1. Overall, how do I feel I am doing on my SEL goal? 2. Share what I would like to work on and why. 3. Set goals.  • So far, I am doing well at  • I want to get better at  • I will do this by  4. Reflection: What I learned from this conference	### SEFORE THE CONFERENCE: Complete this section before the start of your mini-conference  1. What is my SEL goal? (Choose one)    Recognizing		Mini-Conference
1. What is my SEL goal? (Choose one)  Recognizing  i. my emotions ii. emotions in others  Understanding i. causes of my emotions ii. impact of my emotions ii. impact of my emotions Expressing emotions Expressing emotions in helpful ways Using strategies to help manage emotions  Describe a time when you feel you did well on your SEL goal.  3. What do you want to work on next?  Will you:  Keep working on your current SEL goal?  Choose another SEL goal?  Explain why.  DURING THE CONFERENCE: Complete this section with other students or your teacher.  1. Overall, how do I feel I am doing on my SEL goal?  Share what I would like to work on and why.  3. Set goals.  So far, I am doing well at  I want to get better at  I will do this by  4. Reflection: What I learned from this conference	1. What is my SEL goal? (Choose one)  Recognizing i. my emotions ii. emotions in others  Understanding i. causes of my emotions ii. impact of my emotions ii. impact of my emotions Expressing emotions Expressing emotions in helpful ways Using strategies to help manage emotions  Describe a time when you feel you did well on your SEL goal.  3. What do you want to work on next?  Will you:  Keep working on your current SEL goal?  Choose another SEL goal?  Explain why.  DURING THE CONFERENCE: Complete this section with other students or your teacher.  1. Overall, how do I feel I am doing on my SEL goal?  Share what I would like to work on and why.  3. Set goals.  So far, I am doing well at I want to get better at I will do this by  4. Reflection: What I learned from this conference	Name:	Date:
Recognizing  i. my emotions  ii. emotions in others  Understanding  i. causes of my emotions  ii. impact of my emotions  ii. impact of my emotions  Labeling emotions  Labeling emotions  Labeling emotions in helpful ways  Using strategies to help manage emotions  Describe a time when you feel you did well on your SEL goal.   What do you want to work on next?  Will you:  Keep working on your current SEL goal?  Choose another SEL goal?  Explain why.  DURING THE CONFERENCE: Complete this section with other students or your teacher.  Overall, how do I feel I am doing on my SEL goal?  Share what I would like to work on and why.  Set goals.  So far, I am doing well at  I want to get better at  I will do this by  Reflection: What I learned from this conference	Recognizing  i. my emotions  ii. emotions in others  Understanding  i. causes of my emotions  ii. impact of my emotions  ii. impact of my emotions  Labeling emotions  Expressing emotions in helpful ways  Using strategies to help manage emotions  Describe a time when you feel you did well on your SEL goal.   What do you want to work on next?  Will you:  Keep working on your current SEL goal?  Choose another SEL goal?  Explain why.  DURING THE CONFERENCE: Complete this section with other students or your teacher.  Overall, how do I feel I am doing on my SEL goal?  Share what I would like to work on and why.  Set goals.  So far, I am doing well at  I want to get better at  I will do this by  Reflection: What I learned from this conference	BEFORE THE	CONFERENCE: Complete this section before the start of your mini-conference
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I want to get better at      I will do this by  4. Reflection: What I learned from this conference	I want to get better at      I will do this by  4. Reflection: What I learned from this conference	<ol><li>Set goa</li></ol>	s.
I will do this by  4. Reflection: What I learned from this conference	I will do this by  4. Reflection: What I learned from this conference	• ;	So far, I am doing well at
4. Reflection: What I learned from this conference	4. Reflection: What I learned from this conference	• 1	want to get better at
Peer or Teacher Comments:	Peer or Teacher Comments:	4. Reflection	on: What I learned from this conference
		Peer or Teach	er Comments:

**FIGURE 6.3.** Mini-conferences offer an effective way to support learners in defining and sticking with their goals.

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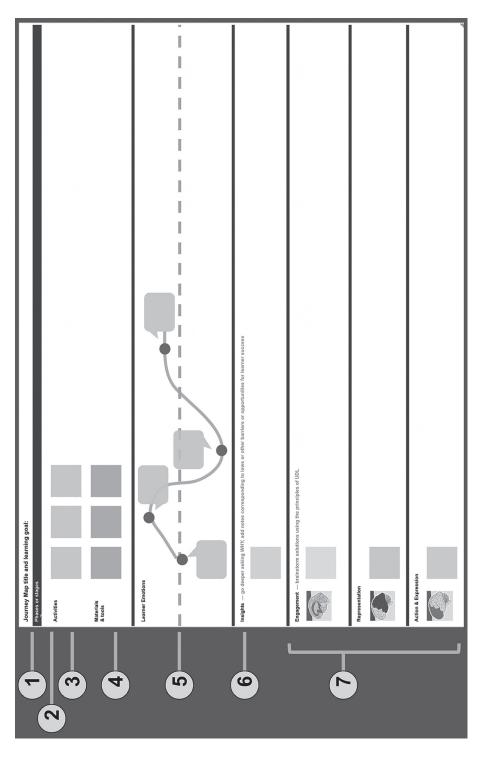


FIGURE 9.1. Basic components of a UDL journey map. Copyright © 2023 CAST, Inc. Used with permission. All rights reserved.

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		Session begins				Activity begins		Rounds of watching	then trying							Reflection	
Session 1 Activities	Before session communication to participants	Waiting time: Once logged in, feel free to the doodle in the jam board (optional).	Workshop introduction (high level)	Participant intros: what do you bring as a maker? Crafts, hobbles? Any ways you've worked with paper?	Maker mindset, review norms (psychological) community safety guidelines	Introduce activity: Paper pop-up experimentation and play	Set session activity goals (this will be a cornerstone of each session). Let participants set the goals.	Show simple cuting and folding technique	Try cutting and folding technique.	Show a few more complex cutting and folding techniques.	Try cutting and folding technique.	Share what you tried, where you got stuck, etc.	Free form play	Share what you tried, where you got stuck, etc.	Hint at next session with circuits, how there will be more troubleshocting going on.	Reflection	
aterials and upports	Email reminder of date, day, time; materials needed; activity preview	Copylpaste link to doodle jam board into chat.	Give overview of workshop details en session 1.	and	Underscore the experience and wisdom of the group. Qualities and benefits of a maker mindset.	Note we'll start simple, then try some more complex techniques.	Share examples and videos.  Copylpaste link website paper pop-up page: http://bit.hr/CayviewMak.68										
trengths, otential barriers, ain points		Worried about managing the zoom and computer technical juggling.										I don't think what I made is good enough, or worth sharing.				I don't want to speak up because — I'm shy, don't think my reflection is worth sharing.	
ocial caffolding: ocial-emotional earning		What are you hoping to get out of today? What are you excited about? Worried about?		Ice breaker to build commonality: Look fo smilarities: E.g., I have a cat. Whoever also has a cat can go next. Keep saying until someone else volunteers.	creating a safe space (together in							Share something that went right and/or something that went wrong. Did you solve it, Let's "lean over" and solve it together.		Share something that went right and/or something that went wrong Did you solve at Let's "lean over" and solve it together.		Game: Let's make it that you're only allowed to identify a skill or disposition (maker element) you observed in someone else.	
Bridging nuiti-generationa nowledge	1			Say who you are, and some way you worked or played with paper.								Draw from your knowledge and experiences to help troubleshoot		Draw from your knowledge and experiences to help troubleshoot			
Agency		Tech help - temperature check. Chack comfort level, where might get help.			Participants setting their own norms.		Participants setting their own goals.							r s	ntroduce multiple means for acquiring skills, where you can go for learning (this session, video, etc.)	What was missing, would you change, how can we support the next session with circuits - that are more tricky to learn?	Provide different ways to share

**FIGURE 9.3.** "Swim lanes" in a journey map for planning a paper engineering workshop. Copyright © 2023 CAST, Inc. Used with permission. All rights reserved. From *Universal Design for Learning in the Classroom: Practical Applications for K–12 and Beyond, Second Edition,* edited by Tracey E. Hall, Kristin H. Robinson, and David Gordon. Copyright © 2024 The Guilford Press.