

## Professional Development Situation: Coaching

**Skill Focus: Connecting Prior Knowledge and Experiences**

**Time Required: 15 minutes**

# IDENTIFYING CONNECTIONS TO PRIOR KNOWLEDGE

Participants will watch the “Presenting a Challenge” video-based learning module and complete the Bridges worksheet to better connect everyday experiences to STEM.

## Agenda

See the Skill in Action— 5 minutes

- [Presenting a Challenge](#) video-based learning module

Bridging STEM and Everyday—10 minutes

- [Bridges Worksheet](#)

## Materials

- Computer with internet connection
- [Presenting a Challenge](#) video-based learning module
- [Bridges Worksheet](#)
  - 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 “Connecting to Prior Knowledge and Experiences”. 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 [Presenting a Challenge](#) video-based learning module.
- Reflect on strategies the facilitator uses to help make the experience equitable for all youth.
  - *What does the facilitator do to ensure that all youth can use their “experience” on a roller coaster to influence their decision making?*

### Bridging STEM and Everyday (10 min)

- Pass out the [Bridges Worksheet](#) to the participant.
  - *You are going to spend some time thinking of ways that you can connect upcoming activities with youths’ everyday experiences. We can think of this as “bridging,” or helping youth connect their everyday experiences to science and technology. **Making learning applicable to everyday experiences is a very powerful tool for learning and we should try to do it every day.***
- Encourage the participant to “Think big.” It is important to design programs that can support youth in moment-to-moment learning as well as in big structural ways, such as in program design or unit planning. If the participant can’t think of connections, ask them to think about:
  - *Materials*
  - *Local places*
  - *Local people*
  - *Local industry*
  - *New audiences for current projects*
- Ask the participant to share their favorite “bridge.” If time allows, see if there are commitments that can be made to helping make larger “bridges” happen, such as planning a new field trip or getting a new project into the curriculum.

## After the Session

- Follow up with your participant to see how they are progressing on their action plan. 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>

## Bridges Worksheet

In the left column, list an upcoming activity your youth will do. In the right column, think of several examples from youths' everyday lives (including school-day learning) that connect with that activity.

Upcoming Activity	Connection to Youths' Experience
	
	
	
	
	
	