



**OCEAN  
DISCOVERY  
INSTITUTE**  
*young lives transformed through science*

# **8<sup>TH</sup> GRADE OL BRIDGE STAFF TRAINING**

Jo Vance . July 2021

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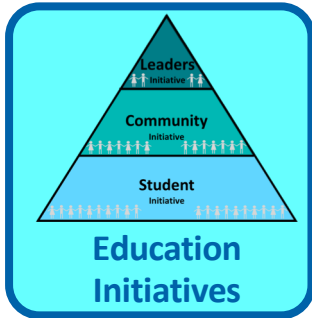
Awards

*\* Staff & Volunteers*





# PROGRAM FOUNDATION: GOALS



Our Leaders Initiative is our most intensive tier, and offers young people, who want to do more, the opportunity to do more, as they progress on their pathway from 8<sup>th</sup> grade through college and beyond. By pairing rigorous science programming and experiences with college and career support services, this initiative aims to develop young people into science and conservation leaders who make a difference in their community and our world.

This initiative offers two tracks – Ocean Leaders, which provides ongoing scientific research experiences, and Discovery Fellows, which provides science and conservation-based work experiences. An individual can participate in one or both tracks.



**Fig. 5.** Our Leaders Initiative grows leaders in STEM through participation in authentic research, development of practical work skills, and provision of critical tools, enabling our students to fulfill their potential, and to LEAD transformation in their community and our world.

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# OCEAN LEADERS

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The Leaders Initiative model demonstrates 2 pathways in the program. This program focuses on the pathway of Ocean Leaders, and this is part of the program that will build research experience for these students.

## Leaders Initiative

The Leaders Initiative is the most intensive initiative and is designed to enable young people to become leaders in science & conservation. This initiative builds upon other initiatives, while providing an opportunity to practice soft skills and learn practical tools for their next step. In addition, during critical transitions in their pathway fellows have 1x1 mentoring and connections to opportunities through their professional networks. Participants in the Leaders Initiative interface with org leadership.

Individuals can participate in 1 or both pathways.

### Pathway 1: Ocean Leaders

Programming focus is on research experience.  
Participants commit to 4+ years.

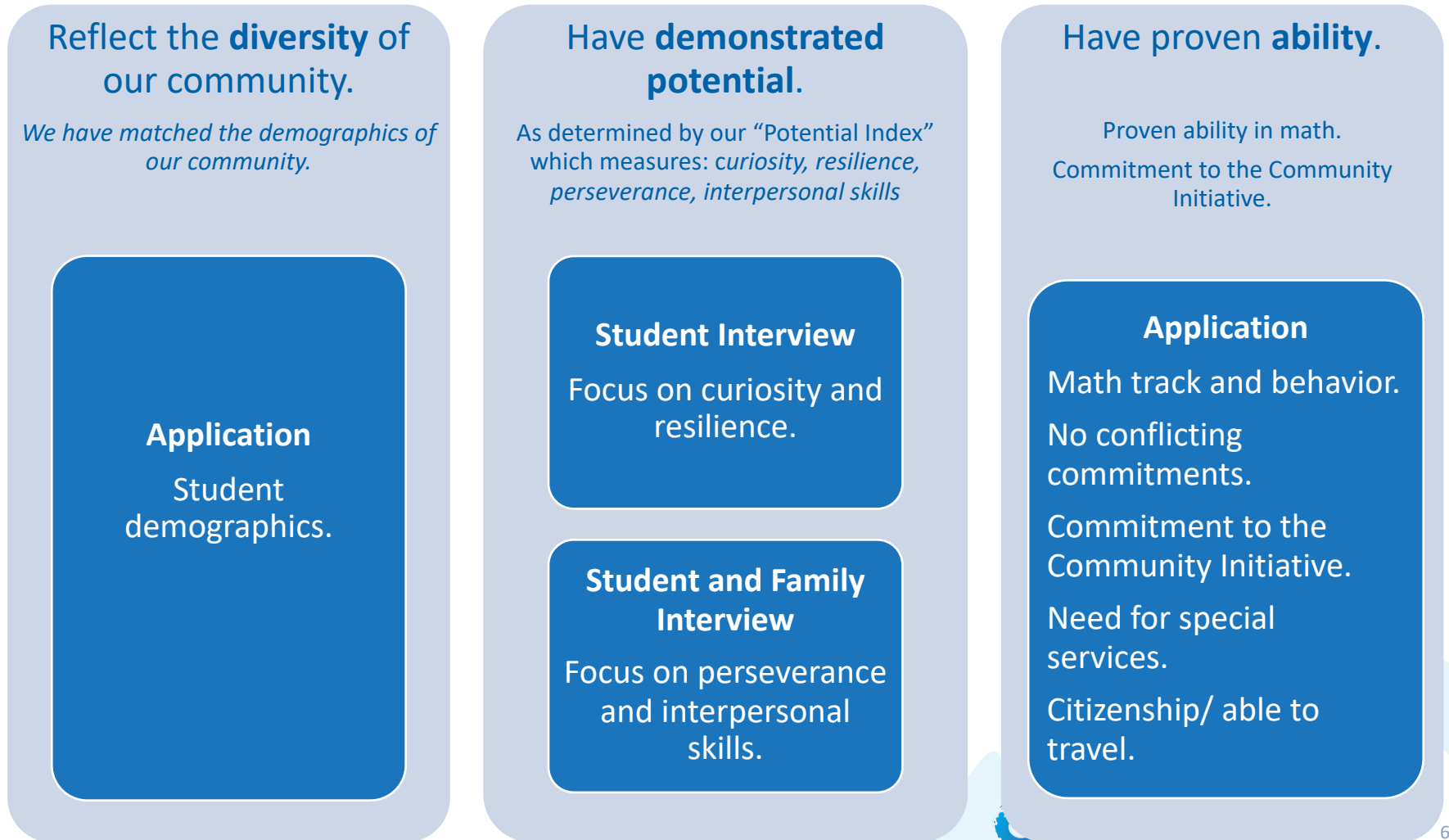
### Pathway 2: Discovery Fellows

Programming focus is on professional experience.  
Participants commit to a term or a year.

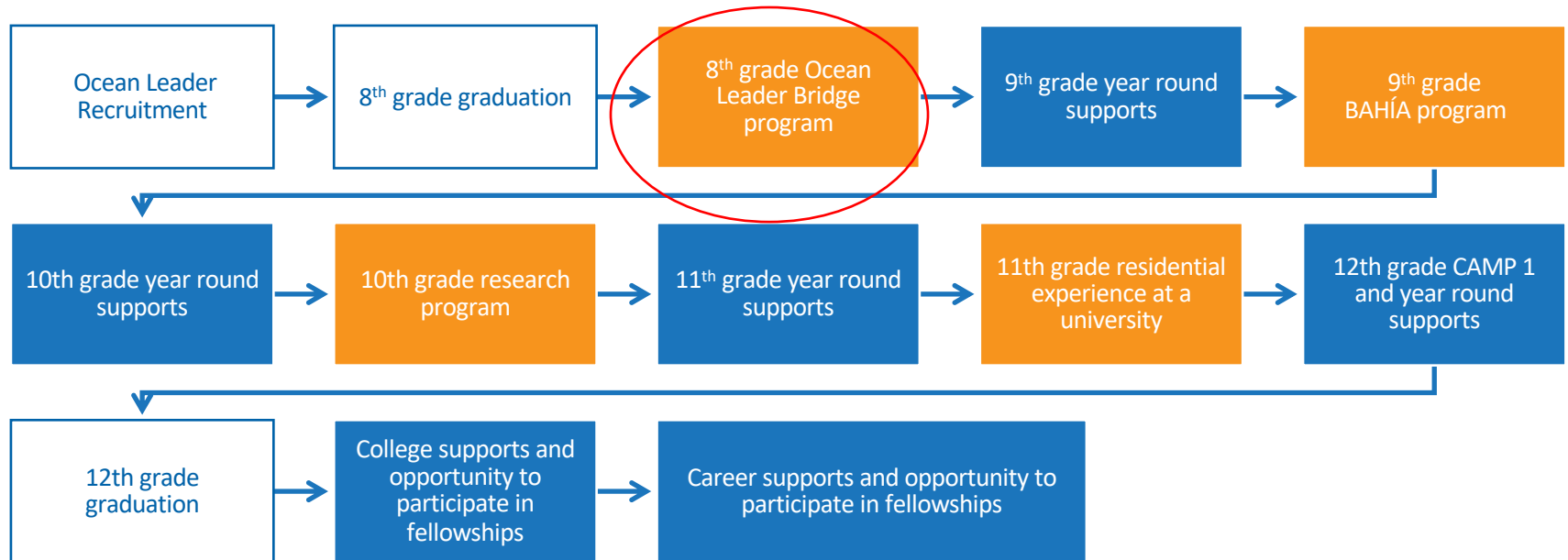
# OCEAN LEADERS: RECRUITMENT

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We actively recruit students from the 8<sup>th</sup> grade class through a series of applications, and student and family interviews where we assess diversity, demonstrated potential, and ability. The diagram below, outlines this process:



# OCEAN LEADERS: PATHWAY



= LI intensive summer programs



= Year round supports including Academic Achievement, tutoring, field trips, college and career trips.



# OCEAN LEADERS: BUILDING RESEARCH EXPERIENCE

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Through these intensive summer programs, students progressively build the knowledge and skills to build research experience. In the Ocean Leader Bridge program, we are focusing on learning and understanding the basics of the Science Discovery Process.

In the 8<sup>th</sup> grade program, students learn and understand the basics of the Science Discovery Process

In the 9<sup>th</sup> grade program, students gain first hand experience with field research

In the 10<sup>th</sup> grade program, students follow a single field project through the Science Discovery Process.

In the 11<sup>th</sup> grade program, students translate these skills to a lab setting, gaining new expertise and comfort.

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## Associate Director (Lindsay)

### Program Manager (Jo Vance)

- Manage LI direction and growth.
- Oversee programs and support services so that goals are met.
- Develop and manage LI Budget.
- Direct program evaluation and enhancements.
- Manage the LI WBS and accompanying manuals.
- Manage partnerships.
- Daily management of program and communication with Intensive Program Manager.
- Manage LI Staff.
- Secure and prepare programmatic staffing and volunteers.
- Manage Fellows

### Student Coordinator (Isabel)

- Identify and secure all students for the program.
- Lead OL communication & Case Management.
- Oversee OL Case Management.
- Leads all program events.
- Provide support for programs.
- Provide support across LI and organization.

### Intensive Program Manager (Jo)

- Manage Volunteers.
- Manage Program Staff.
- Manage schedules.
- Facilitate Morning Announcements.
- Daily partnership communication (FSD, PEN etc. )
- Attends Field Trips (as needed).

#### Safety officer\*

- Provides safety expertise for the program.

#### Writer in Residence\*

- Leads students writing and reflection in the program.

### 2 -3 Team Leads or 1 lead/ team

- Leads lecture, labs, and the field experiences.
- Group management.

### Floor Lead (Lupita)

- Support daily program facilitation.
- Support with tech and supplies.
- Acts as the student coordinator.
- Attends Field Trips (as needed).

### Scientist Mentors

- Science & Alumni who mentor students in the program.
- We have 1 science mentor & 1 alumni mentor for every student group.

#### KEY

LI STAFF

FT STAFF/ HIGH LEVEL VOLUNTEERS

VOLUNTEERS

\* = DEPENDENT ON PROGRAM NEED

DIRECT REPORT



TASK SUPPORT & COLLABORATION



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# SUMMER CALENDAR

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Session 1. OL Bridge

7/12 to 7/23

Shift	Dates
1	7/12 to 7/14
2	7/15 to 7/17
3	7/18 to 7/20
4	7/21 to 7/23

Session 2. OL Bridge

8/16 to 8/27

Shift	Dates
1	8/16 to 8/18
2	8/19 to 8/21
3	8/22 to 8/24
4	8/25 to 8/27

\* LI Intensive Summer Programs are organized into shifts so that Science Mentors can come in for 3 program days.



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# LI DAILY SCHEDULE

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Start Time	End Time	Activity
9:00AM	9:45AM	Community Building Activity
9:45AM	12:15PM	Morning Activity: Labs
12:15PM	12:30PM	Chores
12:30PM	1:00PM	Lunch
1:00PM	2:00PM	Reflection

All volunteers arrive at 9am and depart after lunch at 1pm.

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# DAY IN THE LIFE OF A VOLUNTEER

1. Check-in and be greeted by the IPM.
2. Check-in at reception & complete COVID-19 screening.
3. If it's the first day you will receive a volunteer polo and name badge.
4. Store your items in a volunteer locker.





# DAY IN THE LIFE OF A VOLUNTEER

5. Meet your instructor!
6. Participate in the day's program alongside the students.
7. After the morning program, volunteers will have lunch with the students.





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# DAY IN THE LIFE OF A STAFF

1. Check-in and be greeted by the IPM.
2. Check-in at reception & complete COVID-19 screening.
3. If it's the first day you will receive a name badge.
4. Store your items in your locker.



# DAY IN THE LIFE OF A STAFF

5. Begin to set-up your teaching space.
6. Collect your supplies needed for the day.
7. Greet your mentors when they arrive.
8. Teach a great lesson and facilitate positive mentor-mentee interactions. Lead all components of the day.
9. Eat lunch with students.
10. Clean up teaching space, shared items, and place all supplies back in storage.





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# GROUPS FOR OL BRIDGE SESSION 1

Students in each LI intensive summer program will be divided into groups. This summer we will have 2 groups that will have 1 Lead.

Over the course of the program we will have 4 shifts of Science Mentors that will join each group.

## Matt

### Shift 1

- Natalia Berrios-Rivera
- Maria Gonzalez

### Shift 2

- Mary Cozy
- Brianna Wetherbe

### Shift 3

- Emily Aguilar
- Susan Garcia

### Shift 4

- Hiba Reyes
- Rosa Calvario

## Shara

### Shift 1

- Dr. Drew Talley
- Jose Zuniga

### Shift 2

- Rose Do
- Hiba Reyes

### Shift 3

- Stefanie Lehner
- Carolina Barraza

### Shift 4

- Alexa Labaun
- Mathew Mitchel



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# PROGRAM SYLLABUS

## SYLLABUS

### 8<sup>TH</sup> Grade Ocean Leader Bridge Course

#### COURSE OBJECTIVES



Students will...

- **BELIEVE:**
  - they can recognize and do science, and that science is important
  - challenges can be opportunities to learn and grow, rather than permanent obstacles;
  - science, in its many forms, has relevance for their lives; and
  - that they can make a difference.
- **ACHIEVE:**
  - improved understanding of scientific concepts and the scientific process; and
  - positive academic performance
- **LEAD:**
  - by taking the necessary steps to pursue and obtain a career in STEM;
  - by taking opportunities to use science to make a difference; and
  - participating as servant leaders and mentors.

San Diego, California

#### COURSE LOCATION



#### COURSE SCHEDULE OF TOPICS & ACTIVITIES



**San Diego, CA**

Thursday, July 1, 5:00p-6:00p- Launch Night

- Learn more about the high school pathway of an Ocean Leader
- Students receive supplies for program, last minute reminders and team announcements

July 12<sup>th</sup> - July 23<sup>rd</sup>: Program Days in San Diego (9am – 2pm)

- Students will investigate marine biology, meet scientists, and conduct hands-on science at the Living Lab and coast

July 23<sup>rd</sup>: Family Celebration at the Living Lab

Start Time	End Time	Activity
8:45AM	9:00AM	Arrive
9:00AM	9:45AM	Community Building
9:45AM	12:15PM	Science Labs
12:15PM	12:30PM	Chores
12:30PM	1:00PM	Lunch
1:00 PM	2:00 PM	PEN Reflection

#### TYPICAL DAY IN SAN DIEGO



## Program Timeline for the Ocean Leader Bridge Program



Date	Science Labs (9:45am-12:15pm)	Tools for Success (TFS) (1:00pm – 2:00pm)
7/12	<i>Meet Your Ocean Discovery Family</i> Ocean Leader Challenge	Reflection: Introduction
7/13	<i>Meet Your Ocean Discovery Home</i> Living Lab Tour & Scavenger Hunt	Reflection: Writing
7/14	<i>What are Invertebrates?</i> Field Trip to the Tidepools	Reflection: Writing
7/15	<i>Invertebrate Adaptations</i> Invertebrate Experiment	Reflection: Writing
7/16	<i>Invertebrate Conservation</i> Local Canyon Restoration	Reflection: Writing
7/17	<i>What are Fishes?</i> Dissection of Bony Fish and Sharks	Reflection: Writing
7/18	<i>Fish Adaptations</i> Field Trip to Birch Aquarium	Reflection: Writing
7/19	<i>Fish Conservation</i> Field Trip to Living Coast Discovery Center	Reflection: Final Reflection
7/20	<i>What are Marine Mammals?</i> Investigate Marine Mammals	Reflection: Peer Review
7/21	<i>Marine Mammal Adaptations</i> Discover Marine Mammal Adaptations	Reflection: Final Editing
7/22	<i>Marine Mammal Conservation</i> DNA & Biodiversity	Reflection: Review of Edits
7/23	<i>Practical Exam</i> Final Preparations for Practical	Reflection: Practice Reading

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# SCIENCE CURRICULUM

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Most recently updated version can be found on the portal.



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# COMMUNITY AGREEMENTS

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## BE SAFE

*What do I do to make sure students, community members, and staff feel seen, heard, and valued?*

## BE RESPECTFUL

*What do I do to demonstrate my authentic and unwavering belief in our students and community?*

## BE YOUR BEST SELF

*What do I do to model self-management, social norms, and leadership?*

## BE CURIOUS

*What do I do to meet the community where its at?*

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# COMMUNITY BUILDING

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The purpose of Community Building is to build culture and connection in the group, and it begins from the moment students step into the building and science programming begins. The diagram below identifies the components of Community Building and what that looks like for all participants.

## Food and Conversation

Good food.

Intentional conversation.

Students, staff, volunteers participate.

## Activity

Safe sharing topics.  
What is your favorite...

Movement and stretching.

Meditation, One-Breath.

## Information

Schedule

Introductions and Appreciation

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# REFLECTION

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We define “Reflection” as actively exploring and sharing ones thoughts and feelings in order to realize the impact of an experience. Through reflection, Ocean Leaders will:

- *build a culture and practice of self-reflection that elevates their voices.*
- *discover personal stories of compassion, humanity, and empathy to make a difference in the world.*
- *foster belief, achievement, and leadership.*

Each year Ocean Leaders work to complete a final published work.

- 8<sup>th</sup>-10<sup>th</sup> grade students will publish a paperback “chap book”.
- 11<sup>th</sup> grade students will publish a reflection book and present their final reflections at the RTC.

# REFLECTION

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Reflection is present in our programs through both **self-reflection** and **process reflection**.

Through self-reflection students will :

*Build a culture and practice of self-reflection that elevates their voices.*

*Discover personal stories of compassion, humanity, and empathy to make a difference in the world.*

*Foster belief, achievement, and leadership.*

Through process reflection students will :

*Recognize their own learning.*

*Engage in a practice that allows for connection of learning to prior knowledge.*

*Understand the connection of concepts and apply them to real world examples.*

# REFLECTION

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Program Roles	
Amy, Writer in Residence	Create curriculum and writing prompts. Facilitate introductions to program days virtually. Assist with reviewing video content.
Program Instructors	Facilitate transition and introduction to reflection time. Connect with Amy on Zoom daily. Assign fellows to reflection groups. Mentor students.
Jo	Support program. Collect feedback. Facilitate video editing and collect program deliverables.

# REFLECTION

Start Time	End Time	Activity
9:00AM	9:15AM	Community Building Activity
9:15AM	12:00PM	Morning Activity: Labs
12:00PM	12:15PM	Chores
12:15PM	12:45PM	Lunch
12:45PM	1:00PM	Drive
1:00PM	2:00PM	Tools for Success . Reflection

Within the 12 days of programs:

- 7 days are focused on writing
- 4 days are for the editing process
- 1 presentation day



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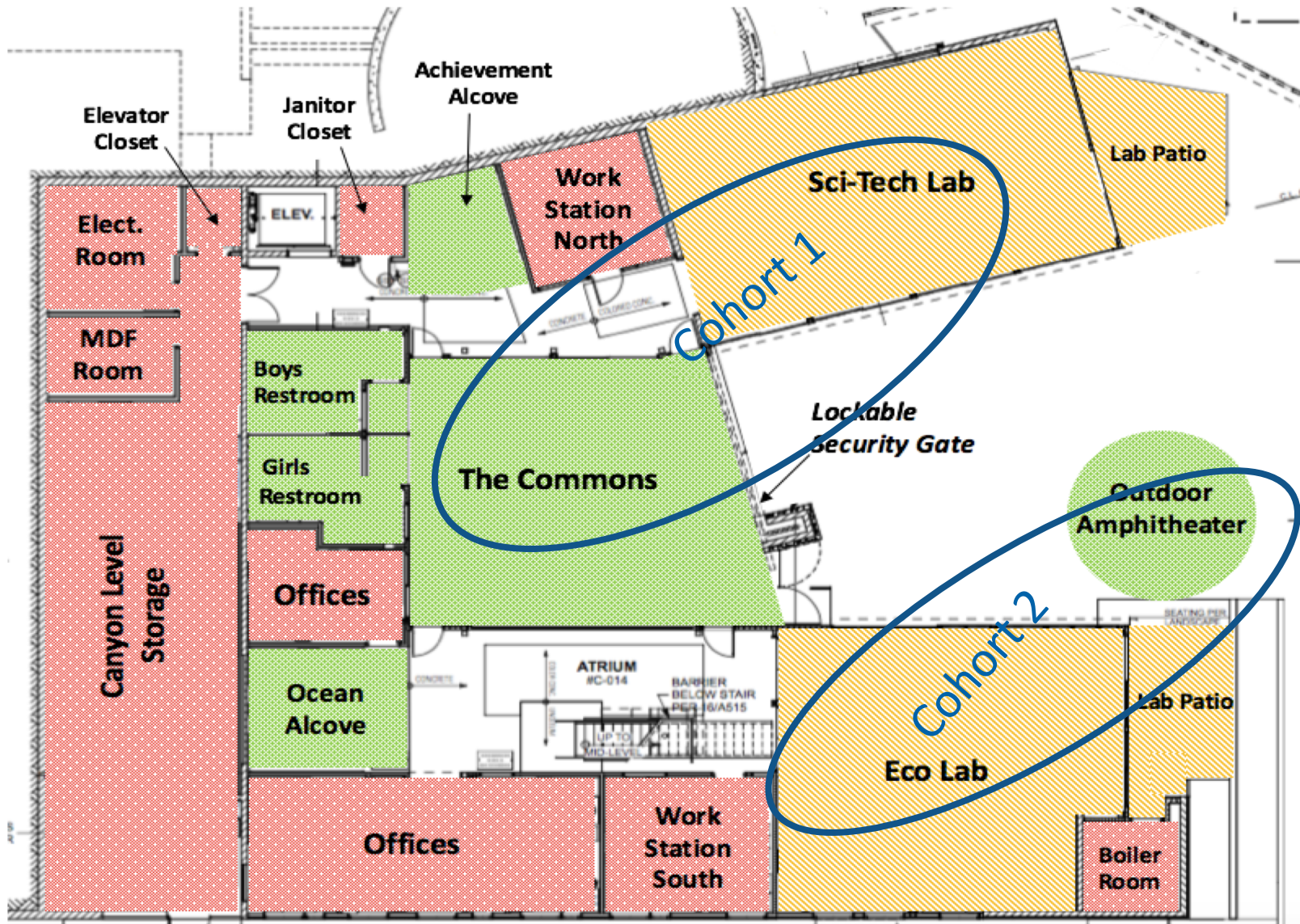
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# LIVING LAB USE BY PROGRAMS





# SET-UP AND CLEAN-UP

Eco Lab default setting



Sci-Tech Lab default setting



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# ANNOUNCEMENTS

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☐ Daily:

- Remind students to bring their polo.
- Preview the next day's curriculum.
- Once chores are complete students please wait to be dismissed.  
We will call you when your parents have arrived to pick you up.

☐ Instructors and Fellows can make other announcements as needed



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# DAILY CHORES

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- ☐ Bring up PPT slide with tasks on the screen
  - Everyone:
    - Clean-up personal area and supply bin
    - Clean personal chair inside the Lab
    - Sanitize bins
  - Volunteers (2-3):
    - Sweep outdoor classroom
    - Trash pick-up outside of the courtyard
- ☐ Begin to play chores play list
- ☐ Lead students through clean-up

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# PROTOCOL: AWARDS

## PROGRAM AWARDS PRESENTATION (END OF PROGRAMS)

- ☐ Throughout the week:
  - All staff will make sure to take note of exceptional things the students do throughout the week.
  - The intent is to celebrate students that acknowledges their growth and accomplishments in an authentic and sincere way.
- ☐ Thursdays:
  - Instructors will facilitate an award meeting on Thursday before the last day of program.
  - Awards will be hashtags to go along with the PEN reflection theme and be given to each individual student.
  - Assign a staff or fellow to present the award
  - Designate one fellow to take notes of each award and 3-4 talking points for every student.
    - Email completed notes to Lupita for printing, include the rest of the teaching team for them to refer back to.
- ☐ Fridays:
  - Pick-up student certificates from Lupita prior to the program.
  - The student awards will be presented during the family celebration.
  - Award presentation tips:
    - Presentation should be high energy and celebratory.
    - Start with the phrase "This Adventurer..." or "This Ocean Leader..." followed by descriptions of what the student has accomplished throughout the week (refer back to email sent previous evening).
    - As you present, approach where the student is sitting (with appropriate safety distance) for the reveal and to be able to pass the student their certificate.
    - Ending with "This award goes to ...!"
    - Start the applause.



**OCEAN  
DISCOVERY  
INSTITUTE**  
*young lives transformed through science*

**THANK YOU.**

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