

Link INTO CSU Mentor Curriculum Week One: Involvement

Supplies needed:

- Computer with bookmarked SLiCE links (if possible)
- Pen and paper for you to take notes about what mentees want to do
- Campus Map

Time Frame:

60 minutes

Vocabulary Box:

Mentor
Hobby
Leadership
Involvement
Community Engagement
Resume
Sorority/Fraternity/Greek
Researchers

Introduction/Welcome to the Mentor Program

5 minutes / 55 minutes remaining

NOTE: As students arrive it's important to be upbeat and engaging. Think about how you want the room set up and the importance of how you use space. Consider putting the chairs in a circle. The following is an outline of what content to share. Do not read this content to students. Instead, prepare so that you can share the information in your own "voice" – a way that sounds comfortable and natural to how you usually speak while taking into account your audience and their English proficiency. Practice, so you can do what you need to do in the time that is allotted for each section.

Mentor begins by...

- Briefly introduce yourself:
 - Share your name, your title: Link INTO CSU Mentor, academic program, years at CSU/in Fort Collins. Tell students how they can contact you (email? phone number? office hours?)
 - Explain that a "mentor" is a friend who can give you advice about CSU, Ft. Collins, and answer your questions. I can even help you with problems you are having with school, housing, etc.
- Explain that the Mentor Program is a new program for INTO students designed to:
 - Learn about U.S. culture and University expectations
 - Help you with problems you have
 - Practice your English
 - Meet other students who are feeling the same, and discuss these things together as a group
- Explain that each time the group meets:
 - You will cover a specific topic or do a specific activity designed to help you be successful here
 - There will be time to talk and share about your own experience about the topic
 - We will end with time to talk about what you want to talk about. Maybe something happened on campus that you have questions about or you had an experience that you are still thinking or wondering about. We hope that this will be a time talk honestly about all the things you are experiencing outside the classroom that have an impact on how you feel about being here.

Ask the group if they have any questions before moving on to the next section.

Ice Breaker

15 minutes / 40 minutes remaining

Mentor explains...

Let's meet each other. Go around the circle and share: your name, your home country, and a short story about something you were involved in back home that you really enjoyed; something that made you happy to be a part of – it could be a hobby you had, or a group you were a part of, or something you did for fun.

Mentor starts and models both what to share and the length of time to speak, and then invite the next person to go, continuing around until everyone has had a chance to go. Be encouraging and interested in what others share.

Getting Involved on U.S. Campuses
20 minutes / 20 minutes remaining

Mentor asks...

Who has seen signs or heard about programs to go to or groups to join on campus?

Ask those with raised hands what they have seen or heard about and encourage those who speak.

Explain that a good place to discover some of the things that are happening on campus is at the SLiCE office—Student Leadership, Involvement and Community Engagement or on their website. Show students this website: <http://www.slice.colostate.edu/> which includes the RamLink site, <https://ramlink.collegiatelink.net/>

Mentor explains...

In the United States, on college campuses, we call participating in groups and activities “being involved”. This means going to programs and events because you can meet other people and be a part of the CSU community. There are many traditional programs that CSU puts on every year, like Cans Around the Oval or Alternative Spring Break trips (be sure to explain what these are.)

There are also groups to be a part of like (name some of the groups that students shared earlier and add others you know of like hall councils, interest groups, volunteer groups, groups related to majors, or fraternities/sororities).

Mentor asks...

What sort of similar activities or opportunities do you have in your home countries?

Be conversational. Thank those who share. If you know that CSU has opportunities similar to what is shared by students, be sure to mention them.

Mentor continues...

In the U.S. being active and involved in things outside of class is very important. When it comes time to look for a job, students included their involvements on their resumes and can talk about the leadership skills they learned in job interviews.

Also, researchers have learned that college students who do more than go to class—who join groups and go to programs—are happier. They feel like they are a part of campus and have

friends. And when students are happy, they do better in class. The same is true for INTO students.

Being involved also has a benefit for INTO students. Going to programs and being a part of groups is a very, very good way to practice your English and advance more quickly through your classes. You have to use English to learn it well.

Mentor asks the group...

What kinds of things would you like to do or be a part of while you are here? (Be sure to take notes for program ideas!)

Mentors challenges...

This week, I want you to notice opportunities for involvement. What activities do you see being offered? Look for signs, groups of people, and online. Next week we will discuss things you would like to do to become involved in the community. Remember, being involved helps your English! (Also, if you are in L/S 100 you will be required to do this for your Activity Reports. Bring us ideas!)

Q&A and Conversation

20 minutes / 0 minutes remaining

Mentor explains that there is a lot to learn and adapt to when we travel to new countries and experience new cultures. Ask the group to go around and share:

1. One thing they like about being in the U.S.
2. One thing they do not like about being in the U.S.

Mentor reminds...

At the end of every meeting there will be time to ask questions or share a situation you may be wondering about and get feedback. Is this U.S. culture? What is happening? Are other INTO students experiencing the same thing?

Open the floor up for questions and concerns. Facilitate a conversation about what comes up. Consider asking some of the questions below:

- Has anyone else experienced something like this?
- What do you think is happening in the situation?
- Has anyone already discovered the answer to this question?

NOTE: Try to keep the focus on situations outside of issues with classes such as needing to change course times or meet with a teacher. Redirect students to the INTO Welcome Desk to deal with those types of issues. Try to provide direction for other things, but if you are not confident about resources or answers, share that you will find out for next time and then contact Angela to make sure you have the proper information.

Close the session by reminding the group you will meet next week, when and where, and that they should complete their worksheet in order to be prepared. Thank everyone for participating.