

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

CAMP I PRE-SERVICE TRAINING

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July 15, 2021

TODAY'S GOAL

To understand the essential elements of a successful mentoring relationship, and gain tools and knowledge that will support Mentors in developing and sustaining a positive and productive relationship with their Mentees.

AGENDA

I. Warm Up

- Risk Management

II. Article Discussion “First Do No Harm”

- Discussion

III. Activities

IV. Take Aways

V. Wrap Up

WARM UP

MENTORING WITH OCEAN DISCOVERY

A collaborative learning relationship that proceeds but may do so over a **defined time period**.

Mentoring relationship goals:

- Gain confidence, knowledge, and skills
- Better understand how to be [fill in the blank].



RISK MANAGEMENT

YOUTH INTERACTION POLICY

- Ocean Discovery is a mandatory reporter. If you hear anything of concern, report to ODI staff (Isabel)
 - If in doubt, report it.
- Report any student conditions, medical or otherwise, directly to CAMP staff to refer to resources.
- Maintain confidentiality and anonymity of student information, and do not share outside of CAMP staff.
- Call 9-1-1 for any immediate (medical) emergency; inform CAMP staff secondarily

Report anything of concern

YOUTH INTERACTION POLICY

- Coordinate all visits directly as a mentor-mentee pair, and include Isabel in electronic interactions, including but not limited to: email, websites, social media, chat rooms, video conferencing, instant messaging, phone and fax.
- Hold all meetings at the Living Lab—if not possible, meet in an approved alternative public-use or virtual space.
- Interactions must take place within pre-determined timeframe, frequency, and duration, and communications must always be professional and relevant to the current activity/need.
- Before connecting virtually, the platform being used to meet with students must be approved by Isabel. The use of social networking websites like - Facebook, Instagram, Snapchat, etc. - is prohibited.
- Monitor all your interactions on the "CAMP Hours Tracker".
- Do not take or store student photos on your personal devices.

Protect yourself and the student

YOUTH INTERACTION POLICY

- Do not give gifts over a nominal value (\$10).
- Maintain your primary role as a mentor focused on college and career.
- Trust your gut when something feels off, and consult with the Isabel.

Create clear professional boundaries

ARTICLE DISCUSSION

FIRST DO NO HARM: ETHICAL PRINCIPLES FOR YOUTH MENTORING RELATIONSHIPS

- I. Promote the Welfare and Safety of the Young Person
- II. Be Trustworthy and Responsible
- III. Act With Integrity
- IV. Promote Justice for Young People
- V. Respect the Young Person's Rights and Dignity

REFLECTION

- Something you learned
- Something that resonated with you
- Something you didn't understand
- Something you question

BUILDING TRUST

TIPS FOR BUILDING TRUSTING RELATIONSHIPS

- Reach out and initiate conversations with students.
- Learn the names of the students with whom you interact.
- Follow through on commitments you make to students.
- Do not discuss the conversations you have had with one student or group of students with another student.
- Invite students to talk with you individually if they are not comfortable talking with you in a group setting.
- Listen without judging.
- Encourage questions of any type and tell the mentee that there is no such thing as a bad question.
- Take time to learn culturally appropriate ways of interacting with your mentee and help your mentee to interact appropriately with his/her peers.
- Ask students and staff for feedback on your mentoring and apply their constructive feedback to your approaches.

TRUST COMES FIRST

Think back to when you were in high school. Was there a teacher, coach, any adult you knew that you trusted? If not, think of someone recently who you know and trust. OR, if you have mentoring experience, consider yourself in relation to your mentee.

Take a few moments to discuss questions 1-4 in the breakout room with your partner. Please be ready to share question 4 by typing your responses below.

1. With that person in mind, think of all the traits or characteristics they displayed to help you to trust them.
2. List **THREE** ways how this person displayed these traits or characteristics specifically?
3. What **TWO** behaviors or gestures built that trust?

SHARE OUT

4. What **ONE** addition or change in behaviors, practices or gestures can you incorporate when building trust with our students and others?

TIPS FOR FOSTERING A SENSE OF BELONGING

- Get to know the student's names (and the names they prefer to be called).
- Show examples of people who look like them in the career(s) they are interested in.
- Tell stories of your own college experiences, and relate it to what they are doing.
- Show images and talk about how a college degree impacts communities such as the ones they come from.
- You can eat meals with students or participate in activities planned outside of regular meetings.*



ACTIVE LISTENING

What is active listening?

- Active listening is a way of listening and responding to another person that **improves mutual understanding**.
- Listeners should remain **neutral and non-judgmental**, this means trying not to take sides or form opinions, especially early in the conversation.
- Active listening is also about patience - pauses and **short periods of silence** should be accepted.



TIPS FOR ACTIVE LISTENING

- Pay attention to your body language.
- Avoid distractions (computer, phone).
- Pay attention to what the student is saying instead of crafting your response while he/she is still talking.
- Verbally reflect back what the student has shared using phrases such as “So it sounds like...” Or “What I hear you saying is...”
- Ask open-ended questions to draw out more information.
- If active listening is not possible, make time to follow-up later.



BEING CULTURALLY RESPONSIVE

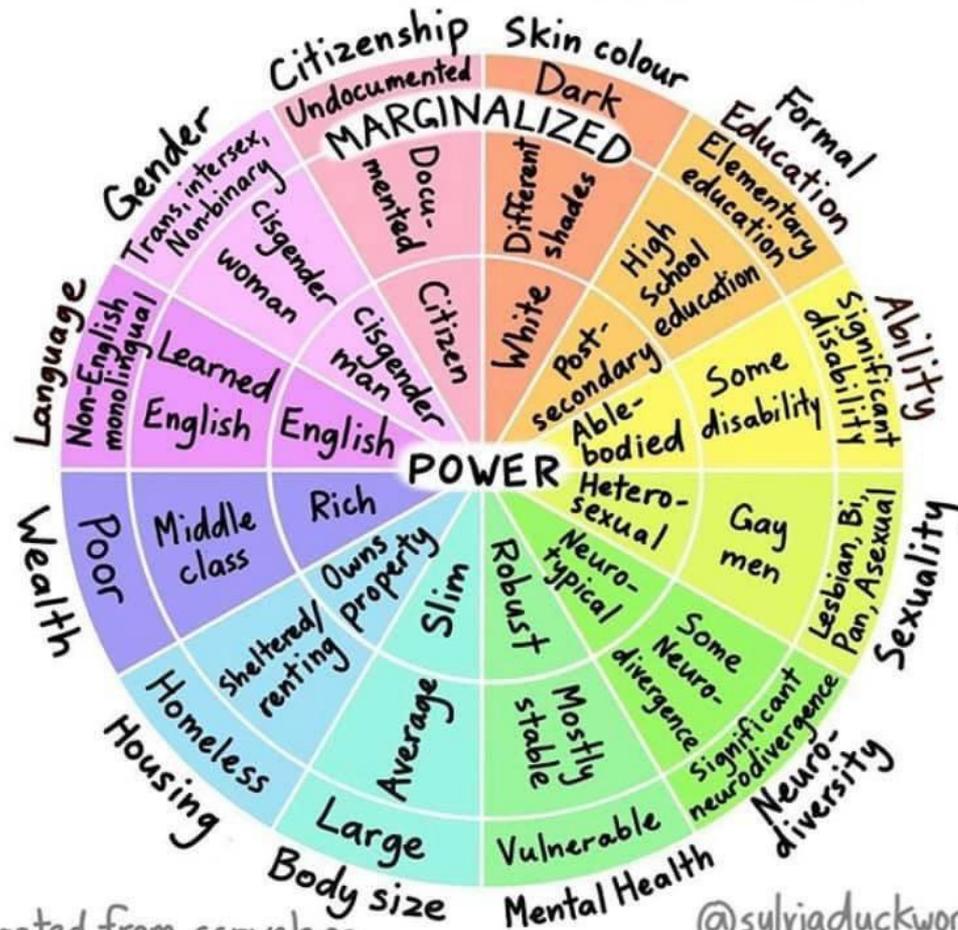
BEING CULTURALLY RESPONSIVE IN YOUR MENTORING RELATIONSHIPS

- Understand that you will not know everything about the Ocean Discovery Institute students with whom you engage – be open and curious.
- Recognize that your lived experience may differ from the students’.
- Validate the experiences of the students.
- Be mindful of your unconscious reactions and the subtle ways that your privilege, power, biases, and worldview may operate.
- Increase your risk-taking, expand your comfort zone, and be willing to be vulnerable.



ACTIVITY – WHEEL OF POWER & PRIVILEGE

WHEEL OF POWER/PRIVILEGE



Reflection: How will this wheel help me be the best College Access Mentor I can be?

Adapted from ccrweb.ca

@sylviaduckworth

BOUNDARIES

SCENARIO 1

You often meet your mentee at Starbucks to work on applications. Every time you meet, you get a coffee for yourself, but you are unsure if you should offer to buy a drink for your mentee.

SCENARIO 2

Your mentee is focusing a lot of their attention and effort into going to a top tier, 4 year university. However, their grades are low, their test scores are noncompetitive, and they are missing a couple of required credits. You mention these limitations to your mentee, but they continue to strive toward this goal. How do you address this scenario?

TAKE AWAYS

ONE BREATH

- Let us build trust
- Work on active listening and not talking
- Learned a lot about mentoring
- Connected to all mentors
- Grateful to be part of a community who clearly cares in being a mentor and take this seriously

WRAP UP

NEXT STEPS

CAMP Kickoff

- Wednesday, July 28, 2021 [5:30 PM]
- Schedule requested
- Student Bios

Regular Meetings

- Pre-Meetings (arranged by Isabel), August
- Recommended to have a laptop or tablet at every meeting, if in-person

College Fit Workshop

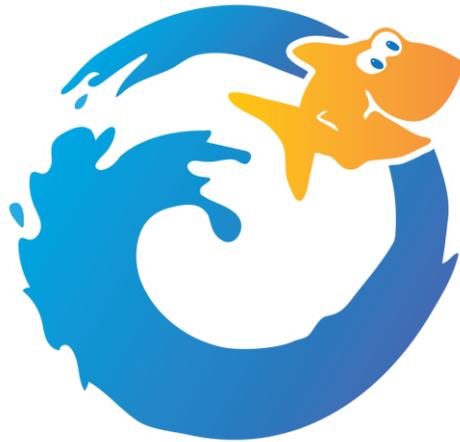
- [Tentative] Thursday, August 26 Time TBD

Approved Activities

- Approved by Isabel if meeting outside of normal meeting places

Youth Interaction Tracker (Hours Tracker)

Evaluation of Training



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THANK YOU.

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