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

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
● Ambassadors will start working on their research posters.	● Near-peer mentors will coach their Ambassadors as they develop their research poster and 1–2-minute project pitch .	● Senior mentors will coach their Ambassadors as they develop their research poster and 1–2-minute project pitch .

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● Ambassadors will create their 1–2-minute project pitch .	● Near-peer mentors will draw on their Ambassador experiences and bring examples of their projects to help their Ambassadors.	● Senior mentors will coach their Near-peer mentors as they support their Ambassadors together.

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) ● 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) ● 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

● Develop self-assessment and reflection	● Increase mastery-oriented feedback

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Provide multiple means of representation	
● Activate or supply background knowledge	● Highlight patterns, critical features, big ideas, and relationships
Provide multiple means of action and expression	
● Build fluencies with graduated levels of support for practice and performance	● Support planning and strategy development
● Vary the methods for response and navigation	● Enhance capacity for monitoring progress

Session Organizer and Learning Activities

Time	Activity	Materials
4:00 – 4:15pm	Pre-session activities ● 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)	● Meeting Schedule projected/visible for mentors
4:15 – 5:45pm	Mentor-Mentee Time ● 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.**	●
4:15 – 5:45pm	Check-in- the program team will float around offering support and feedback to the cohort.	●
5:45 – 5:50pm	Cohort photos will be taken outside of Drug Discovery on the steps.	●

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5:50 – 6:00pm	Closing	●
	● Preparing for next week's session- Graduation practice. ● Discuss the poster submission deadline.	

Learning Activity

Mentor-Mentee Time

Research Exploration Project

Weekly Goals

- 7- Ambassadors will have two sources for their research project.
- 8-
  - o Ambassadors will submit a draft of their 1–2-minute project pitch
  - o 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***).