Kids Teaching Kids Program

Workshop Development Manual

inspiring future environmental leaders
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Dear Teacher

“Students teaching students", an exciting concept, one that happens incidentally all the time, but are we making the most of this idea?

Several years ago we began experimenting with this concept. The impact on students was so profound we decided to pursue the approach.

The first “student-led workshops” for the River Health Conference were held on Lock Island, a Mildura Landmark in 1998. The focus was endangered animals. Students and teachers negotiated an area of investigation and began researching their chosen project. Each student developed a solid knowledge base through this process.

We then started talking and reflecting on learning, and in turn, teaching. We listed the sort of learning we felt was effective and enjoyable. Based on these discussions and reflections, students began designing their workshops.

All workshop leaders rehearsed their sessions in front of other students, gaining feedback and making changes where necessary.

When the students conducted their workshops, the participants were obviously impressed and certainly engaged in the process. Participants were attentive and involved in the workshop.

Each year we develop the concept a little further. Students teach students about volcanoes, yabbies, football, cricket, computers and much more. More importantly, students demonstrate to their peers how empowered they have become. Being able to teach someone else is the highest form of understanding. To be able to explain an issue to an audience means you comprehensively understand the subject.

For the process to succeed, teachers will need to be prepared to:

• Take risks
• Trust their students
• Be prepared to negotiate with students
• Be ‘explicit’ in all you do and encourage students to do the same
• Set up suitable structures for this creative process to be successful
• Enjoy yourself!

Good luck with your workshops. The process can be a wonderful new experience for both students and teachers alike.

Anne Robinson
Then Teacher – Mildura West Primary School

Robyn Blackie
Then Teacher – Merbein Secondary College
Excerpt from a letter from Marion Vorwerk
Mildura West Primary School – attendee at the International Kids Teaching Kids Conference

“One of the most successful and meaningful strategies for student learning is the ‘Kids teaching kids’ methodology which allows for authentic learning to take place. Students are empowered to teach other students in many different ways. During these learning sessions real empathy is created with the students learning as the presenting students know what is a ‘turn on and turn off’ with regards to learning.

It is fascinating to observe the conversation when these students are planning how to present their content. They spend time pre-empting how their ‘class’ will react.

The following comments and strategies have been taken from discussions involving 11 and 12 year olds leading up to a presentation about biospheres at the International Kids Teaching Kids Conference.

• We can’t have boring worksheets, kids will roll their eyes.
• We want kids involved in activities, ‘hands on is best.’
• We need time for kids to talk and discuss and time to ask questions.
• We need a reflection time so we can see if we have done a good job teaching the kids.
• We can tell the groups that they are to report back at the end of the session but we will select the person to report back using a coloured code so it is fair to everyone.
• We want to include a play to get our message across – because kids like seeing other kids act
• When we use a PowerPoint presentation we need to have less writing and more pictures. What we say needs to be different to the information on the slide to keep the presentation interesting.

Initially a teacher is charged with the responsibility to provide opportunities in the curriculum, facilitate and teach students the skills necessary to teach others. This is a powerful form of learning and leads to self responsible learners who are well planned, have confident ability to articulate in front of their audience, are able to actively listen and engage in meaningful conversation during discussion and questioning times, know how to group students to maximise learning, understand and be able to utilise a wide range of reflection strategies.

This methodology lends itself to authentic learning experiences in the curriculum and regardless of the topic or subject area, ‘kids teaching kids’ can be a successful component of any unit of work. Links to environmental education do create a perfect forum for kids to teach other kids in a meaningful setting. For many years I have thoroughly enjoyed working with many students using this methodology and have had some very exciting opportunities and results including travelling to Sweden with a group of young students who presented one of Mildura West’s projects at the International Volvo Conference 2005 in Gothenburg.

Teachers in all sectors of education should value the opportunity to understand the whole process: the skills that need to be modelled and taught, strategies that empower students ultimately leading to ‘kids teaching other kids’."
The Education Department of Victoria declares environmental education has three essential components.

**The first is education about the environment.** The conference model successfully supports the concept by the direct teaching of knowledge through the student workshops. This may be done by the teacher, other students, interested and informed community or parent members, specific mentors and through print and visual means.

Students, in their analysis and learning, are at all times provided with an optimistic approach that they can make a difference and the solution to the issue can be theirs.

**The second essential component is education in the environment.** For too long we have, in essence, locked students away in schools to teach them about life in general and specifically about the environment. Students need time to build positive attitudes and environmental education should start from as simple a base as an environmental picnic.

“We love Lock Island cos it has big trees” is as much a powerful statement from a year one student as a call to environmental action by adults. Kids teaching kids should grow from a sequential approach to environmental education; one that starts from enjoyment in just being there.

*In essence, the heart is as important as the head in environmental education or, put another way, the Art of the environment is as important as the Science. This enjoyment and love for the environment must be an integral facet of workshops.*

**The third component is education for the environment.** Here the focus is on students taking action to protect and conserve their environment.

*We believe the whole process of the Young People’s River Health Conference will build on students’ capacity to take the necessary action to preserve the environment. An action phase where a result is expected is essential for the conference outcome.*

An understanding of what constitutes effective Teaching and Learning

An understanding of the chosen area of the environment, eg. Salinity

Ability to articulate these understandings

An understanding of how we can make a difference to the world around us

the big picture
The learning theory underpinning this material and in fact the conference is based on what is called the ‘constructivist’ approach. This simply means that the learner actively ‘constructs’ his/her own learning from his/her own experiences. Constructivists believe that students need to have some interest in the content, they need to have some input in deciding what they will learn.

If we were to consider the average retention rate, we would create more opportunity for students to teach others what they have learnt.

The Learning Pyramid
Average Retention Rate

When planning your workshop please keep in mind:

WE REMEMBER
20% of what we READ
30% of what we HEAR
40% of what we SEE
50% of what we SAY
60% of what we DO
90% of what we HEAR, SEE, SAY & DO
And more purpose?

By taking part in the process of preparing and presenting a workshop for this conference we hope that students will:

**Be empowered**
- They will become ‘the teachers’
- They will become ‘mini experts’ in their field of study

**Take responsibility for their learning**
- Students will select a focus
- Ask their own questions
- And seek their own answers

**Be involved in authentic learning**
- Students see the purpose
- And understand the need for this study

**Make connections and see the ‘Big Picture’**
- Students will understand the importance of their area of study
- And where it fits in the ‘BIG PICTURE’

**Be constantly involved in reflection**
- Reflecting on their own progress in preparing for the workshop
- Asking students in their workshops to reflect on their learning

**Develop a solid knowledge base**
- In their chosen area of study

**Talk about learning and devising effective ways of teaching other students**

**Be actively involved in their learning**
- Students will set goals
- Plan activities
- And reflect on the effectiveness of their learning

**Think creatively**
- Students will be generating new ideas

**Be communicating and co-operating**
- Students will express and discuss ideas with others
- Develop skills through team work
- Share responsibility for common tasks
- And participate in public speaking

**Be problem solving**
- Students will recognise the problems in our environment
- And devise action plans
Developing an understanding of the underlying philosophy of ‘students teaching students’ is an essential component of the Conference. Teachers will need to work through this process with their students. We hope that teachers and students will keep this in mind throughout the process:

1. Ask students to reflect on what they believe effective learning looks like
   ie. How do you learn best?

2. In light of the above, what could we do in the workshops?
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   
   

Presenters could use the following strategies in their own research and in their workshop:

1. **Brainstorming**
   - Every idea is listed
   - All ideas are shared
   - Build on others’ ideas
   - Accept all suggestions
   - No discussion
   - State ideas briefly

2. **P.M.I.**
   The PMI can be used as a structured brainstorm to raise a range of issues for discussion or as part of the evaluation of an idea. It ensures that both sides of the matter have been considered.
   - **P = PLUS** The good things about an idea. Why do you like it?
   - **M = MINUS** The bad things about an idea. Why don’t you like it?
   - **I = INTERESTING** Possibilities and questions. What is interesting about the idea?

3. **Predict, Observe, Explain**
   - Students first predict (with reasons) what will happen if a change is made to something
   - They observe what happens after this change has been made and record the results
   - They explain the reasons for any differences (or similarities) between their predictions and their observations

This procedure can be used in the following ways:
- To determine prior knowledge
- To introduce a topic
- To help students learn new concepts by allowing them to offer new insights
- To encourage students to justify their opinions and to make links

4. **Jigsaw Technique**
   - When there is a great deal of content to be covered, this procedure is ideal. Sections of the work are allotted to groups who then research their questions/subheading/concept and report back in some form to the rest of the group
   - The Jigsaw is characterised by each member of the team becoming an expert on different aspects of one topic
   - After developing individual expertise, team members take turns teaching each other
   - The team goal is for all members to master all aspects of the topic

- Form expert groups. All A’s together, all B’s together and all C’s together
- These groups become experts in their specific areas
- Experts report back to home group
5. Graffiti
- Each cooperative group of 3 or 4 is given a piece of butcher's paper and different coloured felt pens (one for each group member)
- For a short period of time every group in the room writes their ‘graffiti’ (words, phrases, graphics) on their particular topic
- The teacher then stops them, asks each group to pass their graffiti sheet to the next group and the process repeats itself, with each group now responding to the new topic
- The process continues until a group’s original sheet returns to them. Then, as a group they read all of the ‘new’ comments, discuss, summarise and possibly present it
- Graffiti works very effectively as an initial or closure activity
- Several switches may take place throughout the period of time allotted for discussion

6. Think, Pair, Share
- Think–Pair–Share is a cooperative structure in which team members privately think about a question (or issue, situation, idea, etc) then discuss their responses with one another
- It is particularly useful for actively involving all students
- A similar structure is Formulate-Share-Listen Create
  - Students formulate an answer individually
  - They share the answer with a partner
  - They listen carefully to their partner’s answer
  - The pair creates a new answer through discussion
- It is particularly useful for actively involving all students
- A similar structure is Formulate-Share-Listen Create
  - Students formulate an answer individually
  - They share the answer with a partner
  - They listen carefully to their partner’s answer
  - The pair creates a new answer through discussion

7. Say and Switch
- Say and Switch is a cooperative structure in which partners take turns responding to a question or discussion topic at signalled (and sometimes unpredictable) intervals
- After the discussion topic is identified, the first partner begins to respond while the second carefully listens
- The signal, roles switch and the second partner responds while the first carefully listens
- When the switch occurs, the challenge for the second partner is to continue (or complete) the first partner’s line of thought before introducing new ideas

8. DeBono’s 6 Hats
This is an alternative to argument. By using De Bono’s 6 hats, teachers can show their students how cooperative exploration of a topic/issue can enhance the quality of students’ thinking and improve learning outcomes. The hats indicate types or modes of thinking.

White Hat is concerned directly with data and information. White Hat questions include:
- What information is available?
- What information would we like to have?
- How are we going to get the missing information?

Red Hat is concerned with feelings, emotions, and intuition. Red Hat questions include:
- What are my feelings right now?
- What does my intuition tell me?
- What is my gut reaction?

Black Hat is concerned with identifying any weaknesses in our thinking. This is one of the most useful hats, as it helps us make good decisions. Black Hat questions include:
- What could be the possible problems?
- What could some of the difficulties be?
- What are points for caution?
- What are the risks?

Yellow Hat is concerned with the logical, positive aspects of thinking. The Yellow hat looks for feasibility. Yellow Hat questions include:
- What are the values of this idea?
- What are the good things about this?
**Green Hat** is the ‘creativity’ hat. Green Hat questions include:

- Are there other ways to do this?
- What else could we do here?
- What are the possibilities?
- What will overcome our difficulties?

**Blue Hat** is the overview. The blue hat manages the thinking process itself. With the blue hat, the thinker stands back and looks at the thinking that needs to take place or is taking place. Blue Hat questions include:

- What is our agenda?
- What is our next step?
- Which hat are we using now?
- How can we summarise the discussion so far?
- What is our decision?

**9. Concept Maps**

Concept maps are one way to diagrammatically represent what the learner knows about the links and relationships between concepts.

Steps:
1. Brainstorm ideas together
2. Group Words
3. Label linkages with arrows or lines
   - Make Connections!

*Sourced from:
Cooperative Learning – Where Heart Meets Mind
Barrie Bennett, Carol Rolheiser and Laurie Stevahn
Edward de Bono’s Six Thinking Hats
DeBono Institute World Centre for New Thinking 1999
Overview for the Classroom Teacher

Howard Gardner believes that,

“... If we are to understand our children’s potential, we must take into consideration all their abilities and not just those that can be tested with standardised instruments such as an I.Q. test... Only if we expand and rethink our views of what counts as human intellect will we, as educators, be able to devise more appropriate ways of assessing it, and more effective ways of educating it... The classroom teacher should give equal time and attention to each intelligence every day.”

When planning workshops, presenters (students) need to consider the range of learning styles and include a variety of activities, which cater for all types of learners. Remember to think about how you learn best.

Details and Description of Gardner’s ‘Multiple Intelligences’

**Verbal/Linguistic (V/L)**
The student who enjoys words – reading, writing, storytelling, humour/jokes. He/she participates eagerly in debates story/poetry writing, journal/diary keeping and has a sensitivity to language.

- Using language, reading, writing, speaking, debating, creating, poetry, doing word puzzles, expressing ideas in words

**Logical/Mathematical (L/M)**
The student who loves numbers, patterns, relationships, formulae. He/she shines at mathematics, reasoning, logic, problem solving, deciphering codes and enjoys pattern games, calculation, number sequences, outlining.

- Solving maths problems, calculating, predicting, using logical argument, reasoning, researching, experimenting, analysing, hypothesising, ordering, making patterns, categorising

**Musical/Rhythmical (M/R)**
The student who loves sounds, melody, rhythm, playing instruments, singing, vocal sounds/tones. He/she needs to be involved with music composition/creation, music performances and enjoys percussion, humming, environmental/instrumental sounds, tonal and rhythmic patterns.

- Sensitivity to pitch, timbre, timing and rhythm, memorising songs and tunes, playing a musical instrument, creating sound effects

**Visual/Spatial (V/S)**
The student who loves drawing, building, designing, creating, visualising colours, pictures, observing, patterns/designs. He/she enjoys creating models, mind mapping, pretending and has an active imagination.

- Creating artwork, drawing, painting, creating mental pictures, mapping, making diagrams, solving mazes, designing, diagrams, mazes, designs, photography, navigation, drawing plans, graphing

**Bodily/Kinesthetic (B/K)**
The student who has to touch, move, handle objects. He/she enjoys dance, drama, role play, mime, sports games, physical gestures, martial arts and is great with body control, refining movement, expression through movement, inventing, interaction

- Playing sport, controlling movement, miming, acting, learning actively, manipulating, making things, fixing things
Interpersonal (Ier)
The student who likes interacting, talking, giving and receiving feedback, group projects, cooperative learning strategies, division of labour. He/she needs to be involved in collaborative tasks and person to person communication. This student is always intuitive to others’ feelings and motives and is empathetic.

- Understanding human behaviour and motivation, interacting socially, cooperation, leadership, organising and managing others, negotiation, mediation, empathy and sensitivity to others

Intrapersonal (Ira)
The student who wants to work alone, pursue personal interests, understands self, has introspective feelings and dreams. He/she displays silent reflective methods, higher order reasoning and metacognition techniques, emotional processing, focus/concentration skills, and complex guided imagery, ‘centring’ practices.

- Self-awareness, self-understanding, goal setting, self-discipline, reflection, analysis of own learning and feelings, identifying one’s own strengths and weaknesses, using one’s own experiences to understand and explain

Nature/Environmental (N/E)
Recently, Gardner has included an eighth intelligence, which he calls ‘Nature/Environmental’. Not a lot of information is yet available from Gardner on this ‘intelligence’, but it is summarised as one involving the recognition and classification of species in the environment, and how we can best preserve this environment for the greatest benefit to all.

Sourced from:
Gardner’s Multiple Intelligences by Fay Holbert.
Extension Activity Book, Blake Education
The Workshop:

research prepare execute

This may assist students in their research and preparation of the workshop:

Clarifying the Task

<table>
<thead>
<tr>
<th>Topic:</th>
<th></th>
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<table>
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<tr>
<th>What is the task?</th>
<th></th>
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<tbody>
<tr>
<td>The type of task determines what the end product will look or sound like</td>
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<table>
<thead>
<tr>
<th>Does the task require your students to:</th>
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<tbody>
<tr>
<td>Make something</td>
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<tr>
<td>Perform in some way</td>
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<td>Speak</td>
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<td>Write</td>
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<tr>
<td>Or a combination of the above</td>
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<th>Who is the audience for the task?</th>
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<td>Teacher</td>
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<td>Peers</td>
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<td>Another class</td>
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<td>Members of the community, etc.</td>
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<table>
<thead>
<tr>
<th>What is the purpose of the task?</th>
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<tr>
<td>To inform</td>
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<td>To persuade</td>
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<td>To instruct</td>
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<tr>
<td>To entertain</td>
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<tr>
<th>What form should the workshop take?</th>
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<tr>
<td>Some commonly recognised forms include: interviews, ballads, models, debates, editorials, play scripts, lectures and mimes</td>
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<tr>
<th>What do I hope the participants will learn?</th>
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Adapted by: Yvonne Madden from Continuity of Literacy Development Years 5 – 8 Michelle O’Dowd
The big picture

From:
Teaching Information Skills
Min. of Education
**Area of focus**

This may help give some direction to the student. Students need to create their own questions, which they then attempt to answer:

**Clarifying the Task**

<table>
<thead>
<tr>
<th>Questions to be answered</th>
<th>Sources of Information</th>
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Adapted by: Yvonne Madden from Continuity of Literacy Development Years 5 – 8 Michelle O’Dowd
1. Students select ‘study focus’
   eg: Marine National Parks
   The students do this in a team. Students and teacher negotiate area of focus according to their area of interest and the aims of the conference.

2. Organise a mentor

3. Students research
   Teacher to work through necessary research skills/steps with students beforehand

4. Students gather information
   Mentor provides input
   Students build up a solid ‘knowledge base’ relating to the area of study.

5. Students develop their workshop
   Once students have obtained enough information they plan activities for their workshop
   Each workshop will contain actual ‘student friendly’ information on the ‘study focus’
   Each workshop will also contain activities related specifically to the focus, ie.
   - Games
   - Stories
   - Poems
   - Science experiments
   - Drama
   - Art
   - Problem solving

6. Workshops are submitted for publishing
   All workshops will be published and available for all participating schools.

7. Public speaking
   Students prepare their oral presentations. Do this in front of peers and gain constructive feedback.

8. Workshop presentation at conference
   - Each team will share their information in a creative manner
   This process is based on the notion of ‘students teaching students’.
   We would hope that students share their insights/discoveries/expertise with students from other schools, who will in turn go back to their schools and share their learning with the students in their own schools.

Workshop checklist – teacher guidelines
Workshop preparation – Student guidelines

☐ Gather as much information as you can

☐ Check material is accurate with an ‘expert’, mentor or a reliable source

☐ Edit – check it makes sense

☐ Proofread – check mechanics, ie. spelling, etc

☐ Plan your workshop – see attached sheet

☐ Plan at least 2 activities that you can give to participants to complete (try to be creative)

☐ Practice your workshop presentation with groups of students

☐ Ask the students to give you feedback

☐ Do you need to make any changes?
Workshop Guidelines

• Presenters need to be able to speak clearly and confidently.
• Presenters will need to have developed a solid knowledge base of the area of study.

It’s important that the students are able to synthesise information and formulate their own ideas, connections and conclusions. They will need to be able to answer questions from participants.

Presenters will need to have developed an understanding of what constitutes ‘effective teaching and learning’. They will demonstrate this in the way that they present workshops.

Presenting the Workshop
The following are some suggestions for how students may be able to present the workshop:
• Data show
• Experiments
• Role plays
• Charts/Drawings
• Overhead projector
• Debates
• Video
• Map reading
• Quiz show
• Art
The concept of ‘students teaching students’ is exciting and will form the foundation for the success of your participation in the Kids Teaching Kids Program, just as it has done for over 20,000 students before you. To ensure the workshops are effective in achieving the aims and objectives of Kids Teaching Kids, there needs to be a set of expectations for each group of participants involved. Our goal is to ensure teachers, students and presenters gain the maximum from the Kids Teaching Kids Program. To this end we have prepared the following guidelines/expectations for all participants.

**Participants**

If you are attending a workshop presentation you are expected to:

- Be an active listener and participant – it is difficult to present to a large group of your peers and teachers!
- You must attend the sessions you are allocated
- Continually ask yourself:
  - “How can I make a difference to the environment in which I live?”

**Teachers**

If you are assisting your school’s team of presenters you will need to:

- Ensure all requirements for the workshop are ready prior to the workshop presentation
- Be present during the workshop to assist in any way necessary
- Resist the temptation to be involved yourself – it is vital that the students are the presenters!
- Assist your team with cleaning up/packing away following their presentation

If you are accompanying your school’s participants you will need to:

- Attend the workshop presentation with your students.
- Ensure your students are active and engaged participants at all times
- Besides enjoying the workshop, ask yourself:
  - “What processes have the students worked through to achieve this end?”
  - “What did they need to understand to ‘teach’ other students?”

**Enjoy your learning!**
The true importance of the Kids Teaching Kids Methodology is that students link with an expert mentor prior to the event. The mentor could be:

- A teacher
- Other members of the school staff
- School Landcare, coast care / coast action coordinators
- Parents and grandparents with specific environmental interests
- Environmental Boards
- Marine, Fisheries and Wildlife Parks Officers
- Aboriginal consultants
- Audio/visual and computer experts
- Rural industry people
- Natural Resource and Environmental consultants
- Local government waste management people

Mentors should be chosen carefully as their role is crucial in exciting students and helping them to make commitment to preserve, conserve and repair their environment. They are there not to control the presentation but to provide relevant information and to act as a role model for student presenters.

Questioning technique is an important skill for students to learn. Aim for open ended questions and prepare students well in advance of the initial meeting with their mentor.

What is expected of a Mentor?
A mentor can contribute as little or as much as they like to assisting students with the development of their presentation.

At a basic level we expect mentors to:

- Visit the school and make an initial presentation to the class on their selected topic
- Answer any questions the students may have and provide research material such as newsletters, books, useful websites, models or displays
- Interact with the presenting group by reviewing their presentation notes and addressing questions as the research progresses – this is not an onerous task and can be done adequately via email

At a higher level we invite mentors to:

- Organise with the class teacher to meet regularly with the presenting students and assist with providing research materials
- Be present at the Kids Teaching Kids activity to watch ‘their’ student group present their workshop
- Take students on tours, hands on learning and getting them involved in as many aspects of their research topic as possible
- Provide displays, models etc for the presenting group to use during their Kids Teaching Kids event

As previously stated, mentors should not control the presentation, but facilitate research and assist students as they direct their own learning. It is a hugely rewarding experience to see your group present.