

Professional Development Situation: Coaching

Skill Focus: Giving Youth Control

Time Required: 15 minutes

EXAMPLES IN ACTION

Participants will watch the “Giving Youth Control in Investigations” video-based learning module to learn how to give youth more control in their STEM learning experiences.

Agenda

See the Skill in Action—5 minutes

- [Giving Youth Control in Investigations](#) video-based learning module

Setting Goals—10 minutes

- [SMART Goals Action Plan](#)

Materials

- Computer with internet connection
- [Giving Youth Control in Investigations](#) video-based learning module
- [SMART Goals Action Plan](#)
 - If conducting this session virtually, be sure the participant has access to these as well.

Before the Session

- **Read this coaching guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style.
 - *Italics indicate text that can be read aloud or emailed to the participant.*
- Send an email to the participant being coached:
 - *Our coaching session is scheduled for DATE at TIME. We will focus on “Giving Youth Control”. Please feel free to contact me with your questions or concerns at CONTACT INFORMATION.*
- Gather all materials needed for the coaching session.

During the Session

See the Skill in Action (5 min)

- Work through the steps of the [Giving Youth Control in Investigations](#) video-based learning module.
 - Before step 1, introduce the investigation about ice cubes, if needed.
 - Watch the videos in steps 1 and 3.
 - Talk through the questions in step 2.
- Reflect on how this video-based learning module offers ways to give youth control of their learning and connect with careers youth are interested in.
 - *What are the ways that youth engage with STEM careers in this video?*
 - *What does the facilitator say to help youth develop a STEM identity?*
 - *How do facilitators give youth control during this activity?*

Setting Goals (10 min)

- Make a SMART goal with the participant. Use the [SMART Goals Action Plan](#).
- Remember that SMART Goals should be:
 - **Specific** – It is clear what you are trying to accomplish (what do we care about?)
 - **Measurable** – You will know when you've accomplished your goal
 - **Achievable** – You can do this because the goal is not too big or too small
 - **Relevant** – The goal relates to this skill and what you do in your program
 - **Timely** – The goal can be accomplished this month

After the Session

- Follow up with your participant to see how they are progressing on their SMART goals. Try to be supportive and helpful, not evaluative.

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>

SMART Goals Action Plan

NAME: _____

DATE: _____

Concept/Problem Statement:

Goal Statement:

Specific: What specific action will you take?

Measurable: How will you measure the results?

Attainable: What will be different?

Relevant: The goal relates to this skill and what you do in your program

Timeframe: The goal can be accomplished this month
