

## PM LEAD PROTOCOLS IN BLA

### Roles & Tools

#### Roles

PM Leads oversee siesta, salud, servant leadership, exercise, and sleep prep.

#### Tools

#### *Documents & Location*

Document	Location
"Family Communication Sign Up"	smb://192.168.1.8/Master Files/LI/ Leadership Programs Implementation Tools/Leadership Programs Templates & Forms/Ocean Leader Intro to Research Templates & Forms/Schedules/Family Communication Sign Up.xlsx

#### Roles:

There are two PM Leads who lead program components from Siesta through Bedtime. They will act as "Activity Lead" or "Activity Support" for each of the components. The "Activity Lead" is indicated by being listed first on the "Daily Schedule". Throughout all components, the Activity Leads will ensure safety polices are followed.

### **How to calendar for the role of the PM Lead.**

#### BLA Schedule

See, ["How to prepare your calendar for your role in BLA."](#)

#### Daily

Schedule time to include the following activities. Include time for any prep and put away.

- 7:25 to 12:25 Field Research (as needed – see BLA Schedule)
- 1:45 to 2:30 PM Siesta
- 2:30 to 3:55 PM Salud
- 7:05 to 7:35 PM Servant Leadership
- 7:35 to 8:30 PM Exercise
- 8:30 to 9 PM Sleep Prep
- 9 PM to 6 AM Sleep (alternating)

## How to implement siesta

### *Goal:*

Students learn that self-care is a tool to support Healthy Bodies.

### *Growth Mindset & Siesta*

This is presented on the first day by the Activity Lead.

- Growth Mindset Tools:
  - Later today we will spend time talking about what it means to have a growth mindset and some tools you need to support a growth mindset.
  - One tool that can help us have a growth mindset is: Self-care.
- Self-care
  - Self-care is a tool to support Healthy Bodies.
  - Self-care is about focusing on what you need in the moment.
  - Science of self-care.
    - The science behind self-care is neuroscience.
      - Neuroscience is how the brain and body work together.
      - When you are dealing with stress, it impacts your brain, and then you feel it in our body.
        - Rapid heart rate or breathing
        - Trouble sleeping
        - Upset stomach
        - Inability to focus
        - Fatigue, etc.
      - Stress is a natural part of life. We will have stress from time to time wherever we are: school, home, or here in Baja.
      - You can't avoid stress so it is really important that we learn ways to deal with it.
    - Dealing with stress through self-care.
      - Self-care can take many forms – but at its heart it is time for you to focus on YOU.
      - Self-care can be having a spa weekend, taking an exercise class, or as simple as taking a nap, reading, or sitting with a pet for a few minutes.
      - Self-care is a timeout from everyone else while you take time to do what makes you feel good.
  - Benefits of self-care:
    - Restores energy
    - Makes you more patient and efficient
    - Helps you be kinder to yourself and others
    - Allows you to respond better to difficult situations

- Overview:
  - Siesta is a time to connect with yourself and recharge for the rest of the day.
    - Here in Baja it is important to rest due to the stresses from heat and physical activity of the morning.
    - It is a time to yourself. A break from the community you are a part of all day.
  - Siesta happens every day for 45 minutes after self-reflection.
- Options for Siesta
  - Resting, taking a nap, reading, or writing.
- Expectations of Siesta
  - The field station is quiet – no conversations.
    - Be your best self. You know yourself. If you need to separate yourself from your friends because you will be tempted to chat, go ahead, and do that.
  - Resting/napping is in cots only – not on couches or benches.
    - One person per cot.
  - If you decide to rest, ask another student to wake you up for Salud.

### *Siesta Process*

#### Prep

#### *Activity Lead:*

- Staff can identify creative ways to reinforce protocol for siesta. These include:
  - Referee giving out cards to reinforce sleeping, reading, and writing.
  - Wear apparel that reinforces sleeping, reading, and writing.
  - Take pictures of students who are sleeping, reading, and writing.
  - Peer reinforcement (teamwork) activity.

#### Activity

- Activity Lead
  - Once Reflection is over, announce that siesta has begun.
- Activity Lead and Activity Support**
  - **Actively** walk around to make sure that students are only reading, writing, and sleeping, and are in the shade.

#### End

- Activity Lead
  - Notify students when siesta ends and salud begins.
  - Final walk through to double check that all supplies (cots, books, journals) are put away.

## How to implement salud

### *Goal:*

Students learn that self-care is a tool to support Healthy Bodies.

### *Growth Mindset and Salud*

This is presented on the first day by the Activity Lead.

The foundation for salud is part of our “Growth Mindset” and incorporated into the training.

- Introduction for Students:
  - Salud is a time to connect with family and friends or to take more time for yourself if you need it.
  - Part of self-care is learning what recharges you. Everyone is different.
    - Some people are recharged by talking with friends or family.
    - Some people are recharged by reading quietly in the shade.
    - Some people are recharged by showering or by taking care of things like laundry.
  - The first part of learning self-care is to check in with yourself.
  - Every day before Salud starts, ask yourself the question:
    - What will serve me best right now to recharge for the afternoon?
- What do we do during Salud?
  - Communicate home
    - Once a week you can call home.
    - These times are scheduled and posted in the Inform Center.
    - We will come and get you at the start of Salud to make your phone calls.
  - Shower
    - The schedule is posted near the shower. Students are scheduled to have 2 freshwater showers/ week.
    - Abide by the station rules of showering as explained during the Field Station orientation.
      - Use one of the three student shower stalls.
      - Showers are three minutes to conserve water.
      - You can always do a bay bath and then do a minute freshwater rinse in the outdoor showers.
  - Computer time:
    - Once a week you will have a computer slot to go online and check social media, reach out to other people through email, etc.
    - We will schedule those times for you and let you know at the start of Salud when your time is. It is not required to do this so you can chose to use the time slot or not.
  - You can do Water-based activities:
    - Swim
    - Snorkel

- Kayak, paddle board
  - Races and competitions – swimming, snorkeling, kayaking, etc.
  - Football
  - Kite
- Or Land-based activities:
  - Music
  - Reading, writing
  - Relaxing on the beach
  - Spa treatment with sand
  - Cards
- Or Extend siesta
- You can also:
  - Have a snack - A snack will be offered each day during Salud.
  - Do your laundry
- Expectations of Salud
  - Each day PM Leads will let you know what water and non-water-based activities are available and who signed up for phone calls home and showers for the day.
  - The transition to Salud from Siesta will not be signaled by music because we want to allow students who are resting to continue to rest longer if they wish to do so.

### ***Salud Process***

#### **Prep**

Activity Lead and Activity Support collect clipboard with the “Salud Protocol” , “Shower Schedule” and the “Family Communication”.

Activity Lead will:

- Collect supplies:
  - One bin of beach supplies to include:
    - Biodegradable spa products
    - Kites
    - Water football
    - Frisbees
  - 6 inexpensive beach chairs
  - Large floaty mat
  - Umbrellas
  - Speaker for music
  - Tardy sheet
- Determine:
  - Who will act as “Water Safety” and who will be “Roamer”
    - The Safety Officer may act in the role of “Water Safety” when they are a professional lifeguard.
  - Activities based on temperature. If it is too hot, use the AC rooms for mellow activities.

- Students on the “Tardy List” need to miss Salud to pick up a bag of trash.

Water Safety will:

- Set out cones as boundary markers students can see from the water. Use the edge of the building to place the cones. Boundary for paddle board and kayaks is the same as swimming. If seen fit later in the program, the paddle board/kayak boundary may be extended.
- Grab buoys, whistle, sunscreen, and a chair to sit in.

Roamer will:

- Set out the healthy mid-afternoon snack at the beginning of salud (see menu). Place necessary serving materials with snack, i.e.: mini plates for carrots and hummus, mini cups for green juice.

Resident Advisor will:

- Set up the 2 designated computer stations and collect 2-3 phones for phone calls home.
  - This can be Anne’s phone and the Leadership Programs phone.
- Prepare “Family Communication Sign Up” to have students call home. Update with dates and approximate number of student calls that can be made. We allotted seven 10-minute slots within a 90-minute block.

**Activity**

Roamer will:

- Complete a count of students at the beginning and midpoint of the activity.
- Monitor the showers to make sure only students who have their shower day are showering.
  - At 3 minutes, remind students about our policies and conserving water.
  - Make sure students are out of shower within 5 minutes.
  - Outdoor showers are always available for 10 seconds of rinsing
- Monitor the laundry area to make sure only students who have their laundry day are doing laundry.
  - All laundry supplies can be found in the supply closet.
  - Check water use and remind students of our policies and conserving water if they are using excess water.
- Walk around to monitor students, ensuring their safety.
- Talk to any students who look bored and help them think of an activity they can do.
- Support any students who seem isolated in making connections to other students, if appropriate.
- Take pictures of students playing, swimming, and doing other healthy activities.
- If there are more than 8 students who want to swim, the roamer can become a second water safety staff and then every so often ask the needed number of students to hang on the beach for five minutes while they do a round.

Water Safety will:

- Communicate and enforce swimming boundaries, using visual markers and a whistle.
- Regularly count students in the water.

- Ensures all rules are followed.
- Enforce waterfront safety guidelines.
  - Maintain adult to student ratios when in / near the water.
    - **Beach** 1:8 with an adult on the beach where students have “shoulders showing.”
    - **Swim Fun** Max of 1:3 when swimming in water that is deeper than “shoulders showing.”
  - Students apply sunscreen and keep shoes on unless they are actively swimming/ snorkeling.
  - Appropriate gear depending on water activity (snorkeling, bathing, swimming gear)
- Encourage paddle board races or contests or other fun stuff.

Resident Advisor will:

- Oversee phone calls and internet use to ensure every student can contact their home. When students have completed their phone calls facilitate a clear handoff to another staff.
- Offer computer time for social media or emails if there is time when calls have been made regularly

**End**

Roamer will:

- Complete a count of students at the end of the activity.
- Notify students at the station to clean up and return all supplies 10 minutes before the next activity (art materials, board games, books, etc.).
- Clean up snack.
- Clear and close computers.
- Update “Family Communication.”

Water Safety will:

- Warn students when 5 minutes remain so they can get out of the water.
- When all students are out of the water, report to the garage to make sure masks/snorkels, etc. are returned and the area is organized.

## **How to implement Chores (Servant Leadership)**

### *Goals*

Students learn what it means to be a servant leader and participate in chores to help maintain the field station.

### *Growth Mindset and Chores*

This is led by the PM Leads on the first night of bedtime with students. The “Activity Lead” will give the introduction with support from the “Activity Support”.

### Intro

- As Ocean Leaders we want to not only be science leaders but also servant leaders.
  - Servant leaders are focused on being of service to others.
  - Servant leaders look for ways to include other people and give back to the community at large.
  - As servant leaders we want to be looking around for opportunities each day to help others and create a better community here at the field station.
    - Opportunities to help the community are everywhere around us:
      - Changing the water jug in the bathroom when it is empty.
      - Picking up a piece of trash you see on the floor or next to the sink.
      - Talk to someone who looks like they are alone or having a tough day.
      - Helping a staff member to carry supplies or items which are used during field research or salud.
- In addition to the ways each of us can be servant leaders as individuals we will also work together each day after dinner to give back to the community.
  - All of us will do tasks to help the field station manager maintain the field station and help those who help us- like Alejandrina who cooks our meals, etc.
- Being a servant leader can be humbling. There is no job that helps the community that is above any one of us.
  - If you are uncomfortable with your job, remember to try and have a growth mindset. Ask yourself – how is what I am doing helping our community? How am I being a servant leader? What about what I am doing is causing me to feel discomfort?
- Introduce chores: We all live in a shared space, and we give back to the community by keeping this shared space clean. Each Monday you will be assigned a new chore. We’ll go around today to learn about each chore station. At each chore station, you will see a posted protocol with who is responsible for the area, and how to clean it.
- Because we work as a team, we are not finished until everyone is finished. If you get the okay from our staff, then you help another team.



- What will we do during this time?
  - When you hear the cue music, you will report to the PM Lead to pick up your supplies.
  - You will take your protocol and complete the steps in your assigned area.
  
- Walk around and introduce each chore and its corresponding protocol.

### **Process**

#### **Prep**

- Update the chores list ~halfway through the program.

#### **Activity**

- Cue Chores.
  - Activity Lead
    - Play “Chores” playlist on iPod/ Spotify to cue activity.
    - Hand out Chores supplies to each team. Protocols for all chores are posted in the appropriate chores area for student direction.
  - Activity Support
    - Help facilitate students getting to their assigned chores areas.
  
- Conduct Chores.
  - Activity Lead will monitor from the Palapa south.
  - Activity Support will monitor from the Palapa north.
  - In your respective areas:
    - Walk around to make sure students are on task.
    - Check for quality control.
    - If students are complete with their chore, facilitate students completing “Other Cleaning Tasks” in the “If Chores End Early” section of their protocol, including:
      - Clean and organize personal gear.
      - Put away dry clothes and shoes.
      - Bleach personal water bottles.
      - Add a splash of bleach to your water bottle, rinse with fresh water, and leave to dry.
      - Collect any shared items that have found their way to your dorms and bring to storage: Pencils, Sunscreen, Bug spray.
      - Check lost and found for your personal items and put away.
      - Prepare personal gear for the next field day.
      - Prepare for Exercise.
    - Notify students 5 minutes before next activity and make sure students put all supplies away.

#### **End**

- Activity Lead will ensure all supplies are chores are complete and supplies are returned.

## How to implement Exercise

### *Goal*

Students learn that self-care is a tool to support Healthy Bodies.

### *Growth Mindset & Exercise*

This is presented on the first day by the Activity Lead.

- Exercise is another tool for supporting healthy bodies.
  - Daily exercise is an opportunity to do physical exercise as part of the Growth Mindset Science of Health, and to interact with the community.
- Exercise can help build Healthy bodies and strong hearts and minds.
  - Strengthen muscles
  - Create a positive body image
  - Triggers the growth of brain cells
  - Slows the aging process in your body
  - Create a sense of accomplishment
- As Ocean Leaders each year we will expose you to different types of exercise so that each of you can find a form of exercise you enjoy and carry it forward in your lives.
- During Intro to Research you will have the opportunity to learn two new forms of exercise.
  - Zumba – Cardio
    - Cardio is a rhythmic activity that increases your heart rate into your target heart rate zone. Your target heart rate zone is where you are burning calories.
    - Cardio also increases blood flow and oxygen delivery throughout your body which leads to clearer skin and increased stamina, it releases endorphins which can improve your mood and fight depression, and it can help you fall asleep faster and sleep better at night.
  - Circuit training – Strength training
    - Strength training involves using your own body weight or tools (like dumbbells or resistance bands) to build muscle mass, strength, and endurance.
    - Strength training can create stronger bones, build lean muscle, improve heart health, and alleviate symptoms of depression.
  - Each night we will alternate these activities so everyone gets to try both multiple times.
- If trying either of these types of exercise feels a little uncomfortable for you – this might be a good time to try a growth mindset.

- For many of us this will be our first-time doing Zumba or circuit training, and while this might feel challenging or we might be thinking things like “I can’t dance, or I can’t lift weights” consider switching to a growth mindset and giving these things a try.
- Open your mind and go for it! Yes, you might feel a little silly or unprepared, but chances are there are a lot of people feeling the same way and part of being a leader is getting out of our comfort zones, trying new things, and encouraging others to try too.
- So, reach out to a fellow Ocean Leader tonight who might be having a fixed mindset about their abilities and encourage them to have a growth mindset and have a good time learning or getting better at Zumba and Circuit training.

## **Process**

### **Prep**

#### AM Announcements

- Remind students and staff what attire they need to bring to daily exercise.  
Water, sweat rag, workout clothes, and closed toed shoes.

- 7:20pm

#### Assess conditions

- Activity Lead
  - Communicate with Program Manager when the weather is bad or the students are generally over exhausted change the Daily Exercise, so that we can do a movie night w/ AC at the museo.

- Set up the Room

- Activity Lead
  - Cool down the room (AC, Fans etc.)
  - Clear the space for Zumba.
- Prepare cool down space.
  - Start air conditioning.

- 7:25 Play Cue Song

#### Activity Lead

- Ensure chores are complete (exercise cannot begin until chores are complete).
- Play cue music.

### **Activity**

#### 7:25 Meet students in the classroom and begin the “Activity”

- Activity Lead:

- Ensure everyone has their gear.
- Count the number of people participating and record that number to tell Program Manager later.

- When a student is unable to participate because of illness/ injury. Communicate this with the Resident Advisor, who can stay with them.

## End

- 8:05 Ask students to return the tables and chairs to their regular spots on the front patio and put the fans away.
  - Clean up activity area,
  
- 8:10 Facilitate Bay Baths and Cool Down Space. Activity Lead
  - Allow students to take bay baths with at least 1 staff on shore per 8 students in the water. Ensure that students have at least 2 dive lights while in the water.
    - Students are required wear water shoes and swim wear.
    - If more than eight students enter the water, have student grab additional staff member.
  
- 8:25pm Bedtime warning
  - Activity Lead will give a 5-minute bedtime warning.
  - Activity Support will Complete cleanup.

## How to implement Sleep Prep & Bedtime

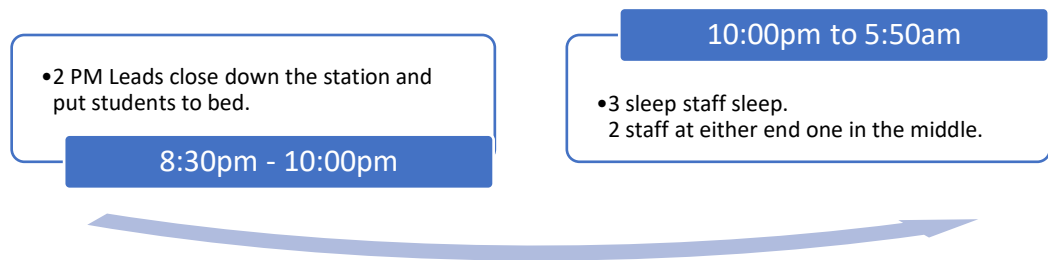
### *Goal*

Students get the rest they need to rest and recuperate from each day.

Quiet hours start at 9:00. Students are in bed by 9:00 (or adjusted based on timing), with 30 minutes to prepare for bed by setting out their cot, sleeping bag, and pillow; brushing teeth; showering; and changing into pajamas.

Student safety during sleeping hours requires the most critical care and attention. Supervision will be provided during the nighttime hours with the following staff roles:

- PM Leads are responsible for closing the field station and getting the students to bed.
- Sleep Staff (3) are required every night and remain on campus from bedtime to wake up. Sleep staff are at the entry and exit points of the field station to provide security of students during the nighttime hours.



### *Growth Mindset & Bedtime/ Sleep Prep*

This is led by the PM Leads on the first night of bedtime with students. The “Activity Lead” will give the introduction with support from the “Activity Support”.

- Growth Mindset Tools:
  - Tomorrow we will spend time talking about what it means to have a growth mindset and tools you can use to support a growth mindset.
  - One tool that can help us have a growth mindset is: Quality sleep.
- Science of Sleep
  - Why is sleep important:
    - During teenage years your brain and body are undergoing significant development and much of that happens while you sleep.
    - While you sleep your immune system is hard at work and your body is repairing muscles and tissue.
    - When we have quality sleep we have better: attention spans, memory recall, ability to think critically, and we are more creative.
    - Good sleep can create better emotional well-being and better decision making. It can help prevent things like, irritability, anxiety, and depression.
  - How much sleep:
    - Teens need 8-10 hours of sleep per night to maintain physical health, mental well-being, and academic performance.
- Sleep in Bahía de los Angeles
  - This program is physically demanding, we work all day in the heat, so giving your body time to rest and recuperate is important.
  - Quiet hours at the field station begin at 9:00PM.
  - Each morning we wake up at 6am, therefore, we need to be in bed by 9pm each night to get the recommended 9 hours of sleep.
  - Because we are a family, living in a community setting, each of us will need to adjust our regular routine to fit with the routine of the field station.
    - That can feel hard at first because we all have different sleep schedules but remember one of our community agreements is Be Respectful. We want to be sure we are being respectful of other people’s ability to get good sleep.

- If you find you have trouble falling asleep so early, try laying quietly in your cot, looking up at the stars, listening to the water lapping at the shore, and taking deep, slow breaths.
    - Try closing your eyes, lying comfortably, and relaxing one part of your body after another starting at your head all the way down to your feet.
    - Try counting down from 100.
- Review expectations of Sleep Prep
  - At 8:30pm we will start the Sleep Prep Playlist.
  - You will have 30 minutes to prepare for bed. During this time you will need to:
    - Change into your sleep clothes.
    - Brush your teeth/wash your face/take a shower/any other nighttime routines you wish to observe.
    - Get your cot, pillow, and sleeping bag, and place it out on the beach.
      - One person to a cot.
  - You must be in your cot by 9PM.
    - Lullaby by Jack Johnson will be the final song played you need to be in your cot by the end of that song.
    - Anyone late to bed will be recorded on the tardy clipboard.
- Review expectations of Bedtime.
  - Keep a flashlight by your bed, so if you need to use the bathroom in the night.
  - You may read or write quietly with a dim light until lights are out at 9:15.
  - You need to remain in your cot until you hear the wake-up music in the morning at 6AM.
  - If you have an emergency and need to talk to an adult there will be an adult sleeping in each corner of the sleeping area, wake one of them up.
- Show students:
  - Teeth brushing area
  - How to set up cots

## *Process*

### **Prep**

- Activity Lead:
  - Assess conditions. If there is a threat of wind, rain, thunder and or lightning review the section, “Wind, rain, thunder, lighting– while sleeping at the field station (BLA)” in the Emergency Preparedness Manual.”
  - Communicate with students and staff that they should place their cot under a roof. Students can use the patio, garage, office.
  - Encourage students to spray down with bug spray when getting in their cots to prevent mosquito bites to avoid viruses such as Dengue and Zika.

- If mosquitos are present, citronella candles should be disbursed and lit between cots.

### Activity

#### By 8:25pm

- Activity Lead and Activity Support in place with and ready with headlamps.
- Activity Lead
  - Cue start of Bedtime using “Bedtime” playlist on iPod.
  - Have the “Late/ Tardy Clipboard” and will record anyone who is late getting into their cots on the tardy clipboard.
  - Monitor the beach/cot area.
  - Ensure all cots and sleeping bags are out.
- Activity Support
  - Monitor shower use is under 5 minutes per student, for students who are assigned to that shower day. See the shower procedure posted inside the shower.
  - Monitor toothbrush station is being kept clean and limited water is used.
  - If the clothesline is overfilled and clothes are dry, notify students you will put items in lost and found by the end of the night.
  - Turn off all lights and fans.
  - Sweep of all items and put into the lost and found area.
  - Close all doors to main living room and kitchen.

#### At 8:50pm, or 10 minutes before Bedtime,

- Activity Lead
  - Monitor the beach/cot area.
  - Encourage students to get in their cots.
- Activity Support
  - Close the dorms and shut off indoor and outdoor lights.
  - Walk around and encourage students to get in their cots.
  -

#### At 8:57pm, or 3 minutes until lights out, the last song will play “Lullaby – Jack Johnson.”

#### At 9pm, QUIET HOURS Begin and Students are in Bed!

- Activity Lead
  - Make sure that students are in their cot at the end of the last song.
  - Record anyone who is late getting into their cots on the tardy clipboard.
  - Reading and writing with a dim light is acceptable until lights out.
  - Continue to conduct student checks until confident students are settled into their cots.
- Activity Support
  - Ensure that the team is ready for wake up the next morning.
    - Set up music and alarm.

- Set up iPod for wake-up call on the “Wake Up” playlist. Be cognizant of time changes.
- Support with ensuring students are settled.

AT 9:15pm, LIGHTS ARE OUT.

- Activity Lead and Support
  - Continue to conduct student checks until confident students are settled into their cots.

**End**

At 10pm

- Activity Lead
  - Before leaving the field station, count all students.
  - Ensure Sleep Staff are properly placed in the 4 designated locations. (SEE MAP)

5:50am (the next day)

- Activity Lead
  - Get up before alarm just in case it doesn't work.
  - Ensure the morning music plays or start if not.