



PUENTE

Peer Power

Bridges for Uplifting Your Peers



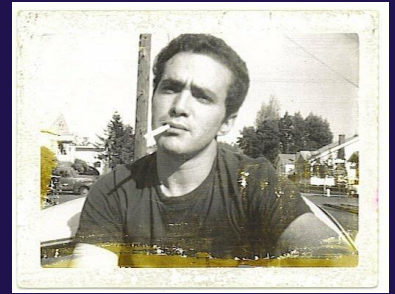
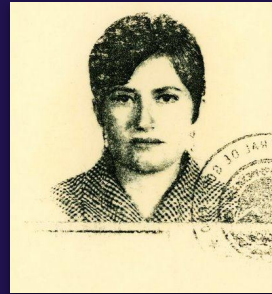
Melissa Aguilar

- Descendant of Great Thinkers, Architects, Astronomers, Doctors, Artists, Scientists, Mathematicians, Writers, and Educators
- Granddaughter of a Bracero
- 1st-Born Gen Daughter of Immigrants
- Daughter of a CCC Alum
- Head Start Graduate
- 24 Years of Math Teaching & Learning
- *Lesbiana*
- STEM Justice and Equity Agent & Accomplice for Change



Norma Valdez Jimenez

- Over 15 years of experience as a Puente practitioner
- 2nd year co-coordinating Puente MaS
- Designed counseling curriculum for Math Jam in partnership with math faculty
- First-gen community college transfer student
- Daughter of Mexican immigrants from Jalisco
- Granddaughter of a bracero
- Published poet



Goals for Today

- Build community among students in various programs
- Develop an equity lens to improve our work with students
- Learn about campus resources to help others feel cared for, connected and directed
- Apply the skills we learn today to our daily work
- HAVE FUN!!!



Our Flow for Today

- Welcome
- Conocimiento
- Defining Equity
- Active Listening
- **BREAK**
- Motivational Interviewing: OARS
- Role Plays! Learning into Action
- Connect to Resources
- Closing: Heart Takeaways

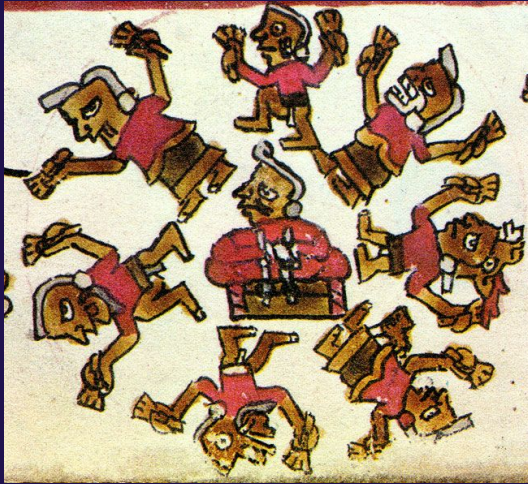




–from [Just Lead Washington](#)

- Establish Brave Space
- Take Space/Make Space
- Honor Confidentiality
- Be Present
- Speak Your Truth, Let Others Speak Theirs
- Together We Know a Lot
- No Fixing. No Saving.
- Turn Judgement into Wonder
- Embrace Imperfection
- Expect and Accept Non-Closure

Importance of a Conocimiento (Community Building) Activity



Dancers surround a teponaztli player,
Codex Selden

Community building is vital to active student engagement in a course across all modalities. Research shows that when students feel that they belong to their academic community, that they matter to one another, and that they can find emotional, social, and cognitive support for one another, they are able to engage in dialogue and reflection more actively and take ownership and responsibility of their own learning (Baker, 2010; Berry, 2019; Brown, 2001; Bush et al. 2010; Cowan, 2012; Lohr & Haley, 2018; Sadera et al., 2009).

Facundo the Great






What's in a name?

5-min free write about YOUR name. Here are some prompts to get you started...

- Tell a story about your name. Choose any of your names to write about (ie birth name, nickname, chosen name, full name, last name).
- Write anything you can about your name—Who gave you your name & why? What is the origin of your name? What do you prefer to be called? Likes or dislikes about your name?
- What does your name look, feel, taste, smell, and sound like?
- What assumptions do people make about you based on your name?
- Whole group: **WHY DO NAMES MATTER?**





“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.”

—bell hooks



Teaching To Transgress: Education
as the Practice of Freedom

Introduction to Equity



What is equity?

Why do we need it?

Why is it important to have trainings like this for peers supporting peers and the larger campus community?

CCCCO DEI Glossary



Inequality

Unequal access to opportunities

1

With gratitude to the Wisconsin Farm Grounds

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Equality?

Evenly distributed tools and assistance

2

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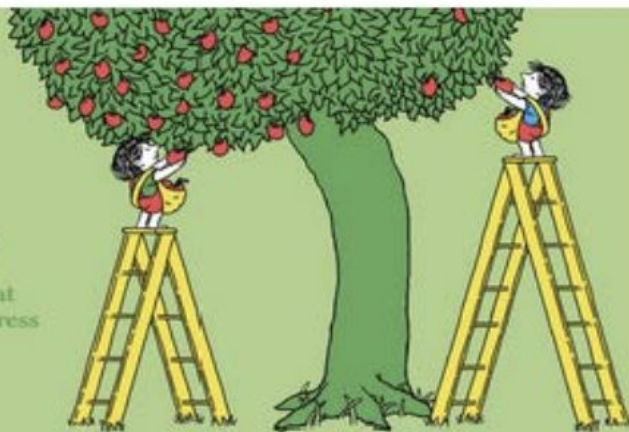
Equity

Custom tools that identify and address inequality

3

With gratitude to the Wisconsin Farm Grounds

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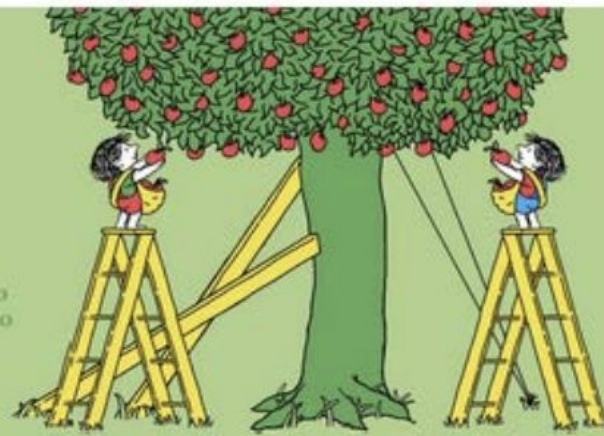
Justice

Fixing the system to offer equal access to both tools and opportunities

4

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EQUITY

Seeking equity does not mean taking a slice of someone's pie; this breeds resentment that aligns with zero-sum thinking.

Equity means giving everyone access to essential ingredients and skills to bake their own pie.

Power Privilege Intersectionality



Relationships are the Core of Equitable Tutoring/ Mentoring



Active Uninterrupted Listening

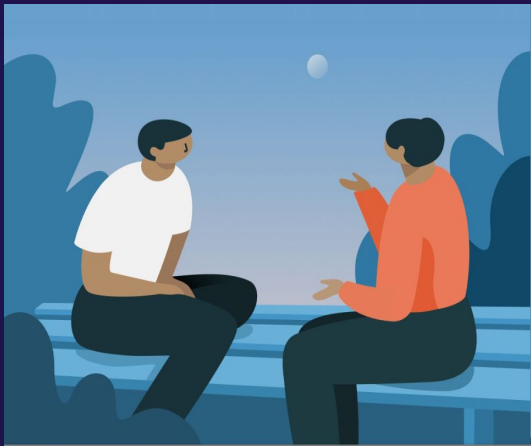
While language is a gift,
listening is a responsibility.



~ Nikki Giovanni, poet,
Writer, and Educator.

- Empowers students whose voices are sometimes muted in the classroom
- Creates a safe, validating environment
- Allows allow space for new and clearer ways of thinking and acting to emerge.

Active Listening Guiding Principles



from the National Equity Project slideshow,
"Listening: A Foundational Leadership
Strategy"

- Each speaker has the same amount of time.
- Listeners resist the urge to interrupt, give advice, offer stories, or suggest solutions.
- Instead, listeners give full attention and hold space for the speaker to:
 - Reflect,
 - Release emotion,
 - Construct new meaning

Concentric Circles



This activity is great for groups or whole classrooms. Make two circles, an inner circle with people facing out and an outer circle with people facing in, so that everyone is paired facing someone. Start with light questions, such as what is your favorite food, and then progress into deeper questions like how you picked your major. Each pair takes turns listening and answering the questions, then everyone switches partners by one circle moving clockwise.

Let's try Concentric Circles!



Quickly introduce yourself: name and where you work

20 sec–What's your favorite number and why?

30 sec–If math were a creature, describe what would it look like?

20 sec–What languages are closest to your heart?



Let's try Concentric Circles!

Quickly introduce yourself: name and where you work

30 sec–What's a topic that you know a lot about that might surprise us?

40 sec–What is easy for you to learn? What's difficult?

40 sec–What are your strongest study assets? How do you define studying?



Appreciation + Application



“
I’m glad that while
language is a gift,
listening is a
responsibility.

Nikki Giovanni
Poet, Writer, Activist, and Educator



What was it like for you as a learner?

- How was it to listen?
- To be listened to?

What ideas might you bring to your work as a peer tutor or mentor?



Stabilizing Ourselves First

“An unstable mind is like an unstable camera: we get a fuzzy picture.” -Chris Germer

- Knowing the state of your mind in the moment, without judging it, evaluating it, or trying to change it. That is mindfulness.
- From a place of clarity, a person can consciously discern what is needed and respond in an appropriate and skillful way.

How do you stabilize and ground yourself?





Break Time!



Motivational Interviewing: OARS



Chumash in Tomol - Channel Islands National Park
NPS Photo/Robert Schwemmer

Open-Ended Questions

Affirmations

Reflective Listening

Summary Statements



Motivational Interviewing: OARS

Open-Ended Questions

- Questions that cannot be answered with a yes or no.
- Often start with words like “how” or “what” or “tell me about” or describe”
- Open-ended questions allow students to tell their story.
- These questions provide you with information about the student and how you can best meet their needs.

Motivational Interviewing: OARS

Examples of Open-Ended Questions

- “How has math been for you in the past?”
- “What are your preferred learning styles?”
- “How did the test go?”



Motivational Interviewing: OARS

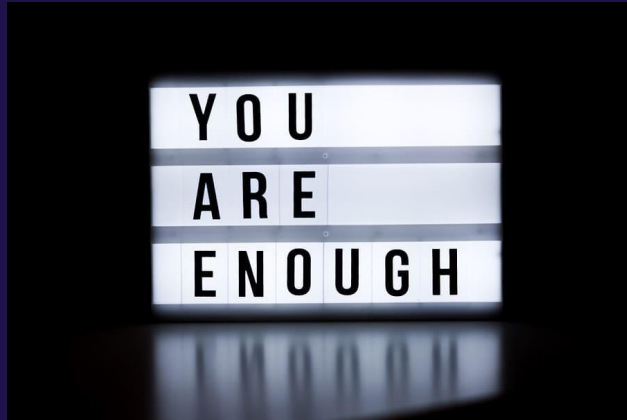
Affirmations

- Positive statements used to recognize student's hard work, to validate their experiences and feelings, and to acknowledge the difficulties they have experienced.
- Statements can help build the student's confidence and increase feelings of empowerment, and support and promote self-efficacy.
- Affirmations are useful for strengthening the relationship.

Motivational Interviewing: OARS

Examples of Affirmations

- “You did very well on the last exam.”
- “You are working very hard. Keep up the good work.”
- “I noticed that you arrived to our session on time, I appreciate that.”

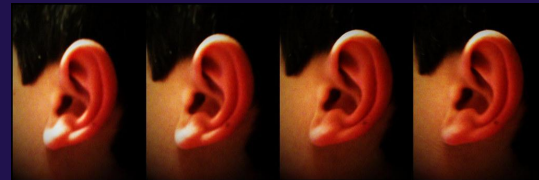


Motivational Interviewing: OARS

Reflective listening

- Reflective listening enables the student to hear their comments aloud through your voice.
- It shows your interest in what the student has to say and the desire to truly understand how they see things.
- This tool can draw attention to inconsistencies in behavior and goals without judgment.

Motivational Interviewing: OARS



Examples of Reflective listening

- “It sounds like you want to create new study habits, but you don’t know where to start.”
- “If I am hearing you correctly, you prepared for the exam by reading the chapter notes, but that was not enough.”
- “Earlier you said that you were completely prepared for the exam, but it sounds like there might have been some additional steps you might have taken.”

Motivational Interviewing: OARS

Summary statements

- Summary statements bring the conversation to a conclusion.
- You can start by simply saying that you want to summarize the conversation.
- For the tutee/mentee, it is a chance for them to correct things and provide additional information.
- The statements can also be a reminder of action that needs to be taken.

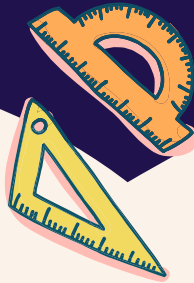
Motivational Interviewing: OARS

Example of Summary Statements

“So, today we discussed some possible solutions to get you to class on-time, and learned that you want to take action to help solve the problem.”



Role Play with Norma & Melissa



Role Play Round #1

- 1 Peer Tutor/Mentor
 - Do NOT read the scenario! Practice what you learned today
- 1 Observer
 - Grab the pennies, listen deeply, and give a penny when you hear an OARS statement from the tutor/mentor
- 1 Student Seeking Tutoring/Mentoring
 - Embody the scenario, make-up assignment details
 - Decide how much personal information to share, if any

Round #1 - Reflections

- How did that feel as a tutor/mentor? Tutee/mentee?
- What did the tutor/mentor do ...
 - to establish trust?
 - to encourage active learning and independence?
 - to establish a plan and close out the session?
- What else might have been useful to support the tutee/mentee?
- Were there situations that felt hard for you to handle or uncomfortable?

Cañada College Campus Resources

Below are categorizes of student support. Tell us two resources you are familiar with and two you want to learn about.

Academic Support:

Financial Support:

Community Support & Mentorship:

Health Support:

Job Support:



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Health Support: Cultural Center, Food Services, Health Center, Personal Counseling Center (formerly Psychological Services Program)

Job Support:



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Health Support: Cultural Center, Food Services, Health Center, Personal Counseling Center (formerly Psychological Services Program)

Job Support: Career Center



Know Your Resources!



Closing Heart Takeaways



Using your phone, please join the Padlet

How to Post: Click the "+" or double click anywhere to write, draw, or upload a picture! Reflect on the topics we covered today and respond to the Heart Takeaways prompts. These are anonymous, but feel free to sign your name if you want! :)



Thank you Cañada Peers!

Questions?

