

# Planning for Weekly 1:1s: How to do it!

Different 1:1s have different purposes, so we're offering simple guides for three types:

- **CONNECTING:** Build foundations for or deepen attachment and trust between adults and kids.
- **PROGRESS:** The weekly “bread-and-butter” check-in agenda using the **self-direction cycle**.
- **STEP-BACK:** Reflect on the arc of their year so far to see how short-term goals and plans connect to longer-term goals.

Start by Connecting and then move on to Progress. Then, every once in a while, Step-Back. Each type of check-in has a specific purpose.

Whichever type of 1:1 you're planning, let these actions guide your time with kids: **Pause, Paraphrase, and Probe!**

## Pause

- Express Care
- Share Power

## Paraphrase

- Express Care
- Provide Support

## Probe

- Share Power
- Challenge Growth
- Expand Possibilities

Let kids do most of the thinking and talking to ensure they're getting the maximum opportunity to practice and get feedback on the thinking needed for effective self-direction. Spend the majority of the check-in strategically asking clarifying questions to discern factual information and probing questions to uncover kids' thinking.

## Whichever agenda you start with: Share the what, why, and how of 1:1s.

- "This is a judgment free zone"
- "My purpose is to support you and be your ally"

## Always begin with a warm greeting.

When possible, refer back to something you discussed last week.

- "How was your soccer game?"

## When kids are talking, ask deepening questions.

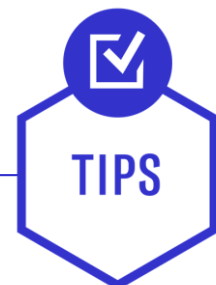
Ask about things you are genuinely curious about.

- "What does that say about what is important to you? Why?"
- "How does that make you feel?"
- "What do you mean by that?"

## Make connections between you and your kids.

Keep as close to student's words as possible, and highlight authentic similarities

- "I heard you say X, that highlights to me that you care about Y, and I connect with that because I..."
- "I have a younger sister too."



## 1:1 Guide to Connecting for Coaches

Use these guiding questions to get to know kids and set goals for a meaningful year. This process will help you build foundations for a secure attachment and trust between you and the kids you're mentoring.

In this first 1:1, you are establishing a deeper connection with a kid, so it may take longer than a typical 1:1, or you might spread this conversation over multiple weeks.

### INTRODUCE YOURSELF — 4 min

Share who you are, your hobbies, passions, and how you became a learning leader. Answer any immediate questions.

- Is there anything that's been coming up since your school year started that would be helpful to talk about?

### GET TO KNOW YOUR KIDS — 5 min

Ask some get-to-know-you questions.

- What are your passions and interests?
- Who are your biggest supporters in your life?
- What are some of the things you think I'll appreciate about you as I get to know you?

### DISCUSS LONG- AND SHORT-TERM GOALS — 10 min

Let kids know you want to help them make this year meaningful.

You can also share that you want to help them identify obstacles on the path ahead, find the tools they need to stay on track, and learn from the challenges they face.

- What's something you want to accomplish this year?
- What's something you're struggling with that you want to overcome?
- What's something you are doing well and want to build on?

### CLOSING — 1 min

Thank the kid for sharing, and preview what's coming next: weekly progress check-ins, where you'll look for opportunities to decide on what weekly goals are most important and find motivation to achieve them!

# 1:1 Guide to a Progress Meeting

## CHECK IN — 2 min

Greeting: Ask an opening question like, "What's been a high and a low from the past week?"

- Be careful not to turn the whole check-in into a recap about the week.

## DISCUSS THE PAST WEEK'S ACCOMPLISHMENTS — 3 min

- What did you feel most proud of this week?
- What are you excited to share that you accomplished?

Ask probing questions to help kids notice the strategies they used successfully. You can then help students apply this strategy in other situations when that's possible.

## DISCUSS THE PAST WEEK'S OBSTACLES — 3 min

What obstacles did you encounter?

- Try to get to the root cause of obstacles by asking *why* repeatedly.
- Help kids consider when they've faced similar obstacles, what has been successful in overcoming these challenges in the past?
- What power behaviors did you use this week? (See **Grow** for more about power behaviors)

When challenging kids to improve, emphasize high expectations and a belief in their ability to meet them.

## DISCUSS THE NEXT WEEK — 3 min

Help kids to reflect on the past week's small wins and setbacks and use that learning to prepare for the next week.

- What is happening next week that you want or need to prepare for?
- How is this week helping you to think about your goals next week?
- How do you want to feel by the end of next week?

Notice if your kid is consistently missing goals and losing confidence. Help them "chunk" their goals into smaller, achievable steps and set goals around those steps.

# 1:1 Guide for the Step-Back Check-In

**Important:** Before you meet, have kids complete the planning and reflection activity on the last page. The agenda below provides the question posed in the student activity, as well as probing questions to help you dig deeper.

## Greeting — 3 min

Greet your kid warmly and pose an easy question to get them talking, like, “What were one high and one low from the week?” Be careful not to let the whole check-in become a recap of the week.

## Review goals for the year — 3 min

Review your kid’s answer to the first question in the student activity:

**Step 1: Where *were* you headed?** Think about the long-term goals you may have set for yourself. At the start of this school year, what did you say would make it a meaningful year?

If necessary, dig deeper, perhaps by asking these probing questions:

<p>?</p> <p>What did you think would make your learning or school experience personally or academically meaningful?</p>	<p>?</p> <p>What was one challenge that you hoped to overcome by the end of the school year?</p>	<p>?</p> <p>What else was important to you then, that inspired goals for the year?</p>
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## Reflect on progress — 6 min

Ask your kid to share their reflections from Step 2 of the student activity:

**Step 2: Where are you now?** Since the start of the year, what accomplishment are you most proud of? What have been some of the biggest challenges for you?

Ask probing questions to get kids to think deeply about their progress and challenges.



Are things going as planned?

Which parts are going as planned, and which parts aren't?

Why do you think things are or aren't going as planned?



What obstacles have you faced?

What strategies did you use to overcome these obstacles?

What help have you needed or do you still need?



What can you learn from how things have gone so far?

If you could do it again, what would you do differently, and what would you do the same?

## Adjust goals if needed — 3 min

Let your kid know that because we grow with experience, it's natural for goals to shift during the year. Ask them to share their answers to the final question:

Challenge kids to cite evidence. How do they know what their progress is?

**Step 3: What's the destination *now*?** Knowing yourself and what's happened so far this year, what will make the rest of this school year meaningful for you?

## Closing — 2 min

Before leaving, tell your kid you'd like to describe back to them what you heard them say. Then summarize their reflection:

- “At the beginning of the year your goal was...”
- “Since then...”
- “Now your goal is...”

If you're in agreement about the details of their reflection, thank them for their great work, and end the 1:1. Otherwise, revisit the questions above to ensure that you part with a shared understanding.



Pause or ask probing questions to get kids to think more deeply about what they hope to experience or accomplish for the rest of the school year. Are their new goals specific, measurable, and achievable in the time available?

# Reflect to Check Your Progress

Use the questions below to reflect on your progress so far this year and to consider where the path should go.

## 1 Where **were** you headed?

Think about the long-term goals you may have set for yourself.

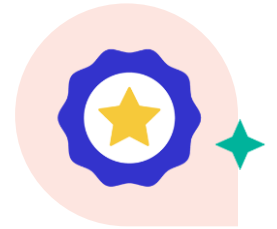
At the start of this school year, what did you say would make it a meaningful year?

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## 2 Where are you now?

Since the start of the year, what accomplishment are you most proud of?

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What have been some of the biggest challenges for you?

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Didn't set goals before? That's okay! You can give it some thought now. What did you hope for at the start of the school year?

## 3 What's the destination **now**?

Knowing yourself and what's happened so far this year, what will make the rest of this school year meaningful for you?

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