

PC 101 Life Skills

Gathering Agenda for Week 02

Gathering Purposes

Discuss the BYU-Pathway Worldwide devotional

- Understand each student’s responsibility to make each gathering great
- Review the Academic Honesty policy
- Review the structure of a paragraph
- Share the topic sentence you will include in this week’s writing assignment

Physical Preparation

- Prepare the room for groups:
 - For *face-to-face Gatherings*, arrive early to setup the room, prepare any visual aids, and greet students as they arrive.
 - For *virtual Gatherings*, start the meeting early, share your screen with a message welcoming them to the gathering and letting them know you’ll start soon.
 - When the Gathering Agenda asks that students meet in small groups, use [Breakout Rooms](#).
 - When the Gathering Agenda asks you to display things on “the board,” you use the [whiteboard](#).
- Make the [Gathering Guide](#) available to students, found in Student Resources in your course.
 - For *virtual Gatherings*, open the document and be prepared to share it with the participants.
 - For *face-to-face Gatherings*, print a copy for each student and bring them to the Gathering. Also be prepared to pull the document up on a screen in front of the class, if possible.
 - If you can’t make the Gathering Guide available to students, then write the following on the board or someplace for students to see:

Three Steps to Being an Active Learner at the Gathering:

- Be Prepared
- Make Connections
- Communicate

Three Steps to Being an Effective Lead Student:

- Follow the Gathering Agenda
- Ask Follow-Up Questions to Dig Deeper
- Involve Everyone

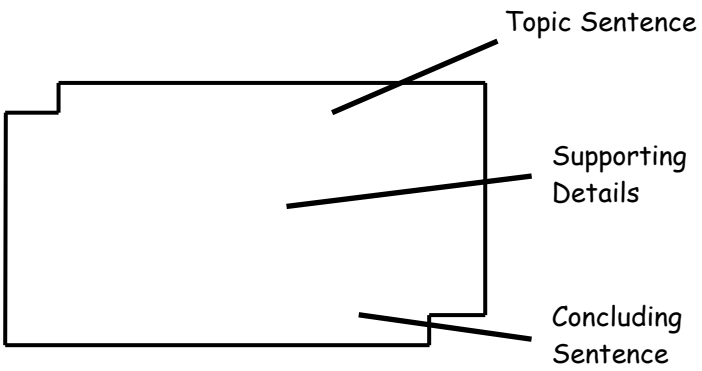
Min Activities

Teaching Tips

Welcome and Devotional

5	Welcome	Welcome everyone to the gathering. Assure the class that you are glad everyone is here and that everyone should feel welcome and accepted.	
	Devotional	Please sing one or two verses of a hymn. If you meet with a virtual gathering, the lead student or another student should be	

		invited to share a brief spiritual thought. A volunteer will then give an opening prayer.	
BYU-Pathway Worldwide Devotional			
10	Discuss	Students were asked to watch the BYU-Pathway Worldwide devotional this week at http://byupathway.lds.org/devotionals . They should have done this prior to the gathering. As a class discuss the devotional according to the information provided on the website.	Be sure to watch the devotional before the gathering and review the accompanying information on the website, including the questions . Pose those <i>same questions</i> to the class and invite several students to share their insights.
Introduction to <i>Gathering Guide</i>			
15	Note	In this activity, students learn about how to be an active learner in the gathering. They also learn about how to be an effective lead student. Students should have read the entire gathering guide to prepare for the gathering.	
	Read	PathwayConnect gatherings are for all of us. As we share our insights from the course, we can learn from each other and deepen our understanding. The gathering guide gives important information on how we can make each gathering a useful and meaningful experience.	Please read this exactly as written.
	Discussion	As a class, review the three steps to being an active learner as well as the three steps to being an effective lead student. Consider asking the class, "What are the three steps to being an active learner, as discussed in the Gathering guide?" Write the three correct answers on the board and invite members of the class to share their insights about what each step means and/or how it might apply to them. Do the same thing for the three steps toward becoming an effective lead student. Ask the class, "What three steps did the Gathering Guide suggest would help you become an effective lead student?" Write the three correct answers on the board and briefly discuss them. Remind the students to refer back to the Gathering Guide often throughout the program to maximize their learning experience at the Gatherings each week.	

	Sign-up	Allow time for students to sign up to be the lead student. Make sure everyone gets a chance to do it at least once during this course. Students might have to be the lead student in a pair if there are more students than weeks. The service missionaries will assist with this sign-up process. See the Gathering Guide, Part 3: Gathering Procedures for more information.	
Academic Honesty			
10	Review and Discuss	<p>Remind the class of what “academic honesty” means. Discuss the answers to these questions:</p> <ul style="list-style-type: none"> • What is academic honesty and why is it important? • If you are learning English, is it OK to use Google Translate to translate your writing assignments into English before you turn them in? Why not? • Why is it important to submit your own work and not the work of someone else? • In a “Western” university, it is important to give the source when you are using the words or ideas of someone else. Why do you think that is important? • What are the blessings of being honest in all things? 	Review the “Academic Honesty” section of this document before class.
Review the Structure of a Paragraph			
20	Explain	<p>Paragraphs help you organize your writing. In a paragraph, you introduce an idea, support it, and then connect the support back to the main (or controlling) idea.</p> <p>Draw or share this image on the board:</p> 	
	Remind Each Other	<p>As a class, remind each other of the following:</p> <p>Topic Sentence. State the controlling idea of the paragraph.</p> <p>Supporting Details. These support the controlling idea and can include facts, expert testimony, statistics, and personal experiences.</p>	

		<p>Concluding Sentence. State how the supporting details all support the controlling idea.</p>	
	<p>Small Group Discussion and Practice</p>	<p>Divide the class into small groups (use breakout rooms if meeting virtually). Read the topic sentence and supporting detail, then discuss the questions that follow.</p> <p>Topic Sentence: “I enrolled in PathwayConnect so I could be a good example for my children.”</p> <p>Supporting Detail: “My teenage son says he hates school, but he notices me studying every night. If I can finish PathwayConnect, I can set a good example for him. Perhaps he will find the courage like me to work hard and finish school.”</p> <ul style="list-style-type: none"> • What kind of supporting detail is this (facts, expert testimony, statistics, personal experience)? • How is it obvious that this supporting detail actually supports the controlling idea stated in the topic sentence? • What specific details are included in the supporting detail sentences? Why do these specific details add color and power to the writing? <p>Only the first part of a supporting detail is given in the exercises below. As a small group, choose which kind of supporting detail is given. An answer key is included at the bottom so you can check, but don’t peek! Try to get them all.</p> <ol style="list-style-type: none"> 1. According to the PathwayConnect website, the number of students in the program has grown steadily over the years and is now at 13,303 students. <ol style="list-style-type: none"> a. Facts b. Expert Testimony c. Statistics d. Personal Experiences 2. Albert Einstein, the famous physicist said... <ol style="list-style-type: none"> a. Facts b. Expert Testimony c. Statistics d. Personal Experiences 3. I remember when I served a mission and my companion told me I was really good at teaching children... <ol style="list-style-type: none"> a. Facts b. Expert Testimony c. Statistics d. Personal Experiences 4. In many poor regions across the globe, many students do not attend public schools... <ol style="list-style-type: none"> a. Facts 	

		<ul style="list-style-type: none"> b. Expert Testimony c. Statistics d. Personal Experiences <p style="text-align: right;">Answers: 1:c; 2:b; 3:d; 4:a</p>	
	Testimony and Prayer	Bear a 30-90 second testimony of the importance of education. End with a prayer by invitation.	