

11B 0.6: BOY Survey

PHASE OVERVIEW

This is a pre-match phase which introduces students to the 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

15 min *Do Now: Classroom Mini-Survey*

25 min *Learn and Engage: BOY Survey*



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.

MATERIALS: [0.6 Presentation](#)

Do Now: Classroom Mini-survey		Notes:
Students will share their preferences and learn about the importance of surveys.		
Slide 2: 15 min	TALKING POINTS For each question, when directed, walk to ____ side of the room if your response is “yes” or to ____ side of the room if your answer is “no”. 1. Coca Cola is better than Pepsi. 2. Math class is more fun than English class. 3. I prefer studying alone. 4. I like soccer more than football. 5. I prefer taking tests than doing homework. 6. I prefer Youtube to Netflix. 7. KFC is better than McDonald’s. 8. Online classes are better than in-person classes. 9. Dogs are better than cats. 10. Typing on a computer is easier than writing on paper. <i>Note: You can add additional questions if students go through these questions quickly. You can choose a few students after each question to share why they chose “yes” or “no.”</i>	

Learn and Engage: BOY Survey		Notes:
Students will log into the Platform using the credentials they set during the mentee application and will complete the beginning of year survey.		
Slide 3: 1 min	<i>Have a student read the key takeaway:</i> My feedback helps make this program better for me and other students. TALKING POINTS We just conducted a mini classroom survey. As you can see, surveys are a great way to understand what other people think! Today, you will be taking a program survey!	

Slide 4: 1 min	TALKING POINTS The survey is an opportunity to share your thoughts on what you want from this program. 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 important to share what works and what doesn't work for you.	
Slide 5: 4 min	TALKING POINTS When you are matched with your mentor, you will be using the platform to communicate with them. This is also the website that we will use to take our survey for today! On the landing page, you will put your email address and the password that you created when you completed your mentee application. If you forgot your password, you can hit “forgot password” to reset it. <i>Give students time to log in</i>	
Slide 6: 2 min	TALKING POINTS Go to your newsfeed and click on the green “take the HS survey” button.	
Slide 7: 1 min	TALKING POINTS Once you click on the “take survey” button, the survey should appear. You can take the survey either in English or in Spanish – you can change the language by clicking on the box that says “English”	
Slides 8: 15 min	WORK TIME <i>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.</i> <i>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.</i>	
Slides 9: 1 min	TALKING POINTS Before your next class, be sure to complete your beginning of year survey and submit your signed consent form (if you have yet to do so).	

