DBG

DOWNTOWN BOXING GYM

LEARNER DESCRIPTIONS

OUTCOMES & ASSESSMENTS

SUBMITTED BY

BLAKE BRAXTON | ISHA DHITAL | KELLY MARSHALL

MIA PORTER

AGE 21
EDUCATION
Current Student | Psychology Major
The University of Michigan
PROFESSION
Administrative Assistant
LOCATION Ann Arbor, MI
RACE/ETHNICITY Asian

DETERMINED HELPFUL	QUIET CREATIVE

BIO

Mia Porter is a 21-year-old college student who is originally from Alpena, Michigan. She grew up in a traditional family home with a mother and father and two older siblings, a brother, and a sister. Mia was a carefree child who enjoyed getting lost in books and her imagination. As she approached the 5th grade, some things had changed in her home life, and her mother was no longer living in the home with her father and two siblings. She knew something was different, but she was too young to comprehend what was happening; no one spoke about the situation. At this point, she had no support with what she was feeling, and she carried on with many questions left unanswered. As she approached high school graduation, she desired to move downstate and attend The University of Michigan in Ann Arbor to pursue a degree in psychology. She wanted to dedicate her future to helping children through similar situations that she went through as a young child. In her senior year, she was looking at career opportunities after graduation. She was intrigued by a volunteer opportunity at the Downtown Boxing Gym, located in Detroit, MI. DBG's values and mission aligned with her mission and values, and she's hopeful of making an impact on just one child.

GOALS/ASPIRATIONS

- Getting into her preferred graduate program
- Getting a job after graduation
- Graduating Summa Cum Laude
- Having a family of her own

FRUSTRATIONS/FEARS

- Juggling the stress of being a student between schoolwork and working
- Anxious about finding a job after graduation
- Living with 6 roommates in a rented apartment
- Wondering the location of her mom

MOTIVATIONS

INTERNAL
Learning ●●●●●●○○○○
Attitude ●●●●●●●●●○
Achievement ●●●●●●●○○○
EXTERNAL
Incentive ●●●○○○○○○○
Fear ●●●●●●○○○
Power ●●○○○○○○○○
Social ●●●●●●○○○

PERSONALITY

LOW   HIGH

Openness ▬▬▬▬▬━━
Conscientiousness ▬▬▬▬▬▬━
Extroversion ▬▬▬━━━
Agreeableness ▬▬▬▬▬━━
Neuroticism ▬▬━━━━━

RYAN MURRAY

LEADER OUTGOING	COMPASSIONATE HELPFUL

BIO

Ryan Murray is a 38-year-old Assistant Principal at a public school in Detroit. Ryan is a white male born and raised in Auburn Hills, Michigan. He was a child of a Superintendent and a Social Worker. Fortunately for Ryan, he never experienced financial struggles growing up. Ryan was an outstanding student, he seldom struggled in any of his classes. Ryan attended The University of Michigan on a full scholarship. He was extremely active on campus; he joined various organizations and clubs centered around helping local youth. He received his bachelor's degree in education with a specialty in Elementary Education. Ryan was offered a job as a history teacher at his former high school Auburn Hills High school. He taught at Auburn Hills High School for 13 years. He received various honors for his innovative teaching strategies. With all his success he found a new challenge Ryan accepted a position at a high school in Detroit to serve as an assistant principal. Ryan has been in his role as an assistant principal for 8 months and for the first time in his life he is struggling with something he is passionate about. He is facing a culture shock, his previous school was represented by primarily White/ Caucasian students, with only 10% of the student body being Black/ African American. Ryan's new place of work is primarily black. The school is in a low-income area and has a staggering 55% graduation rate. Ryan recently found the DBG, and he hopes that by joining up with this organization he can foster more positive relationships with his students. He believes his inability to connect with students directly affects student success. Ryan Is excited to help, he cares about his students and wants to help improve the culture.

GOALS/ASPIRATIONS

- Fostering positive relationships with students
- Becoming principal
- Higher graduation rate at his school
- Being a principal at the top-rated high school in Detroit

FRUSTRATIONS/FEARS

- Fear of loss of control
- Offending his students
- Not being able to provide
- Failing in a new role

MOTIVATIONS

INTERNAL
Learning ●●●●●●●●○○
Attitude ●●●●●○○○○○
Achievement ●●●●●●●●○○
EXTERNAL
Incentive ●●●●●○○○○○
Fear ●●●●●●●●○○
Power ●●●○○○○○○○
Social ●●●●○○○○○○

PERSONALITY

LOW / HIGH

Openness
Conscientiousness
Extroversion
Agreeableness
Neuroticism

OLIVIA GARCIA

AGE 16
EDUCATION
Current High School Student | Junior
Thurston High School
PROFESSION
N/A
LOCATION Redford, MI
RACE/ETHNICITY Hispanic

KIND
OUTGOING

GOAL-ORIENTED
INDEPENDENT

BIO

Olivia Garcia is a 16-year-old high school student. Olivia is of Hispanic descent. She is the only child of a single parent household. Olivia lives with her mother, her father passed away when she was 5. She attends Thurston High school. Olivia is a continually active student, she leads 3 student organizations, the debate club, the homecoming committee, and the young leaders of tomorrow. She has a 3.8 GPA and is hopeful that at the end of the semester she will be able to push her GPA to a perfect 4.0. Olivia's classmates consider her to be a bit of an over achiever, she struggles to accept failure. Olivia has a bubbly personality; she Is kind to everyone she encounters. Her enthusiastic personality can come off as fabricate at times. Most people are not as cheerful as Olivia and her kindness can be misinterpreted as fraudulent. Olivia heard about the DBG from her high school counselor. She sees it as an opportunity to help students in need. She also will gain community service hours towards graduation and knows it will be something to add to her college applications.

GOALS/ASPIRATIONS

- Graduate high school
- Going to college
- Becoming prom queen
- Getting her driving license

FRUSTRATIONS/FEARS

- Fear of failure
- Bad grades
- Not being seen as genuine
- Staying stagnant

MOTIVATIONS

INTERNAL
Learning ●●●●●●●●○○
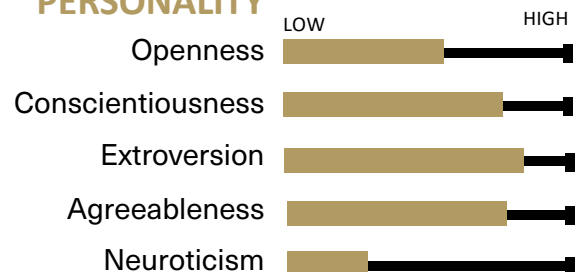Attitude ●●●●●●○○○○
Achievement ●●●●●●●●○○
EXTERNAL
Incentive ●●●●●●●○○○
Fear ●●●●●●●●●○
Power ●●●○○○○○○○
Social ●●●●●●●●●○

PERSONALITY

LOW   HIGH
Openness
Conscientiousness
Extroversion
Agreeableness
Neuroticism

GLORIA KENT

AGE 64

EDUCATION

Master's in English Literature
Wayne State University

PROFESSION

Retired Writer

LOCATION Munising, MI

RACE/ETHNICITY White

MOTIVATED	COMPASSIONATE
ORGANIZED	VALUES RELATIONSHIP

BIO

Gloria Kent is a 64-year-old retired writer who recently moved to Munising, Michigan, with her husband. Gloria was born and brought up in Detroit and spent most of her career working in a publishing company, and now as a retiree wants to give back to her community. She's energetic, self-motivated, organized, and passionate about writing and would like to keep herself busy in this new phase of her life by continuing to use the skills she honed as a writer. However, moving away from Detroit has made her homesick, missing her kids and children, and she feels socially isolated from her friends. She is interested in volunteering but cannot find many local volunteering opportunities in her rural community to fill this void. In addition, Gloria is inexperienced in volunteering and is looking to find an organization that can provide clear guidance and training, and opportunities to meet new people. In terms of technology, she's not very tech-savvy and only uses it for checking e-mails, networking, and light browsing.

GOALS/ASPIRATIONS

- Strengthen her skills she honed as a writer
- Gain a sense of accomplishment through helping others
- Make new friends
- Stay active through retirement

FRUSTRATIONS/FEARS

- Missing her grandchildren
- Not staying active enough in retirement
- Her and her husband's health
- Losing her purpose in life
- Technology

MOTIVATIONS

INTERNAL

Learning ●●●●●●●○○○
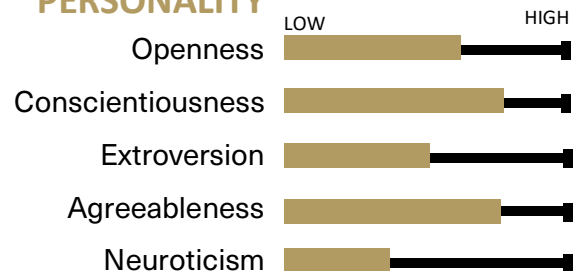Attitude ●●●●●●○○○○
Achievement ●●●●●●●●○○

EXTERNAL

Incentive ●●●●●○○○○○
Fear ●●●●●●●●○○
Power ●●●●○○○○○○
Social ●●●●●○○○○○

PERSONALITY

	LOW	HIGH
Openness		
Conscientiousness		
Extroversion		
Agreeableness		
Neuroticism		

CONTENT	LEARNING OUTCOMES	ASSESSMENTS
Course Introduction (2 minutes)	N/A	N/A
Virtual Tour of DBG Facility (5 minutes)	• Virtual volunteers will always be able to identify key locations of the DBG facility utilizing a 360 virtual tour.	• Virtual volunteers will accurately label key locations on a DBG virtual tour.
Virtual Volunteer Expectations & Responsibilities (20 minutes)	• Virtual volunteers will recognize how to communicate with their student(s) with confidence and respect during an online simulation consistently. • Virtual volunteers will apply active listening skills during three auditory simulations. • Virtual volunteers will describe the importance of consistency and stability during one reflection exercise. • Virtual volunteers will practice empathy towards students during one photo analysis simulation.	• Virtual volunteers will be presented with branching scenarios involving multiple decision points. • Virtual volunteers will participate in an audio activity and select appropriate answers based on what they hear. • Virtual volunteers will answer a self-reflection question centered around an inconsistency they have encountered. • Virtual volunteers will review one image and give a short answer response in correlation to the subject in the image.
Zoom & Resource Training (15 minutes)	• Virtual volunteers will demonstrate how to use the Zoom interface through two task-based simulations. • Virtual volunteers will be able to identify appropriate learning material for students through three presented scenarios.	• Virtual volunteers will partake in a task-based simulation of Zoom features. • Virtual volunteers participate in three scenarios where they match learning materials with appropriate students.

A Day in the Life of a Virtual Volunteer (10 minutes)	• Virtual volunteers will describe the structure of how to run mentoring sessions through two task-based simulations.	• Virtual volunteers will participate in two task-based simulations selecting the correct actions during a mentoring session.
Virtual Volunteer Connection (5 minutes)	• Virtual volunteers will always be able to use the provided hyperlink to locate the DBG volunteer Facebook group. • Virtual volunteers will be able to generate one introduction post on the DBG volunteer Facebook group.	• Virtual volunteers will join the DBG volunteer Facebook group. • Virtual volunteers will post a brief introduction on the DBG volunteer Facebook group.
Wrap Up – Next Steps (2 minutes)	N/A	N/A