Lesson 4

# Campus Resources: *Coach Guide*

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| Learning Goals1. Students will learn about different resources available to them in college.
2. Students can identify people on campus to help them with various issues that may arise.
3. Students understand components of an effective professional email.
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## Introduction (~5 minutes)

* + Welcome students back to beaver hangouts and introduce them to the lesson!
	+ To start the discussion about campus resources, ask students where/who they go to when they find themselves struggling in high school. Share your story regarding who you seek help from in college.

## Activity 1 (~15 minutes)

* **Campus Resources Presentation**
	+ Link to presentation: <https://prezi.com/o_tcyvt_qs54/campus-resources/>
* Pull up the Prezi about different campus resources at Oregon State. Make sure you go over the presentation and write down some notes on each slide, especially if you’ve had personal experiences with the organization. Brush up on the resources that you’re not familiar with to prepare for questions from the students.
* This presentation uses organizations at Oregon State as an example, but most of these services can be found at most traditional higher education institutions.
* Ask students if they have any questions as you go along, and if they plan on using any of these resources once in college.

## Activity 2 (~15 minutes)

* **Guess Who? College Edition**
	+ To prepare for this game, have students get into six groups. Each group will have a card that describes a different person on campus and how they can help students. Your job as a coach is to ask yes or no questions to each group and guess who the person on the card is.
	+ When all six cards have been guessed, pull up the “Guess Who?” powerpoint and go over the different types of people you just talked about. Share stories about your own experience if you’ve sought help from any of these individuals.
	+ The six types of people are: professors, TAs, RAs, community relations facilitators, academic coaches, and advisors.

## Activity 3 (~10 minutes)

* **Seeking Help: How to draft a professional email**
	+ Although there are many people on campus eager to offer their guidance, they won’t know that you need help unless you reach out to them first. The simplest way to do that is by communicating via email.
	+ Give this scenario to students: You are in Dr. Ann Smith’s English Literature 204 class. It is two weeks away from the midterm and you don’t understand the material you’ve been going over in class. Dr. Smith’s office hours conflict with your biology class, so you would like to make an appointment with her.
		- Have students draft an email to Dr. Smith to set up an appointment. Have them include a subject line, greeting, body, and closing.
		- Give students a few minutes to write their responses.
	+ Ask for volunteers to read out their emails. As a group, ask students what were the good points about their email and what they could improve on. Work with students to “edit” their emails.
	+ Key factors you may want to emphasize are:
		- Using a clear subject line
		- Calling the professor by their preferred title/name
		- Avoiding smiley faces and other emoticons
		- Clearly identifying yourself
		- Offering at least three times you are available if you are requesting an appointment
		- Sounding respectful, instead of whiney

## Closing/Assignment (~5 minutes)

* **Wrap-up**
	+ Recap what you guys learned today and ask if students have any questions.
	+ If there’s extra time, ask students how they’re doing in their college application process!

Week 1 (SAMPLE)

# Introduction to Beaver Hangouts: *Student Worksheet*

## Think, Pair, Share!

Get in groups of 2 or 3 with the classmates sitting next to you. Your task is to interview each other, finding out the following information:

1. Their name:
2. Their age:
3. What they want to be when they grow up:
4. An interesting fact about them:

## Beaver Hangouts is a Safe Space

A Safe space is a place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.

Name three ways we can we create a Safe Space during our Skype sessions together:

1.
2.
3.

## Beaver Hangouts Ground Rules

In order to make the most of our time together, we need to establish some ground rules.

Name three rules you think we should all follow as a class:

1.
2.
3.

## What is Post-Secondary Education?

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name three types of post-secondary education:

1.
2.
3.

## Beaver Hangouts Learning Goals

Name three things you hope to learn this year about post-secondary education:

1.
2.
3.