STEPS Engineers Week

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Week

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STEPS Engineers Week

Adopt a School Toolkit

A Guide for Engineers

As Creatives

Adopt a School Toolkit

Thank you for supporting the Engineers Ireland STEPS programme by "adopting" a school. Today's young people are tomorrow's engineers – which means that your generosity of time and spirit will help secure a brighter future for the next generation, for Ireland – and for the world! While the experience you give students, of course, is also a chance to promote your organisation to some potential employees of tomorrow.

Your first decision will be what type of interaction with your school you want this to be ...

- Will the students physically come to your workplace (an "in person" visit)?

- Will you be hosting a streamed, online visit (a "virtual" visit)?

- Or will you be visiting the school, rather than the students coming to you?

If you are planning an "in person" visit, you can save time by going straight to page 3. There are also some template documents to help save you some time – and you'll find these on pages 3 – 10 of the "Supporting Papers".

If you are planning a "virtual" visit, make life easy for yourself by going straight to page 11. There also some template documents to help save you some time – and you'll find these on pages 11 - 18 of the "Supporting Papers".
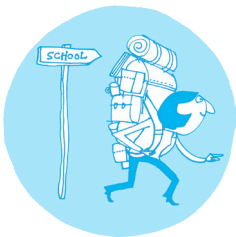
If you are planning to visit a school yourself, it'd make sense to go straight to page 18. There are also some template documents to help save you some time – and you'll find these on pages 19 – 26 of the "Supporting Papers".

"In Person" Visit from a School

Introduction

The Engineers Ireland STEPS programme has put this pack together to save you a little bit of planning time by providing some guidelines on inviting a school to visit, going in to visit a school – or hosting an online school visit. You'll also find some presentations on engineering here that you might like to use. Please don't be put off by the amount of words – much of what will follow is common sense, but it will hopefully give you a process that will make the experience enjoyable, engaging and meaningful for the students, their teachers – and for you and your colleagues.

STEPS have worked with As Creatives on a number of projects now – and they have put this pack together for us. Since 2008, they have worked directly with more than a million children and young people in schools, colleges and other settings - including their own workplace. And they've also put together a "condensed" version of this pack as a short film – which will be made available to you.

So – let's crack on!

1. Before You Start

Before you start, be very clear in your own mind what you will be offering – and what the pupils will get out of it. You'll need to consider …

Duration: how long will the students be with you?	Transport: who is organising/paying for this – you, or the school?	Hosting: how many members of your team will be working with the students – and who will they be?
Activities: what will the students actually be doing – and where? Nearer the time, you'll need to draw up risk assessments.	Logistics: where will the students leave their coats/bags? Will they require any PPE? Which toilet facilities will they use?	Outcomes: how will the students benefit from the experience?

Make sure you know the name of your contact teacher, their email address – and, ideally, a mobile phone number. Contact the teacher to gather the following Information (you'll find an editable "template" email / letter on page 3 of "Supporting Papers", if you'd prefer to use it) …

Which year group will be visiting?	How many students will there be in the group? Note: for a variety of reasons, you might wish to place a maximum number on this – in which case, make it explicit.	Do any of the students have any access or mobility needs that you should be aware of? If you are going to be providing any refreshments, do any of the students have any dietary requirements/allergens that you should be aware of?
What time does the school day start?	What time does the school day end?	What is the school's position on photographs? You'll find an editable "template" photo consent letter/form on page 4 of supporting papers, if it helps!

You're now in a position to start planning the day itself. You'll need to decide what the students will actually do, and where different activities will take place – agreeing and sharing all this with all appropriate members of your team (who will take responsibility for what?). To maximise engagement, areas you might like to consider are …

Who Will the Students Meet? Don't worry – you don't need to be a "super presenter", comedian or education specialist to meet the students. Authenticity is always the best approach – so simply ask anyone the students will encounter to be themselves. It will help everyone, though, if colleagues tell the students their name, their job title (briefly explaining it if necessary) – and how it ties in with engineering. Name badges would be a good idea!	**Introductory Talk (and any other presentations – including Q&A)** Keep talks/presentations brief, to the point – using, without patronising them, language that the students will understand. Start with "domestics": outline of the day … "house rules" … toilets … fire/emergency procedures. You may wish to hand out sticky labels on which students can write their names.
Visual Stimuli These really support engagement – so can you support presentations by using short films/PowerPoints/props etc?	**Kinaesthetic Stimuli** These also support engagement – so (Covid or other situations allowing) are there any props that the students will be able to handle?
Tours Without patronising students, use language that they will understand to clearly explain what actually happens in each of the areas they visit (highlighting aspects of engineering) – and how this fits in with your overall operation. Will the students require PPE for any elements of the tour?	**Demonstrations (which might, of course, be part of the tour)** To maximise engagement, all of the students should be able to see and hear the demonstrator clearly. Are the demonstration spaces large enough for this – or do you need to consider "staggering" the demonstrations?

Participatory Activities

Can you design any activities that the students will actually be able to participate in? These don't need to be long (ideally, 40 minutes maximum per activity) – and they don't need to require a lot of resources. Paper and pen activities can work just as well as those requiring pieces of equipment – exercises challenging the students to create a marketing campaign or production flowchart can be really engaging!

Refreshment/Snack Breaks

Where will these take place? Are you providing refreshments, or will the school/ students be expected to take responsibility for this? If you are providing refreshments, it's an idea to make sure that …

- there are vegetarian/vegan options …
- you are in a position to respond to any specific dietary requirement/allergens that the school has notified you of. In any case, we would recommend that you keep all refreshments nut-free.

One more note: keep any breaks brief, as there's likely to be little for the students to do once they've finished eating/drinking!

Photo/Film Opportunities

If the school tells you that you will be allowed to photograph and/or film some or all of the students, decide now which would be the best "moments" to capture these. Have some coloured stickers ready so that students who have photo consent can be quickly and easily identified.

Ending the Visit

Who will take responsibility for this? How can you leave the students with a motivational message? Is there anything tangible that they can take away with them? Leaflets, flyers and pamphlets are a good idea – and branded items (pencils, pens, mugs etc) always go down a storm. As, of course, do certificates and prizes (you'll find an editable certificate template on page 6 of "Supporting Papers")!

Anything Else to Think About…?

To make life easier in the long run, there are a couple of other areas you should probably consider at this point …

- How will the party access the building? If arriving/leaving by coach, where will it park?

- Have you been informed of any students who have particular access needs? Are you equipped to meet them? If not, what will you do?

- Are there any "dress protocols"? For example, it might be that the nature of the Tour means they'd be better not wearing baggy clothing.

- At what point will you give those colleagues who will be working with the students some guidance as to safeguarding? You'll find some more information on safeguarding on pages 7 – 10 of "Supporting Papers".

- On the day of the visit, who will be the nominated first aiders? Does everyone know who they are?

- Do you have appropriate insurance cover for the visit? If not, how will you gain it?

3. Creating a Timetable

Having roughed out the shape of the visit, you're now in a position to create a timetable - agreeing and sharing it with all appropriate members of the team. When planning this, remember to build in time for …

- Transporting students from school to your workplace (this always takes longer than you think it will!).

- Putting on PPE, if appropriate (do you have somewhere where students can store their coats/bags - or will you be expecting them to carry these with them?).

- Transitioning students from one area of the workplace to another.

- Toilet breaks (do you have facilities for males and females - and for any students with disabilities? If not, what plans will you put into action?)

- If appropriate, snack/lunch breaks.

- If appropriate (see above), photo/film opportunities.

A sample timetable might look something like this ...

09.00:	Students and teachers leave school
09.30:	Students and teachers arrive. Coats and bags to be deposited in an agreed space
09.45:	Introductory Talk
10.05:	Tour, including two demonstrations
10.45:	Toilet break
11.00:	Q&A with two colleagues
11.20:	Participatory Activity
12.00:	Photo Opportunity
12.10:	Refreshments
12.40:	Closing Talk – with certificates/prizes
13.00:	Students and teachers collect their coats and bags – and leave for school.

Once you're happy with the timetable, send it to the contact teacher – together with any specific notes (for example, parking, dress codes). You'll find an editable "template" email / letter on page 5, if you'd prefer to use it. You might also want to send any risk assessments at this point.

4. Safeguarding

You'll need to make sure that all members of the team who will be meeting the students are aware of safeguarding guidelines – which operate to protect both the students and members of your organisation. You may have your own safeguarding policies – if not, you'll find the information in pages 7 - 10 of "Supporting Papers" useful. You may also wish to refer to the website of The Child and Family Agency: https://www.tusla.ie

It might sound obvious, but it's worth saying: if any member of your team is being investigated for, has been formally cautioned for or has been convicted of any offences relating to the exploitation and or abuse of vulnerable people (including children and young people), they must NOT be permitted to work directly with the visiting party.

5. Final Preparations

You'll find that the day itself will be very busy (and the time will fly!) – so have as much prepared as possible ...

- Refreshments (if appropriate) – booked in advance

- Name badges for you and your colleagues

- Timetables for you and your colleagues

- List of the students – noting those for whom you have photo consent

- Sticky labels for students to write their names on

- Coloured sticky labels – for those who have photo consent

- Any PowerPoints/films/audio files/props you plan to use. You will find an editable PowerPoint with this pack

- Certificates/prizes/"giveaways"

6. The Day Itself

On the day itself, you and your colleagues will almost certainly be feeling a bit nervous. This is perfectly natural, though – and you'll all feel better once everything gets under way! Before the visiting party arrives, conduct a briefing with your team, ensuring that everyone knows what role they'll be playing – and finishing in time for everyone to make their final checks. And if you've got the preparations right, everything should go smoothly. And there are a few simple things you can do to help that process …

Ask a teacher to conduct regular roll calls – especially before and after breaks – and before and after any activities when the students will be working in smaller groups in separate spaces.	Keep to the timetable. If every element of the day overruns by just a couple of minutes, you're going to end up with significant issues!	Check in with each other. Unless your colleagues are used to working with young people, they're going to find this an anxious experience. So look after each other – and celebrate what goes well!
Keep everything tidy. Make sure that the visitors don't leave a trail of belongings in their wake!	Don't feel the need to be a "fount of all wisdom". If you're asked a question and don't know the answer – say so! You might even challenge the students to find out the answer when they get back to school/home, as a follow-up activity …	If you're planning to collect evaluation, make sure you leave enough time. Hurried feedback is less useful than no feedback at all!

"Virtual" Visit from a School

Introduction

The Engineers Ireland STEPS programme has put this pack together to save you a little bit of planning time by providing some guidelines on inviting a school to visit, going in to visit a school - or hosting an online school visit. You'll also find some presentations on engineering here that you might like to use. Please don't be put off by the amount of words - much of what will follow Is common sense, but It will hopefully give you a process that will make the experience enjoyable, engaging and meaningful for the students, their teachers - and for you and your colleagues.

STEPS have worked with As Creatives on a number of projects now – and they have put this pack together for us. Since 2008, they have worked directly with more than a million children and young people in schools, colleges and other settings - including their own workplace. And they've also put together a "condensed" version of this pack as a short film - which will be made available to you.

So - let's crack on!

1. Before You Start

Before you start, be very clear in your own mind what you will be offering – and what the pupils will get out of it. You'll need to consider …

Which platform will you use?	Which device/s will you be using at your end?	Who will issue the invitations/ links? For reasons of safeguarding, if any of the students will be joining you from their homes, the invitations/links should be issued by the school.
Duration: how long will the students be with you?	Activities: what will the students actually be doing – and which areas of your workplace will they be "visiting"?	Outcomes: how will the students benefit from the experience?

Make sure you know the name of your contact teacher, their email address – and, ideally, a mobile phone number. Contact the teacher to gather the following information (you'll find an editable "template" email / letter on page 11 of "Supporting Papers", if you'd prefer to use it) …

Which year group will be involved?	How many students will there be in the group? Note: for a variety of reasons, you might wish to place a maximum number on this – in which case, make it explicit.	Do any of the students have any access needs that you should be aware of?
What time does the school day start?	What time does the school day end?	What is the school's position on recording the visit – and on using film extracts and/ or screenshots ? You'll find an editable "template" film/ photo consent letter/form on page 12 of "Supporting Papers", if it helps!

2. Planning the Day

You're now in a position to start planning the visit itself. You'll need to decide what the students will actually do, and where different activities will take place - agreeing and sharing all this with all appropriate members of your team (who will take responsibility for what?). Our experience is that, when working virtually, a series of short sharp activities is the best approach to ensuring engagement. Areas you might like to consider are …

Who Will the Students Meet?	Ground Rules
Don't worry - you don't need to be a "super presenter", comedian or education specialist to meet the students. Authenticity is always the best approach - so simply ask anyone the students will encounter to be themselves. It will help everyone, though, if colleagues tell the students their name, their job title (briefly explaining it if necessary) - and how it ties in with engineering. Name badges would be a good idea!	What Ground Rules do you want to establish? For example, should your visitors remain on mute until you request otherwise? When inviting contributions, would you prefer these to come directly from the students – or to be relayed via their teacher?
Introductory Talk (and any other presentations – including Q&A) Keep talks/presentations brief, to the point - using, without patronising them, language that the students will understand.	**Visual Stimuli** These really support engagement - so can you support presentations by using short films/PowerPoints/props etc?
Virtual Tours Without patronising students, use language that they will understand to clearly explain what actually happens in each of the areas they visit (highlighting aspects of engineering) - and how this fits In with your overall operation.	**Demonstrations (which might, of course, be part of the tour)** To maximise engagement, all of the students should be able to see and hear the demonstrator clearly. Is the lighting in the demonstration spaces appropriate – and how are the acoustics?

Participatory Activities

Can you design any activities that the students will actually be able to participate in? These don't need to be long (ideally, 10 minutes maximum per activity) – and to make life easier for the school, should require as few resources as possible (ideally just paper and pens/pencils). Quick exercises challenging the students to identify your organisation's priorities can be really engaging, as can SWOT activities!

Ending the Visit

Who will take responsibility for this? How can you leave the students with a motivational message? Is there anything tangible that you could send them (either digitally or through the post)? Leaflets, flyers and pamphlets are a good idea – and branded items (pencils, pens, mugs etc) always go down a storm. As, of course, do certificates and prizes (you'll find an editable certificate template on page 14 of "Supporting Papers")!

Anything Else to Think About...?

To make life easier in the long run, there are a couple of other areas you should probably consider at this point …

- What time will you and your colleagues log into the meeting? You'll want to give yourselves a bit of time before your visitors "arrive".

- Have you been informed of any students who have particular access needs? Are you equipped to meet them? If not, what will you do?

- At what point will you give those colleagues who will be working with the students some guidance as to safeguarding? You'll find some more information on safeguarding on pages 15 – 18 of "Supporting Papers".

3. Creating a Timetable

Having roughed out the shape of the visit, you're now in a position to create a timetable - agreeing and sharing it with all appropriate members of the team. When planning this, remember to build in time for activating all the log-ons (this always takes longer than you think it will!). From that point, the more quickly and more smoothly one element transitions into the next, the better – "dead air" is the mortal enemy of virtual working!

A sample timetable might look something like this …

09.00:	You and your team log on.
09.10:	The school logs on – as do any students working from home
09.10:	Introductory Talk
10.05:	Virtual Tour, including two demonstrations
10.30:	Q&A with two colleagues
10.50:	Participatory Activity
11.00:	Closing Talk (with promises of any certificates/prizes to come!)
11.15:	The school logs off – as do any students working from home

Once you're happy with the timetable, send it to the contact teacher – together with any specific notes (for example, if you are planning to use any recorded footage, a request that any students without consent wear coloured labels so that you can identify them and act appropriately). You'll find an editable "template" letter on page 13 of "Supporting Papers", if you'd prefer to use it.

4. Safeguarding

You'll need to make sure that all members of the team who will be meeting the students are aware of safeguarding guidelines – which operate to protect both the students and members of your organisation. You may have your own safeguarding policies – if not, you'll find the information in pages 15 - 18 of "Supporting Papers" useful. You may also wish to refer to the website of The Child and Family Agency: https://www.tusla.ie

It might sound obvious, but it's worth saying: if any member of your team is being investigated for, has been formally cautioned for or has been convicted of any offences relating to the exploitation and or abuse of vulnerable people (including children and young people), they must NOT be permitted to work directly with the visiting party.

5. Final Preparations

You'll find that the day itself will be very busy (and the time will fly!) – so have as much prepared as possible ...

- Any devices you're planning to use to be available and fully charged

- All log-in details to hand

- Name badges for you and your colleagues

- Timetables for you and your colleagues

- Any PowerPoints/films/audio files you plan to use. You will find an editable PowerPoint with this pack

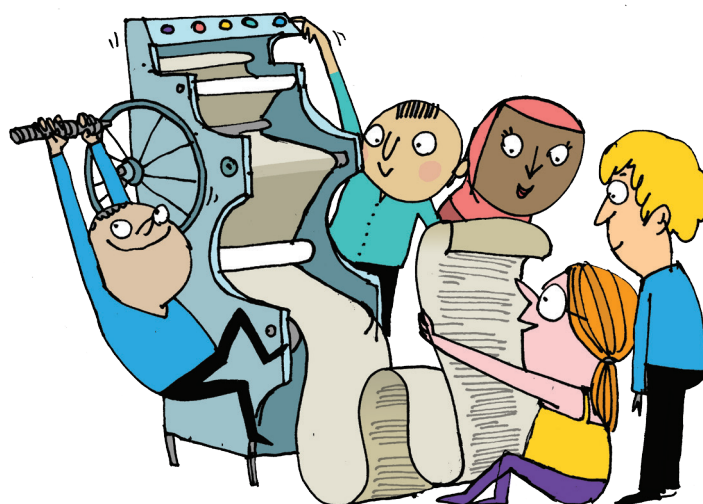- Certificates/prizes/"giveaways" ready to send (physically or digitally)

6. The Day Itself

STEPS Engineers Week

On the day itself, you and your colleagues will almost certainly be feeling a bit nervous. This is perfectly natural, though – and you'll all feel better once everything gets under way! Before the visiting party arrives, conduct a briefing with your team, ensuring that everyone know what role they'll be playing – and finishing in time for everyone to make their final checks. And if you've got the preparations right, everything should go smoothly. And there are a few simple things you can do to help that process …

Establish the ground rules when you first meet the visitors – and make sure that these have been understood.	Keep to the timetable. If every element of the day overruns by just a couple of minutes, you're going to end up with significant issues!	Check in with each other. Unless your colleagues are used to working with young people, they're going to find this an anxious experience. So look after each other – and celebrate what goes well!
Remember that whenever your microphone is on, everything you say will be heard! If you're going to be using different devices, you and your colleagues might want to consider self-muting as appropriate.	Don't feel the need to be a "fount of all wisdom". If you're asked a question and don't know the answer – say so! You might even challenge the students to find out the answer when they get back to school/home, as a follow-up activity …	If you're planning to collect evaluation, make sure you leave enough time. Hurried feedback is less useful than no feedback at all!

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Visiting a School

Introduction

The Engineers Ireland STEPS programme has put this pack together to save you a little bit of planning time by providing some guidelines on inviting a school to visit, going in to visit a school - or hosting an online school visit. You'll also find some presentations on engineering here that you might like to use. Please don't be put off by the amount of words - much of what will follow Is common sense, but It will hopefully give you a process that will make the experience enjoyable, engaging and meaningful for the students, their teachers - and for you and your colleagues.

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So - let's crack on!

1. Before You Start

Before you start, be very clear in your own mind what you will be offering – and what the pupils will get out of it. You'll need to consider …

Duration: how long will do you anticipate the visit lasting?	Transport: who is organising/ paying for this – you, or the school?	The Team: how many members of your team will be working with the students – and who will they be?
Activities: what will the students actually be doing? Nearer the time, you'll need to draw up risk assessments.	Your Requirements: what are you likely to be asking the school to provide? For example, will you need access to a screen/projector and computer?	Outcomes: how will the students benefit from the experience?

Make sure you know the name of your contact teacher, their email address – and, ideally, a mobile phone number. Contact the teacher to gather the following information (you'll find an editable "template" email / letter on page 19 of "Supporting Papers", if you'd prefer to use it) …

Which year group will you be working with – and how many students will there be? Note: for a variety of reasons, you might wish to place a maximum number on this - in which case, make it explicit.	What working space will you need? Would a classroom be suitable – or would the hall, for example, be more appropriate?	Do any of the students have any access or mobility needs that you should be aware of?
What is the structure of the school day?	Does the school have any particular stance on the use of visitors' USB sticks?	What is the school's position on photographs? You'll find an editable "template" photo consent letter/form on page 20 of "Supporting Papers", if it helps!

2. Planning the Day

You're now in a position to start planning the visit itself. You'll need to decide what the students will actually do - agreeing and sharing all this with all appropriate members of your team (who will take responsibility for what?). To maximise engagement, areas you might like to consider are ...

Who Will the Students Meet? Don't worry - you don't need to be a "super presenter", comedian or education specialist to meet the students. Authenticity is always the best approach - so simply ask anyone the students will encounter to be themselves. It will help everyone, though, if colleagues tell the students their name, their job title (briefly explaining it if necessary) - and how it ties in with engineering. Name badges would be a good idea!	**Introductory Talk (and any other presentations – including Q&A)** Keep talks/presentations brief, to the point - using, without patronising them, language that the students will understand. You might want to start by outlining who you are, the organisation you represent, your position within that organisation, your career pathway so far - and why you enjoy the engineering sector.
Visual Stimuli These really support engagement - so can you support presentations by using short films/PowerPoints/props etc?	**Kinaesthetic Stimuli** These also support engagement - so (Covid or other situations allowing) are there any props that the students will be able to handle?
Demonstrations Conduct through risk assessments of any demonstrations you are planning – and share these with the school. If you are planning to use any student "helpers", will they need PPE? If so, you will need to provide this.	**Participatory Activities** Can you design any activities that the students will actually be able to participate in? These don't need to be long (ideally, 40 minutes maximum per activity) - and they don't need to require a lot of resources. "Building" challenges involving paper, sticky tape and art straws can be really engaging! Ideally, you'd bring all the required resources yourself – but you should certainly provide anything that you wouldn't reasonably expect a school to already have.

| Photo/Film Opportunities	Ending the Visit
If the school tells you that you will be allowed to photograph and/or film some or all of the students, decide now which would be the best "moments" to capture these.	Who will take responsibility for this? How can you leave the students with a motivational message? Is there anything tangible that you can leave with them? Leaflets, flyers and pamphlets are a good idea – and branded items (pencils, pens, mugs etc) always go down a storm. As, of course, do certificates and prizes (you'll find an editable certificate template on page 22 of "Supporting Papers")!

To make life easier in the long run, there are a couple of other areas you should probably consider at this point ...

• Will you require a parking space?

• Have you been informed of any students who have particular access needs? Are you equipped to meet them? If not, what will you do?

• Are there any "dress protocols"? If you're unsure, you'd be best dressing as teachers do.

• At what point will you give those colleagues who will be working with the students some guidance as to safeguarding? You'll find some more information on safeguarding on pages 23 – 26.

• Do you have appropriate insurance cover for the visit? If not, how will you gain it?
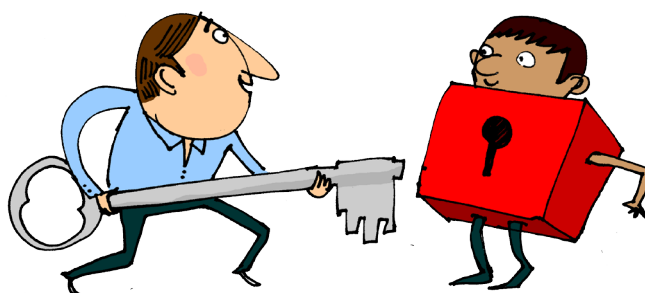
3. Creating a Timetable

Having roughed out the shape of the visit, you're now in a position to create a timetable - agreeing and sharing it with all appropriate members of the team. When planning this, remember to build in time for ...

• Teachers to conduct their "normal" business (class registration etc).

• Break times (as far as possible, stick to the structure that the school already uses).

• Time that you'll require to set up and clear away.

• If appropriate (see above), photo/film opportunities.

A sample timetable might look something like this ...

08.30:	You and your team arrive at school, to set up in the hall
09.15:	Teacher brings students to the hall
09.20:	Introductory Talk
09.40:	Demonstration
10.00:	Q&A with two colleagues
10.30:	Break
11.00:	Participatory Activity
11.40:	Photo Opportunity
11.45:	Closing Talk – with certificates/prizes
12.00:	Teachers take students back to class. You and your colleagues tidy up before leaving!
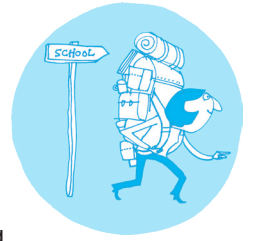
Once you're happy with the timetable, send it to the contact teacher – together with any specific notes (for example, request for a parking space). It's also an idea to suggest that students wear name badges. You'll find an editable "template" letter on page 21 of "Supporting Papers", if you'd prefer to use it. You might also want to send any risk assessments at this point.

4. Safeguarding

You'll need to make sure that all members of the team who will be meeting the students are aware of safeguarding guidelines – which operate to protect both the students and members of your organisation. You may have your own safeguarding policies – if not, you'll find the information in pages 23 - 26 of "Supporting Papers" useful. You may also wish to refer to the website of The Child and Family Agency: https://www.tusla.ie

It might sound obvious, but it's worth saying: if any member of your team is being investigated for, has been formally cautioned for or has been convicted of any offences relating to the exploitation and or abuse of vulnerable people (including children and young people), they must NOT be permitted to work directly with the visiting party.

5. Intellectual Property

Some schools will not allow USB sticks on the premises – and this is becoming increasingly common. If this is the case with your host school, you may need to send films/PowerPoints/audio files in advance. If so, we'd suggest that you request they be deleted after use, to protect any intellectual property rights.
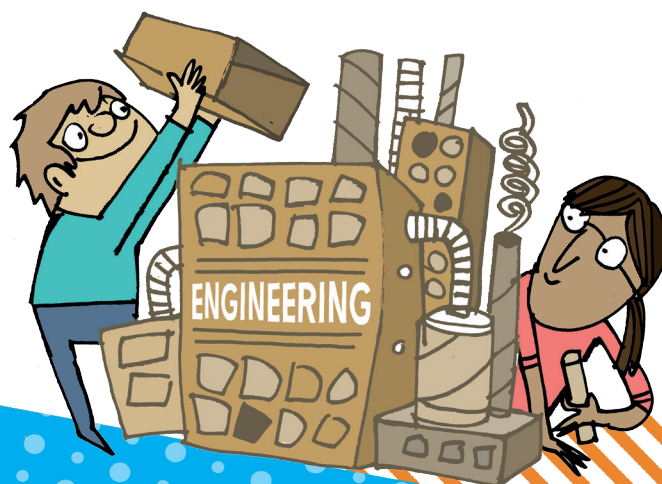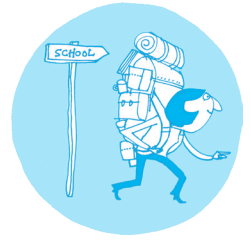
6. Final Preparations

You'll find that the day itself will be very busy (and the time will fly!) – so have as much prepared as possible …

- Name badges and valid Photo ID* for you and your colleagues
  *you may need to show this to gain entry to the premises

- Timetables for you and your colleagues

- Anything required for a demonstration – including PPE, if appropriate

- Any PowerPoints/films/audio files/props you plan to use

- Resources for any activities you plan to run. You will find an editable PowerPoint with this pack
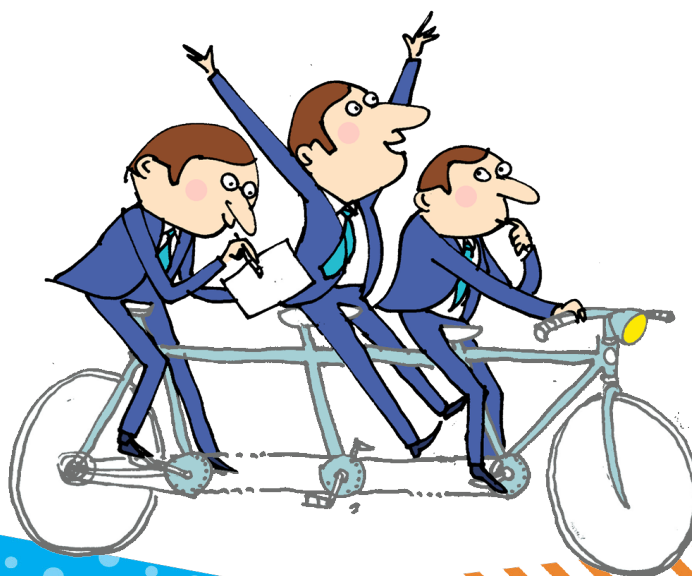
- Certificates/prizes/"giveaways"

7. The Day Itself

On the day itself, you and your colleagues will almost certainly be feeling a bit nervous. This is perfectly natural, though – and you'll all feel better once everything gets under way! Arrive in plenty of time to both set up and conduct a briefing with your team, ensuring that everyone know what role they'll be playing – and finishing in time for everyone to make their final checks. And if you've got the preparations right, everything should go smoothly. And there are a few simple things you can do to help that process ...

Be guided by the staff of your host school. If they step in at any point, they will be doing so for good reason – so go with the flow!	Keep to the timetable. If every element of the day overruns by just a couple of minutes, you're going to end up with significant issues!	Check in with each other. Unless your colleagues are used to working with young people, they're going to find this an anxious experience. So look after each other – and celebrate what goes well!
Keep your working space tidy. Make sure that you and your colleagues don't leave a trail of belongings in your wake!	Don't feel the need to be a "fount of all wisdom". If you're asked a question and don't know the answer – say so! You might even challenge the students to find out the answer when they get back to school/home, as a follow-up activity ...	If you're planning to collect evaluation, make sure you leave enough time. Hurried feedback is less useful than no feedback at all!

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