

Welcome to the Y
First Week Success

Welcome to the Y

Purpose: We aim to better help peer mentors by providing a clearer role-induction for their students.

Vision: Every First-Year Student feel **seen, supported, and confident** to start BYU.

Why This Training Matters

- You're not just giving a presentation—you're building a foundation for the entire semester
- Students will remember how you made them feel long after they forget what was said
- Welcome to the Y is one of the few moments at NSO where students feel personally connected—not just entertained
- That's why what you do during these two hours matters more than you might realize



You will lead a 2 hour experience that includes:

- Icebreaker Games
- Share Your Y
- My BYU Journey Story
- My BYU Journey – Case Study Activity
- Tools Walkthrough
- Y BYU Debrief/Reflection

Expectations

- ❑ Be on time and prepared
- ❑ Stick to the time intervals
- ❑ Prioritize student questions
- ❑ Be adaptable—no two groups will feel the same
- ❑ Stay confident, even if things feel awkward or quiet at first

“You don’t have to be perfect--- you just have to be present.”

With your table discuss this question...

**What do you understand so far about
your role in Welcome to the Y?**

Outline of Welcome to the Y

Time	Section
30-40 minutes	Icebreaker Games (Outside)
5 minutes	Buffer/Travel time
5 minutes	Share Your Y (Inside)
20-25 minutes	My BYU Journey (Inside)
5-10 minutes	My BYU Journey – Case Study Activity (Inside)
5-10 minutes	Tools Walkthrough (Inside)
5 minutes	Buffer/Travel Time
10-15 minutes	Y BYU Debrief/Reflection (Outside)

How to log in to computer and start slides

1. Start monitor
2. Log in with NETID and Password
3. Open Browser
4. Find site — outlook.office365.com/mail/
5. Download slides from the website on Fall NSO email from Micah Russell
6. Start Slideshow

Group Activity (10-15 min)

- Break into groups (3-4)
- Share names, hometowns, hobbies
- Use ChatGPT to create a **funny NSO story + image**
- Share stories aloud
 - Optional vote for favorite

Team Challenge (20-25 min)

- Stay in same groups
- 4 fast-paced phases
 1. Riddles
 2. Trivia
 3. Memorize
 4. Telephone
 - Combine into teams of 6-8
- Send each challenge via **NSO Group Chat (GroupMe)**
- First team to finish correctly wins that round

“The goal isn’t perfection--- it’s connection and energy.”



Share Your Y - Expectations

- Go inside to your assigned room and set up the slides first
- Then share an impactful experience from your first year
 - Transformative: Emotion felt, something learned and changed the way you acted
- Keep it around 5 minutes
- **Purpose:** So students can see you as a peer, student, and human
- **Objective:** Motivate and empower

“You don’t need a perfect story. You need a real one.”

Storytelling - Structure

- What was the **situation**?
- What **action(s)** did you take?
- What was the **result**?

“You don’t need a perfect story. You need a real one.”

Storytelling – Make It Real

- Use vivid **adjectives**
- **Describe your emotions** honestly
- Be more **descriptive** than usual
- Help them **picture themselves** in your story
 - Imagine they are you
 - Help them walk through what you felt

“Details make it human. Emotion makes it memorable.”

Write it Out

Take 2-3 minutes to bullet your story:

1. What happened?
2. What helped?
3. What changed?
4. What do you want your students to take from it?

What happens in MY BYU Journey

- It's a “**Choose Your Own Adventure**” story — students help make Sarah’s choices
- Use this to show **how you support students** as mentors (role induction)
- Introduce **tools and resources** along the way:
 - **Rhythm of the Semester**
 - **Early Alert (EA)**
- Goal: Help students see that ups and downs are normal and **you’re here to guide them**

My BYU Journey



Sarah's car is stuffed with bedding, snacks, and a lifetime of memories as she pulls into BYU for the first time. Her parents help her unload everything, her mom tucks a handwritten note in her bag, and her dad tries to fix the mini fridge's wobbly leg.





Her parents say goodbye over a dinner of burgers and fries and wish her luck at NSO the next day. Sarah's already received a text from her peer mentor and is excited to meet them.

For the first time alone Sarah stands in the quiet of her new room, surrounded by the soft buzz of campus outside. She feels excited, but also a little scared. What's expected of her now?

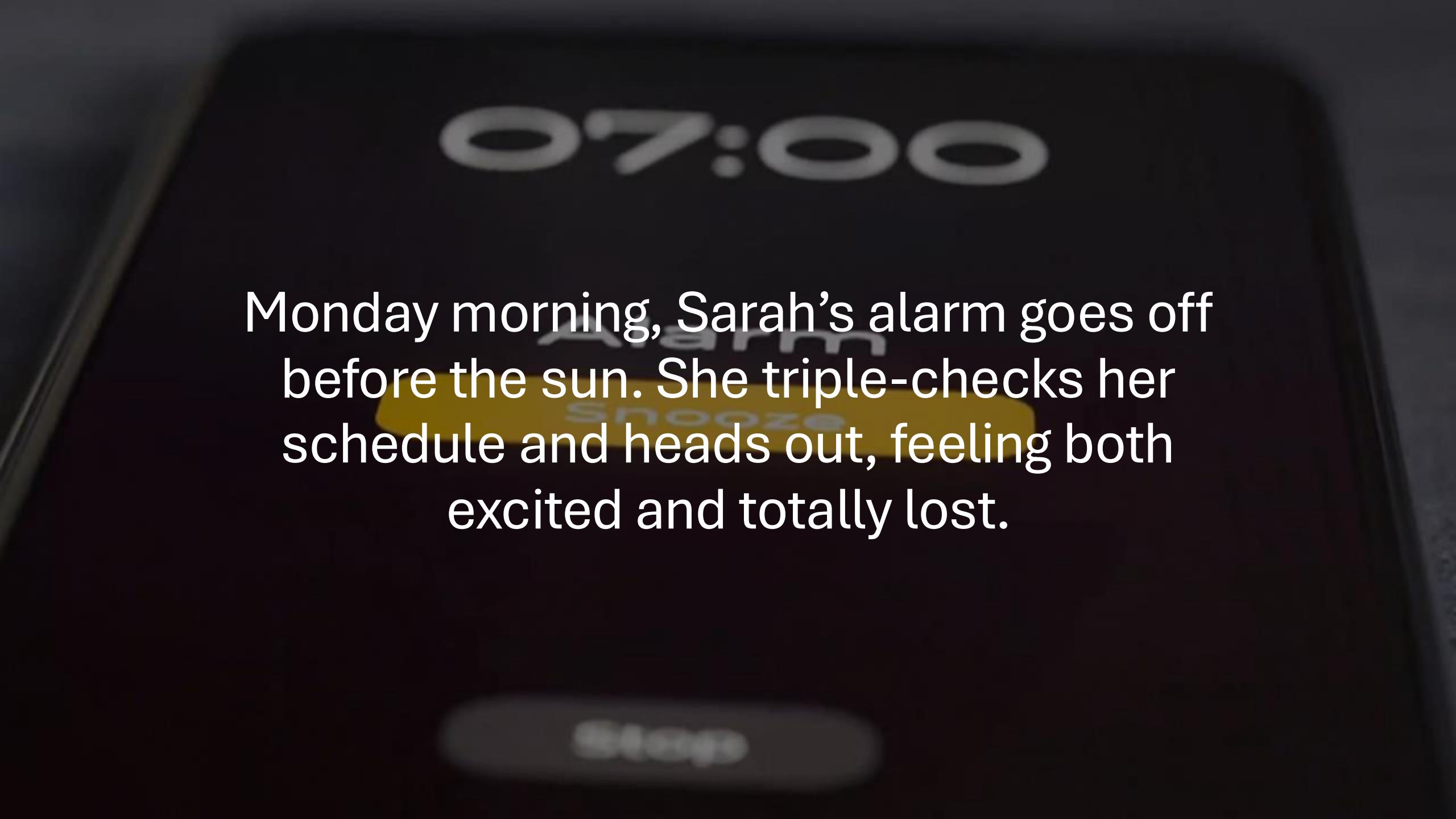
Expectations of First-Year Students



Expectations of First-Year Students

- **Show up:** Be present—in class, in conversations, in opportunities.
- **Ask questions:** No one expects you to know everything.
- **Try new things:** This is your time to explore.
- **Take responsibility:** You’re in charge of your learning, your time, your growth.
- **Use your resources:** Mentors, professors, advisors—there’s a team ready to support you.

[Continue the Story](#)



Monday morning, Sarah's alarm goes off before the sun. She triple-checks her schedule and heads out, feeling both excited and totally lost.

She walks into what she thinks is her English class—only to find herself in a huge lecture on medieval history. Oops. She laughs it off; cheeks flushed she slips out before the professor notices.



Back outside, she texts her mentor: “I think I already failed day one.” Her mentor replies with a laughing emoji and says, “Don’t worry—it happens to everyone. Let me show you how to navigate campus.”

First-Year Mentoring



First-Year Mentoring

- One-on-one support for adjusting to college life
- Mentors who get it—they've been there too
- Help with navigating campus, understanding classes, and asking for help
- A safe place to say, “I don’t know where to start”

[Continue the Story](#)

Later that day, she finds her next class and stands outside the door. Should she sit near the front next to a friendly looking girl or hide in the back?

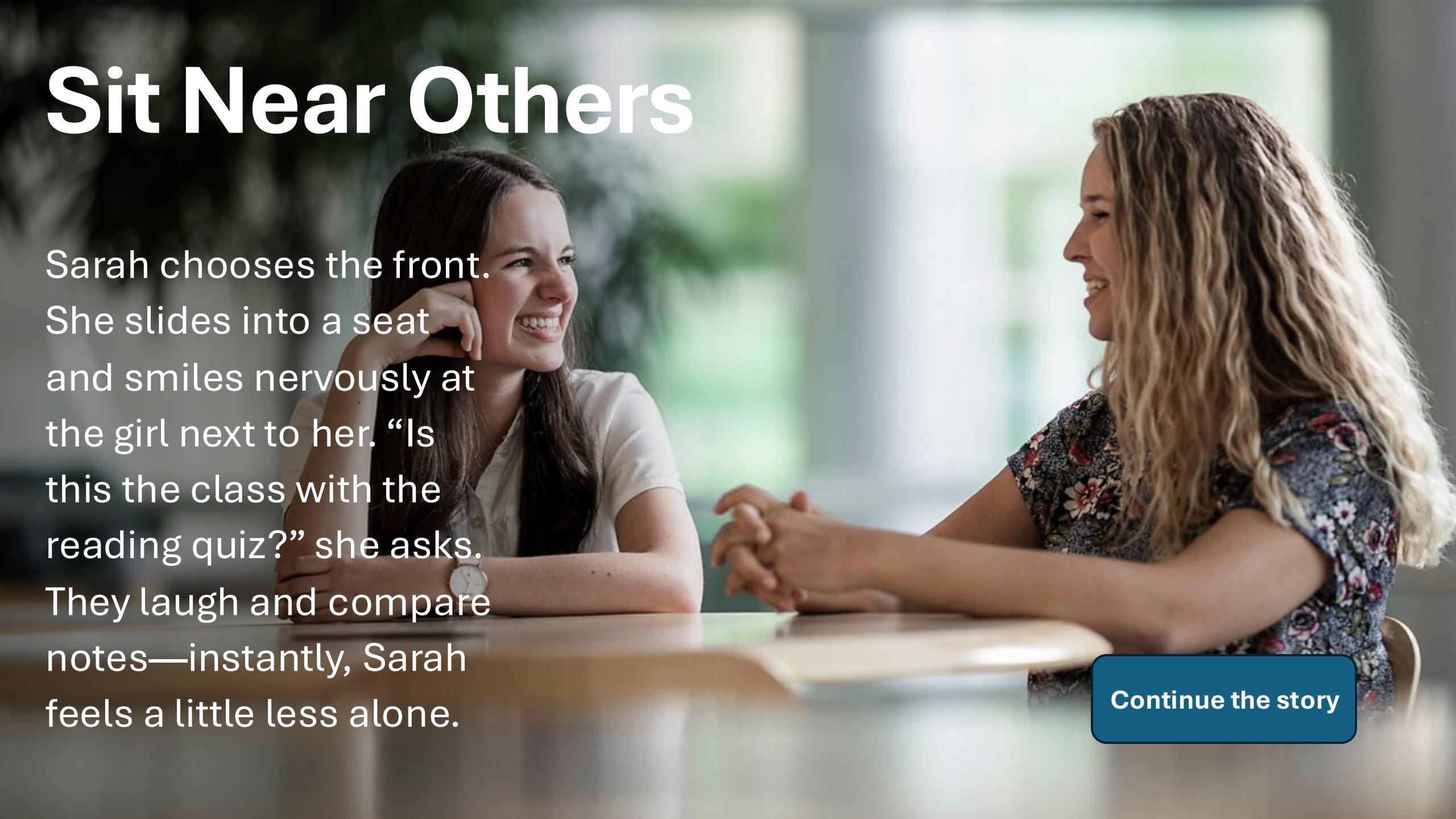
Should Sarah sit near others or sit in the back?

Choice

Sit near others

Sit in the back

Sit Near Others

A photograph of two young women sitting at a light-colored wooden table. The woman on the left has long dark hair and is wearing a white t-shirt, smiling and resting her chin on her hand. The woman on the right has long blonde hair and is wearing a floral top, also smiling and looking towards the other woman. They are holding hands across the table.

Sarah chooses the front. She slides into a seat and smiles nervously at the girl next to her. “Is this the class with the reading quiz?” she asks. They laugh and compare notes—instantly, Sarah feels a little less alone.

[Continue the story](#)

Sit in the Back

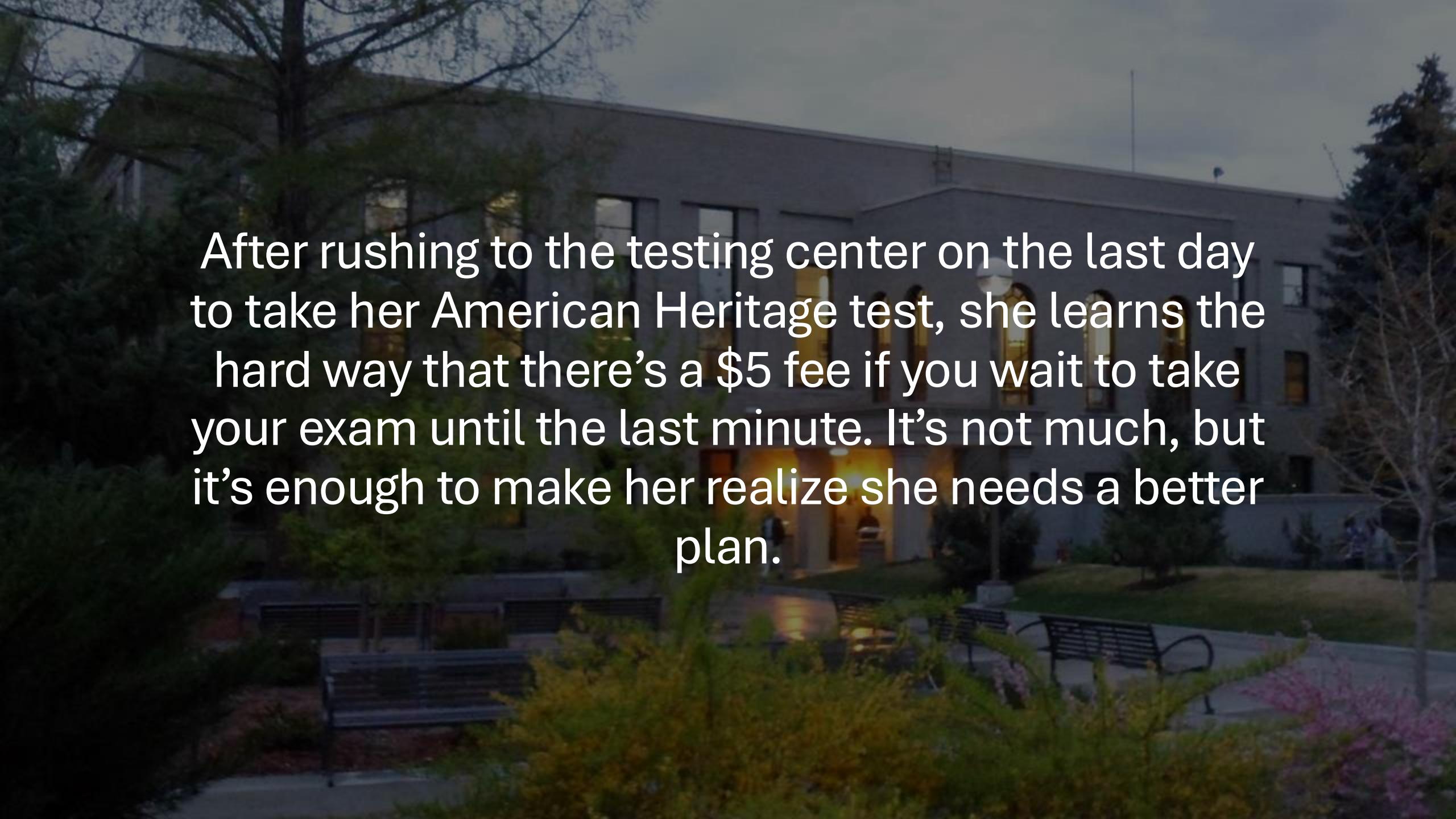
Sarah heads to the back and sits in an empty row-- but someone ends up sitting next to her anyway, asking for help finding the syllabus. They chat for a minute—turns out, she's not the only one feeling lost.



[Continue the story](#)



By the third week, midterms loom. Sarah can't seem to stop thinking about how her roommates are always making plans to go dancing, all she can seem to do is stress about all of her midterms- she's never been good at tests.



After rushing to the testing center on the last day to take her American Heritage test, she learns the hard way that there's a \$5 fee if you wait to take your exam until the last minute. It's not much, but it's enough to make her realize she needs a better plan.

Trying to do better, Sarah's torn between joining the study group her friends keep talking about or heading to the TA lab—where she's heard there's always someone to offer one-on-one help, and maybe even a cute guy in the corner with his own flashcards.



Should Sarah go to her study group or go to the TA lab?

Choice

Study group

TA lab



Study Group

She joins the study group. They spread out in the library, sharing snacks and notes. They're not perfect, but they keep each other going—and it helps her feel a little more prepared.

Early Alert

Early Alert

TA Lab

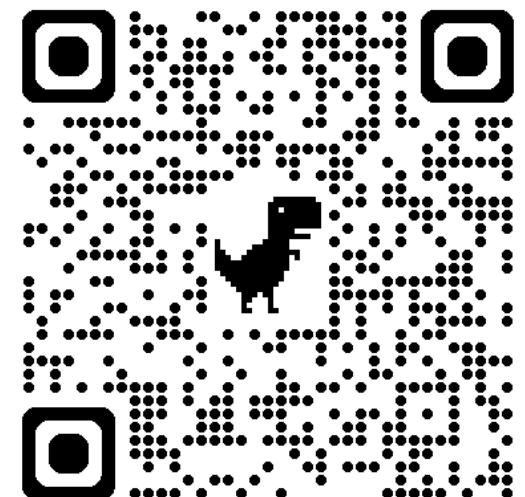
She chooses the TA lab. It's quieter, and she *actually* meets a guy who's studying for the same class. They end up swapping tips and making each other laugh about how confusing the last chapter was.



Early Alert

Early Alert is a tool that shows mentors:

- How engaged students are in each class
- Which classes need improvement
- Whether they're improving—or falling behind
- The last time they clicked on Learning Suite for each course
- It gives real-time data



More Info



How Mentors Use Early Alert

They use it to:

- **Recognize when a student needs support**
- **Start caring conversations** (“How are things going? What support would help?”)
- **Connect students with resources** like tutoring, TA labs, office hours
- **Recognize wins**, not just struggles

[Continue the Story](#)

Early Alert Tips

❑ It's a tool, not a decision

- Mentors don't make decisions about students — EA is one of many tools to help them succeed

❑ Be honest

- If you don't know something, refer students to the QR code. Don't guess or make anything up

❑ Frame it positively

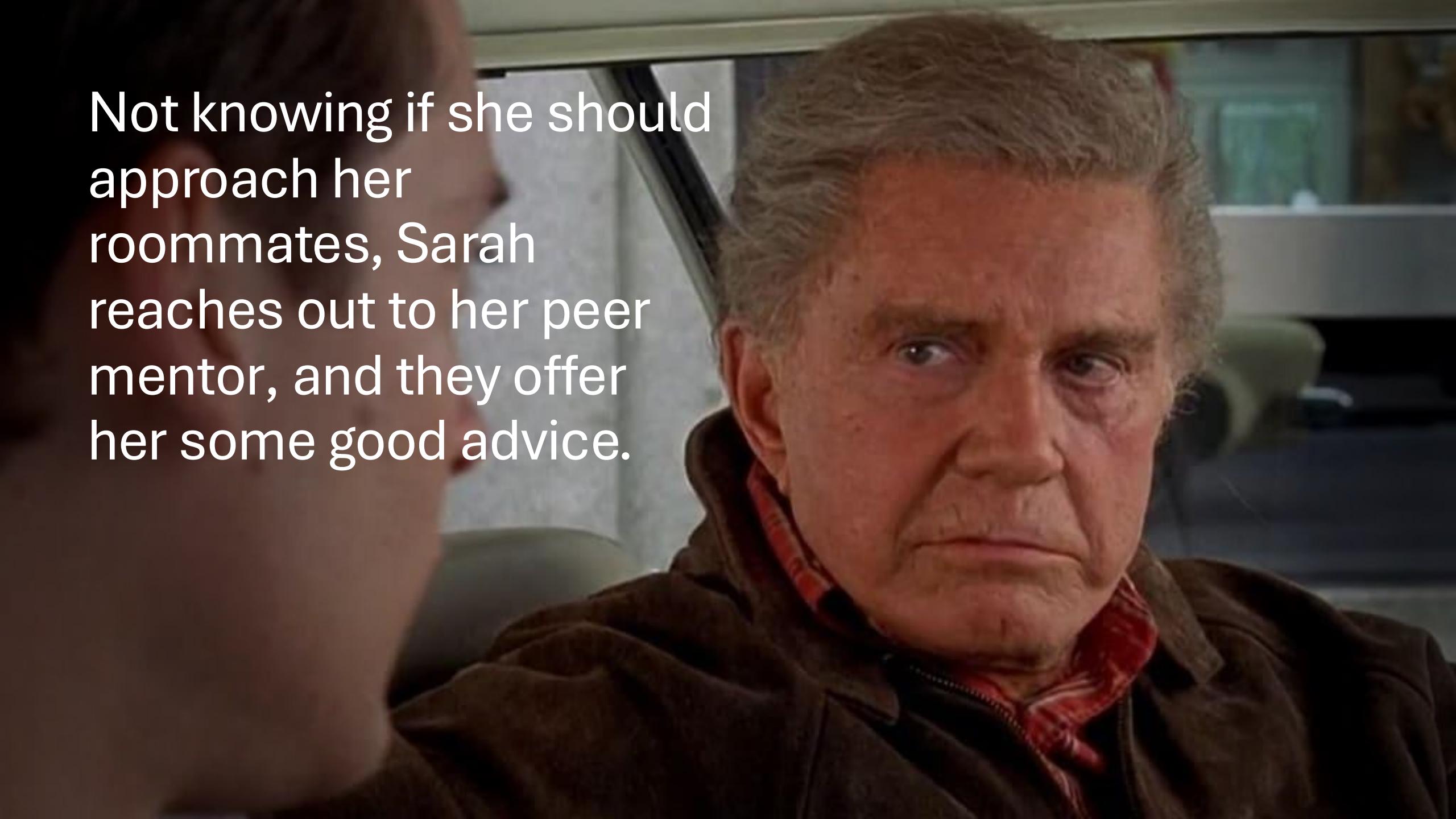
- EA helps us catch issues early so students can get support before they fall behind

Mid-semester, Sarah gets a calling at church as a Sunday School teacher. She's nervous, but the new role helps her feel like she belongs somewhere on campus. Her ministering sisters and brothers also drop by one night with cookies as an encouraging gift.



However, soon after, Sarah's apartment starts to feel cramped. One roommate always leaves dishes in the sink, and the tension is thick enough to cut with a butter knife.





Not knowing if she should approach her roommates, Sarah reaches out to her peer mentor, and they offer her some good advice.

How can Sarah approach this? Should she go talk to her roommates about the dishes or should she stay quiet try to not let herself get bothered by it?

Choice

Talk it out

Stay quiet

Talk to Them

She chooses to talk. It's an awkward conversation—her voice trembles a little—but they all agree to work on being more considerate. The apartment starts to feel more like a home, and Sarah's glad she didn't keep it all inside.



Why Peer Mentors

Stay Quiet:

She stays quiet. The tension doesn't go away, but she learns to carve out her own space, focusing on what she can control. She still wishes she'd spoken up, but she also learns that sometimes it's okay to let things slide.



Why Peer Mentors

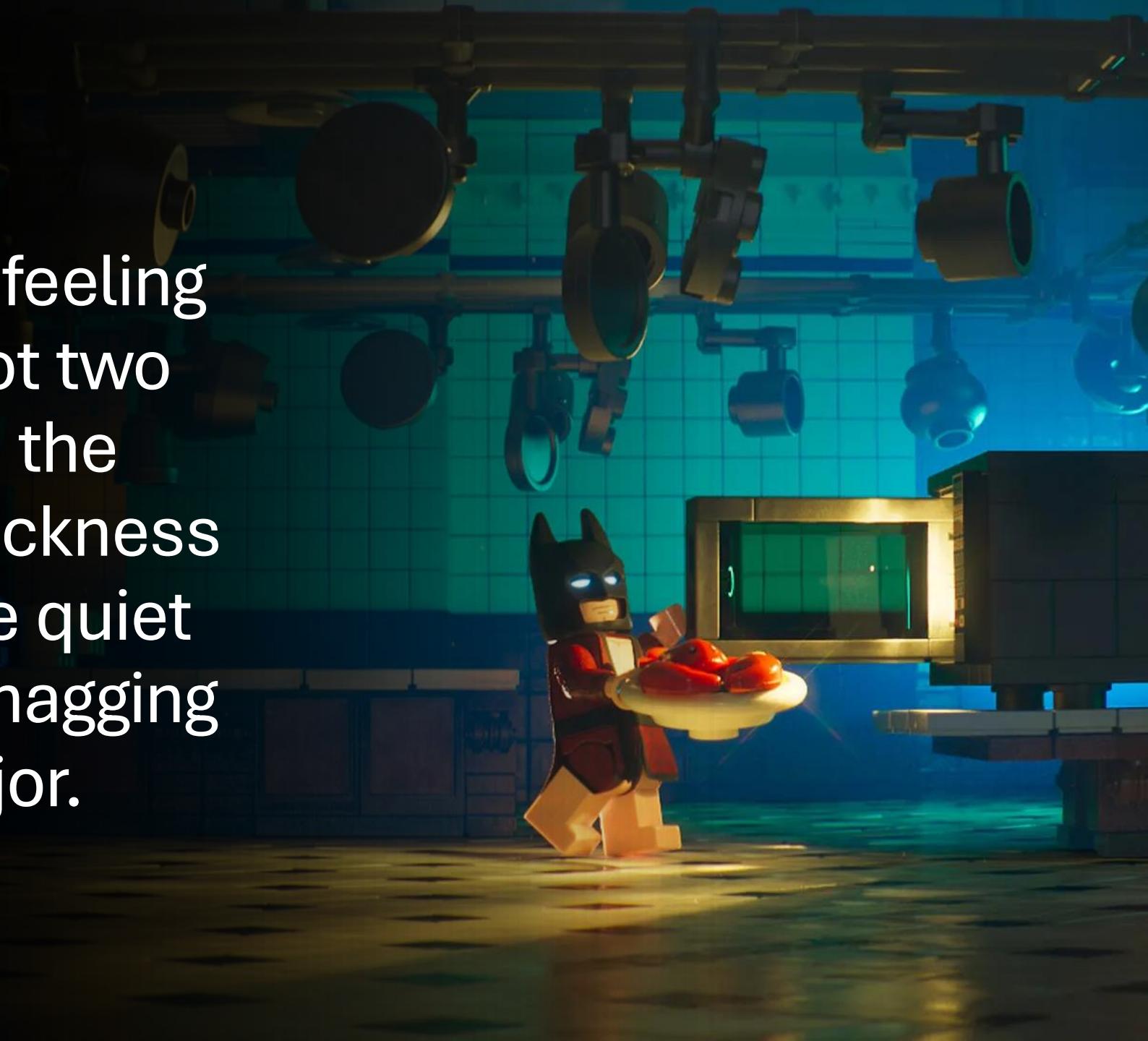
Why Peer Mentors Matter

Peer Mentors aren't just campus tour guides. They're trained to help students:

- Navigate tough decisions (classes, majors, stress, life)
- Stay on track academically and socially
- Understand when (and how) to ask for help
- Get connected to campus resources that actually work
- Feel seen and supported—by someone who's been there
- Get help exploring clubs and campus jobs
- Walk through registration and deadlines
- And so much more!

[Continue the Story](#)

By October, Sarah's feeling worn down. She's got two huge projects due in the same week, homesickness that sneaks up in the quiet moments, and that nagging doubt about her major.



A silhouette of Spider-Man, seen from behind, sitting on a ledge and looking out over a city skyline at night. The city is filled with numerous lit-up skyscrapers and buildings, reflected in the water below. The overall atmosphere is dark and contemplative.

She sees
everyone else
talking about
winter
registration—but
she's not even
sure what she
wants to study.

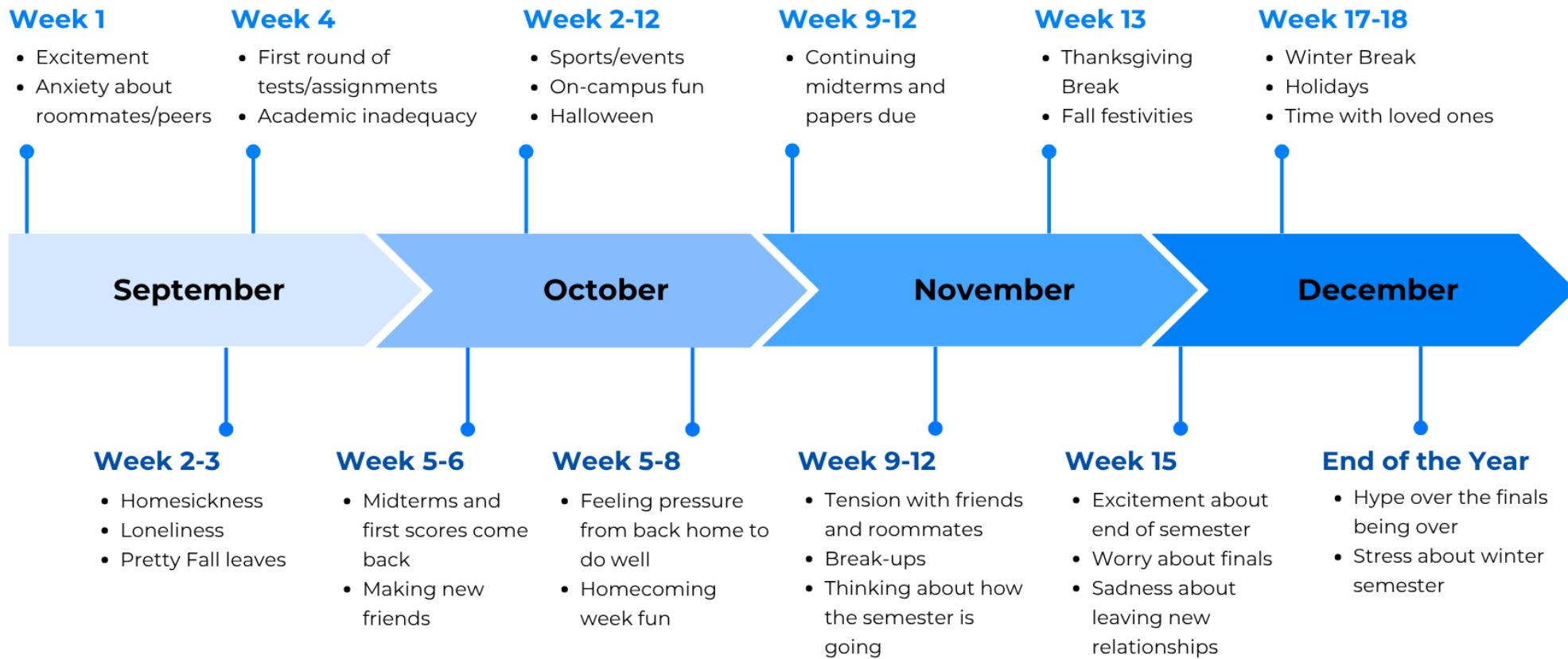
She remembers her mentor telling her there are common experiences throughout the semester—how everyone feels these highs and lows, and it's okay to not have it all figured out.



Rhythm of the Semester

Rhythm of the Semester

Common Experiences



Continue the Story

Rhythm of the Semester Tips

❑ Normalize the ups and downs

- Common experiences like homesickness, stress, or shifting motivation are totally normal

❑ You're a guide

- Let students know you're happy to talk with them during those harder weeks

❑ It's just a tool

- This is one of many ways mentors help students succeed — not a diagnosis or prediction

Should Sarah meet with her mentor and ask for help or push through alone?

Choice

Meet with mentor

Push through alone

Meet with Mentor



She meets with her mentor in the HUB, the third floor of the library where everything smells like old books and hope. They talk about time management and her fears about registration. Her mentor suggests meeting with an academic advisor, and suddenly she feels like she can breathe again.

[Continue the story](#)

Push Through Alone



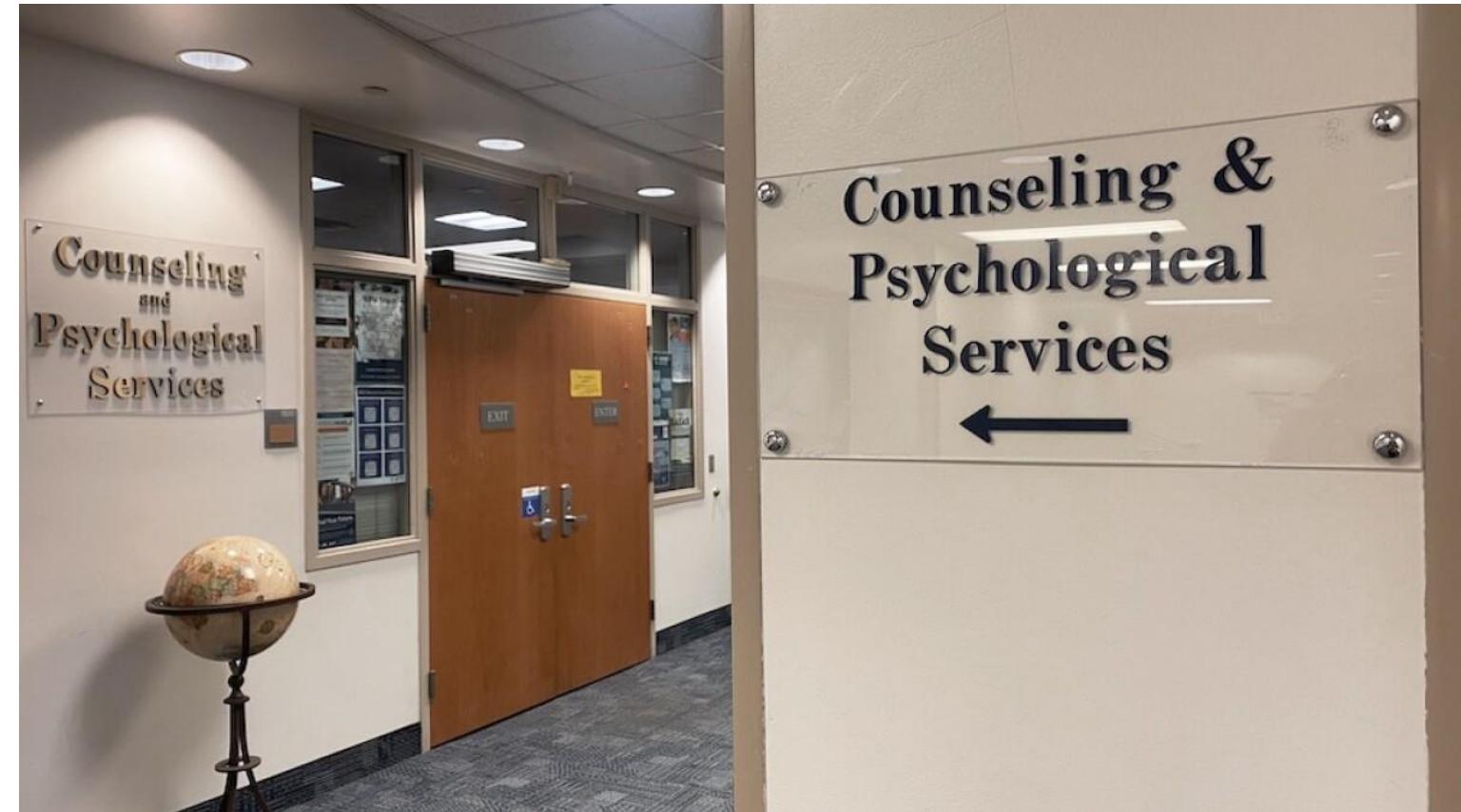
She decides to push through alone. She signs up for random classes, following her friend's schedule just so she won't feel totally alone. It's not a disaster, but she still feels a little lost.

[Continue the story](#)

November brings dark clouds and shorter days. Sarah's feeling the weight of everything, and the breakup with her boyfriend just before Thanksgiving doesn't help. She knows it's normal to feel a little down, but this feels bigger than her. She reaches out to her peer mentor to ask for some advice.



Her mentor tells her about CAPS and Quick Care—places she can go when the blues feel bigger than she can handle. She decides to make an appointment.





That same week, her mom calls just to say she loves her, and her roommate bakes cookies for everyone. It's small, but it's enough to remind her she's not alone. Her roommates also remind her about an upcoming ward activity: a luau with food! But what in the world are Hawaiian haystacks?

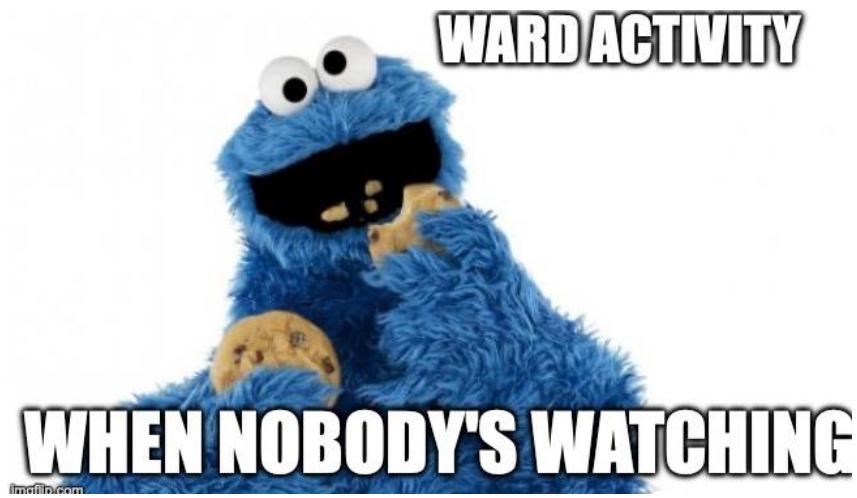
Should Sarah go to the ward activity or stay home?

Choice

Ward Activity

Stay home

Go to Activity



She decides to go to the ward activity. It's a night of games and free food—just what she needed. She laughs, eats too much, and feels like herself again.

[Continue the story](#)

Stay Home



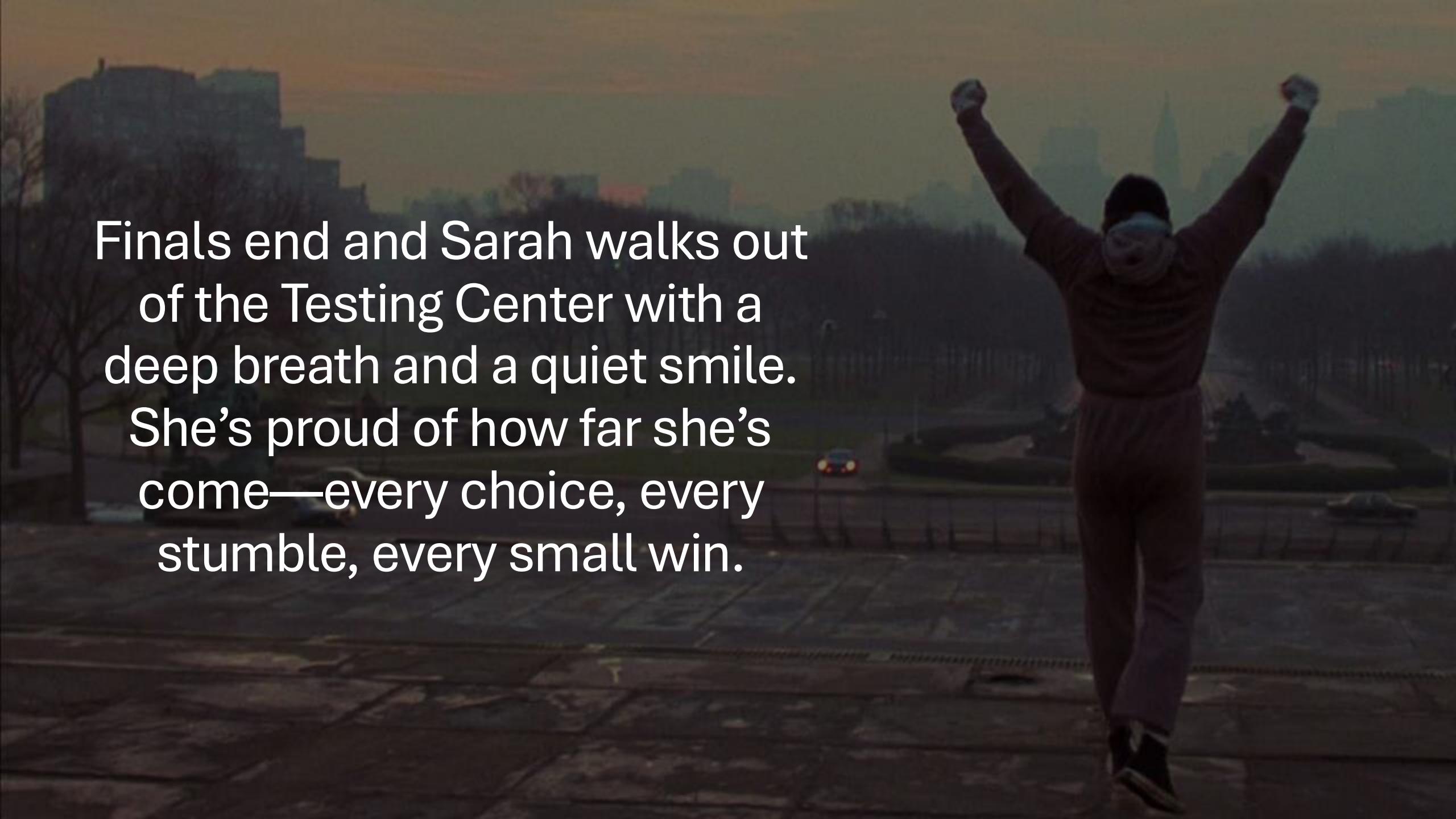
She decides to stay in and tackle homework. She feels a little better being ahead, but she also realizes how much she misses just being with people.

[Continue the story](#)

Finals come fast. Sarah finds herself up late studying and hoping for the best. She's not sure she's ready for one final in particular—she is not feeling confident about it at all.



Sarah's mentor asks if they can meet one last time this semester. In their meeting, her mentor shares tips for getting through her first year.

A photograph of a person standing on a bridge at sunset. The person is facing away from the camera, with their arms raised in a triumphant or celebratory pose. The background shows a city skyline and a setting sun. The overall mood is one of accomplishment and hope.

Finals end and Sarah walks out
of the Testing Center with a
deep breath and a quiet smile.
She's proud of how far she's
come—every choice, every
stumble, every small win.

She thinks back to that first day when she was lost in the JSB, feeling like she didn't belong. Now she knows she does.



She's learned how to ask for help,
how to be a friend, and how to care
for herself—even on the days when
it felt impossible.



Just like Sarah every choice you make will
shape your journey.

**“How will you prepare for your
first year?”**

**Any questions about heading
into your first semester?**

How to Navigate the Slideshow

- If there is a button, make sure to use it.
- The non-decision buttons are an indication to exit the story
- Make sure students know they can interrupt with questions

My BYU Journey Activity



Leading the Case Study Activity

- How to Run It

- Have students start in **pairs or small groups** -> ensures everyone gets to contribute
- Bring it back to a **whole group discussion** -> encourages shared insights and deeper learning
- **Don't worry about finishing every case** -> focus on **quality conversations**, not quantity

Why It Matters

- Purpose of the Activity
 - Help students **practice problem-solving** using what they learned from Sarah's story
 - Build their **confidence** to respond when challenges emerge
 - Emphasize: **They've got this!** They already know more than they think
 - Case studies simulate **real BYU scenarios** —this is **mentorship in action**

Jalen Martinez

Jalen is halfway through his first semester at BYU. He's been going to class and wants to do well, but he's starting to fall behind—especially in WRTG 150, where he hasn't turned in the last two assignments. He hasn't checked Learning Suite in a few days and hasn't responded to texts from his mentor. It seems like he might be feeling stuck or overwhelmed, but with the right support, he could easily get back on track.

What should Jalen do next?

Possible Solutions:

Check-in with Mentor

Appointment with Professor to go over assignments

Appointment with Writing Center tutor

Opening LearningSuite and prioritizing one task

Connecting with CAPS or academic advising

Liz Chang

Liz is taking on a lot—17 credits, three clubs, and she was just offered a position as a TA. She's excited about her opportunities and wants to do everything well, but she's also feeling stretched thin. She missed an assignment after not checking Learning Suite for a week and is starting to feel a little overwhelmed. Liz says she's “totally fine,” but might benefit from learning how to balance all the good things she’s involved in.

What should Liz do next?

Possible Solutions:

Help from mentor reassessing her workload and prioritizing

Talk with professors or TA's

Help from mentor about time management strategies

Remembering she doesn't have to do it all alone.

Mateo Johnson

Mateo is going to class consistently, but recently told his mentor he's wondering if BYU is the right fit for him. He hasn't found close friends yet and hasn't gotten involved outside of classes. While he's unsure about what to do next, Mateo is trying to figure things out and is open to ideas. He wants to feel more connected.

What should Mateo do next?

Possible Solutions:

Explore campus communities or clubs

Intramural sports

Attending an event with a mentor or friend to ease the pressure

Get involved with BYUSA

Office of Belonging

Allison Smith

Allison is starting to realize that her major might not be the right fit. She's nervous about changing directions—especially because her parents were excited about her current path—but she's also curious about what else she could study. She doesn't want to fall behind on graduation, but she's starting to explore her options and think about what she really wants.

What should Allison do next?

Possible Solutions:

Meet with academic advisor to talk through what changing majors might mean for her timeline

Career exploration tools like a visit to Exploration Point

Talk to someone in a major she's curious about

Meet with her mentor

Trying out an elective

**Any questions about navigating your
transition to college?**



Tools to start your First
Year!

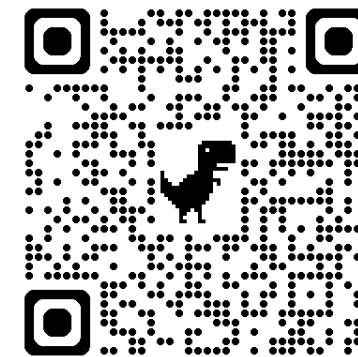
Tools to Highlight

- Wi-Fi Access
 - Have students connect during this time — or at least **take a picture of the Wi-Fi slide** so they can do it later
- BYU App = Essential
 - Hype it up! It's their **daily hub** for BYU life
 - Show Them “My Classes”
 - Make sure they know where it is and how it works; walk them through it if needed
- Invite Questions
 - Be ready to answer anything they ask about tools — or **look it up together** if needed and if there's time
- Learning Suite (Bonus if Time)
 - If there's time, give a quick **Learning Suite walkthrough** — especially for how to find assignments or announcements

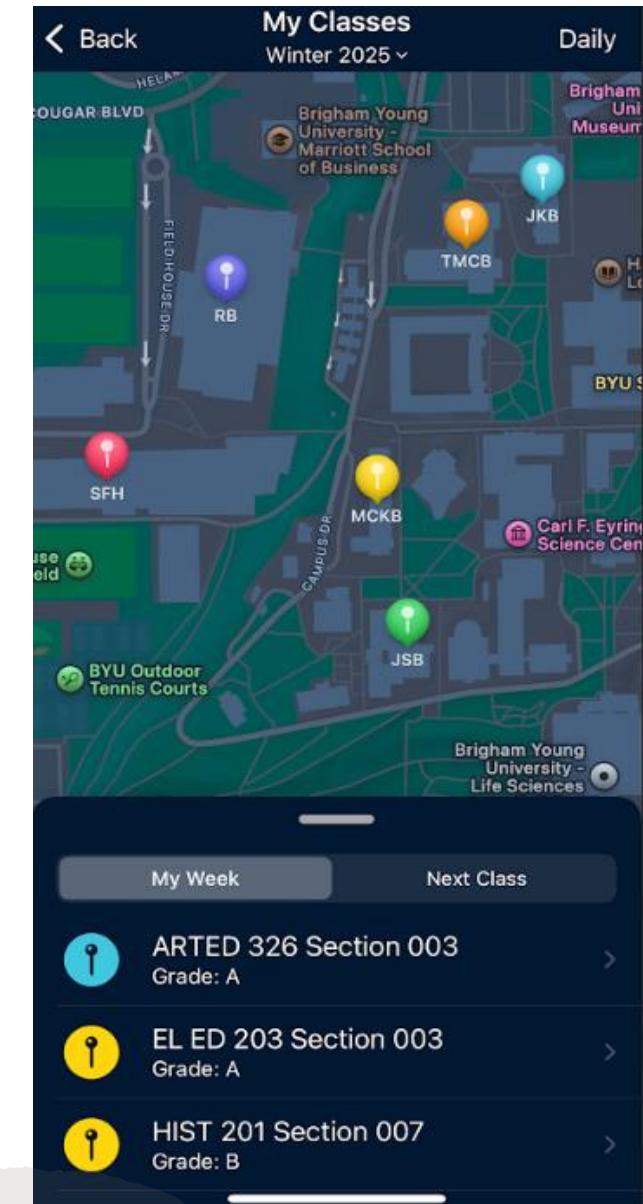
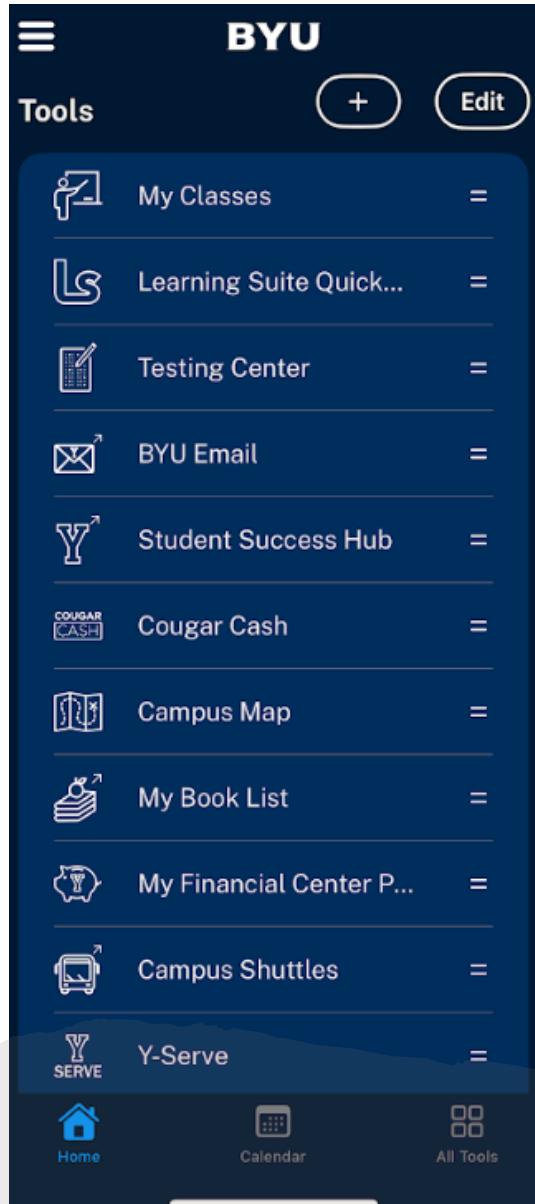


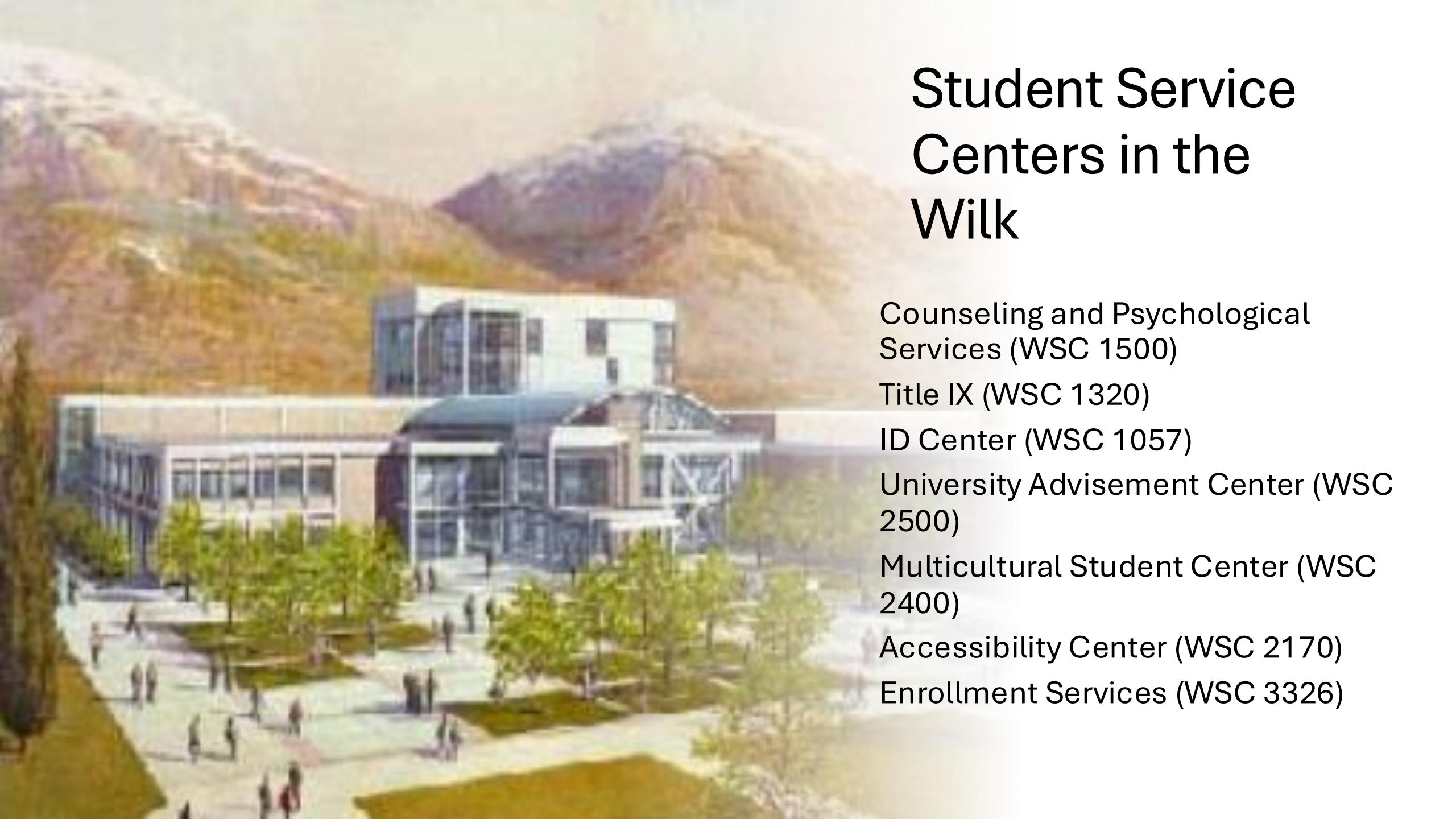
Wi-Fi

- Username: [netID]@byu.edu
- Password: [your BYU Password]



BYU App





Student Service Centers in the Wilk

Counseling and Psychological Services (WSC 1500)

Title IX (WSC 1320)

ID Center (WSC 1057)

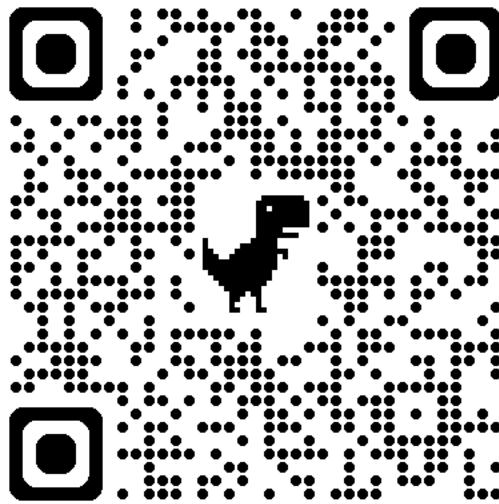
University Advisement Center (WSC 2500)

Multicultural Student Center (WSC 2400)

Accessibility Center (WSC 2170)

Enrollment Services (WSC 3326)

Questions



Schedule a meeting with me

Head outside

Leading Y BYU

- Location
 - Return to your assigned mentor spot — this is where you'll meet on Friday morning
- Debrief the Day
 - Lead a casual group reflection
 - What did you enjoy the most?
 - Any inside jokes or favorite moments
 - Possible Starter Questions
 - What's one personal strength you used today?
 - What new friendships or connections are you excited about?
 - Has your perspective about college shifted? How?
 - What role do you see yourself playing in the BYU community?

Y BYU Reflection Exercise

- Students will fill out this form to reflect on their Welcome to the Y experience.

Purpose:

- To help students think back on their experience and reflect on if they want to do anything different during the rest of NSO

Y BYU Reflection Exercise
(Mentors)

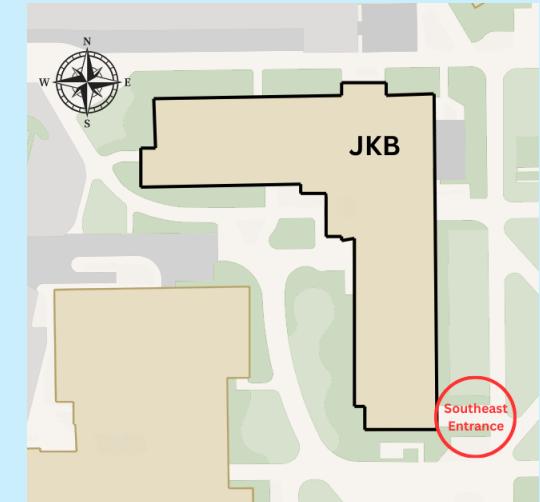


Closing Y BYU with Purpose

- Why They Came
 - Have students share in groups of 3-4
 - Why did you choose BYU?
- Make it Meaningful
 - Create a space that feels like a mini testimony meeting
 - Everyone gets a chance to speak
- Your Final Words Matter
 - End with a personal encouragement or testimony:
 - Example: “Thank you all for sharing your stories. I know it can be super beneficial when we learn from each other. I know that we’re all here together for a reason. I believe in all of you and know that you can make a difference here at BYU. I invite you to continue to build relationships with those in our group and others at NSO and in UNIV. Thank you all for coming, I look forward to continuing getting to know you.”
 - Reminder: “This is where we’ll be meeting tomorrow!”

Finishing Day 1

- Give your students a reminder
 - Let your students know about the tour
 - A large group of mentors will be giving students who are interested a tour to find where their class are located
- Invite your interested students to follow you back to the JKB
- You will be returning your color number picket sign to JKB 2014 **every day (To Rachel)**
- Enter the JKB on the southeast entrance of the JKB
 - This is where you will leave your students
 - This is where the tours will start





Quiz Time!





Where do you do
the icebreakers?

- A. In the classroom
- B. Your assigned spot outside
- C. Wherever is convenient
- D. Just don't do them



Where do you do
the icebreakers?

- A. In the classroom
- B. Your assigned spot outside
- C. Wherever is convenient
- D. Just don't do them

What should you share in Share Your Y?

- A. A problem you had in your First-Year
- B. Things you don't like about BYU
- C. Something fun about your First-Year
- D. An impactful experience from your First-Year



What should you share in Share Your Y?

- A. A problem you had in your First-Year
- B. Things you don't like about BYU
- C. Something fun about your First-Year
- D. **An impactful experience from your First-Year**



Where can you find help with how to present Welcome to the Y?

- A. BYU FYE YouTube channel
- B. NSO Handout
- C. Your Coordinator
- D. All of the above



Where can you find help with how to present Welcome to the Y?

- A. BYU FYE YouTube channel
- B. NSO Handout
- C. Your Coordinator
- D. All of the above**





What is the focus of the case studies?

- A. Getting through all of them
- B. There isn't
- C. Meaningful learning discussion
- D. The answer is above this one



What is the focus of the case studies?

- A. Getting through all of them
- B. There isn't
- C. **Meaningful learning discussion**
- D. The answer is above this one

When do you have your students fill out your reflection exercise?

- A. Y BYU
- B. Share Your Y
- C. My BYU Journey
- D. Case Studies
- E. Icebreaker



When do you have your students fill out your reflection exercise?

- A. Y BYU
- B. Share Your Y
- C. My BYU Journey
- D. Case Studies
- E. Icebreaker



Bringing It Back — Purpose & Vision

- Why this Training Mattered
 - ❑ **Icebreakers** that build connection and laughter
 - ❑ **Storytelling** that inspires belonging
 - ❑ **My BYU Journey** that builds confidence and trust
 - ❑ **Tools and Case Studies** that empower students
 - ❑ **Y BYU** reflections that help students find their place
- The Vision
 - Every First-Year Student feel **seen, supported, and confident** to start BYU
- Final Reminder
 - You are the mentor they'll remember
 - You help students believe they belong here —because you **show them** they do

Announcements

- Please turn in your name tags in the bins on your way out today.
- We will meet tomorrow back in the Wilkinson Center (WSC 3228). Be there at 8:30am for check-in.
- Lunch will NOT be provided tomorrow.
- If you did not receive the correct size of polo, please come talk to us
- If you need a name tag still or the name on your name tag is incorrect, please get those requests in this week.
- Make sure you grab a white shirt.
- Don't clock out until your coordinator gives you a thumbs up for completing the exit assignment.



Still have questions?

Talk to Micah about your exit assignment:
Olivia Davis – JKB 1004
Molly Blair – JKB 1005
Seth Dorian - JKB 1006
Alyssa Naegle - TNRB W110

Exit Assignment

Check out your room assignment and spot assignment.

Text your coordinator 2 selfies

- One of you and the computer in your room
- The other with you at your spot

[NSO Website](#)