



Pathway
IN PARTNERSHIP WITH BYU-IDaho

LEAD STUDENT GUIDE
Version 3.1

LEAD STUDENTS

Leadership development is an integral part of a BYU-Idaho education. And in Pathway, a method has been developed that provides each student the opportunity to develop valuable leadership skills.

During Pathway, every student will serve as a “lead student.” As the lead student, you will come to the weekly Pathway gathering prepared to facilitate the assigned lesson. All students are expected to come to class prepared, having insights and questions and a willingness to contribute in class activities.



FACILITATING VS. LECTURING

Rather than the traditional lecture method incorporated at most universities, BYU-Idaho uses a teaching method where the lead student engages his or her fellow classmates in discussion and learning activities. For example, if a given day’s lesson were scheduled to be about time management, you will not give a prepared script on the topic where you simply disseminate information to the rest of the class. Instead, you will come prepared with a series of questions, activities, video clips, or other learning materials. The class will then interact with you and fellow class members, thus cultivating an atmosphere where everyone teaches and everyone learns together.

Your most important role as a lead student is to help other students accept and embrace responsibility for their own learning. You can accomplish this by:

- *Prayerfully reviewing the sample lesson plan (explained in the next column)*
- *Preparing to facilitate a lesson that provokes thought and deepens learning*
- *Studying and using the 10 Steps to Success (pg. 3)*

CONDUCTING THE GATHERING

As the lead student, you will facilitate the bulk of the Pathway gathering. Your missionaries will open the class, select hymns and students to give prayers, and then turn the time over to you. During the week you facilitate, you should dress professionally.

MISSIONARY RESPONSIBILITIES

Pathway missionaries help lead students have the best leadership experience possible. Both the missionaries and the next week’s lead student (also referred to as the “observing student”) fill out an Observation and Feedback Sheet during the class. The observing student’s role is to learn from the lead student in order to be prepared to assume the role of lead student the following week. Lead students facilitate Pathway gatherings every week, with the exception of the first and last gatherings of every semester, which are facilitated by the Pathway missionaries.

LEAD STUDENT TRAINING

Immediately following the instruction, you will meet with the missionaries and observing student to receive feedback. This will help you better understand your strengths as well as learn ways to improve. Missionaries will also spend a few minutes training the next week’s lead student. The missionaries instruct the student regarding responsibilities and encourage the use of the sample lesson plan.

SAMPLE LESSON PLANS

Each of the academic courses students take during Pathway contain sample lesson plans that serve as an agenda to guide lead students. Each lesson plan includes ideas you can use as you determine how to best teach the course material for the given week. For example, sample lesson plans may include quotes, stories, scriptures, or talks that relate to the learning material. The lesson plans may also provide suggestions of how to best engage the other students, such as breaking into small groups for discussion, or conducting a role play activity. Sample lesson plans also provide a suggested length of time for each section of the lesson. As the lead student, you have the flexibility to modify lesson plans but must ensure that every principle in the lesson is covered.



“There is no one method that works for all teachers or situations. The Spirit is essential in guiding us to use our own preparation, experience, personality, knowledge, and testimony in any particular teaching situation.”

Boyd K. Packer, “Principles of Teaching and Learning,” *Ensign*, June 2007

10 STEPS TO SUCCESS

Whether you are experienced or a beginner, these 10 simple steps will empower you and help you become a better lead student. Review these guidelines and suggestions as you plan your lesson.

1 SEEK THE WILL OF GOD AND THE GUIDANCE OF THE HOLY SPIRIT

God knows and understands how your individuality can have the greatest impact on those you teach. Begin your preparation with a sincere prayer asking for God's help and direction. As you review the sample lesson plan, be sensitive to promptings of the Holy Ghost.

2 EXPERTISE IS UNNECESSARY

Many people think giving a great lesson requires extensive knowledge, eloquent speech, or expertise on the topic — but that is not the case. Great lessons are the result of personal preparation and a genuine concern for the audience. Less-effective lessons occur when teachers are more concerned about how they are perceived rather than how to best teach the students. Remember, you are not expected to have all the answers. Plan your lesson in a way that utilizes the knowledge of the entire class.

3 BEGIN WITH THE END IN MIND

Know the end goal of your lesson (what you want students to come away with). By understanding the learning outcomes, you can develop a clear strategy that will lead you to planning a successful lesson.

EXAMPLE

Consider beginning your lesson by informing the class what the learning outcomes will be and what core principles will be used to accomplish these outcomes. By doing this, it is clear to you and the class what you'd like to have accomplished by the end of class. If you fail to prepare, it will be apparent to the other students and could adversely affect their learning opportunities.



"When you encourage students to raise their hand to respond to a question, while they may not realize it, they signify to the Holy Ghost their willingness to learn.... Participation allows individuals to experience being led by the Spirit."

Richard G. Scott, "To Learn and to Teach More Effectively," BYU Education Week, Aug. 2007



4 MAKE THE LESSON ENJOYABLE AND INSPIRING

By making the lesson enjoyable, students are more likely to see how the lesson topics are applicable in their own lives. Observe the following:

- *Seek to develop a passion for the principles you will be presenting*
- *Use fluctuations in your voice*
- *Don't dwell too long on one principle*
- *Seek to help the class feel the message is relative to them*

5 FACILITATE ACTIVE LEARNING

When students are actively learning, they are engaged in the lesson. This means they are participating in the activities, work groups, and general class discussion. Facilitating active learning is often accomplished through well thought-out questions and other learning activities.

6 DEEPEN THE LEARNING

Seek to help fellow students *learn* rather than just be informed. Instead of lecturing on a topic, you should ask questions that facilitate discussion and help students dig deeper into the principles being taught (see pg. 5). One way to do this is by asking follow-up questions or having students explain the reasoning behind their responses or ideas.

7 DON'T FEAR SILENCE

Oftentimes silence simply means that people are taking time to compile their thoughts and formulate comments. You may be tempted to answer your own question if no one answers immediately, but be patient.

(See additional steps to success on page 4)

8 LISTEN, EXPRESS GRATITUDE, AND VALIDATE

Every student wants to feel like their comments are valuable and contribute to the overall learning environment. To ensure students feel valued:

- Listen intently as students speak
- Thank students for their comments
- Validate what the students have said

EXAMPLE

If after a period of time people still seem confused, you can ask clarifying questions, such as, "Was that clear?" or "Did that question make sense?" If the question was unclear, think of another way to ask it.

9 RESTATE AND CONNECT

You can easily move from one core principle to the next if you understand how they fit together. An easy way to transition is to restate the principle you just taught and make a connection with the next principle you will present.

EXAMPLE

"As we just saw in that object lesson, when we put the big rocks (most important things) first in our lives, we are better able to fit in the smaller rocks (less important things). This helps us understand the need to prioritize. Now we will study this diagram that shows us how to best prioritize our time."

You can also use this same tactic at the end of your lesson.

EXAMPLE

"We have learned today that each of us is a steward of our time (core principle), and through understanding how to best prioritize our time (core principle), we can take responsibility for the time we've been given and make good use of it (lesson outcome)."

10 IT HAPPENS TO EVERYONE

To some degree, everyone becomes timid or nervous in front of an audience. With practice and experience, you will begin to feel more confident and effective. Remember, you are doing God's work and he will bless you as you seek to accomplish His will.



ASKING QUESTIONS

TYPES OF QUESTIONS

Good questions allow students to engage in the learning and discover knowledge for themselves. When students are given the opportunity to share their insights, an atmosphere of comfort and deeper learning is created.

One of the most important things to remember is to create questions that have many right answers. When a questioner is looking for one specific answer, the learning experience can become a guessing game and students can begin to feel like everything they say is incorrect. The best questions draw a variety of responses from students, and while different, may all be correct. You will find that many of your most effective questions will include the words how, what, or why, and cannot be answered with a yes or no.

To be the most effective lead student, try to bring out the valuable principles that are stated in the respondent's answers, and then use those principles to accomplish your intended lesson outcome.



EVALUATION QUESTIONS

Evaluation questions require students to explain the reasoning behind a decision. For instance, "Why was it so important that Greg made the decision he did when he did?" or "How did the Lord prepare Greg for the great opportunity he was given?" In addition, you can have the student decide whether something is good or bad, true or false, right or wrong. "Was it right for Greg to break that rule to accomplish what he did?" This adds a deeper dimension to the question that requires students to think even more critically and analytically.

"HOW WOULD YOU?" QUESTIONS

Ask students how they would respond to an unsolved problem or how they would have responded differently to a situation. For example, if you shared a scenario of a mother screaming at her child in a grocery store, you could ask the class, "If you were this child's mother, how would you have treated the situation differently, and why?"

COMPARE & CONTRAST QUESTIONS

With this tactic, students analyze similarities and differences. You may ask, "How might Greg's life have been different if he would have set meaningful goals?" You are asking the students to build a contrast on how Greg's life currently is and how it might have been. This can be especially effective when used after a student gives a reply to a question. You can ask the student why they gave their specific answer rather than another, thus revealing their reasoning process.

You may also find it valuable at times to ask questions that prompt silent reflection. These can be personal questions that the students answer and keep to themselves. When asking these questions, consider allowing students a few seconds to ponder and write down their impressions.

Jesus Christ is the master teacher. His questions prompted thought, soul-searching, and commitment. As you seek to accomplish His will and use the tools you are provided, He will assist you in this great work.

GROUP ACTIVITY IDEAS

Following are several ideas you can use to better involve class members in your lesson. Videos portraying each of these ideas reside within the “Lead Student Tools” folder in your online course.

SMALL GROUP DISCUSSION

Divide the class into small groups, and give each group a quote or idea to discuss. *After* the discussion, choose a representative from each group to share their insights. Give groups 3-5 minutes to discuss and the representative 1-2 minutes to present.

JIGSAW

Divide the class into 4-5 equal groups, and give each group a quote or idea to discuss. Each group’s material should be significantly different but relate to the overall lesson. After groups have discussed the material, give each student in each group a number. Students with the same number will then meet together, and each member will discuss with their new group the material they discussed in their previous group. Finally, choose individuals to share what they learned.

SCENARIO

A scenario is an actual or hypothetical situation that class members will be asked to analyze or solve. As the lead student, you will decide if students work on the scenario individually or in groups. The principles being taught in the lesson should always have application to the scenario. The lead student should develop specific questions beforehand to help achieve desired outcomes. A scenario should portray life as realistically as possible so students see the relevance.

ROLE PLAY

A role play is when class members act out principles being taught as part of the lesson. As the lead student, you will assign roles to students along with information about the character and situation to be acted out. After the performances, you will lead the class in a reflection of their experiences.

M.E.T. (MEANS, EXAMPLES, TESTIFY)

Divide the class into groups of three. Each group will discuss a principle that they will later present to the class. Groups will:

1. Define their principle
2. Think of examples where they have seen this principle in action
3. Discuss their testimony of the principle’s validity and truthfulness

Give each group 5-6 minutes to discuss, then ask each group to present to the class.



THINK, PAIR, SHARE

This activity is a way of structuring conversation between two partners. As the lead student, you will ask class members to quietly ponder an answer to a question you have asked, the connection between two objects, or the meaning behind something. Then, place students into pairs and ask them to share their thoughts with one another.

EXPERT GROUPS

Divide the class into small groups, give each group a different principle to discuss, and ask each group to formulate deep questions. Groups will then take turns facilitating a discussion on their principle. Encourage class members to listen carefully as others respond and ask follow-up questions.

COURSE SPECIFICS

The lead student experience varies slightly in each Pathway class. Following is some additional information related to each course.

GS 120 (OR 120L)

Once the missionaries turn the time over to the lead student, the lead student facilitates the rest of the gathering. The lead student guides each discussion and provides instructions and guidance for each activity whether for the entire group, small groups, partners, or individual student activities according to the provided sample lesson plan.

MATH 100G AND ENGLISH 106

In both Math 100G and English 106, the role of the lead student is less involved than in GS 120. In math and English, the lead student guides the class during the first activity or two and then divides the class into small groups. The majority of the gathering will be spent in small group work each week to complete assignments related to the lesson material. In math, the small groups will work on the Part B homework assignment together; in English, the small groups will complete a peer editing exercise to help each other improve their writing skills. Occasionally, there will be other activities led by the lead student as directed in the sample lesson plan.

MATH 100L AND ENGLISH 106L (L-VERSION GROUPS ONLY)

In both Math 100L and English 106L, the role of the lead student is slightly less involved than in GS 120L. In math and English, the lead student will facilitate the gathering in a similar fashion to GS 120L; however, there will be a considerable amount of time spent in small group activities as the Math 100L students work on their Part B homework together and the English 106L students complete a peer editing exercise to help each other improve their writing skills.

PLANNING YOUR LESSON

Serving as a lead student is a leadership experience that will help you develop important life skills. Remember to be prayerful as you prepare to facilitate learning activities at the weekly gathering.

LESSON PLANNING TIPS

Here are a few things to remember as you plan your assigned lesson:

1. START YOUR LESSON PLANNING WITH A PRAYER

2. REVIEW THE SAMPLE LESSON PLAN

Sample lesson plans are found in the “Lead Student Tools” folder when you log into your academic course.

3. DETERMINE WHAT TYPE OF LEARNING ACTIVITIES YOU WILL USE

Review the sample lesson plan for ideas. You can also view short videos in the “Lead Student Tools” folder that portray various options. Also, review “Methods of Teaching” in *Teaching, No Greater Call*, found at www.lds.org.

4. COUNSEL WITH YOUR PATHWAY MISSIONARIES IF YOU NEED HELP

Your Pathway missionaries can be a great resource. They will not do your work for you, but they can share ideas and provide feedback.

You may also consider reviewing the BYU-Idaho Learning Model website, found at www.byui.edu/learningmodel.



“As we teach others, may we follow the example of the perfect teacher, our Lord and Savior Jesus Christ. He left His footprints in the sands of the seashore but left His teaching principles in the hearts and in the lives of all whom He taught.”

Thomas S. Monson, “Examples of Great Teachers,” *Ensign*, June 2007