

Ocean Leader Coaching Community Building

General

Goals: To continue building a culture of community and family during the school year.

- **Food & Conversation:** To build community amongst students and coaches through a shared experience of food and conversation.
- **Community Building Activity:** To build students' belief that they are a unique individual and a member of the Ocean Discovery family.
- **Announcements:** To share upcoming opportunities with students.

Supplies (for everyday):

- White board + stand (1)
- Dry erase marker (2)
- White board eraser (1)
- "My Plate" poster + easel (1)
- Hand sanitizer (2)
- Fruit from Fruitlandia (1/student)
- Spray bottles (1/table)
- Cleaning rags (1/table)
- Student roster (1)

Set Up

- Print out name tags.
- Place chairs in a circle.
- Set out garbage and recycling bags.
- Place "My Plate" poster on easel near food.
- Place the whiteboard and easel where everyone can see it.
 - Write Community Question at the top (see Community Question Bank below).
 - Write the Daily Schedule below (see below).
- Set out snack fruit.
- Place two bottles of hand sanitizer near the fruit.
- Have rosters or EZ Reports up on iPad to take attendance.

Agenda: (30 min)

Food and Conversation	15 minutes
Community Building	10 minutes
Announcements	5 minutes

Food & Conversation

Intro:

- Be sure to cover the following:
 - Purpose of Food and Conversation:
 - Sharing food and conversation is a tradition across all cultures and it is a tradition at Ocean Discovery Institute.
 - During the Bridge program this summer we started every day by sitting in a circle and sharing breakfast and sharing our thoughts about a question of the day.
 - Every other week we will meet here to continue that tradition by having a snack and talking.
 - It is an opportunity for all of us to stay connected during the school year.
 - Community Question:
 - Each time we meet there will be a question on the board for us to discuss.
 - (Show everyone where to find question.)
 - (Read today's question out loud.)
 - We will start by sharing in pairs and then have a chance to share as a group. Feel free to talk about any other subjects if you have additional time.
 - (Pair students up.)
 - (Give students 3-5 minutes to discuss question.)

Closing: (last 5 minutes)

- Be sure to include:
 - Share Out/Discussion:
 - Ask a few students to share out about the community question and/or respond to what another student shares.
 - Clean-up Policy:
 - Everyone clean-up their own garbage.
 - Sanitize hands.

Community Building Activity

- Purpose of Community Building Activity:
 - Every week after our snack we will do a short community building activity so that we can get to know each other as individuals.
- Community Building Activity & Directions:
 - Use Community Building Activity Bank
- Debrief:
 - Focus the debrief on the idea that students are unique individuals who belong to the Ocean Discovery family.

Announcements: (5 min)

- Purpose of Announcements:
 - Opportunity Sharing
 - Each week I will share upcoming opportunities with you.

- Opportunities at Ocean Discovery Institute
 - Opportunities at Hoover
 - Opportunities for internships, jobs, etc.
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- Remind Students of Coaching Appointments:
 - Remind students about their next upcoming coaching meeting date and time – be sure they write it down in their planner/phone.
 - Do Go Awesome! Mantra.
 - (Dismiss students.)

Community Question Schedule

This is a suggested schedule and can be adjusted as needed.

Week	Question
1	Have you ever had a coach help you? How did that coach help you?
2	What is something that surprises you about high school?
3	What has been the best part of your week so far?
4	Do you ask questions when you don't understand something in class? Why or why not?
5	Did you ask a question in class this week? Why or why not? If yes, how did it go?
6	Have you found meeting new people and making friends in high school easy or difficult?
7	What accomplishment are you most proud of this month?
8	What is something that you are struggling with currently?
9	Of all the things you are learning this year, which do you think will be the most useful as an adult and why?
10	Are you afraid of being your true self around other people? Why?

Community Question Bank

Additional questions that can be subbed out for those listed in the above schedule or if time allows for a second question.

- What is one thing you want to try this year that you are excited or nervous about?
- If you could be famous for something what would it be and why?
- How do you deal with stress?
- What is a bad habit you have that you wish you could break?
- What is something that no one knows about you?
- What is something you think every person should experience before they die?
- What are you most passionate about?

Community Building Activity Schedule

This is a suggested schedule and can be adjusted as needed.

Week	Activity
1	Obstacle Course/Coaching Intro
2	Curiosity Cards (Level 1 or 2)
3	Where I Belong
4	High School Scenario #1
5	I Have!
6	TEAM Pen
7	High School Scenario #2
8	Curiosity Cards (Level 3 or 4)
9	High School Scenario #3
10	Sneak Peak

Community Building Activities

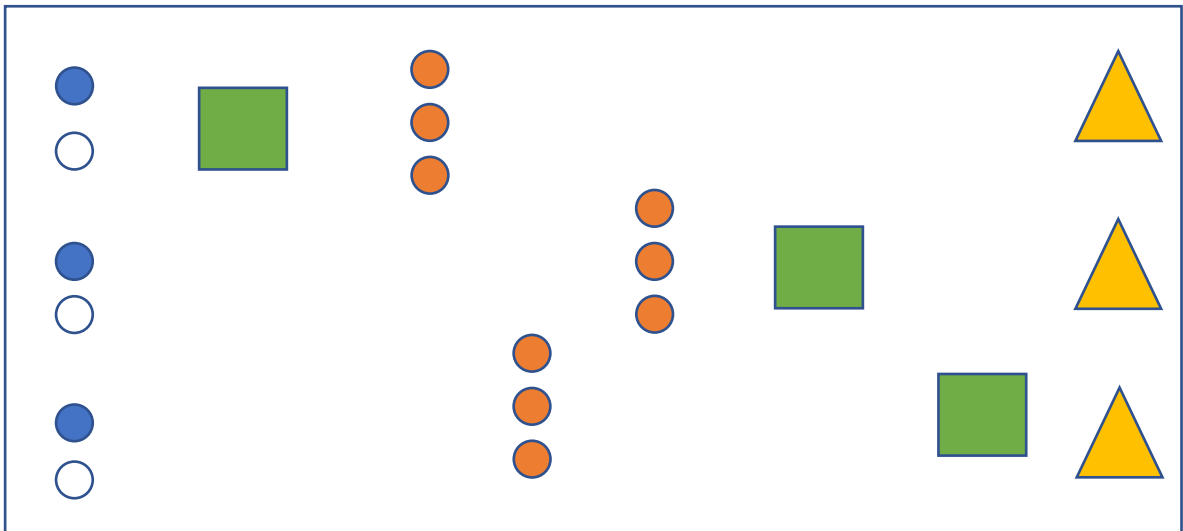
Obstacle Course/Coaching Intro

Supplies:

- Traffic cones (3/ two students)
- Carpet square (1/ two students)
- Blind fold (1/ two students)

Prep:

- Clear all chairs off the floor.
- Once one partner from each team is blindfolded create an “obstacle course” for each team (see diagram below).



Legend:

- - traffic cone
- - blind folded team member
- - un-blind folded team member
- - carpet square
- ▲ - chair

Intro: (2 min)

- Share rules of obstacle course.
 - You will be paired up. One member of the team will be blindfolded and the other will not.
 - The goal is to get the blindfolded team member to a chair on the opposite side of the room and sitting down.
 - There will be obstacles along the way and neither team member can touch them.
 - The unblind folded team member can do whatever they think will be helpful to get their blind folded team member to the chair and sitting down.
 - One rule is you may not touch your team member in any way.
 - There is no time limit and this is not a race. The goal is for everyone to be succeed.
- (Pair up students.)
- (Blindfold one member of each team.)
- (One everyone is blindfolded set up obstacle course according to above diagram.)

Activity: (5 min)

- (Line blind folded students up on one side of room.)
- Remind students that no one can touch the cones or the carpet squares.
- Say go!

Debrief: (4 min)

- Take blindfolds off and have students sit down in a circle.
- Debrief experience. The goal is to equate the experience to coaching. Coaches are people to help you to identify barriers (obstacles) and work with you to make a plan to overcome them.
 - Potential questions include:
 - Could the blindfolded person have gotten around the obstacles on their own?
 - Point: Coaches help us to identify the barriers we sometimes can't see and help us find the tools we need to overcome the barriers.
 - Could the non-blindfolded person do the work of getting around the obstacle for the blindfolded person?
 - Point: Coaches help you figure out how to overcome barriers but they can't do the work for you. They are only a guide.
- Introduce the concept of coaching.
 - As an Ocean Leader you will have the opportunity to meet every other week with a coach. A coach is someone who will work with you to uncover any obstacles/barriers you are having to be successful in school.
 - Your coach will help you to identify tools/actions you can use/take to overcome a barrier.
 - Together you will define what successfully overcoming a barrier would look like to you.
 - Coaches are non-judgmental. They aren't there to make you feel bad about any obstacles you are facing. They are there as a sounding board to help you determine how to overcome the barriers.
- Talk about format of bi-weekly coaching meetings:
 - Meet every other week for 20 minutes.
 - xx

Curiosity Cards x 2*

**This can be done twice using different level question cards.*

Supplies:

- Set of Curiosity Cards (1)
 - Cards can be found: Papi://Curriculum/LI New/Curiosity Cards

Community Building Activity & Directions: (2 min)

- Opportunity to get to know each other.
- Today we will do that using curiosity cards.
 - Music will play and you will get up and mingle.
 - When the music stops find the person closest to you to partner with.
 - Introduce yourself to that person.
 - I will read a question out loud.
 - You and your partner will share your responses to the question together.
 - I will then call on a couple of people to share their responses – you may share yours or your partners response.
 - The music will start again, and you will separate from your partner and move around.
 - The next time the music stops you must find a NEW partner.
 - I will read a new question and we will repeat this pattern a few times.

Activity: (7 min)

- Have students stand up.
- Turn on music and encourage students to mingle.
- After 20-30 seconds stop the music and have student pair up and introduce themselves.
- Share a curiosity card question and give students 1-2 minutes to discuss.
- Have them thank their partner.
- Turn on music and encourage students to mingle again.
- Repeat until time is up.

Closing: (1 min)

- Review Purpose of Community Building Activity:
 - Students are unique individuals who belong to the Ocean Discovery family.
 - Ex. I hope you enjoyed getting to members of you Ocean Discovery family better and just like your own family, finding out things you have in common and some ways that you are each different.

Where I Belong

Supplies:

- Large piece of chart paper (1)
- Post-it notes (100)
- Pens (1/student)

Prep:

- At the top of the large piece of chart paper write “Places We Belong...”

Intro: (2 mins)

- Introduce the concept of belonging. Potential questions include:
 - What does it mean to belong?
 - How do you feel when you belong to something?
- Define belonging:
 - Belonging is a sense of fitting in or feeling like you are an important member of a group.
 - All of us belong to a group called Ocean Leaders, but we also belong other places as well.
- Introduce activity:
 - Today we will take a moment to think about all of the places we feel like we belong.
 - Everyone will have a bunch of sticky notes, on each note write a place you feel you belong.
 - Use a different sticky note for each different place you belong.
 - Provide an example: I am a member of my church choir. I really enjoy the people I sing with and the songs I sing give me a good feeling. I can write on one sticky note “Church Choir”.
 - You will have about four minutes to write as many places as you can think of.

Activity (4 min)

- (Give each person a stack of sticky notes a pen.)
- (Set a timer for four minutes and let students begin writing.)
- (When time is up collect unused sticky notes and pens.)

Closing (4 min)

- Focus:
 - Students are unique individuals who belong to a community of science leaders.
 - Students belong to many different places some that are the same as others and some that are unique to them.
- Ask someone to share one of the places they feel like they belong and have them place that one sticky on the chart paper.
 - Then ask the group if anyone else feels like they belong to this same group.
 - Anyone who wrote this same group down on a sticky note should then add it to the chart paper clustered together around the original post-it.
- Repeat this process until all sticky notes are on the chart paper.
 - (This may take several rounds.)
- Ask students to look at the chart paper. What do you notice?
 - Some groups many of us belong to and some groups only one of us belongs to.

- Remind students that we all belong to many groups- places where we feel a sense of belonging. Many of us belong to similar groups (point out 1-2 groups where multiple sticky notes are) and many of us belong to groups that no one else does (point out 1-2 sticky notes that are by themselves) and that is what makes Ocean Leaders so amazing. We have many things in common and also things that make us unique.

High School Scenario #1

Supplies:

- High School Scenario #1 cards (4)

Intro: (1 min)

- Be sure to cover the following:
 - You will each be presented with a scenario which one member of your team will read out loud to the group.
 - After hearing the scenario there will be some questions to answer.

Activity: (5 min)

- (Divide students into three groups.)
- (Give each group a High School Scenario card.)
- (Remind students to choose someone to read the scenario out loud to the group.)
- High School Scenario #1:
 - *Jackie is taking an algebra class. She is slightly nervous about this as she has always struggled in math but is determined to do well this year. During the second week of class Jackie gets confused about how to apply the Order of Operations to a lengthy equation. Jackie has a question she wants to ask the teacher but doesn't raise her hand. That night she is confused when trying to do her homework, but she completes the assignment the best she can. The next day she finds out that several of her homework answers are incorrect. When the teacher asks if anyone has any questions about the homework Jackie stays silent. At the end of class, she leaves feeling frustrated and unhappy.*
 - *Question 1: Why do you think Jackie was afraid to raise her hand and ask a question?*
 - *Question 2: What do you think Jackie could have done differently?*
 - *Question 3: Have you ever experienced something similar? What did you do?*
 - *Question 4: What could you do to get more comfortable about asking questions in class?*

Closing (4 min)

- Discuss responses to the scenario presented.
 - Focus on questions 3 and 4.
 - Be sure to cover:
 - Asking questions in class during a lesson.
 - Asking questions after class one-on-one with teacher.
 - Asking questions during tutoring/after school.
- Ask students if they feel like they can commit to trying to ask at least one question in class before the next meeting.
- Think-Pair-Share
 - Which class do you want to ask a question in? How will you ask the question?

I Have!

Intro: (1 min)

- Today we will play a game called I Have!
- Goal is to learn more about things we have in common and things that make us unique.
- Describe activity:
 - We will all stand in a big circle.
 - I will read a statement to the group.
 - If you have done what the statement says you will take a large step forward into the circle. If you have not done what the statement says you will stay where you are.

Activity: (7 min)

- (Have students stand up and create a large circle with adults.)
- Read a series of statements out loud. After each statement ask some follow up questions based on student responses.
 - Example: I have cooked a meal for my family.
 - Ask students that stepped into the circle what they cooked.
- Statements:
 - I have flown on an airplane.
 - I have become an aunt or an uncle.
 - I have failed a test in school.
 - I have tried out for a sports team and made it onto the team.
 - I have traveled to a different state.
 - I have used a sowing machine.
 - I have broken a bone.
 - I have binge watched an entire season of a show on Netflix or Hulu.
 - I have traveled outside of the United States.
 - I have faked a tummy ache to get out of something I didn't want to do.
 - I have saved money to buy something I wanted.
 - I have helped change a flat tire.
 - I have helped someone learn how to ride a bike.
 - I have raised my hand to ask a question in class.

Closing: (1 min)

- Great job everyone!
- Today we had the opportunity to see some ways we are similar and unique from each other.
- Potential questions:
 - What was one thing you were surprised by today?
 - What was one thing you didn't know you had in common with anyone else?

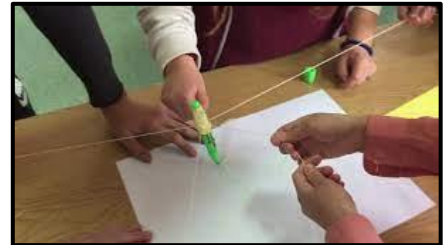
Team Pen

Supplies:

- Highlighters (2)
- 24 inch pieces of string or yarn (1/person)
- Blank Sheets of Paper (6)
- Roll of painters tape (1)
- Stopwatch or timer (1)

Prep:

- Tie 5 pieces of string around each highlighter and secure with painter's tape so that string is secure but can be removed after activity (see picture).
- Place highlighters and blank pieces of paper off to the side.



Intro: (2 min)

- Your goal is to write the word "TEAM" on the blank sheet of paper.
 - Everyone at your table must be holding a string. Each person can only hold one string.
 - You may talk to each other.
 - No one may touch the highlighter or another person's string.
 - (Demonstrate activity.)
 - You will have five minutes to work.
 - (Show students timer set to 5 minutes.)
- Any questions?
- (Divide students into two equal teams.)
- (Give each team a piece of paper and four pieces of painters table to secure blank paper to the table.)

Activity: (5 min)

- Give students five minutes to work.
 - (Stare stopwatch/timer.)

Closing: (3 min)

- (When time is up get everyone's attention.)
- Ask teams to debrief using the following questions:
 - (Point to questions written on whiteboard.)
 - What worked well?
 - What didn't work?
 - Did anyone in your group stand out as a leader?
- (Give teams two minutes to discuss in groups.)
- With any remain time ask students to share out some answers to the above questions.
 - Focus on any teachable answers that point towards someone taking a role as a leader.
- Great job everyone!

High School Scenario #2

Supplies:

- High School Scenario #2 Cards (4)

Intro: (1 min)

- Be sure to cover the following:
 - You will each be presented with a scenario which one member of your team will read out loud to the group.
 - After hearing the scenario there will be some questions to answer.

Activity: (5 min)

- (Divide students into three groups.)
- (Give each group a High School Scenario card.)
- (Remind students to choose someone to read the scenario out loud to the group.)
- High School Scenario #2:
 - *David is doing fairly well in his Biology class. He feels like he understands most of the material. He does his homework but never studies for any of the tests. Today he received back his latest quiz on which he got a 60%. Embarrassed he shoved the test into his backpack and never looked at it again.*
 - *Question 1: Have you ever experienced something similar? What did you do?*
 - *Question 2: What do you think David could have done differently?*
 - *Question 3: What do you think you should do with quizzes and tests you get back?*

Closing (4 min)

- Discuss responses to the scenario presented.
 - Be sure to cover:
 - The importance of reviewing questions you got correct and incorrect on a test.
 - Finding out the correct answers to questions you got wrong.
 - The importance of studying for quizzes and tests:
 - Using concept maps
 - Using flash cards
- Ask students what upcoming quiz or test they have that they want to study for.
- Think-Pair-Share
 - What will you do to prepare for the upcoming quiz or test?

High School Scenario #3

Supplies:

- High School Scenario #3 Cards (4)

Intro: (1 min)

- Be sure to cover the following:
 - You will each be presented with a scenario which one member of your team will read out loud to the group.
 - After hearing the scenario there will be some questions to answer.

Activity: (6 min)

- (Divide students into three groups.)
- (Give each group a High School Scenario card.)
- (Remind students to choose someone to read the scenario out loud to the group.)
- High School Scenario #3:
 - *Yonas has always enjoyed singing and putting on plays for his family with friends. He is interested in the upcoming school musical auditions. It seems like something he would really enjoy but none of his friends seem interested. They tell him that only upper classman try out for the musical. Yonas considers going to the auditions all week. He prepares a song to sing and practices it over and over. The day of the auditions he stands outside the auditorium door feeling nervous. A group of older students walk past him talking and laughing and enter the auditorium. Yonas turns around and walks away, later that week he regrets not going to the audition.*
 - *Question 1: Have you ever experienced something similar? What did you do?*
 - *Question 2: What do you think Yona could have done differently?*
 - *Question 3: What is something you might want to try this year or next year that you are nervous about?*

Closing (3 min)

- Discuss responses to the scenario presented.
- Ask students to share responses to questions 1-3.
 - Be sure to cover:
 - The importance of trying new things even when you are nervous or scared.
 - Being out of our comfort zone allows us to grow as people.

Sneak Peek Game

Supplies:

- Small plastic art bin (4)
- Rockenbok blocks (15 pieces – 4 of each type of piece for a total of 60 pieces)
- Large piece of cardboard (1)
- Stopwatch (1)

Prep:

- Create four small plastic bins filled with exactly the same kind of Rokenbock blocks.
- Before students arrive instructor should take one of the bins of blocks and build a structure using as many of the blocks as they can.
- Use the large piece of cardboard to block your structure so that no one can see it.

Intro: (2 mins)

- Each of you will be give a set of blocks. Each set of blocks is the same.
- I had the same set of blocks and built a structure with it.
- The goal is for your team to build the exact same structure as me.
- Rules:
 - I will invite one person from each group up for a sneak peek behind the cardboard at my structure.
 - They can look at the structure for 10 seconds and try to memorize it, then they will return to their group and try to explain how to build my structure.
 - After a minute has gone by, each group may send a different person up for a 10 second sneak peak.
 - I will continue to someone up from each group every minute for five minutes to see which group can get closest to making a perfect copy of my structure.
 - Questions?

Activity (6 min)

- (Divide students into three groups and give each group a set of Rockenbok blocks.)
- (Ask each group to decide who will come up first for a sneak peak.)
- (Invite students behind the cardboard for a sneak peak for 10 seconds.)
- (Have them return to their group and work for a minute.)
- (Invite each group to send a different person up for a sneak peak for 10 seconds.)
- (Repeat until time is up.)

Closing (2 min)

- Focus: How students can communicate effectively in a group setting.
- Potential questions include:
 - What were some strategies you developed during this activity to help you be successful?
 - Who on your team was really good at helping the team build the right structure? What were they doing that was helpful?
 - What is something you learned today that you could use when doing group work in school?