

Welcome, all!

Today, you will...

- Understanding impact 1-on-1 conversations have on belonging
- Create structure for first 1-on-1
- Role play first 1-on-1
- Debrief role play
- Reflect on today's learning

Week 5

Today's class prepares you to...

- Structure and engage in 1-1 conversations
- Consider how attuning to students' identities impacts their sense of belonging

Understanding impact 1-on-1 conversations have on BELONGING



Part of the LA expectations is meeting 1-on-1 with your students to support their belonging and refer them to appropriate resources! This is a part of the expectations in the LA Umbrella.

As a group...

- What does the word "belonging" mean to you?
- Why is belonging so important for first-year students at K-State?

Understanding impact 1-on-1 conversations have on BELONGING

Pull out a piece of paper or your laptop. Personally reflect on the following questions, then we will share with the large group.

- What kind of an impact can 1-on-1 conversations with an LA have for first-year students' sense of belonging?
- What things can get in the way of a students' sense of belonging?
- How might considering someone's background and identities when talking with them impact their sense of belonging?
- How does your position of power as an LA impact this conversation?
- What are some conversation skills that can support this conversation to go smoothly? How can these skills help you combat any challenges that arise?

If you feel it would be helpful to review DEIB Terms and information, review the [Glossary from the Diversity and Inclusion office](#).

- What are other resources you can turn to that can support you in improving these skills and competencies?

Create structure for first 1-on-1

We've talked through the purpose of 1-on-1 conversations and how 1-on-1 conversations foster belonging. To translate these concepts to action, you can follow these three steps:

1. Structure an outline with prepared questions, statements, and skills you'd like to focus on during the conversation
 - o Beginning (introductions), Middle (getting to know them & how to support them), Wrap-Up at the end
2. Follow your structure during the conversation - incorporate your conversation skills and adapt to challenges that arise
3. Provide timely follow-ups afterward to students and/or supervisors. (You might refer students to resources, we will cover this in week 6 and 7!)

In your clusters, complete Step 1 by creating a structured outline for the first 1-on-1 conversations you will have with students. We will use this for a Role-play in a few minutes, and this will be a part of your reflection today.

Draft the questions you would like to ask students during the beginning, middle, end/wrap-up and any follow-up afterward. Include in your outline what information you would like to share with them. List what skills you hope to focus on to help this conversation support belonging and well-being.

*Question! What can happen if you focus on your structure over the student?

Resource: Questions to support the structure for follow-up 1-on-1 conversations

Success and support may change throughout the first semester for students.

- How do ongoing 1-1 conversations throughout the semester impact belonging and well-being for students?
- How are these conversations different than the first conversation?
- How do 1-on-1 conversations change as you build rapport with a student?
- What concerns might students have at different times in the semester that might surface during a 1-on-1 conversation?

When preparing for this, we recommend that you follow the same structure and draft the questions you would like to ask students during the beginning, middle, end/wrap-up and any follow-up afterward. Include in your outline what information you would like to share with them as well.

Role play first 1-on-1

In your clusters, utilize your existing plan to role-play engaging in a 1-1 conversation with a first-year student for the FIRST conversation.

1. Assign one person to be the student, and the other to be the Learning Assistant. The situation is meeting the student for the FIRST time.
2. Before you begin... Check your conversation structure using these questions:
 - What is your goal for the conversation?
 - What questions will you ask that would support this students' sense of belonging by being inclusive to individual identities (both seen and unseen)?
 - What statements and information feel important to share in this conversation?
 - What conversation skills would you like to practice during this conversation?
 - How can you focus on being student focused and anticipate challenges?
3. Have fun with your role-play!

Debrief role play

How did it go?

- What was your goal for the conversation?
- What questions did you ask that support students' sense of belonging by being inclusive to individual identities (both seen and unseen)?
- What statements and information did you share in this conversation?
- What conversation skills did you practice during this conversation?
- What challenges did you anticipate and how did your plan support these challenges?

After this experience, how can you see yourself going from "Good" to "Great"? What might produce a "level up?"

Reflect on today's learning

Instructions

- Navigate to Canvas, and open the Week 5 Reflection.
- Today's reflection tasks are:
 - Share back your outline for your first 1-on-1 meeting with a student - which includes questions you'd ask and information you'd share. Post the outline as part of your submission.
 - Using our [template](#), customize the email you will send to your students this summer that helps prepare them for their first interactions with you. Post the draft message as part of your submission.

By our next class session, follow the instructions on Canvas to complete your FERPA training - this is an annual training required of anyone who will be able to access students' protected information. This training will take ~1 hour to complete.

*The first drafts of your Week 4 reflections were VERY strong. Check to see if you have received feedback on reflections. The comments provided are not a mark against you they are there to support you to go from good to great. If you received an 'incomplete' or are prompted in the comments to, please revise and resubmit.

See you all next week!