**Mentored Industry Projects**

Reflect With Purpose

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| **TIPS**  Taking time to reflect will help students process their experience. They can identify key takeaways, consider what they might do differently next time, appreciate personal strengths and strengths of others, and make plans for continued growth. That said, setting students up for *productive* reflection takes some intentional thought on the part of the facilitator.  When it comes to blocking off time for student reflection, the team at District C suggests prioritizing (i) frequency and (ii) authentic purpose.   * *Frequency*. Carve out quick opportunities (5 minutes or less) for reflection throughout the MIP experience. As a facilitator you can support students by giving them a prompt to think about at each step in the design process. For example, if one of your goals during the Understand phase of the process is to encourage students to stay objective and curious instead of jumping to solutions, you might give the following reflection prompt: “Coming out of your interview with your Industry Partner, what did you hear that surprised you?”      * *Purpose*. Carve out a larger chunk of time for reflection at the end of the project (District C’s Teamship programs usually include one full week for reflection at the end of the Teamship cycle) and offer students an authentic reason/purpose to make the reflection matter. Include different options for the **mode** of reflection (eg, writing, speaking, creating), the **purpose** of the reflection (eg, writing a college essay), and the **audience** for the reflection (eg, college admissions officers). Having a real reason to reflect will inspire students to think more deeply about their experience, what they learned about themselves, how they grew through the experience, and how to apply their learnings to future opportunities. |

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| **RESOURCES**  At the end of District C’s Teamship experience, coaches often block off a full week for students to reflect with purpose. The below resource provides a structure with examples to help students think about how they want to reflect on their Teamship experience in a meaningful and productive way.   * [REFLECT WITH PURPOSE](https://docs.google.com/presentation/d/1CIMpQ_APAY-SGgoCJqFit3NhFFqsXkhp7q9HkJaOR8g/edit?usp=sharing) examples with mode, purpose, and audience   Teamship students also watch a 10-minute video that guides them through a process for reflecting on their Teamship experience with purpose, in this case with the purpose of using their experience to get hired into a job/internship or get accepted to college. Here’s the video:   * [HOW TO USE TEAMSHIP TO GET HIRED OR ACCEPTED](https://vimeo.com/553396477/2960853a81?share=copy) video   Ana, a District C Teamship Alumna, decided to write an article for EdNC, a statewide media platform in North Carolina -- and she got it published! Read her article here:   * “[Why every student in North Carolina needs to experience District C [Teamship]](https://www.ednc.org/perspective-why-every-student-in-north-carolina-needs-to-experience-district-c/)” by Ana Ratanaphruks |