Mentor Introduction Instructions

We've designed a 10-minute In2science Mentor Introduction for your first class in response to feedback from teachers and past mentors. They found that giving **a brief introductory presentation during your first class** about who you are and why you're there makes mentors feel more at ease, helps to facilitate future conversations with students, and gives the teacher a better idea of how to integrate you into the classroom. **In short, it will make future visits *much* easier for you**!

So here's the process of how to introduce yourself to the class during your first visit!

Step 1: Before pre-placement training

● Read over the template below.

● Download our **Mentor Introduction Template** (click here to download) and create an image-only PowerPoint to accompany your introduction. Feel free to edit this as you like!

● Draft your own 10-minute introduction using 1-2 prompts per section.

Step 2: At pre-placement training

● You may be given time to practise your introduction at the In2science pre-placement training session in a small group. Your fellow mentors-in-training will have the chance to share examples and ideas!

Step 3: After training

● Tweak your introduction until your first mentoring visit – practise with a friend or with your In2science Coordinator!

● Send your PowerPoint to the teacher before your first visit. Also make sure you have a copy on USB when you attend the class.

● In your first class: introduce yourself!

Top tips for your introduction

● **SMILE** – especially if you're a bit nervous!

● **Keep it short and snappy!** No more than 10 minutes all up (practise your timing). Pick 1-2 points for each part of your introduction, rather than trying to cover them all. With anything you don't cover, you could use one idea each week as a conversation starter.

● **A narrative about who you are** (e.g. "I got into engineering because I really loved physics, which I discovered through watching Brian Cox videos in high school.") is much more memorable than a discrete set of facts (e.g. "I studied physics. I like engineering. I like cats.").

● **Throwing in a question** helps to keep the students actively engaged.

● **Use the Mentor Introduction Template** we've designed – keep text to a minimum and use a few great images!

● **Practise really does make perfect.** You'll be much more confident and enthusiastic if you're not thinking about what to say on the spot.

MENTOR INTRODUCTION TEMPLATE: SECTIONS & PROMPTS Choose 1-2 prompts per section	POWERPOINT SLIDES
1. Student surveys Ask the students to complete their online pre-placement surveys (confirm the timing with your teacher).	**Use slide provided**
2. Can you guess what I do? Start with your name. Grab the students' attention and get the students interested in what you're about to say: ● e.g. I'm going to tell you a little bit about myself and why I'm here. By the end of my talk, I'll see if anyone has worked out what this image is!	**Choose a mystery image** (something related to your STEM story or course/discipline but isn't easy to work out straight away)
3. My STEM Story: University ● What course you're studying and at which university. ● Brief explanation of the study area – give them a hint to get them interested & curious. An example is great. ● What STEM career you'd love to pursue thanks to your studies. If your interests and aspirations have changed while at uni, this can be good to mention (a career is something that evolves over time). ● Add in one or two non-STEM interests (e.g. I also love underwater rugby and Lady Gaga). ● How is university different from high school?	**Choose an image (or images) of your campus or something else related to university studies** (with you if possible!)

4. My STEM Story: Getting Started How you got to be where you are now: ● Your experience of science/maths at school and VCE (including subjects). ● What got you interested in your current discipline? Who/what were sources of inspiration, influence or support? ● Turning points and light-bulb moments are great (e.g. I wasn't really interested in science until year 10, when…). ● Share a bit about your mindset and likes/dislikes in high school. If you hated science/maths at school, be honest! This could be relatable for students (but don't imply the current class is boring). ● Did you grow up and go to school near the school/in a regional area/overseas?	**Choose an image (or images) that speaks to your high school STEM experience**
5. My STEM Story: Looking Ahead Where would you like to be in the future: ● When you enrolled in your current degree, what ideas did you have about the career choices it may lead to? ● Has your understanding of career pathways broadened since undertaking your degree? ● What specific STEM skills have you developed throughout your studies that you feel will set you up for a successful career? (e.g. analytical thinking, problem solving, communication, innovation and entrepreneurial skills, research skills, teamwork) ● Who has been your greatest source of inspiration/support throughout your STEM university studies? This may include: o long-term mentors or new people in your personal network o family member o leaders in scientific research/education o a 'YouTube sensation' o past/present employer or colleague ● How have they shaped your career ideas/goals? ● Where do you see yourself in 2-3 years' time? (e.g. working, going into research, further study). If you really don't know where you see yourself or what path you'd like to take, that's completely fine. It's important to show students that doing a STEM degree provides you with a sound skills base and access to endless options. Many of these jobs/fields do not exist yet! ● How are you going to get there? What steps/actions are you going to take? ● After undertaking a STEM degree, what contribution would you like to make to a better world? (i.e. what footprint would you like to leave?)	**Choose an image (or images) that represents how you see your career journey**

6. Why am I here? Explain what you're doing in the class as an In2science mentor: ● I'm not a teacher, I'm just a biology/statistics/chemistry/etc. student volunteering because… (your motivation for becoming an In2science mentor, your love of STEM - you're here for the students). ● I'm here to give you an idea of what it's like to study STEM in senior high school and university and how truly awesome and satisfying it can be. ● I'm here to show you how useful science and maths are to your lives. If you've ever thought "When am I ever going to need to use this?", I'm going to help you understand how what you're learning is useful in the real world, and how it gives you tools in the toolkit of life. Encourage students to engage with you when you're in the class. Give some specific examples, framing them in terms of what's in it for the student: ● I can help you with your class work. ● If you've ever wondered about physics/engineering/zoology/etc., I'm your chance to find out! ● Please feel very free to ask me questions! ● I'll be in this class each week for the next ten weeks.	**Use slide provided**
7. Thanks Finish by thanking the students and teacher for their time. Remind students to complete the survey.	**Use slide provided**

Use this table and the slide template to draft your own **Mentor Introduction**!