

Phase 0.6: BOY Survey

PHASE OVERVIEW

This is a pre-match phase which introduces students to the iMentor program, the role of the mentor-mentee, and the way the curriculum and classes support them in this work. This phase prepares students to complete their new mentee application for matching. At the end of the phase, students will be prepared to fully participate in the program and will understand the reasoning/benefits of the program.



LESSON OBJECTIVE

Students will be able to share their opinions about the program and their current identity as a student.

PURPOSE

The Beginning of Year Survey allows students to elevate their voices as program participants. Sharing openly and honestly about their experience in the program provides helpful information and feedback for programmatic evaluation.

AGENDA

8 min	<i>Do Now: Mini Survey</i>
25 min	<i>Learn and Engage: BOY Survey</i>
10 min	<i>Debrief (if time)</i>



KEY TAKEAWAY

My feedback helps shape the program for me and other students.

FACILITATOR NOTES:

We highly recommend scheduling this lesson **before** students are matched with their mentors so that you are not taking away valuable time where students can be communicating with mentors.

Note, you must schedule this lesson **after** the matching application, so students can use the Platform.

Reminder, you must schedule the survey before your class.

MATERIALS: [0.6 Handout](#), [0.6 Presentation](#)

Do Now: Mini-survey		Facilitator Notes:
Show students the power of surveys by giving them a one-question survey.		
Slide 2: 8 min	<p>NOTE: Change the question on this slide to reflect your one-question survey. Set up a poll before class (suggested websites: https://www.mentimeter.com or Pear Deck) and have students answer the question you created.</p> <p>Suggested topics to poll: Best streaming service – Hulu, Netflix, HBO, Youtube Best ice cream flavor (list four) Best superhero (list four)</p> <p>Go through the class answers from the mini survey and ask students to justify their choice.</p> <p>TALKING POINTS We will start class off with a mini survey! You will have 3 minutes to respond to the survey and then we will share our choices.</p>	

Learn and Engage: BOY Survey		Facilitator Notes:
Students will log into the Platform using the credentials they set during the new mentee application and will complete the beginning of year survey.		
Slide 6: (quick)	<p><i>Have a student read the key takeaway:</i> My feedback helps make this program better for me and other students.</p> <p>TALKING POINTS As you can see, surveys are a great way to see what other people think! Today, you will be taking an iMentor survey!</p>	
Slide 7: (quick)	<p>TALKING POINTS The survey is an opportunity to share your thoughts on what you want from this program.</p> <p>Your feedback is valuable because it helps ensure that this program meets your needs and supports your goals. This class is about you - to create a program that is best for you, it is</p>	

	important to share what works and what doesn't work for you.	
Slide 8: 5 min	<p>TALKING POINTS</p> <p>When you are matched with your mentor, you will be using the iMentor platform to communicate with them. This is also the website that we will use to take our survey for today!</p> <p>Start by going to the website on the slide. (You must type the correct website on the PowerPoint) imentor2.0 Colorado: bbbsc.imentor.org</p> <p>Here you will put your email address and the password that you created when you completed your iMentor application. If you forgot your password, you can hit “forgot password” to reset it.</p> <p style="text-align: center;"><i>Give students time to log in</i></p>	
Slide 9: 1 min	<p>TALKING POINTS</p> <p>When you log in, a pop up should appear stating that you have items in your newsfeed. Go to your newsfeed and click on the green “take the HS survey” button.</p>	
Slide 10: 1 min	<p>TALKING POINTS</p> <p>Once you click on the “take survey” button, the survey should appear.</p> <p>You can take the survey either in English or in Spanish – you can change the language by clicking on the box that says “English”</p> <p>*Let students know that when they are done with the survey they should complete the reflection questions on their handout.</p>	
Slides 11: 22 min	<p>WORK TIME</p> <p>During the work time, you, as the Facilitator, should be circulating the room and answering questions/monitoring progress. There may be questions that students get stuck on. It is suggested that you take time to review challenging questions as they arise, especially if multiple students are struggling with the same question.</p> <p>If they finish early pass them the handout. They can prepare for the discussion, do a little doodling, or whatever you think is the best next step for them.</p>	

	If you teach ELL students, it may be helpful to pair them with a bilingual classmate (if possible) or pair them together to help each other through the survey.	
Slide 12 (if time and everyone is done)	<p>TALKING POINTS</p> <p>If there is time after the survey, you may allow students to come to a consensus around how they were affected by completing it.</p> <p>Thank students for their time and remind them that they cannot be matched unless you have their consent form.</p>	
Slides 13: 1 min	<p>TALKING POINTS</p> <p>Before your next class, submit your signed consent form (if you have yet to do so).</p>	