 min	TALKING POINTS Before we get started with the lesson - a quick reminder that you should be working on your application next steps. Let your mentor know if you need support with any tasks.	
Slide 5: 3 min	CLASS DISCUSSION Thinking back to the 11th grade version of yourself, what is one piece of advice you would give to yourself? How do you think this advice would have helped you?	
Slide 6 : 15 min Choose slide 5 or 6-7 to run	CLASS WORK TIME #1 I know that we usually find ourselves in the role of the mentee within our program. Today’s lesson will put you in the role of the mentor. You have learned so much this year and we can use these learning to help our current juniors become prepared for their senior year. You will see chart paper placed around the room. I will put you in groups of 4-5 students. In your groups, you will brainstorm “do’s” and “don’ts” for the junior class.	

	<p>Can I have someone read the example on the board? As you craft your “do’s” and “don’ts,” please make sure to explain WHY you are giving this advice. You will have 12 minutes in your groups to brainstorm and write down your thoughts. We will come back to debrief afterwards.</p>	
<p>Slide 7-8: 15 min</p> <p>Choose slide 5 or 6-7 to run</p>	<p>CLASS WORK TIME #2</p> <p>I know that we usually find ourselves in the role of the mentee within our program. Today’s lesson will put you in the role of the mentor. You have learned so much this year and we can use these learning to help our current juniors become prepared for their senior year.</p> <p>In a minute, you will see a Padlet appear on our projected screen. Create at least 2 Padlet posts of advice for 11th grade mentees. Can I have someone read the example on the board?</p> <p>As you craft your “do’s” and “don’ts,” please make sure to explain WHY you are giving this advice. After you have written your two posts, please “like” the comments that you agree with. You will have 12 minutes to do so.</p> <p>Here is a quick tutorial on how to use Padlet. Once you access the Padlet, please click on the “+” sign to draft a post. A box will appear in which you can write. Press “enter” when you are ready to post. You can “like” other people’s posts by clicking on the heart icon.</p> <p><i>Notes: You should have the Padlet prepared before class and post the link for students to access. You should display the Padlet as students are writing and narrate the comments. You must enable the “like” feature by going to the Padlet settings.</i></p> <p>https://padlet.com</p>	
<p>Slide 9: 5 min</p>	<p>DEBRIEF</p> <p>Which piece of advice stood out to you the most? Why?</p> <p>How can you continue to act as a mentor to others? What knowledge can you share and how?</p>	
<p>Slide 10: Mentor Connection</p>	<p>TALKING POINTS</p> <p>Now, let’s write to our mentors.</p>	

Slide 11:
Extend

TALKING POINTS

Given that we are halfway through the academic school year, it is time for us to set goals for the second half of the year! Let's go into the next semester with intentional goals.

Let's review how to craft an intentional goal. We will be using the SMART framework. I will call on a few volunteers to read through the smart letters.

S: Specific - What exactly is the goal? What steps will you take to reach it?

M: Measurable - How will you be able to tell that you reached your goal?

A: Attainable - Is the goal something you can accomplish this year?

R: Relevant - Is the goal important enough for you to stay motivated?

T: Time Bound - When will you complete the goal? Give a specific deadline.

Can I have someone read the weak goal example?

I will pass Math to graduate on time.

What makes this example weak?

Can I have someone read the strong goal example?

I will maintain at least a C- in Math next semester to graduate on time. I will attend tutoring each Tuesday and turn in my assignments in order to do so.

What makes this example strong?

Now that we understand how to set a SMART goal, let's go ahead and do so. Please take the next 5 minutes to set your goal. We will share out after the silent writing time.

Have students debrief after the writing time.



Mentor Connection

1) What is the most important lesson you have learned throughout high school? Why?

The most important lesson I have learned is ... because...

2) Ask your mentor to share the most important lesson they learned in high school!

What was the most important lesson you learned in high school? Why?



Mentee Connection

Overview

During this week's lesson, students reflected on their year so far.

Your Response

1. Share your high point and low point from the week.
2. Share with your mentee an important lesson that you learned during your time in high school.
3. Reflect on the first semester of senior year. What has been your favorite part of working with your mentee so far this year? What are you looking forward to for the second half of the year?