



For Educators:

Mitigating Risk

eMentors
Cloud Coach



FIVE THINGS EDUCATORS ALWAYS DO

 **bestprep**
**eMENTORS &
CLOUD COACH**



1 ALWAYS ARRANGE TRANSPORTATION & COLLECT PERMISSION SLIPS.

- Once the date and time are confirmed for the field trip, your first step is to work to confirm transportation for your students.
 - Whether this means providing details to a school administrator or working directly with the bus company yourself, ensure your students have a ride to and from the event.
- Your next step is to get permission for students to attend.
 - Familiarize yourself with your school's field trip policy - Are you able to collect permission slips electronically? Are you able to receive them up to the day-of the event?
 - BestPrep provides a Permission Slip Template upon request.
 - Whether you use BestPrep's materials or your own/your school's materials, we hope you will spend the time facilitating, collecting, and reminding students and their guardians to confirm students have permission to attend.



2 ALWAYS CONNECT WITH YOUR BESTPREP COORDINATOR.

- An agenda is always created by BestPrep before any events hosted off site. This agenda is provided to you. Once you've reviewed the agenda, reach out with any questions you have.
- Make sure you know the arrival time, drop-off location, BestPrep Coordinator's contact details, and check in information for students and staff.



4 ALWAYS SEND PERSONNEL WHO KNOW YOUR STUDENTS.

You are the best person to accompany your students on any field trips. If you are unable to attend, always send school personnel who have interacted with your class before. They should be able to recognize students and know all of their names.



5 ALWAYS INTERVENE IF THERE ARE ISSUES.

- If they are volunteer related, the next pages have more details on potential ways to handle situations.
- If the issues are student related, you know your students and the best way to work with them. We trust our educators to respond to students in a way that provides the most productive solution.
- Your BestPrep Coordinator and company representatives are always onsite during field trips if you need support.



3 ALWAYS PREPARE YOUR STUDENTS.

- Explain The Why - Connect the dots between the program they've been participating in and this field trip. What could students gain by attending?
- Set Expectations - Share with students what you expect related to technology, noise level, following directions, behaviors you've seen (good and not so good) that you'd like students to repeat (or not repeat). What does it look like to show the company and their mentors respect?
- Prepare for Participation - Work to brainstorm questions students could ask their mentor and questions their mentor might ask them. These questions could relate to a recent writing prompt or be company/school related.
- Walk Through the Schedule Ahead of Time - Explain to students what is going to happen from the time they get on the bus to the venue to the time they get back on the bus going back to school. Go through the agenda in detail. If you are unsure about any of the details, connect with your BestPrep Coordinator.
- Remind Them - When you have students in class leading up the event, remind them of the event and share details on when and where to meet. If you are able, contact your full class on the morning of the event.



SCENARIOS & MITIGATING RISKS

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MOST ENGAGEMENTS GO EXACTLY AS PLANNED...

...the students have gained helpful knowledge to further their future opportunities and strengthen their relationships with their mentors, educators feel the event was a great use of time, and the company and volunteers feel grateful to have hosted students. Sometimes, volunteers don't always do or say the right thing in the moment to best respond to student engagement. The following scenarios are examples of situations, followed by BestPrep's recommendations for how to respond as an educator.

SCENARIO 1: REBECCA

While at the company, you overhear one of your student's mentors, Rebecca, tell your student Jonah, "You can work for a real company like mine, instead of working menial hourly jobs like your parents have to."

SCENARIO 2: SABRINA

During the networking portion of the event, students and mentors are walking around in pairs to meet other students and their mentors. You overhear a mentor, Sabrina, tell another student and mentor pair, "I feel like I got really lucky with my student, Sonya. She is actually going places and fully participated in the program, unlike some of these other kids. How has your kid been?"

SCENARIO 3: AARON

Toward the end of the in-person event, you overhear your student Megan mention that her mentor Aaron asked for her personal email so they could continue to connect outside the program and grab a coffee sometime this summer.

SCENARIO 4: CRAIG

Craig works at the company your class is paired with and you've arranged for someone to speak to your students ahead of time about the company before your mentoring experience begins. You introduce Craig to the class, and Craig says, "Thanks for the introduction! I'm so glad to be here in the suburbs. Last time I talked about our company they sent me to an inner-city school, and I was worried about getting shot."

WHEN SHOULD YOU INTERVENE?

- 1) If your gut or initial reaction is to intervene, interfere, correct, mediate, speak up, fix, or handle the situation, you should always trust this gut reaction.
- 2) If something the volunteer says or does makes you uncomfortable, or you perceive that students are uncomfortable, or if you do not feel safe, or you perceive your students do not feel safe.
- 3) If a student communicates that they are feeling unsafe, uncomfortable, or offended.

Typically, your presence provides *passive* safety. If the situation changes, and you perceive the level of safety has passed a threshold, your role as the educator becomes one of *active* safety.

FIRST STEP INTERVENTIONS

Ask Leading Questions. Ask questions that come from a place of trying to understand, to lead the volunteer on a path of correcting the situation on their own.

Share Your Opinion. When the issue is a matter of opinion, and you believe the volunteer's opinion makes students uncomfortable or is not congruent with the general opinions of your class.

Re-Direct or Change the Subject. If you feel the situation is too uncomfortable to come back from and you'd like to move on.

Refer to Your Class or School Values. Set a hard line by sharing with the volunteer the values you've discussed as a class, or the values your school believes.

SCENARIOS REVISITED & INTERVENTIONS



EXAMPLES OF FIRST-STEP INTERVENTIONS FOR EACH SCENARIO

ASK LEADING QUESTIONS

- Scenario 1: Rebecca, do you think all hourly-paid jobs are menial?
- Scenario 2: Sabrina, do you think participation in this program is the best indicator of how well a student is going to do in their life?
- Scenario 3: Aaron, your student mentioned you asked for her contact details. Do you remember the boundaries you learned about at the beginning of the program?
- Scenario 4: Craig, what made you feel unsafe when you visited another school?

SHARE YOUR OPINIONS

- Scenario 1: Rebecca, my mom had an hourly-paying job and a very successful life. I disagree with your assessment that a salaried job is the only option to be successful.
- Scenario 2: Sabrina, many of my students face many barriers to being able to fully participate in every part of my class, and I don't agree that this is an indicator of their future success.
- Scenario 3: Aaron, I think it's great that you want to continue to connect with Megan after the program ends. Unfortunately, that's outside of the program boundaries that you signed on to when you started the program.
- Scenario 4: Craig, I am from downtown Minneapolis and some of our students live there. I do not have the same experience as you when I am in urban areas.

CHANGE THE SUBJECT

- Scenario 1: Rebecca, during the event, focus on Jonah and his future, not others.
- Scenario 2: Sabrina, please do not talk about other students.
- Scenario 3: Aaron, unfortunately Megan isn't able to connect with you outside of the program, we have four more weeks left though, I hope you can make the most of it.
- Scenario 4: Craig, let's stay focused on the topic you're speaking on today.

USE SCHOOL VALUES

- Scenario 1: Rebecca, while I know you were well-intentioned with that comment, it goes against what we tell our students about meaningful work.
- Scenario 2: Sabrina, our High School believes that there are many paths to success and all of our students are going places, whether or not they participate in programs like this one.
- Scenario 3: Aaron, we participate in this mentoring program with BestPrep because it provides a safe environment for our students, which includes the program boundaries. Connecting with Megan outside of the program goes against those boundaries and is not allowed.
- Scenario 4: Craig, our High School partners with other schools in Minnesota in urban areas, and we value those schools and their students as much as our own.

WHAT IF THESE FIRST-STEP INTERVENTIONS DO NOT WORK?

If you've tried to intervene using first-step intervention techniques and they do not work to bring you and/or your students back into a comfortable, safe, environment, you may consider one of the following:

- **Call for backup.** Ask for support from your BestPrep Coordinator.
- **Separate the student and the volunteer.** You can decide to separate them during the event and/or the rest of the program. If at any point you believe a volunteer is no longer meeting your students' needs, share that with your BestPrep Coordinator; they will work to reassign your student to a different volunteer.