

Virtual Color Group Meeting 3

Time	Activity	Materials
5 mins 3:05- 3:10pm	Welcome <ul style="list-style-type: none"> Review of the Learning Objectives. 	This Lesson Plan
NA	Learning Objectives <ul style="list-style-type: none"> Utilize group discussion ground rules effectively. Implement knowledge acquired throughout WYSE and personal experiences into project development. Maximize the work time provided to receive project feedback from peers and color group leaders. 	This Lesson Plan
5 mins 3:10- 3:15pm	Individual work and group discussions <ul style="list-style-type: none"> Staff will deliver instructions and reserve remainder of time for questions. To facilitate the project planning activity students should come to WYSE with their original project idea to improve the environment in their local community. Students will utilize this work time to develop their project ideas, receive feedback from peers, and fill-out the first part of the project worksheet. <p>How this will work:</p> <ul style="list-style-type: none"> Access your “My Community Project Plan” worksheet if you have not already. You can print the worksheet or just use it as a guide and write on paper. We will walk through some parts of the worksheet together and allow you time to focus individually on your project. In about an hour, we will come together for you to each pitch your project plans and get feedback from us and from other students. <p>This seems daunting, it’s not! We will help you and you should utilize SMART goals in your planning process.</p> <ul style="list-style-type: none"> Specific. The goal should have a clear, highly-specific endpoint. If your goal is too vague, it won’t be SMART. Measurable. You need to be able to accurately track your progress, so you can judge when a goal will be met. Attainable. Of course, setting a goal that’s too ambitious will see you struggle to achieve it. This will sap at your motivation, both now and in the future. Relevant. The goal you pick should be pertinent to your chosen field, or should benefit you directly. Time-Bound. Finally, setting a timeframe for your goal helps quantify it further, and helps keep your focus on track. 	This Lesson Plan
25 mins 3:15 – 3:40pm	Student work time <ul style="list-style-type: none"> Students should work using their <i>Project Action Plan</i> worksheet and begin to fill out their <i>My Community Project Plan</i> using some of the issues they identified yesterday. They should stay in the zoom room while doing this. <ul style="list-style-type: none"> Pick whichever community issue resonates most with you from your Project Action Plan (or choose another if you thought of one!). Why did you choose this particular issue? In what ways can you improve your community by tackling this issue beyond just addressing issue itself? Begin working on your project outline using the topic you identified. Work independently on your issue but ask other staff and students for their input along the way if you need it! 	
5 mins 3:40- 3:45pm	Group check-ins <ul style="list-style-type: none"> Students will update the group on their progress and staff and other students can provide feedback Offer feedback on questions students have so far, present the following reflection questions: <ul style="list-style-type: none"> Where are you in the process? For those who are stalled: <ul style="list-style-type: none"> What challenges have you run into during your project development? What resources do you need to complete your project? Open the floor up so other students can chime in and help. For those who are “done:” <ul style="list-style-type: none"> Do you have evidence to back up your presentation points? If not, do some research! Provide concrete evidence to make your project stronger. Start designing something visual for your presentation! Make it engaging and exciting so people want to join in and help! 	This Lesson Plan

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<p>15 mins 3:45- 4:00pm</p>	<p>Additional project planning time</p> <ul style="list-style-type: none"> • Students will utilize this additional time to complete the rest of their project worksheet, discuss their project difficulties with fellow small group members, and consult their color group leader for feedback on their project. 	<p>This Lesson Plan</p>
<p>40 mins 4:00- 4:40pm</p>	<p>Student Presentations</p> <ul style="list-style-type: none"> • Students have 3 minutes to present their projects, followed by 2 minutes of questions and feedback. 	<p>This Lesson Plan</p>
<p>15mins 4:40- 4:55pm</p>	<p>Simulation Debrief</p> <ul style="list-style-type: none"> • How did you feel about the simulation? • Did your project change over the course of the simulation or did you stick with the first issue you identified yesterday? • If it changed, why? If not, did you consider other options or know right away that this was the only project you were interested in doing? • What challenges did you face that you felt other students didn't? Did this resonate with anyone else? • What other projects did you feel could potentially help your community? Why? • Which project was not one you had thought would work but reconsidered once you heard the project plan? • Have you every done a simulation like this before? How was that experience similar? How was it different? 	
<p>5 mins 4:55- 5:00pm</p>	<p>Brief the Next Day</p> <ul style="list-style-type: none"> • Have you heard an admissions presentation before? If yes, what do you hope to learn from this that is new? If no, what expectations do you have? • What is environmental justice? • Do you feel like you considered environmental justice issues when developing your project plan? Be thinking about this as we go into tomorrow's group session. 	