



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

**MODULE 2: OCEAN LEADER INTRO TO
RESEARCH PROGRAM SPECIFIC TRAINING**



OUTLINE

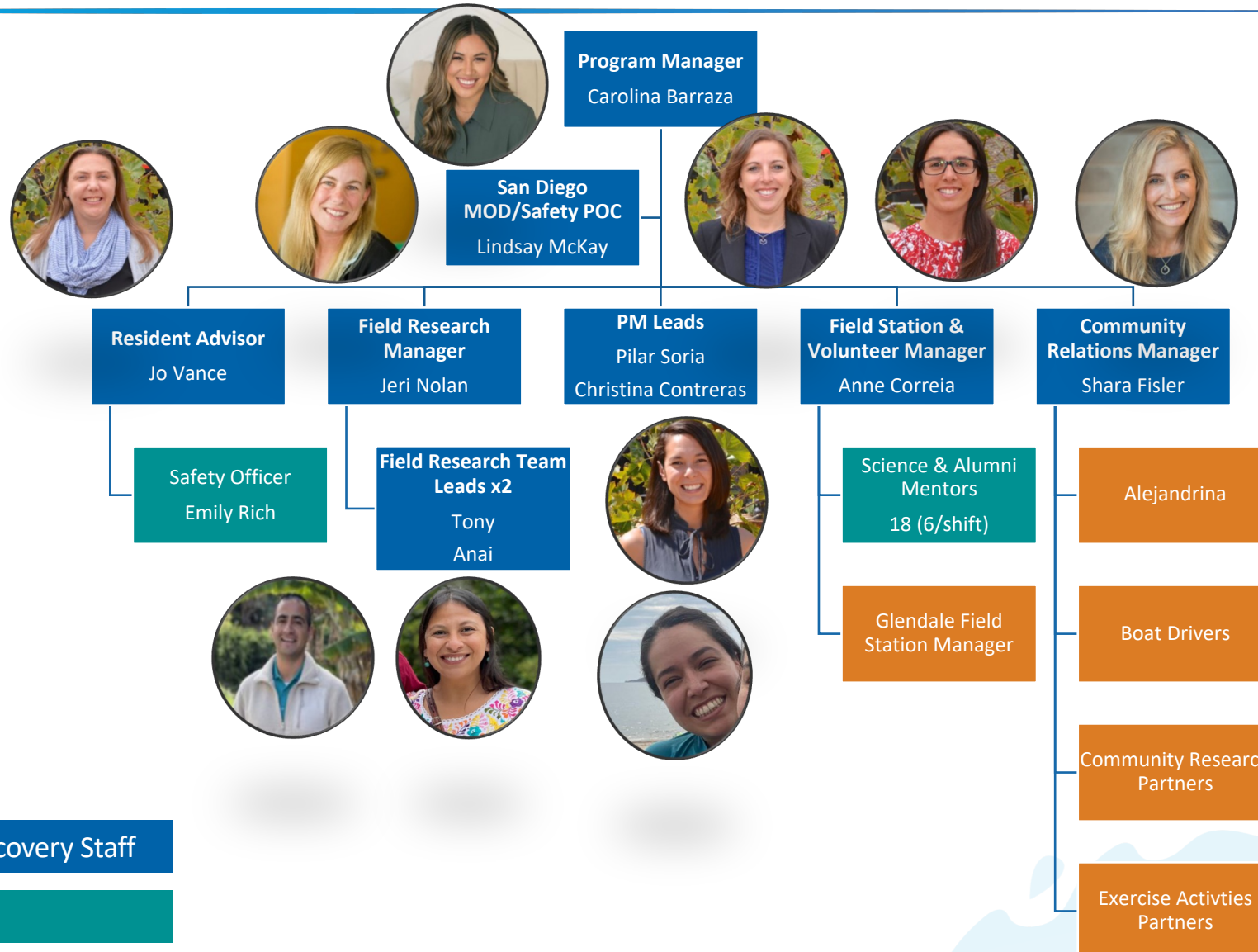
- ❑ Roles & Responsibilities
- ❑ Daily Schedule
- ❑ Supporting Students



ROLES & RESPONSIBILITIES



OCEAN LEADER INTRO TO RESEARCH – ROLES IN BLA



- Ocean Discovery Staff**
- Volunteer**
- External Contractor**



Position	Scheduled Time & Program Component	Role
Program Manager	6:30 to 7:15 AM Breakfast & Community Building 12:30 to 1 PM Lunch 6:30 to 7 PM Dinner	Ensure program goals are met. Oversee all program schedules. Oversee finances Supervises all staff Facilitate Morning announcements and communication throughout the program. Facilitates all on-site kitchen communication. This includes communicating changes, cues for meals to start etc.
Community Relations Manager		Coordinating with Community Partners Community Celebration Oversight.
Resident Advisor	6:00 to 6:30 AM Wake-up 1:05 to 1:45 PM Self-Reflection 2:30 to 3:55 PM Salud	Act as MOD (as needed) Ensure overall well-being of Ocean Leader. This includes: <ul style="list-style-type: none"> • monitoring medicine, behavior • facilitating communication home. • celebrates birthdays in Bahía de los Ángeles. • responding to student incidents. Lead student trip to/from BLA Lead Self-Reflection Manage Safety Officers
Field Station Manager		Setup, oversee maintenance and breakdown of the field station. Orient all participants to the field station upon arrival Oversee photo management and Community Celebration PPT.
Volunteer Manager		Oversees the volunteer's experience in Bahía de los Ángeles. This begins upon their landing in Bahía de los Ángeles to their return to San Diego>
Field Research Manager	7:15 to 12:25 AM Field Research 3:00-4:00 PM Prep, know it! Own it! 4-6:25 PM Know it! Own it!	Prepare for Field Research during Set-up Week. Manage Team Leads. <ul style="list-style-type: none"> • Oversee the Team Lead prep and implementation of Field Research. • Support staff in effectively engaging volunteers in activities and mentoring of participants, including through coaching and curriculum adaptations. • Train team on “Field Safety” Manage curriculum. Identify and document areas for further enhancement. Lead Know it! Own it! With support from Team Leads
Team Leads	7:15 to 12:25AM Field Research 4-6:25PM Know it! Own it! (alternating)	Prep and lead Field research Support Know it! Own it! Alternate days (as a support & connection to research)
PM Leads	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	PM Lead 1 and PM Lead 2 alternate leads on siesta, salud, servant leadership, exercise, and sleep prep.



ROLES & RESPONSIBILITIES

- All staff should review the following tools and protocols on the portal.
- Begin with the Protocols and Tools Box for your role

TOOLS AND PROTOCOLS FOR ALL STAFF IN BLA (BY ROLE)

Resident Advisor Protocols
Volunteer Manager Protocols
Field Research Manager Protocols
Field Research Team Leads Protocols
PM Lead Protocols

Use the **BLA Schedule Protocol** to calendar your time.



ROLES & RESPONSIBILITIES

- ❑ “How to calendar the role of xx”
- ❑ This section will outline activities you must schedule that may be outside of implementation agendas and the “BLA Schedule.”
- ❑ It begins by cueing you to schedule your time using the BLA Schedule, then daily tasks, and then tasks by Day #.

How to calendar the role of the Resident Advisor in BLA

This process takes about 2 to 3 hours. Your schedule should have significant time available as ‘bu respond to student needs.

BLA Schedule

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

Daily

- ❑ Check in with the Safety Officer 1x/ day. Eat lunch, run an errand with them. (30 minutes)
- ❑ Administer medications.
- ❑ Count students at wake up and confirm this number with the PM. (15 minutes)
- ❑ For each meal (breakfast, lunch & dinner) (15 minutes)
 - o Complete the “My Plate” diagram to reflect meal served.
 - o Confirm with Alejandrina that meals are ready and ring the bell.
 - o Have student wash their hands prior to the meal.
 - o Encourage students who have eaten to proceed to wash their plate out. (If you w creates a bottleneck in the program).
- ❑ Before each meal:
 - o Fill in the MyPlate model to communicate what is being served at each meal and l the goals of MyPlate.
 - o Ring bell to notify staff and students.

Day 1

- ❑ Prep for Birthday for the next week. (30 minutes)
See, [“How to celebrate birthdays during the program.”](#)

Day 1-3

- ❑ In the first few days of the program pay special attention to transitions, and the first-t anything. (3 hours/ day)
You can use the “Program Oversight Protocol.” Part 4: Summer/ Ocean Leader Intro to Re Administrative Protocols: Program Oversight Protocol.”
 - o The first days in BLA should be buffered for observation and problem solving. that the primary goal of your schedule is to ensure the programs follows the s that your team is supported and set up for success.
 - o Be prepared to arrive early and ensure that staff have the tools needed. As ne them through the first day. Review how to start the music, where to physically where supplies are, interactions with students.

~Day 6 (Halfway point of program)

- ❑ Prep for Birthday for the next week. See “How to Celebrate Birthdays in BLA.” (30 minute
See, ““Part 4: Summer Residential Programs/ Ocean Leader Intro to Research Programs/ Protocols: Birthdays.”



ROLES & RESPONSIBILITIES

How to prepare your calendar for your role in BLA.

- Open the "BLA Schedule." (smb://192.168.1.8/Master Files/LI/Summer Intensive Science Programs/Ocean Leader Intro to Research Program/Schedule/Schedules YEAR)
- Filter the "Lead Staff" column for your name and block out time to prepare and lead for each activity.
- Filter the column "Participating Staff & Volunteers" for your name. Also, include time for any activities requiring "All Staff."
- Review the "Notes" section for the Manager Meetings and other pertinent notes.
- Notes:
 - Extra staff are scheduled to support snorkels. If students' snorkel ratios change, we'll communicate schedule changes with you.
 - Manager meetings are scheduled, but the PM will cancel if they are not necessary.

	A	B	C	D	E	F	G	H	I	
1	Day	Date	Day	Start Time	End Time	Activity	Description	Lead Staff	Participating Staff & Volunteers	Notes
6	1	19-Jul	Wednesday	6:00 AM	6:30 AM	Wake Up	NA	Jo		
7	1	19-Jul	Wednesday	6:30 AM	7:15 AM	Breakfast and Community Building Activity	See Morning Announcements Board if unable to eat breakfast with the group.	Carolina	All Staff	
8	1	19-Jul	Wednesday	7:15 AM	12:25 PM	Field Research	Program Goals & Field Station Orientation	Carolina	Anne, Tony, Anai, Jeri, Shara, Christina, Pilar, Jo, & All Volunteers	See Curriculum for timing, all staff All are welcome to join for bingo a 9:05am All staff for snorkel meet t Field Research Manager is schedul departure. Protocol can be found i
9	1	19-Jul	Wednesday	12:30 PM	1:00 PM	Lunch	NA	Carolina	All Staff	
10	1	19-Jul	Wednesday	1:05 PM	1:45 PM	Self-Reflection	NA	Jo		
11	1	19-Jul	Wednesday	1:05 PM	1:45 PM	Team Lead Check-in and Prep	Daily meeting to review curriculum and pack	Jeri	Tony, Anai	



DAILY SCHEDULE



WAKE UP



COMMUNITY BUILDING

Overview: Building a community of support is one of the Tools for Success. This community includes peers, program alumni, mentors, and staff who provide a safety net for burgeoning science leaders to fall back on when challenges arise and a network to access to pursue further opportunities. By offering students a safe, inclusive, and effective community in which they can take risks that no one in their family has done before, they are able to try out what it takes to become a science leader.

Goals: Community building is incorporated into all Ocean Leader programs through the below activities:

- **Food & Conversation:** An informal time to continue expanding their community of support through the shared experience of food and conversation. A daily question is provided.
- **Community Building Activity:** A structured activity designed to build students' belief that they are a unique individual and a member of the Ocean Discovery family and scientific community.
- **Announcements:** A time to introduce new members of the community, share the day's agenda, and upcoming opportunities.



FIELD RESEARCH



LUNCH, SELF-REFLECTION, SIESTA & SALUD



KNOW IT! OWN IT!



- ❑ The late afternoon is spent reflecting on what we saw that day in the field, gaining a more robust understanding of the Science Discovery Process, and making sure we can connect what we've learned to previous knowledge.
- ❑ We learn to take this new knowledge and make it our own using study skills like flashcards and concept maps.
- ❑ We also have time to ask an “expert” if we have questions or don't understand something.



DINNER, SERVANT LEADERSHIP



EXERCISE & BEDTIME

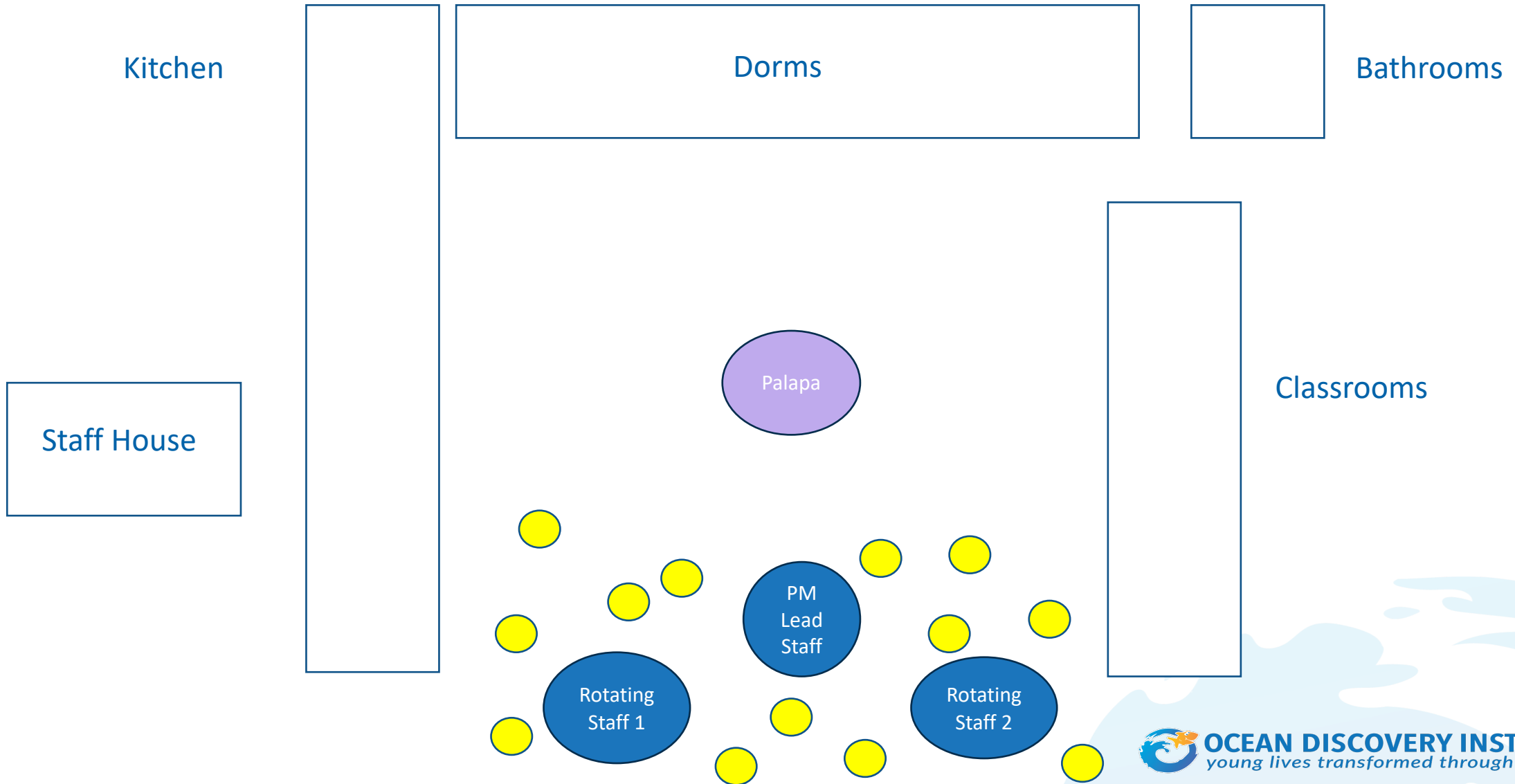
- ❑ In the evening, we experience activities like Zumba, circuit training, and night snorkeling.



BEDTIME



BEDTIME



SUPPORTING OUR STUDENTS



STUDENT SUPPORTS

☐ In addition to the tools here, watch/ review the following materials on the portal.

SUPPORTING OUR STUDENTS (ALL STAFF)

Student Bios

Volunteers- **Coming Soon!**

Supporting our Student's Video

Growth Mindset Video – and Growth Mindset Training PowerPoint

Ocean Discovery Long-Term Mentor Training Student Bios



STUDENT SUPPORTS



- Signing Night
- Launch Night
- Families Coordinator
- Resident Advisor



STUDENT SUPPORTS

Staff Agreements

1. Our student's welfare, well-being, and experience while participating in Ocean Discovery Institute programming or events is of the highest priority. Therefore, all employees, agents, and volunteers who interact with students will be made aware of their level of responsibility and trained to act on student welfare, well-being, and overall experience.
2. Ocean Discovery Institute and its employees are mandatory reporters. Mandated reporters shall make an initial report to the agency immediately or within 36 hours of receiving the information concerning the incident.
3. It is understood and agreed between the employee and Ocean Discovery Institute that confidential information is not to be disclosed to other people outside of Ocean Discovery Institute or to other employees of Ocean Discovery Institute who do not have a legitimate need to know.

(Ocean Discovery Personnel Handbook, 2022)



STUDENT SUPPORTS

Behavior Agreements

To ensure Ocean Discovery Institute is a safe and welcoming place for all of us to make discoveries, the following behaviors **are not** acceptable:

- Endangering the health and safety of children and/or staff, program participants, and volunteers.
- Stealing or damaging Ocean Discovery facility or personal property. Parents may be billed for replacement cost.
- Leaving the program without permission.
- Continuing to disrupt the program.
- Refusing to follow the behavior guidelines or rules.
- Using profanity, vulgarity, or obscenity frequently.
- Using technology or personal electronics for non-program or inappropriate purposes.
- Sexual behavior or public displays of affection.
- Defying instructions of instructors.
- Threatening behavior, bullying, verbal or physical abuse to other program participants, staff, or guests.
- Borrowing of others' possessions without their consent.
- To be in possession of a weapon or implement that staff deem dangerous or potentially dangerous.
- Any illegal activity.



STUDENT SUPPORTS



Age Characteristics

- Social activities are important
- Connections with peers and social support is critical
- Searching for self and self-identity
- Seeking independence, but value relationships with adult role models and mentors
- Exploring career choices, hobbies, and interests

Ocean Leaders are working on:

- Academic struggles- bringing up or maintaining grades, tutoring doesn't always help (diving into this one more).
- Sports- having to maintain grades in order to participate, too tired after sports to do homework, doing sports hinders coaching program participation.
- Time Management- Homework, procrastination, phone is a major distraction, hungry, tired.
- Schedules- Not knowing what assignment is due when.
- Self-Care- Body weight is a big concern with many students, sleep, eating healthier.
- Social Connections- making friends, peer pressure, phone use
- Mental Health- support, when is it needed, where and how to get it
- Money- jobs, activities, family concerns, college.
- Communication- teachers, adults, parents, peers, confidence.



STUDENT SUPPORTS

❑ Cell Phone Policy at Glendale Field Station:

- ❑ Cell phones can only be used:
 - ❑ In airplane mode for picture taking during Field Research.
 - ❑ During Siesta w/ headphones.
- ❑ Headphones/Airpods:
 - ❑ Cannot be used around the field station (except during Siesta).

- ❑ If students break this policy, it will be a one-on-one conversation focusing on connecting with others and nature and disconnecting from our technology. If it is a repeat offense, the student will have a conversation with RA with potential additional consequences if necessary.

❑ Cell Phones on the Drive from San Diego to Bahía de los Ángeles.

- ❑ Students can use their phones on the drive, but they cannot use the car charger.



WHAT'S NEXT?

Live Training!

- Know it and Own it!
You are responsible for knowing all “Action Item 5: Program Specific Training information.”

- In the portal, review these sections under your role:
 - Goals, roles, tools, and process.
 - How to calendar for xx
 - How to XX. These are the list of protocols to fulfill your role.
 - When there are links to tools that are outside of your tools, we will list them separately.

- Use the BLA Schedule Protocol (on the portal) to schedule your calendar.

- Come with any questions.





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THANK YOU!!