



Facilitator Guide: Community Announcements

Process	Description	Your Plan
Transparency	Incorporating this activity into a classroom or laboratory weekly routine allows students to share, and feel valued for, the wide range of skills and interests that they hold as individuals in your class. Sharing the activities that they are engaged in outside of STEM also allows them to make or enrich connections with each other around newly-discovered shared interests. The research also suggests that students benefit from a larger sense of connection to the campus community; this activity allows them to celebrate that connection and invite others to join them.	
Connection	We encourage you to share why knowing about who your students are, outside of their STEM identities, is important to you. You might also talk about the kinds of amazing things that students are doing about which you are already aware, and how you hope to learn more through the semester.	
Modeling	This is a great opportunity for students to get to know more about you as a whole person. Share announcements about the events that are happening in your non-STEM communities and invite students, when appropriate, to join these events.	

Community Announcement Action Steps:

- Time required: 5-10 minutes each week
- Introduce this weekly event using a script such as the following: “One of the ways we will try to help build community in this [lab/class] is to share news about the events and activities we are involved in outside of STEM. We will take time to ask for community announcements about the activities and events that you are excited about or working towards. These announcements can take many forms. They might be about your music and arts performances, club meetings, interesting student activities, sports games, and whatever else you would like to share. We want to get to know and support each other as human beings inside and outside of STEM.”
- We encourage you to share your own community announcements, and invite other members of the instructional team to do the same.

References:

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