



EnvironMentors[©] Getting to Know You Student and Mentor Commitments

As a Student or a Mentor, we ask you to commit to the following activities:

- Meet for a one-to-two hour meeting approximately once a week, or at least three times per month.
- Set goals for weekly progress.
- Stay in contact between meetings by phone and email. Make every effort to contact your mentor (mentee) if you are unable to make a weekly meeting.
- Work together to identify and refine an environmentally-related project topic, based on the students' interests, that can be extended into a comprehensive literature review and a manageable form of experimentation in which observations and data can be collected.
- Design a research plan for the student's completion of the following components (with support from the program coordinators and the class teacher):
 - Literature search on your topic utilizing library and web research tools.
 - Complete the initial Literature Review with mentor assistance.
 - Identify and conduct the Expert Interview.
 - Design and implement field experimentation in which at least 3 trials of observations and data are collected.
 - Analyze and present data visually with tables, charts, and graphs.
 - Write the Discussion and Conclusions sections of the Research Paper.
 - Design and develop a Project Display Board.
 - Develop a lesson plan based on the student's project and present it to an elementary school class (elementary school presentations coordinated by EnvironMentors).
 - Complete and present project at the EnvironMentors Fair.
 - Attend and participate in the EnvironMentors Awards Ceremony.

Suggestions for Mentors

Consider incorporating the following suggestions into your mentorship.

- Consider yourself your student's "coach" in developing a self-guided environmental research project from inception through completion.
- Take your student outdoors for experiences, such as hikes, bike rides, canoeing, etc..
- Be in contact with your student between weekly meetings by phone and e-mail to check up on his or her progress, offer support, etc.
- Do your best to introduce yourself to your student's parents or guardians and engage their support in your student's work in EnvironMentors. Some parents/guardians will be highly receptive to EnvironMentors and your work with their child, going so far as to invite you to dinner and family outings; others will be less so. Try not to take it personally.
- Help expose your student to college degree programs in environmental fields by talking to him or her about your college experience, how you made your college and career choices, what motivated you, what was positive about your experience, and what you would do differently if you had the chance to do it again.
- Help your student understand the importance of college and support him/her in college prep activities such as preparing for PSAT's, SAT's, ACT's, and identifying schools that might be suited to his/her interests and character, etc. This applies to students who are currently juniors and seniors as well as to sophomores and freshman.
- Expose your student to careers in environmental fields by talking about your profession, what you do on a day-to-day basis, inviting your student to meet with you in your office, and introducing him/her to other members of your organization's staff.
- Help your student to be a strong communicator by stressing the importance of a well written research paper and helping them prepare for their oral presentations to the elementary school students and to the judges at the EnvironMentors Fair.
- Remember that we are not saviors or even licensed social workers. Some of our students face steep odds compounded by complex issues at home and school. Help your student to take the next baby step, and the next, and the nextin order to be all that he or she can be over the short period of the EnvironMentors project. However, do NOT impose your own personal expectations on your student and do not expect to change circumstances in your student's world which are beyond your control and the scope of the program.
- **HAVE FUN!** Students will do better in the program when they feel a strong trust and bond with you. This bond is more easily developed as a result of sharing fun, positive experiences together. It's not always easy to include trips to the movies, ice skating rink, or a short winter hike into the rigors of developing the project. However, you can work to keep your meetings upbeat by being lighthearted yourself, meeting at lively places such as a coffee shop, bookstore, or restaurant.

Goals for EnvironMentors Students

- Meet with your mentor one to two-hour per meeting basis a once a week, or at least three times per month.
- Respect your mentor's most valuable asset, his or her **TIME**.
- Get and keep with you all your mentor's contact information, including home, work, and cell phone numbers, as well as email addresses and any other information you will need to stay in touch.
- **In the event that you cannot make a mentor meeting, CONTACT YOUR MENTOR IMMEDIATELY to reschedule.** If you cannot reach your mentor, call your EnvironMentors coordinator. In the event that you cannot make a workshop or other EnvironMentors event, you **MUST** contact your EnvironMentors coordinator.
- Provide your mentor and EnvironMentors coordinator with your class schedule, after-school and weekend schedule, and a list of your extracurricular activities and work schedule.
- Share all your contact information, including all phone numbers, addresses and e-mail addresses with your mentor and EnvironMentors coordinator.
- Initiate original ideas and **work independently outside of mentor-student meetings.**
- Be accountable for meeting all **project due dates.**
- Work with your mentor to design an experimental research project based on an environmental issue or topic.
- Attend all EnvironMentors workshops and school meetings.
- Try your best at the EnvironMentors Fair and attend and participate in the EnvironMentors Awards Ceremony.

In addition to these expectations, you can better ensure your project's success by:

- Make yourself available to your mentor between weekly meetings by **staying in good communication** via phone and e-mail.
- Consider your mentor your "coach" in developing a self-guided academic project from inception through completion.
- Expose yourself to environmental careers by initiating a visit at your mentor's workplace.



What EnvironMentors Will Provide

The EnvironMentors staff works to fully support you in your EnvironMentors experience. To that end, staff will:

- Work with you to assign a compatible student/mentor pairings based on shared interests and geographic location of your home and work to our partner schools.
- Provide manuals containing guidelines and how-to information on effective mentoring, development of environmental projects, and background materials on a range of local and global environmental issues.
- Offer mentor-student skills training workshops on project design and development, research, and presentation throughout the program season.
- Coordinate weekly in-class meetings with the students enrolled in the 2006-07 program at which staff provide exposure and hands-on instructional activities on a range of environmental issues as well as assistance with the project.
- Provide e-mail updates on upcoming events, workshops, and field trips, and assistance with student projects.
- Conduct regular phone consultations to help you in your progress with your student.
- Any other support you may need that we can accommodate!

We are looking forward to working with you. Do not hesitate to contact us at any time with questions or concerns.



All About My Mentor!

Contact information

Mentor's Name _____

Preferred e-mail: _____

Preferred phone: (Work/Home/Cell) _____

Secondary phone: (Work/Home/Cell) _____

Home Address: _____

Closest metro/bus: _____

Organization/agency/business my mentor works for: _____

My mentor's professional title: _____

Work address: _____

Work phone:

Closest metro/bus to work? _____

My mentor's life

My mentor's family includes: _____

Pets in my mentor's life have been: _____

Birthday (and age-optional): _____

My mentor went to college at: _____

My mentor majored in: _____

Some of the things my mentor does every day at work include:

Favorite thing my mentor likes about his/her job: _____

A few of my mentor's favorite things

Favorite foods: _____

Favorite music groups & singers & why? _____

My mentor's favorite activities outside of work: _____

Favorite things to do on weekends include: _____

Favorite animals/wildlife include: _____

Favorite thing to do outdoors or in nature: _____

Favorite book: _____

Favorite recent movie: _____

Some good times and locations for my mentor to meet include:

1st Possibility

Day of the Week/Time

Location

2nd Possibility

Day of the Week/Time

Location

3rd Possibility

Day of the Week/Time

Location



All About My Student!

Contact information

Name _____

Preferred e-mail: _____

Preferred phone: (Home/Cell) _____

Secondary phone: (Home/Cell) _____

Best time to call: _____

Home Address: _____

Closest metro/bus: _____

School: _____ Grade: _____

Closest metro/bus: _____

Age and birthday: _____

Emergency contact person and number: _____

My student's life

My student's family includes: _____

The pets in my student's life have been: _____

My student's specialty track or focus in school is: _____

Favorite thing about school and classes: _____

My student is interested in pursuing a career as: _____

My student may want to go to college at: _____

And major in: _____

A few of my student's favorite things

Favorite foods: _____

Favorite music groups & singers: _____

Favorite activities outside of school: _____

Favorite things to do on weekends: _____

Favorite animal/wildlife: _____

Favorite thing to do outdoors: _____

Favorite book my student has read recently: _____

Favorite recent movie: _____

My student's "EnvironMentors" science class period is:

Day of the week Time

Teacher's Name: _____

Teacher's Email: _____

Teacher's Work Phone Number: _____

My student's extra-curricular activities (i.e., part-time job, sports, community service, etc.) are:

What? _____ When? _____

What? _____ When? _____

What? _____ When? _____

What? _____ When? _____

What? _____ When? _____

What? _____ When? _____

Some good times and locations for my student to meet include:

1st Possibility

Day of the Week/Time

Location

2nd Possibility

Day of the Week/Time

Location

3rd Possibility

Day of the Week/Time

Location



Student/Mentor Meeting Commitment Form Student/Mentor Copy

Please go over and sign at your FIRST MEETING:

I, _____, agree to meet my mentor for our first meeting at the time and location specified below:

Date: _____

Time: _____

Location: _____

I will get to the first meeting location by (circle all that apply):

Bus
Walk

Metro
Get a ride from

(who) _____

Other _____

FUTURE MEETINGS

I, _____, will continue to meet with my mentor as follows:

Day of week: _____

Time: _____

Location: _____

Transportation (how?): _____

CONTACT WITH MY MENTOR

I, _____, agree to personally notify my mentor if I am unable to make a meeting **AT LEAST 24 HOURS IN ADVANCE**. I will do so by calling all numbers and writing to all emails my mentor provides me. If I do not reach my mentor, I promise to leave a message and continue to call my mentor until I speak to him/her directly (even if it takes a few days).

I, _____, agree to personally notify my mentor if I believe I will be late for a meeting (even by 15 minutes). I will do so by calling all numbers and writing to all emails my mentor provides me. If I do not reach my mentor, I promise to leave a message and continue to call my mentor until I speak to him/her directly.

I, _____, understand that if I fail to meet these basic commitments on an ongoing basis, I may be asked to leave the program.

Student's initials _____

Mentor's initials _____



Student/Mentor Meeting Commitment Form EnvironMentors Copy

Please give this copy to your student coordinator in class:

I, _____, agree to meet my mentor for our first meeting at the time and location specified below:

Date: _____

Time: _____

Location: _____

I will get to the first meeting location by (circle all that apply):

Bus
Walk

Metro
Get a ride from

(who) _____

Other _____

FUTURE MEETINGS

I, _____, will continue to meet with my mentor as follows:

Day of week: _____

Time: _____

Location: _____

Transportation (how?): _____

CONTACT WITH MY MENTOR

I, _____, agree to personally notify my mentor if I am unable to make a meeting AT LEAST 24 HOURS IN ADVANCE. I will do so by calling all numbers and writing to all emails my mentor provides me. If I do not reach my mentor, I promise to leave a message and continue to call my mentor until I speak to him/her directly (even if it takes a few days).

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I, _____, understand that if I fail to meet these basic commitments on an ongoing basis, I may be asked to leave the program.

Student's initials _____

Mentor's initials _____



Student to Mentor Interview—College Education

Following are some starter questions students can ask mentors about their own college experience.

The Application and Undergraduate Experience

1. When did you start thinking about and planning for college?
2. What influenced your decision about where you wanted to go to school and what type of school to attend (private, public, liberal arts, HBCU, etc.)?
3. What influenced your decision to go to a large, small, or medium sized school?
4. Did you choose to go to school near or far from where you lived? Why?
5. Did you have any idea at the time you started your freshmen year what you wanted to major in? Did you stick with this major or change it? Did you have a minor? When did you ultimately declare your final major and what was it?
6. What year did you graduate? If you had your undergraduate college years to do again, what would you do the same and what would you do differently?
7. How did you finance your undergraduate education?

Graduate School

1. Have you completed a Master's degree?
 - a. If yes, in what subject area?
 - b. What prompted your decision to want to obtain a Masters in this subject area?
2. If no, do you hope to complete a Master's?
3. What is currently motivating you to, or not to, pursue a Master's?



Student to Mentor Interview—Work and Career

Mentors are a great resource to give you insight into what it is like to work in environmental fields. Following are a few questions you can start with to interview your mentors about environmental careers.

- What are your first memories of wanting to work in the general area of science, technology, the environment, or the profession you are currently working? What was your inspiration?
- What experiences, including internships, fellowships, teaching assistantships, etc., led you to this current job?
- What do you like most about your job?
- What do you like most about your overall career?
- What special knowledge, skills, and abilities do you think are required for your current job?
- What do you feel are the special strengths that you bring to this job?

- What are some of your hopes and dreams for what you want to do in the future?

- Would you feel comfortable sharing your resume with me or sharing tips on how to create a useful and effective resume?

- Would you feel comfortable helping to design and build a resume for me?

- Any other thoughts or insights about how to make it in the general fields of science, technology, and/or the environment?



EnvironMentors[®] Get Outside Challenge

Our nation's capitol and the greater Washington, D.C. metropolitan area offers an unparalleled array of natural areas and facilities which provide access to diverse wildlife and natural resources. As a student with the DC EnvironMentors Project, you have a unique opportunity to utilize many of these sites as part of your EnvironMentors project research and/or to simply visit with your mentor. We encourage you to explore the "Environment at D.C.'s Doorstep," and learn as much as you can about what makes your city a great place to live during your EnvironMentors experience.

National Park Service/National Capital region - There are over 30 national park sites in the Washington, DC-area and many are metro accessible. Check out what National Capitol Parks has to offer at: Web: <http://www.nps.gov>. Phone: 202.619.7077

Anacostia National Park-Aquatic Education Center - Located on the banks of the Anacostia River in Anacostia Park, the Aquatic Education Center is equipped with displays, touch tanks, and wet lab. A "must-see" for any student conducting his or her project on fish, river health, and/or aquatic life.
2700 Anacostia Dr., SE Washington, DC Phone: 202.645.6068

Audubon Naturalist Society/Woodend - The Audubon Naturalist Society's preserve at Woodend is beautiful natural area which offers hiking trails, and observations of native wildlife and vegetation. ANS/Woodend also has a well-stocked gift shop and book store which offers many resources and supplies for projects. Phone: 301.652.9188 ex.3006
Web: <http://www.AudubonNaturalist.org> E-Mail: learn@AudubonNaturalist.org

Chesapeake and Ohio (C&O) Canal National Historical Park - Alongside the Potomac River, the C&O Canal stretches from Georgetown to Cumberland, MD. The C and O Canal provides many opportunities to learn about the geography, geology, economics, environmental and industrial history of our region. Georgetown: 202.653.5160 Great Falls: 301.299.3613
Web:http://www.nps.gov/choh/co_visit.htm

Hard Bargain Farm- On the banks of the Potomac River, Hard Bargain Farm specializes in wetlands and watersheds as well as agriculture education. The Farm is home to a wide variety of farm animals including cows, goats, chickens, and others.
3400 Bryan Point Road Accokeek MD 20607 Phone: 301.283.2113
Web: <http://www.hardbargainfarm.org>

Mason Neck State Park (Virginia). Mason Neck State Park is a great place to see hawks and other migratory birds during fall and spring migration as well as a great place to hike and observe native plants and other wildlife. The facility has an extensive collection of research materials, a wet lab and a variety of sampling equipment. 7301 High Point Road Lorton, VA 22079 Phone: 703.550.0362
Web: <http://www.state.va.us/~dcr/parks/masonnec.htm>

National Zoological Park — Friends of the National ZOO -The National Zoological Park is home to more than 5,800 animals—mammals, birds, reptiles, amphibians, fish, and invertebrates. It was the first zoo established with the purpose of saving animals on the brink of extinction. Today, nearly 130 of the Zoo's species of animals are endangered or threatened. Connecticut Ave., NW between Cleveland Park and Woodley Park. Metro stops Take the Red Line to the Woodley Park/Zoo/Adams-Morgan stop or the Cleveland Park stop; the Zoo entrance lies half-way between these stops, and both are a short walk from the Zoo. Phone: 202.673.4954 Web: <http://www.fonz.org>

River Farm --George Washington's River Farm offers an extensive array of horticulture collections and greenhouses. A great place to visit for any student whose project has to do with plants, sustainable agriculture, or horticultural research. 7931 East Boulevard Drive Alexandria, VA 22308 Phone: 703.768.5700 Web: <http://www.ahs.org> E-mail: info@ahs.org

Riverbend Nature Center--Located on 409 acres of flood plain and upland forest along the Potomac River. A good place to view native plants and wildlife. 8814 Jeffery Road Great Falls, VA 22006 Phone: 703.759.3211

The US Botanic Garden Conservatory— Located at Independence Avenue, SW and First Street, the US Botanic Garden is the nation's oldest continuously operating public garden. The Conservatory maintains about 26,000 plants, used for exhibition, study, and exchange with other institutions. Collections include economic plants, medicinal plants, orchids, cacti and succulents, bromeliads, cycads, and ferns. Opened in 1820, it is considered a national treasure. Open every day from 10am-5pm. Check out www.usbg.gov to find out what plants are in bloom. Phone: 202-225-8333

U.S. Department of Agriculture, National Arboretum--Located on 446 acres, the National Arboretum provides access to major gardens including: the aquatic garden located at the Visitors Center, the National Bonsai & Penjing Museum, the Asian Collections, the Conifer Collections, the National Grove of State Trees, the Friendship Garden, the Native Plant Collections, the Capitol Columns, and The National Herb Garden. The National Arboretum also houses an extensive variety of single-genus groupings including: hollies, crabapples, azaleas, daffodils, magnolias, boxwoods, irises, daylilies, peonies, dogwoods, and maples. A great place to study plant life or simply take a walk in a beautiful environment. United States National Arboretum 3501 New York Avenue, NE Washington, DC 20002-1958 Follow New York Avenue east to the intersection of Bladensburg Road. Turn right (south) onto Bladensburg Road and go 4 blocks to R Street. Make a left on R Street and continue 2 blocks to the Arboretum gates. Phone: 202-245-2726 Fax: 202-245-4575 <http://www.usna.usda.gov/Information/directions.html>

US Fish and Wildlife Service Patuxent National Wildlife Refuge and National Visitor's Center Patuxent Research Refuge supports a wide diversity of wildlife in forest, meadow, and wetland habitats. The land is managed to maintain biological diversity for the protection and benefit of native and migratory species. During the fall and spring migrations, many waterfowl species stop to rest and feed. Over 200 species of birds occur on the Refuge. The Visitor Center houses a variety of interactive exhibits which focus on global environmental issues, migratory bird routes, wildlife habitats, and endangered species recovery efforts. Located off Powder Mill Rd. between the Baltimore/Washington Parkway and Route 197, south of Laurel, MD. <http://patuxent.fws.gov> Phone: 301.497.5763