frontiers FOR YOUNG MINDS

Classroom Guidelines

Thank you for hosting a Frontiers for Young Minds review!
We hope that it is a rewarding experience for you and your students.
If you have any questions or feedback during the process,
feel free to contact us at **kids@frontiersin.org**.

HOW DOES IT WORK AND WHAT IS THE ROLE OF THE YOUNG MINDS REVIEWERS?

Our editorial board identifies recent discoveries that might be interesting for kids. The authors of these discoveries rewrite the article in order to make it more accessible for kids and teens. The article is then reviewed by Young Reviewers in the correct age range, who provide feedback to the authors to increase the age appropriateness of the work. The role of the Young Minds Reviewers is thus to provide feedback, and verify that the articles written by scientists can be easily understood by their peers. Additionally, Young Minds are often very curious and ask a lot of great questions! This type of feedback is certainly encouraged, and passed directly to the authors of the article.

WHAT CAN I EXPECT FROM THE REVIEW EVENT?

The Science Mentor will introduce your group of Young Minds to the daily life of a scientist, the idea of scientific publishing, and how to approach an article with a critical eye. They will then go through the article with the students, answering questions and assisting them in formulating their feedback to the authors. The Science Mentor will use a standard questionnaire as a starting point of the review, but they should also encourage the Young Reviewers to think outside of the box, and provide feedback that may not be directly mentioned on the form. If you would like to see this form before the day of the review, you may ask the Science Mentor that is working with you, or email us directly at kids@frontiersin.org.

If there is something specific that you would like the Science Mentor to focus on, please make sure to communicate this to them before the review event. The Science Mentor will try to work with you to make the review event fit within whatever restrictions you might have, including timeframe and tying into your curriculum as much as possible.

HOW CAN I PREPARE?

Before the event

Any time that you have to collaborate with the Science Mentor before the review event is very much appreciated, and any information that you can share about the group of Young Reviewers may help the Science Mentor in preparing for the review. Some suggestions of relevant information might include:

- Reading level
- Size of group
- Career ambitions
- Socio-economic background
- Recently learned science content
- Current events or pop culture of particular interest to the group
- Motivation for participation (mandatory, elective, etc)
- Comfort level with working in groups, speaking in front of class
- Writing level

It will be up to the Science Mentor, in coordination with you, to design a review event that gets your students engaged and helps them to best assess the manuscript. As an expert in child education, any ideas that you have to get the group involved in the review event are always welcome! We have listed some ideas below, but these are only ideas and you have complete freedom over which activities are used to organize this event. In coordinating with the Science Mentor you should be able to come up with a format that is both doable in terms of time and workload, as well as rewarding for the students.

As much as possible, motivating the Young Minds to read the manuscript before the day of the review is very advantageous.

Below is a list of possible activities that may be useful. Please note that the Science Mentor has been given the same list, and this may give you a starting point in planning your review event together.

Before event (to bring with them)

- Ask Young Reviewers to name two things in the manuscript that they already knew and two things that they learned by reading it
- You provide 2-3 questions about the figures in the manuscript to be answered in advance, or ask the students to bring questions that they have about the figures
- Ask Young Reviewers to each provide a 1-2 sentence summary of the main finding or idea of the manuscript
- Ask Young Reviewers to bring 1-2 questions that they would want to ask the researcher who wrote the manuscript
- Ask Young Reviewers to bring 1-2 suggestions about what would have made the manuscript easier to understand/ more exciting for them personally
- Ask each Young Reviewer to identify one point they found the most interesting and one they found the most confusing in the way it was communicated

During event (usually by the Science Mentor)

- Ask Young Reviewers to propose questions that they would want to ask another student to determine if that other student understood the main idea of the manuscript
- Young Reviewers can work in small groups to propose another research question they would like to have answered based on what they learned from this manuscript
- Young Reviewers in small groups can focus on different aspects/sections of the manuscript
- Ask Young Reviewers to suggest new phrasings for particularly confusing sentences
- Have Young Reviewers volunteer to be the scribe for each question from the questionnaire and summarize final feedback from their group
- Have Young Reviewers propose and then vote on the top 3 questions they would like to ask authors

Reading the manuscript

By reading the article yourself, you may be able to help the Science Mentor in pinpointing areas or concepts in the text which may be particularly difficult for the students to understand. Any ideas you have about how the Science Mentor might clarify these sections would be very much appreciated.

We have found that vocabulary in a Young Minds article may be particularly challenging. If your time allows, going over particularly challenging vocabulary with your students, or making a vocabulary sheet, before the event may help your students navigate this challenge. The goal of the Young Minds review is to make the article as accessible as possible for the target age range, and to this effect if you encounter any words that may be inappropriate for the age level please share these with the Science Mentor.

After the event

Following up after the event is in no way mandatory, but any feedback that you might have to share with the Science Mentor or Frontiers for Young Minds is very much appreciated. You can always contact the editorial office at **kids@frontiersin.org**. In replying to the review, the authors may reply directly to the students. If you would like to receive these replies, you should make sure that the Science Mentor has a way to contact you.