



EAA® Young Eagles® Workshops

Presenter Preparation

This material is to better prepare presenters with an understanding of their role within the EAA Young Eagles Workshops program.

EAA Young Eagles flights and workshops introduce youth to aviation, offer an opportunity to build self-confidence, and are a fun way to motivate interest in STEM education. Chapter members and guest speakers serve as role models as students explore various aspects of aviation. Based on chapter experience with these programs, effective interactions with students can be life-changing. Most effective are speakers who are motivated to share their passion for aviation and willing to take time to relate to students.

As a speaker, it's important to present information at an appropriate level for the audience; in this case, you'll present to kids who may have little to no aviation background.

Presenters will find focused learning objectives for each aviation topic, with instructor notes, suggested activities, and worksheets to support meeting module objectives. The presenter's approach is the key to generating interest and engaging students. Here are some general tips for presenters to consider in preparation.

Presenter Preparation Tips

1. Introduce yourself.

Prepare to succinctly introduce yourself while preserving valuable time. Keep it short and simple, use a pertinent photo or two (a picture is worth a thousand words), and avoid acronyms or jargon that require off-topic explanation.

2. Target your audience.

Familiarize yourself with the distribution of participant age, level of aviation experience, and aviation motivation. Aviation programs often attract youngsters with considerable knowledge or passion, and more mature youth for whom it may be their first aviation exposure. Consider the levels of your audience and how to share your passion and build confidence in those who are less vocal or less aviation-savvy.

The lead presenter or workshop leader can help by:

- a. Briefing presenters on the participants' ages and experience. Participant registration forms can provide such information. Another good way is for presenters to listen during student introductions at the program kickoff.
- b. Set the tone at the start of the session, acknowledging the range of experience with aviation and various levels of interest, such as career or hobby. Encourage asking questions, no matter where students are on their aviation learning curve.

3. Make each module relevant.

- a. Establish up front why the module is relevant. Why should they be interested?
- b. What will they gain? Reference module objectives and tell students what you expect they will be able to do as a result of the session. Tell them as you review learning objectives at the module start, and remind them at its conclusion.
- c. With a diverse group, it helps to define the takeaway by various subgroups (by aviation experience level, or perhaps those interested in being a pilot versus a mechanic, etc.). For example, first-timers will learn to recognize aviation terminology, while others might learn how to speak on the radio.

4. Use worksheets to engage and reinforce.

Worksheets may be used for student note-taking, but they can be more fun and enhance learning retention if used as a small group activity. Following are some suggestions for facilitating worksheet use.

- a. Options for encouraging working together:
 - i. Allow some time for individual students to complete the worksheets. Then ask small groups to work together, comparing answers and learning from each other.
 - ii. Assign pairs of students to work together to complete the worksheets. This facilitates their getting to know other youth who share their interest in aviation and takes pressure off those less familiar.
- b. Options for reinforcing learning:
 - i. Bring the class back together and call on each student pair or small group to share their answer. Thank students for responses, right or wrong.

- ii. Prepare adult coaches to monitor table discussions, giving students an opportunity to figure out the answers while being there to help each table complete the assignment correctly in the time allowed. This can save time, avoiding the need for a full class review and offering the opportunity for youth interaction.
- iii. For problem-solving activities, ask each small group to report to the class. After a few groups report, you can ask the others to report on anything they found different rather than having every team report.
- iv. Putting questions out to the whole class often results in a few dominant students answering everything, leaving others disenfranchised. As presenter, you'll need to adjust your process to keep everyone engaged.

5. Prepare for efficiency.

- a. If using small groups, consider how they'll be assigned.
- b. Using a few chapter members who have been briefed prior to serve as coaches/tutors during small group activities can greatly increase effectiveness and address individual student needs, while also offering more opportunity for chapter member interaction with students.

6. Consider safety and logistics for build projects.

Include a safety briefing specific to the facility and project. Consider the level of both builder coaching and general adult supervision needed to safely complete the project.

Consider logistics as you decide how to conduct builder workshops. Rotation of a subset of students may simplify your workshop setup (and sets of tools), but it requires repeating the session to accommodate all students.

7. Plan supporting activities.

Interactive activities are encouraged to support each module. Hands-on activities offer a fun and practical learning experience. In addition to those included, EAA has collected additional ideas used by EAA chapters for hands-on demos or small group activities that may enhance your program. Additional activity instructions may be found at **EAA.org/EngageYouth**.