



PROFESSIONAL DEVELOPMENT AND LEADERSHIP PROGRAM GUIDE

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IMPLEMENTATION NOTE

EngenderHealth implemented this program with youth aged 14 to 18 in Texas, between 2015 and 2019. The information in this publication reflects concepts and best practices that the authors deemed comprehensive and relevant to their target beneficiaries at the time of production. As the authors recognize that the landscape surrounding sexual health, identity, and safety are continually evolving and expanding, future users should consider incorporating updated language, inclusivity concepts, and other best practices as appropriate. To maintain a lens of inclusivity in future replications, providers, educators, and implementers should adapt materials to reflect, respect, and respond to the unique needs and aspirations of the targeted population.

Additionally, this guide is part of a full implementation suite that includes the *Re:MIX—Supporting Youth to Maximize their Strengths, Imagine a Healthy Future, and Explore their Identities* (the curriculum); *Re:MIX Program Implementation and Adaptation Manual*; and the *Re:MIX Training of Facilitators Guide*. Further, this suite of materials in part built upon our earlier work and resultant materials from the Gender Matters program. For copies of these materials, please visit www.engenderhealth.org.

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INTRODUCTION TO THE PROGRAM



SECTION 1

Welcome to the *Re:MIX Professional Development and Leadership Program (PD&LP) Guide*. This program is a component of the full Re:MIX program model, which is detailed further below.

EngenderHealth developed this guide as a tool for engaging Re:MIX peer educators in professional development and leadership opportunities, but also designed this guide to be adapted and implemented with diverse groups of youth participating in other programs.

The overall goal of the PD&LP is to develop, enhance, and expand the professional skills and leadership potentials of young people between the ages of 18 and 24. The program aims to help Re:MIX peer educators develop positive attitudes and behaviors that will prepare them for success in postsecondary education and the workforce. The program comprises a blend of activities designed to teach, practice, and reinforce proficiencies and skills in four core competency areas (accountability, communication, leadership, and personal motivation), described in detail in the guide.

This guide assumes that future implementers will have a basic understanding of their own youth populations, as well as best practices for working with high school or postsecondary youth. It is important that implementers carefully design their program to be developmentally and culturally appropriate.

Please see **Appendix 1-A: Guiding Research and Reference Material** for some of our favorite training and design resources, many of which informed the development of this guide and our approach.

1.1: OVERVIEW OF RE:MIX

THE RE:MIX PROGRAM

Re:MIX is an evidence-informed, comprehensive, and inclusive health education program that includes age-appropriate, medically accurate, factual information on a broad set of topics related to human development, healthy relationships, gender, decision-making, contraception, and the prevention of sexually transmitted infections (STIs). Re:MIX builds on the idea that youth deserve the chance to **M**aximize their strengths, **I**mage healthy futures, and **E**xplore their identities.

Figure 1. Re:MIX Core Elements



Curriculum

This science-based, evidence-informed curriculum incorporates game-based tools, technology, and storytelling co-delivered by a professional health educator and a peer educator.

Peer Educator Professional Development and Leadership Program

Peer educators receive an extensive professional development program that includes mentoring and ongoing coaching, training, and skills practice in four core professional development domains.

Community Health Services Linkage

Youth and peer educators are connected to community health services that are welcoming to teens, including lesbian, gay, bisexual, transgender, and questioning youth (LGBTQ).

The program's goal is to empower and educate adolescents (aged 13–17 years old) and young parents (aged 18–24 years old) to identify life goals and avoid pregnancies and STIs, which could interfere with achieving those goals.

Re:MIX uses an innovative approach, combining ways of engaging and empowering youth that are fun and relevant with opportunities to learn and practice the crucial skills that teens need to be able to make healthy, responsible, and safe life decisions and to lead healthy lives. Educators use theatre, movement, and hip-hop methodologies to encourage students to tap into their creative, expressive, and collaborative selves. Students build knowledge and critical thinking skills in all aspects of their lives, including their sexual lives.

THE RE:MIX PHILOSOPHY

This is a program centered around youth. As such, EngenderHealth was dedicated to involving youth in developing, maintaining, evaluating, and refining the program. Our Re:MIX peer educators served in many roles: program participant, educator, role model, and partner. As part of our youth empowerment focus, we strived to incorporate their input and ideas as a means of directing the structure and progress of the program.

1.2: PEER EDUCATORS AND PEER EDUCATION

WHAT IS PEER EDUCATION?

Peer education is the teaching or sharing of information, values, and behaviors with others who share similar social backgrounds or life experiences. Peers serve as natural educators, role models, and enablers for one another—making peer health education a comfortable and seamless facilitation approach, especially for discussing sensitive topics like sexual and reproductive health (SRH).¹

In Re:MIX, young parents served in leadership roles as peer educators who educated participants on important health issues and promoted positive behavior change by establishing healthy sexual norms and changing risky attitudes and sexual behaviors within community youth groups. Additionally, the young parents had the opportunity to develop positive life skills in such areas as leadership, facilitation, communication, and collaboration—in addition to mastering relevant SRH education. The development of these skills, the learned SRH education, and the support network of other young parents together serve as the protective factors that reduce the occurrence of subsequent pregnancies among peer educators.

RE:MIX PEER EDUCATORS

During our implementation of the program, we engaged peer educators who were young parents (between the ages of 18 and 24) to participate in cohorts of four or five. They applied to Re:MIX to facilitate the sexual health curriculum to middle and high school students for one full school year (e.g., August to June). In addition to facilitating Re:MIX in classrooms, peer educators participated in PD&LP activities and projects to grow their leadership and professional skills. These PD&LP activities and projects are the focus of this guide. In late spring, these peer educators formally exited our program and pursued other job placements, other training programs, or postsecondary education opportunities to further enhance their knowledge and career development.

1. Toli, M.V. 2012. "Effectiveness of Peer Education Interventions for HIV Prevention, Adolescent Pregnancy Prevention and Sexual Health Promotion for Young People: A Systematic Review of European Studies." *Health Education Research* 27, no. 5: 904–913.

CONSIDERATIONS AND ASSUMPTIONS

Figure 2. Maslow's Hierarchy of Needs

Self-actualization

Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem

Self-esteem, confidence, achievement, respect of others, respect by others

Love/belonging

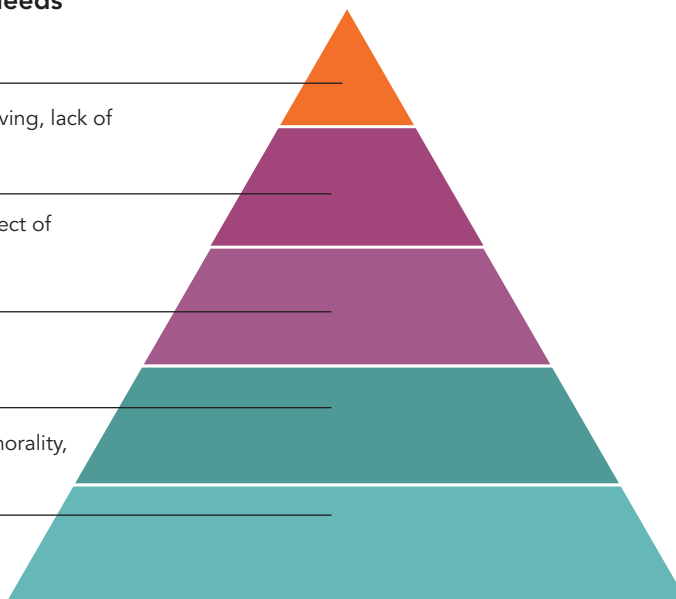
Friendship, family, sexual intimacy

Safety

Security of: body, employment, resources, morality, family, health, property

Physiological

Breathing, food, water, sex, sleep, homeostasis, excretion



When working with young parents and vulnerable youth, it is important to respect their lived experiences and to use a strengths-based approach that honors the assets they bring to programs and communities. However, it is also critical to remember that the basic needs of a person must be met before they can attain health, social, and economic successes.² If some of a person's basic needs (physiological and safety, for example) are not being met, it is much more difficult for them to receive benefits from activities related to higher levels of development.

We have encountered challenges in working with peer educators experiencing such issues as abuse, chronic illness, homelessness, postpartum depression, and the lack of a family support system. We have also encountered challenges related to the literacy levels of youth, which required further training and support beyond the original program scope. We believe in providing as many opportunities as possible for youth who want to participate, but it is critical to draw boundaries around what the program is and is not. For example, it was important for us to determine how many low-, mid-, and high-need youth we could engage in each cohort while still ensuring quality program delivery. The PD&LP is designed to be flexible and to empower and connect youth to resources; however, it is not designed to be an academic, counseling, or social services program.

In our model, peer educators applied and interviewed to participate in the program. If you will be working with young parents or vulnerable youth, we suggest using a similar hiring process to establish basic expectations that will ensure a successful program. Key issues to confirm during the hiring process include the following:

- Their basic needs (clothing, food, housing, etc.) are met already.
- They have a basic support system (family members, friends, etc.) already.
- They want to attain postsecondary education and/or job training.
- They have reliable transportation to attend activities (including public transportation options).
- They have basic literacy and computer skills.

2. Maslow, A. 1954. *Motivation and Personality*. New York, NY: Harper.

We recognize that youth come from a variety of backgrounds and have different experiences and needs. However, we recommend you consider your organization’s own assumptions, expectations, and capacity in determining your eligibility criteria. You should assess these issues during the recruitment, hiring, and retention processes.

THE RE:MIX CODE

The Re:MIX Code (“The Code”) was initially designed by our first peer educator cohort and enhanced by subsequent cohorts to help outline the expectations for our young leaders; the adult support staff abided by The Code, too. We recommend adapting The Code, or designing your own with your youth, as you begin your program.

Introduce and discuss The Code in detail during program orientation. Program leaders can encourage and empower youth to adapt The Code during this time, if desired. All peer educators should sign off on The Code to demonstrate their understanding and commitment to the program. Visually display The Code in a poster, handout, and/or on digital media to serve as an ongoing reference and reminder during program implementation.

Use The Code as a tool for redirection, to reinforce the competencies, to celebrate successes, and to work through challenging situations that may arise. Implementers may also wish to consider creating additional incentives for going above and beyond The Code or consequences for breaking it.

Please see **Appendix 1-B: The Code** for printable copy of The Code.

THE CODE

BE...

☒

Prepared

☒

Proactive

☒

Professional

☒

Present and Focused

☒

On Time

☒

Respectful

☒

Responsive

☒

Open and Flexible

☒

Your Best Self

☒

A Role Model





1.3: GUIDING PRINCIPLES AND PHILOSOPHIES

POSITIVE YOUTH DEVELOPMENT

Re:MIX celebrates the inherent strengths and maturing interests of youth participants and peer educators. Engaging youth in meaningful ways as program staff emphasizes their value as authors of and experts in their own lives. Similarly, inviting youth participants to engage in curriculum discussions, activities, and exercises builds their individual agency and self-efficacy as they reflect on who they are and who they aspire to become. By exploring life goals while simultaneously analyzing the limitations that gender and cultural expectations create, youth are better able to understand how to combat gender and other social inequalities.

Re:MIX is explicitly based in the Search Institute's 2014 Developmental Assets Framework, which draws upon internal assets (i.e., empowerment, positive identity, positive values, and social competencies) and external assets (i.e., positive peer influence and relationships with caring and supportive adults) that foster positive youth development.³

YOUTH-ADULT PARTNERSHIPS

Young people are more likely to be successful when they experience developmental relationships with important adults in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.⁴ In addition, advocates of youth-adult partnerships believe that programs are more sustainable and effective when youth are partners in their design, development, and implementation—and that evaluation results are more realistic when youth assist in gathering and providing the data that informs the evaluation.⁵

EngenderHealth developed, piloted, and enhanced the PD&LP in partnership with youth and requires implementers to similarly support positive youth-adult partnerships through program delivery. Specifically, these positive and effective youth-adult partnerships are critical to successfully completing special projects, fostering community engagement, and identifying mentors that are relevant, interesting, and meaningful to youth. Furthermore, youth are expected to provide participant and program data through various feedback channels to inform ongoing adaptations and enhancements.

3. Search Institute. 2006. *The 40 Developmental Assets for Adolescents*. Minneapolis, MN: Search Institute. <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>.

4. Search Institute. 2018. *The Developmental Relationships Framework*. Minneapolis, MN: Search Institute. https://www.search-institute.org/wp-content/uploads/2018/05/Developmental-Relationships-Framework_English.pdf.

5. Norman, J. 2001. "Building Effective Youth-Adult Partnerships." *Transitions: The Rights. Respect. Responsibility* 14, no. 1. Washington, DC: Advocates for Youth. <https://advocatesforyouth.org/resources/fact-sheets/building-effective-youth-adult-partnerships/>.

INCLUSIVE PROGRAMMING

The PD&LP validates, supports, respects, and values the identities of all youth and responds to the diverse needs of young learners from a variety of backgrounds, abilities, and learning styles. Incorporating inclusive strategies within the program delivery model and the curriculum content contributes to a safe learning environment where participants feel equally valued, supported, and included.

The PD&LP intentionally creates a safe and inclusive environment at the onset of the program, beginning in the first session with an introduction to classroom expectations that are reinforced throughout the subsequent workshops. The curriculum also features a variety of pedagogical methods and teaching strategies (e.g., games, individual reflection time, lectures, paired and group discussions, role-play activities, and tactile learning opportunities) to ensure youth of all learning styles and abilities are able to learn and acquire skills. The program also incorporates training for facilitators around the use of inclusive language and approaches for demonstrating understanding of and respect for youth's differing backgrounds.

WORKFORCE AND POSTSECONDARY EDUCATION READINESS⁶

Through research and experience, we have identified key components for effective workforce development programming. Research has consistently acknowledged the following evidence-based components of effective workforce development programs: (1) combined academic and technical training with a focus on employability, (2) comprehensive social services (e.g., academic advising, counseling, housing support, and job placement), (3) connections to potential employers, and (4) an understanding of viable employment opportunities in the local labor market.

We understand that early work experiences are especially critical for young people, which is why we designed this guide around four competency areas that emphasize key workplace skills identified by community stakeholders. We strategically designed our PD&LP trainings, special projects, mentoring opportunities, and community engagement activities to equip youth with the knowledge and skills they need to expand their employability. The program also connects participants to career development, technical training, and future employment opportunities relevant to their needs and goals. Further, while the PD&LP is not a counseling program, it does seek to educate and connect peer educators to social services that can support their success. To support all of the above, the program couples paid work experience with on-the-job training.

6. Jobs for the Future. 2016. *Youth Workforce Development*. Washington, DC: Jobs for the Future. https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Workforce_Development_Paper_062316.pdf.

1.4: INTENDED OUTCOMES

The PD&LP’s outcomes focus on improvements in learning, application, and behavior change (see Figure 3) and build upon the four core competencies that serve as pillars to this guide (discussed in the next section). EngenderHealth drafted these short- and long-term outcomes with an initial stakeholder group before piloting Re:MIX and the PD&LP, and then further refined the outcomes with the support of our evaluation partners after the initial pilot. The stakeholder group represented diverse perspectives of employers, youth and young parents, sexual health educators, school personnel, and other youth development program leaders.

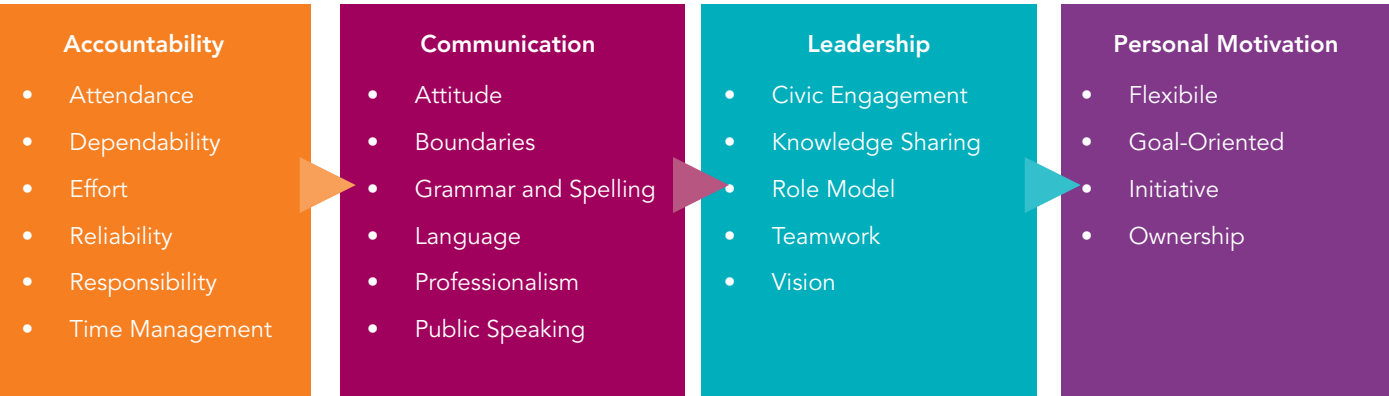
Figure 3. Intended Outcomes



1.5: COMPETENCY DOMAINS

The PD&LP focuses on four key competency domains and corresponding sub-competencies (see Figure 4), which we have found support a set of critical hard and soft skills needed to be successful in postsecondary education and workforce and career development programs. We selected these competencies using various methods of data collection, research, and refinement during the design and piloting phases of the program. The PD&LP incorporates a blend of activities designed to **teach, practice,** and **reinforce** proficiencies and skills in these four core competency areas. When the PD&LP is used in conjunction with the full Re:MIX program, peer educators receive a richer experience. Each training plan and special project contained in this guide (see **Sections 3** and **4**), includes a competency crosswalk articulating the competencies we expect the youth to strengthen through that specific training session or project. We intentionally incorporated activities that addressed all sub-competencies at least once.

Figure 4. Competencies and Sub-Competencies



We have directly witnessed our program’s effectiveness as the peer educators we have worked with have demonstrated success in their personal and professional lives upon completion of our program. They have attended colleges, participated in workforce programs, and received degrees and certifications upon completion; they have also established long-lasting mentorships with professionals in their fields of interest and secured jobs that aligned with their career goals. They have also benefited from improved communications with friends and families, become experts at advocating for themselves and their peers, and have become sought-after presenters and facilitators for local and national speaking engagements and trainings.

“

“I have gained a lot of confidence in myself. I have learned to appreciate my own story and life more than I did before I started this program.”

Former Re:MIX Peer Educator

ACCOUNTABILITY

Establishing and cultivating a sense of accountability is crucial to developing and strengthening responsible attitudes and behaviors. This competency is challenging for people at all ages, which is why understanding the importance and implications of being accountable to yourself and others is critical at a young age. In the professional world, accountability shows responsibility for one's role and expectations, supports productive and high-functioning teamwork, and promotes trust and integrity. The PD&LP depends upon the accountability of program participants in order to ensure they fully benefit from the program. We promote this accountability by having participants complete such activities as:

- Developing and then demonstrating progress towards goals
- Understanding and adhering to individual roles within teams
- Completing and reflecting on pre-, mid-, and end-of-year surveys for continuous improvement and growth
- Learning how to provide, receive, and respond to feedback on expectations, performance, and teamwork

“

“I have grown in realizing what I am capable of and that I can track progress without validation from others.”

Former Re:MIX Peer Educator

“

“Expressing yourself can be hard but necessary! Note to self: What you want, need, and desire is important and worth being heard!”

Former Re:MIX Peer Educator

COMMUNICATION

Communication is complex, nuanced, and multifaceted. Verbal and nonverbal communication skills are critical to successful personal and professional relationships. It is important that communication and feedback among team members remain appropriate, direct, honest, and respectful. The PD&LP focuses on certain areas of communication that benefit youth who are preparing to attend postsecondary education or enter the workforce. Our communication activities focus on supporting youth in:

- Strengthening in-person and written professional communications, including through participation in meetings, email communications, and reflective and technical writing opportunities
- Learning and applying storytelling and networking skills
- Modeling and practicing personal and professional boundaries
- Learning how to provide, receive, and respond to feedback from peers and employers on expectations, performance, and teamwork
- Presenting information, demonstrating skills learned, and sharing accomplishments from special projects at workshops or conferences

“

“Communication is human connection; it’s how we build community with each other to create change. With communication of great minds, that change is usually great.”

Former Re:MIX Peer Educator

“

“I have improved or gained skills on what assertive communication is and how to effectively utilize it in different scenarios. Also, to be direct yet sensitive to others when communicating.”

Former Re:MIX Peer Educator

LEADERSHIP

Leadership is demonstrated in many ways and through various roles. Building youth leadership skills is critical to empowering the next generation to lead in their communities and beyond. The PD&LP facilitates and demonstrates various aspects of youth leadership through supporting peer educators in:

- Examining characteristics and roles of leaders
- Analyzing personal and group leadership styles and exploring how different styles affect group success
- Learning about as well as planning and leading team-building activities
- Modeling professionalism in the program and community
- Demonstrating respect for all people inside and outside of the group
- Identifying opportunities to “stand up” and “stand back,” and understanding how to determine when each strategy is most appropriate

“

“The most important lesson I’ve learned is working with the different personalities... how to co-facilitate, do trainings and meetings together, and be a team.”

Former Re:MIX Peer Educator

“

“Leadership for me is not walking ahead and taking the lead. It’s grabbing their hand and saying ‘Let’s do this together.’”

Former Re:MIX Peer Educator

PERSONAL MOTIVATION

For the personal motivation competency, we strengthen participants' skill sets in such areas as discipline, critical thinking, and initiative in order to help them identify and achieve their personal and professional goals. The PD&LP teaches young people to leverage and enhance the motivation that already exists within them by supporting them in:

- Setting and tracking goals
- Identifying opportunities to take initiative for special roles and projects
- Seeking and leveraging opportunities to network and attend or present at community events
- Preparing plans and strategies to manage changes in their personal and professional lives

“

“At the end of the day, it's me. It's me waking up. It's me going to sleep. And I refuse to not be the best I can be in between.”

Former Re:MIX Peer Educator

“

“If I am going through a difficult time, I always motivate myself by saying you will get through this and you are strong and can take it. Being defeated or failing at something is a part of life, we all go through it (nobody is perfect), take those things and use them as a stepping stone.”

Former Re:MIX Peer Educator



PROGRAM IMPLEMENTATION



SECTION 2

2.1: THE TEACH, PRACTICE, AND REINFORCE FRAMEWORK

The program incorporates a blend of activities designed to **teach**, **practice**, and **reinforce** proficiencies and skills in the four core competency areas. This framework builds on concepts in popular pedagogy, such as Bloom's *Taxonomy of Educational Objectives*,⁷ that believe that a scaffolded process—which requires time, interaction with content, and practical learning experiences—is essential to teaching comprehension and critical thinking skills.

- Our trainings **teach** basic concepts and skills across the core competencies using a combination of mini-lectures, role-plays, and group work activities. Each training plan ends with guidance for how facilitators can support participants in practicing and reinforcing proficiencies and skills.
- Participants begin to **practice** concepts and skills during trainings, and then continue refining these skills through individual and group oral and written projects completed in a professional environment.
- We **reinforce** learning through community-based projects and engagement opportunities, as well as through formal and informal interactions throughout the program. This reinforcement provides opportunities for scaffolding and deepening skills development. (**Note:** Refer to the sub-section entitled Program Matrix for additional information on how activities reinforce learning.)

At the end of this section, we will share some specific ideas for how to teach, practice, and reinforce learning across the four key competencies.

TEACH

For the purposes of our model, we consider a training to be a structured learning activity tied to specific competencies, goals, and objectives. These are typically one- or two-hour sessions led by facilitators with relevant knowledge and experience, who may be internal or external to the organization. Each recommended training in this curriculum has a plan (similar to a classroom lesson plan) with clear objectives, a list of materials, and facilitation directions.

RE:MIX TRAINING OF FACILITATORS

The Re:MIX Training of Facilitators is the training that peer educators receive about how to implement the Re:MIX curriculum with teens. If you are implementing the full Re:MIX program model, you will need to integrate this Training of Facilitators training with the PD&LP activities. This guide provides suggestions for how the Re:MIX Training of Facilitators training and the PD&LP can work in tandem for an integrated and robust learning experience for peer educators. **Note:** All training plans related to implementing our sexuality education program are located in the *Re:MIX Training of Facilitators Guide*.

7. Bloom, B.S. 1956. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York, NY: David McKay Co., Inc.

PROFESSIONAL DEVELOPMENT AND LEADERSHIP TRAINING

EngenderHealth created and adapted trainings for the PD&LP that align with our four key competencies using evidence-informed practices. This guide includes sample training plans as well as additional resources for curating your own training program. The textbox herein provides general training implementation tips that you can use as you develop your program. There are additional tips in the individual training plans.

CONSIDERATIONS FOR IMPLEMENTING TRAININGS

- Map out a general training plan, but remain flexible to respond to the specific needs of youth in your program each year. We recommend having youth complete a pre-program survey and self-assessment to evaluate their current understanding of the material and their skills across competencies. This baseline information should inform your final training plan. See **Appendix 2-A: Peer Educator Core Competencies Self-Assessment** for a sample assessment that you can adapt for this purpose.
- Use inclusive language and approaches that respect participants' different backgrounds and experiences and make cultural adaptations, as necessary, to benefit your unique group.
- Whether you use the format of our lesson plans or integrate content into your own format, we recommend creating key criteria for each training plan. At a minimum, this should include clear objectives, connections to competencies, a list of materials, and facilitation directions.
- Consider which internal staff are best positioned to deliver your trainings. Provide ongoing coaching and support to selected trainers.
- Incorporate adequate time for breaks. While this guide does not include planned breaks, you should apply what you observe and know about your own group and what is age-appropriate to determining the timing of these breaks. We recommend including, at a minimum, a five-minute break between every 45–60 minutes of activity.
- Adjust grouping strategies as necessary throughout the program to promote participation, maximize interaction, and refresh energy.
- Adapt or incorporate additional icebreakers and energizers based on your observations of the group. See **Appendix 2-B: Additional Icebreakers and Energizers** for some of our favorites.
- Vet external trainers to ensure they are youth-friendly. For example, assess their experience working with the types of youth in your program and with developmentally appropriate materials.

- Plan time to share positive affirmations, celebrate successes, and offer additional support. This is not scripted in every training plan, but is highly recommended.
- Ask participants to complete a survey at the end of each training in order to assess learning comprehension and to identify residual questions and opportunities to extend or supplement training content. See **Appendix 2-C: Training Feedback Form** for a sample training survey you can adapt for this purpose.
- Identify opportunities to have participants re-teach the material when their peers have missed an activity. We found this to be an effective way to model teamwork and accountability; it can also alleviate the burden of one facilitator having to regularly re-teach content. You might also consider videotaping your trainings or meetings so that participants can watch or re-watch content later.
- Schedule trainings in quarters or semesters to allow time for incorporating findings from training surveys on an ongoing basis.
- Mix up trainer pairings or groupings, but ensure all trainers receive clear expectations, guidelines, and support. Share training templates that trainers can use to inform and align their approaches and content planning with the goals of the program.
- Utilize external trainers to supplement content rather than replace it. Gather the team to reflect on external training opportunities, including opportunities to deepen community partnerships and to inform quality improvement efforts for trainings.
- Use training spaces that feel safe and engaging for youth. Consider inviting youth to help you identify and reserve their favorite learning spaces throughout the program.

With regard to training venue, it is important to note that our trainings are designed to be facilitated in-person. We recommend you find colorful training spaces that have wall space or whiteboards for capturing information throughout the training, comfortable furniture for participants, and separate areas for privacy and self-care breaks. Ideally, your training venue should be located within local recreational centers, near transportation hubs, or within companies where youth are interested in working or finding mentors. If you are limited by in-person time or are leading a virtual group, we encourage you to prioritize which trainings would be best suited to which learning environments.

PRACTICE

The curriculum facilitation and PD&LP special projects provide opportunities for youth to practice skills and to reinforce training content and competency development—often integrating multiple skill sets. The project plans in this guide provide facilitators with a general outline for setting up and supporting each project, while allowing peer educators the opportunity to assume ownership and accountability for developing and completing their projects and sharing their experiences with the team.

CURRICULUM FACILITATION

If you are implementing the full Re:MIX model (or another curriculum), peer educators will be continually practicing and strengthening their knowledge and skills as facilitators through their classroom work.

SPECIAL PROJECTS

In addition to peer education (or instead of it), youth can practice their skills through projects that directly correlate to trainings and related initiatives across the competency areas. Some general considerations for implementing special projects include:

- Schedule projects that align with training content and support scaffolded skills development.
- Provide clear instructions, parameters, support, and deadlines for youth to complete projects. This is important for modeling competencies like communication and accountability.
- While structure is important, remain as flexible as possible to allow youth to meaningfully complete projects and to allow projects to grow and evolve.
- Provide adequate space and materials for youth to complete projects. If technology is required (computers, internet, and/or other necessary tools and resources), ensure youth have appropriate access.

- Encourage youth to complete projects that provide meaningful engagement opportunities with program staff and community mentors. For example, informational interviews can help youth meet and connect with other staff in your organization or with local employers that interest them.

Note: *Informational interviews are one of the first special projects included in the PD&LP. Previous participants and program staff have found these to be incredibly interesting and helpful in building bonds and identifying potential mentorship opportunities within the team.*

- Beware of project overload and busy work. While young professionals can benefit from challenges that push them beyond their comfort zones, it is important to ensure there is a sense of enjoyment, too. When in doubt—do less, but with depth. This requires flexibility and adaptability on your part. We encourage you to regularly check in with participants about how they are feeling and to make adjustments as needed to maintain positive energy and engagement.

REINFORCE⁸

We believe that learning is a process in which experience fosters change. Furthermore, continued learning and experience increase the potential for improved performance and future learning. Learning can yield changes in attitudes, behaviors, beliefs, and knowledge. Such change unfolds incrementally and can have a lasting impact on how students think and act. Finally, we believe that learning is not something done to students, but rather something students do themselves. It is the direct result of how students interpret and respond to their experiences—conscious and unconscious, past and present. Ongoing opportunities to reinforce learning outside of the program are vital to ensuring that learning happens within real-world contexts, links to personal experience, and recurs frequently in order to foster authentic change.

8. Ambrose, S., Bridges, M.W., DiPietro, M., Lovett, M.C., and Norman, M.K. 2010. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass. <https://firstliteracy.org/wp-content/uploads/2015/07/How-Learning-Works.pdf>.

MENTORING

Mentoring is an ongoing process that enhances the experiences of youth working with others in the workplace, strengthens their interpersonal skills, and increases their access to support and resources. The PD&LP acknowledges the importance of mentors—formal and informal—in supporting professional development and career growth. Mentoring can occur in both structured and organic ways, through program efforts such as:

- Special projects that are focused on researching, identifying, and working with mentors in postsecondary education programs and workplace settings; this includes job shadowing and informational interviewing
- Meetings with supervisors, wherein youth are required to share experiences, opportunities, and insights
- Community engagement opportunities that enhance networking skills and create additional webs of support
- Co-facilitator planning sessions, where peer educators spend significant time with health educators and other program staff who bring enhanced knowledge and experience in teaching and in the health sector

During our implementation of Re:MIX, we implemented and tested formal and informal mentoring elements and ultimately determined that informal mentoring aligned best with our program model, group dynamics, and desired outcomes. However, you may choose to implement a formal mentoring component, based on the expertise and interests of your team and your youth. In either case, a couple of mentoring suggestions for your consideration are as follows:

- If you are already implementing a mentoring program, you can use the PD&LP to enhance your program.
- If you wish to integrate a formal mentoring component, we recommend reviewing the resources provided and consulting evidence-based and evidence-informed practices to guide the development of this component of your model.

COMMUNITY ENGAGEMENT

Community engagement is an important component of the PD&LP through which participants actively apply learning and practice skills in real-world environments. Community engagement can occur through special projects, such as the information interview and job shadowing activities. Here are some other great ways to incorporate community engagement into your program:

- Support your youth in joining and participating in local and/or regional youth advisory boards or committees. For example, our peer educators served in leadership roles on a youth advisory board for a local adolescent health clinic.
- Encourage your youth to attend community events related to their fields of interest or for general career development. As you learn about your youth's individual interests and skills throughout the program, you will be able to identify and link them to particularly relevant community events (e.g., college and job fairs, health and wellness workshops, and computer literacy trainings).

- Establish partnerships with other local nonprofits that your youth can support. For example, our peer educators organized group volunteer projects for partner organizations focused on topics such as youth empowerment, storytelling, consent skills, and parenting.
- Identify opportunities for your youth to represent the organization and/or network at local, regional, or national events. For example, we identified opportunities for our peer educators to serve as guest speakers, moderators, and presenters at national conferences and encouraged them to explore opportunities for participating in and presenting their own ideas at community events.

In addition to building youth competencies, community engagement activities can help youth form relationships and networks, identify resources for support, and establish positive reputations for themselves. These activities also serve as opportunities for emphasizing the value of volunteering one's time for the benefit of one's community. While we paid peer educators for the time they spent completing community engagement work, to the extent possible, we also recognize the intangible benefits of community work. We therefore suggest incorporating some community engagement opportunities within the structured program and also providing additional opportunities as voluntary optional experiences or learning extensions.

If you are pairing PD&LP activities with other work duties, it is important to ensure that youth have a strong command of their primary role before layering community engagement tasks into the program. For this reason, we introduced community engagement activities after peer educators successfully completed their first few months in the program.

2.2: COMPETENCY CROSSWALK

Herein we illustrate how we implemented the framework and competencies together in our program. You can incorporate and build upon these approaches, as appropriate, for your program and your youth.

ACCOUNTABILITY

TEACH

- Host a program orientation with peer educators to engage them in program design and collectively establish expectations for the rest of the program. See [Section 3.1: Program Welcome and Orientation](#).
- Introduce the role of peer educators as community youth leaders and establish group agreements. See [Section 3.2: The Roles and The Code](#) and [Appendix 1-B: The Code](#).
- Develop a participant manual or handbook to help peer educators navigate program expectations and to help them learn how they can best collaborate with and support one another. Since peer educators in our program served in paid staff positions, we enhanced our employee handbook to be youth-friendly for peer educators.
- Introduce goal-setting frameworks for individual and group goals. Refer [Section 3.8: Establishing Personal and Professional Goals](#).

- Teach youth about group dynamics and team accountabilities and responsibilities. Encourage youth to begin getting to know one another and seeing each other as resources that they will work with and learn from during the program. See **Section 3.3: Working in Groups** and **Section 4.1: Team Bingo**.

PRACTICE

- Have youth complete timesheets or activity logs.
- Encourage youth to reference established group agreements (e.g., “The Code”), to celebrate when group agreements are applied, and to hold their peers accountable when expectations are violated. Again, see **Section 3.2: The Roles and The Code** and **Appendix 1-B: The Code**.
- Have youth identify individual goals (personal and professional) with their peers and adult support staff. Have them visually display these goals in their handbooks, work areas, or other places where they can serve as regular reminders. Again, refer to **Section 3.8: Establishing Personal and Professional Goals**.

REINFORCE

- Facilitate regular one-on-one check-ins with each peer educator, encouraging them to reflect upon and share how they have progressed in achieving their goals and to request support, when needed. See **Appendix 3-D: Sample Supervision Form**.
- Implement quarterly or midyear performance reviews and incorporate feedback from peers. Since our peer educators were employed by our organization, we adapted our standard performance process by adding a 360° feedback component. You can also create mock reviews to demonstrate and prepare youth for similar reviews common in workplace environments. See **Appendix 2-E: Sample 360°: Feedback Evaluation Form**.

COMMUNICATION

TEACH

- Share expectations for how youth should communicate with program staff and peers (via emails, phone calls, texts, etc.). Conduct basic trainings on how to use Google, Microsoft, Skype, and other common online workplace communication platforms. Provide tips for writing and responding to emails and texts, if you expect peer educators to communicate through these media. Review specific communication expectations for requesting schedule changes, notifying of absences, or requesting support.
- Interpersonal communication is an important part of Re:MIX as well as professional and personal relationships. There are many ways of approaching communications styles; provide tips and resources that youth can apply during the program and beyond. See **Section 3.9: Professional Networking and Interaction**.
- Help peer educators enhance their presentation skills by sharing tips and incorporating opportunities for practice. Refer to **Section 3.5: Public Speaking and Presentation Skills**.
- Create a culture of feedback by delivering a training on giving and receiving feedback. You can adapt our sample training plan or create your own, depending on your approach and needs. See **Section 3.6: Creating a Culture of Feedback**.

- Provide guidance on establishing and maintaining personal and professional boundaries. See [Section 3.11: Communication and Boundaries](#).
- Develop or adapt and introduce a conflict resolution approach that is developmentally appropriate and relevant for your youth. See [Section 3.12: Conflict Resolution Styles](#).
- Help youth identify the personal stories that have shaped who they are and who they aspire to become. Provide opportunities for youth to modify these stories to apply to the program and to practice sharing these stories with each other before applying them in the program and beyond. Refer to [Section 3.7: Storytelling for Peer Educators](#).

PRACTICE

- If youth are serving as peer educators, they will practice communication daily with their students and their co-facilitators. Build time into your program for them to observe each other's communication styles, give feedback to one another, and reflect upon their experiences.
- Encourage youth to practice writing professional bios for themselves that they can share as-is and as part of comprehensive résumés. See [Section 4.3: Writing a Bio](#).
- Being able to discuss personal and professional experiences is an important skill that peer educators will use in Re:MIX as well as in their future careers and personal relationships. Have youth practice creating and sharing their stories with each other in order to build their comfort and confidence levels. See [Section 4.5: Practicing Stories](#).
- Encourage youth to demonstrate and practice networking skills by developing pitches that they can use to introduce themselves and the program in professional settings. See [Section 3.9: Professional Networking and Interaction](#) and [Section 4.6: Networking Challenge](#).

REINFORCE

- Encourage youth to attend networking events in their communities and to identify and engage professional mentors. Again, refer to [Section 4.6: Networking Challenge](#) but also [Section 4.2: Informational Interviews](#).
- Create opportunities for youth to conduct research on topics of interest to them and to develop papers, presentations, speeches, and similar products to share on social media or at conferences and events. See [Section 4.7: PhotoVoice](#).

LEADERSHIP

TEACH

- Conduct an initial leadership training that introduces essential concepts associated with different leadership styles and explores aspects of leadership in personal and professional settings. See [Section 3.10: Defining Leadership](#).
- Provide a leadership assessment for youth to complete. Analyze results together and facilitate a discussion around the different leadership assets that everyone brings. Identify opportunities for youth to strengthen their skills and to learn from one another. **Note:** Be cautious when incorporating readily available leadership assessments by ensuring any assessment you consider is validated by scientific research.
- Invite guest visitors (internal or external to your organization), including other youth, to share stories

and resources around their own leadership journeys and styles.

PRACTICE

- Ask youth to take turns planning team-building exercises (e.g., warm-up and energizer activities) for upcoming group meetings and trainings and to lead coordination of special events for your program, such as community presentations and workplace celebrations. Refer to **Section 4.4: Leadership and Team Building**.
- Encourage youth to research and invite external trainers to visit the program to facilitate sessions on special topics of interest.

REINFORCE

- Incorporate opportunities for youth to lead or co-lead program planning and decision-making.
- Ask youth to coordinate community events or presentations related to topics of interest from the program.
- Invite youth to identify opportunities to participate in youth leadership or advisory councils, youth advocacy committees, or other youth leadership groups of interest.

PERSONAL MOTIVATION

TEACH

- Explain how different identities and values can influence attitudes, behaviors, and beliefs. Share examples of different cultural identities and values. Help youth to explore their own identities and values, and to identify how their identities and values affect their thoughts and feelings, motivate them, and manifest in their actions. See **Section 3.4: Personal Identify and Values**.

PRACTICE

- Provide online or paper journals for youth to use to reflect on their journey and personal motivations throughout the program.
- Encourage youth to build online résumés and to establish professional connections using existing platforms such as LinkedIn.
- Encourage youth to identify and engage adult mentors who can further support their professional development by providing guidance and resources.

REINFORCE

- Implement a digital storytelling project. See **Section 2.4: Implementation Materials and Tools** and **4.7: PhotoVoice**.
- Before the program closes, encourage youth to create transition plans that can help them identify resources and support for managing the shift from working on the program to whatever they wish to do next (e.g., pursue postsecondary education, vocational or workplace development, or another job). Encourage youth to shadow your staff or other professionals that they identify and allow them to conduct job searches or participate in campus visits as they prepare to exit the program.

2.3: PROGRAM IMPLEMENTATION PLAN

Determining how you will structure the program before implementation is a critical component to success. Begin by creating a general implementation plan that outlines key activities, timelines, and responsible staff. In developing this plan, consider how you will create safe and diverse experiences for youth to learn, practice, and support each other—in partnership with adult staff. Herein we provide some tips and resources for structuring your program, based on our experience.

PROGRAM COMPONENTS

To implement the PD&LP as originally designed, you should plan for a minimum of:

- ☐ 1 program orientation
- ☐ 8 trainings (approximately 2 per competency area)
- ☐ 5 special projects:
 - o 4 projects of your own choosing
 - o 1 digital storytelling (PhotoVoice) project (per participant)
- ☐ 10 hours of community engagement (peer education instruction, community events and conferences attendance, advisory board participation, networking, etc.)
- ☐ 20 bimonthly group meetings to celebrate successes, discuss challenges, facilitate team building, and provide support for special projects, as needed
- ☐ 10 monthly one-on-one check-in meetings with supervisors
- ☐ 4 quarterly mentoring activities with peers, program staff, or external mentors
- ☐ 1 program wrap-up and celebration event

Note: *If you are implementing the Re:MIX classroom component, you may need to increase the frequency and format of team gatherings based on the needs of the peer education component. For example, we convened weekly meetings and alternated the focus of those meetings between the PD&LP and Re:MIX in the classroom.*

ACTIVITY SCHEDULE

We are including a summary of the work plan that we used for implementation. Recall that we implemented the PD&LP in conjunction with the Re:MIX classroom program, therefore linkages with the classroom program are highlighted within the table. This summary work plan illustrates how we scaffolded and integrated activities into the *teach, practice, and reinforce* framework over a 10-month period. Creating a visual tool like this can help ensure that your implementation plan is manageable and that activities directly link to intended outcomes.

Figure 5. Sample Program Work Plan

ACTIVITY	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
TEACH										
Program Welcome and Orientation	X									
The Roles and The Code*	X									
Working In Groups*	X	X								
Personal Identity and Values		X								
Public Speaking and Presentation Skills		X								
Creating a Culture of Feedback*		X								
Storytelling for Peer Educators*			X							
Professional Networking and Interaction				X						
Defining Leadership				X						
Communication and Boundaries					X					
Conflict Resolution Styles						X				
PRACTICE										
Team Bingo	X									
Informational Interviews		X								
Writing a Bio		X								
Leadership and Team Building			X							
Practicing Stories				X						
Networking Challenge						X				
PhotoVoice									X	X
REINFORCE										
Classroom Facilitation*		X	X	X	X	X	X	X	X	X
Mentoring		X	X	X	X	X	X	X	X	X
Supervisory Check-Ins	X	X	X	X	X	X	X	X	X	X
Community Engagement					X	X	X	X	X	X
Wrap-Up and Celebration										X

* This indicates that this training is also part of the Re:MIX Training of Facilitators training.

ONGOING ASSESSMENT AND ADAPTATION

We designed the PD&LP as a modular framework that implementers can customize to respond to the needs of their target populations and operational capacities and constraints. In line with the culture of feedback component of the program, we strongly encourage you to incorporate flexibility into your planning processes and to regularly reflect upon and reevaluate your plans to ensure that they are responsive and relevant to your youth. For example, as you become more familiar with the youth in your program, you may recognize a need to incorporate extra time or add additional activities for some plans, or you may determine you can disregard other plans entirely. We varied our program offerings and timelines for each of our cohorts to best support our youth by considering such factors as our youth's ages, experiences, and skill levels as well as competing priorities in their lives as young parents. Remember, the goal is not simply to complete tasks and check boxes; rather, the goal is to develop and enhance youth's knowledge and skills, which requires time and practice.

Here are a few planning tips based on our lessons learned:

- While you will want to begin with an overall plan for the full program term, develop detailed plans on a quarter or semester timeline. This will allow you to regularly reflect on challenges and successes that you and your youth are feeling and to thoughtfully adjust future activities. We have found this approach can reduce time that may otherwise be wasted by creating detailed plans at the onset that you may later determine are not appropriate or relevant.
- Ensure your activities are interactive and relevant to your youth. Invest time and energy into learning about your youth's past experiences and present realities, their capacities and aspirations, and any participation barriers they may be experiencing. This will also help your youth feel invested and valued in the program.
- Be prepared to scale down your plan to avoid information and work overload. Routinely request feedback and, to the extent possible, apply this feedback into future activities. If you are layering this program with peer education curriculum instruction or other tasks, this is especially important.
- Provide time and space for youth to internalize their learning before moving to new topics and provide plenty of breaks and healthy snacks. This will help maximize energy and participation.
- Think creatively about how you deliver content. For example, we found that implementing some trainings in chunks and using a retreat format for other trainings and special projects to be useful.
- If you employ your youth as paid staff or interns for the program, remember that this may be their first experience working in a professional environment.
- Identify and explicitly communicate priorities. If youth are engaged in multiple kinds of activities at the same time, clarify which activities are most important. This is also an opportunity to help youth learn how to prioritize, as this is an important life skill that aligns to all of our competencies.

Refer to [**Section 2.6: Monitoring and Evaluation Suggestions**](#) for additional ideas and resources.

2.4: IMPLEMENTATION MATERIALS AND TOOLS

TRAINING AND PROJECT PLANS

Sections 3 and **4** of this guide contain detailed training plans and special projects developed and adapted by EngenderHealth during our implementation of the Re:MIX program. You can use these tools in their existing format or integrate them into your own structure. We also encourage you to consider guidance from other credible resources for additional inspiration; see **Appendix 1-A: Guiding Research and Reference Material** for a selection of our recommended sources.

PARTICIPANT MATERIALS

Before launching the PD&LP with your youth, you will need gather (this may require developing, downloading, purchasing, printing, or collecting) all of the necessary materials. In addition to the resources identified and provided in this guide, we suggest developing and disseminating a handbook explaining your program's structure, guidelines, and expectations.

You will also need to determine how you will disseminate materials to your participants; this includes both materials you may want to share in advance as well as others that you will want to distribute during individual activities. We suggest considering a combination of the following approaches to disseminate materials:

- Print all materials and organize them into participant binders or workbooks to share during the Program Welcome and Orientation session. Instruct your youth to bring these binders/workbooks to all future sessions.
- Distribute empty program binders to participants during the Program Welcome and Orientation session. Inform participants that they will need to bring these binders to each training session wherein you will distribute materials for them to incorporate into their binders.
- Create an online platform (for example, using Google Drive) where participants can download (and, as appropriate, upload) materials digitally.

DIGITAL LEARNING AND TEACHING TOOLS

Consider using digital learning and teaching tools, many of which are available for free or for a nominal fee, to support and enhance program delivery. Be mindful that youth will need access to computers or smartphones during your program in order to benefit from these resources. A few digital resources that we have used and recommend considering include Canva, Google Suite, Kahoot!, and LinkedIn.

CANVA⁹

Canva is our favorite design tool to use for and with youth. It offers a breadth templates and images (for free) that can be used to create exciting and engaging program materials. For example, you can use Canva to create:

- Individual training certificates
- Program completion certificates
- Awards and recognition documents

GOOGLE SUITE¹⁰

Google offers easy and intuitive options for creating online collaboration platforms that you can use with youth. For example, you can use Google to:

- Create special email accounts that youth can use for program activities
- Host virtual chats and hangouts
- Store and organize program materials for easy reference and downloading
- Create individual online portfolios where youth can save and organize their work

KAHOOT!¹¹

Kahoot! is a free, fun online tool that can promote participation and engagement. You can use Kahoot! to create quizzes to check participants' understanding of course material, poll participants on different topics and issues, and obtain real-time feedback. Youth can also create their own quizzes for one another.

LINKEDIN¹²

LinkedIn is an established professional networking site. Youth can create, update, and share their résumés on LinkedIn; connect with each other and other professionals in their fields of interest; and follow news and trends in topics of interest. Participants and staff can also write brief recommendations for one another as well as share and celebrate their work on LinkedIn.

9. Canva. n.d. www.canva.com.

10. Google Suite. n.d. <https://gsuite.google.com/>.

11. Kahoot!. n.d. <https://kahoot.com/>.

12. LinkedIn. n.d. <https://www.linkedin.com/>.

OTHER DIGITAL STORYTELLING TOOLS

We also incorporated various free and low-cost digital storytelling resources into our program, based on time and priorities in each peer educator cohort. Some examples of such resources are included herein.

Free or low-cost digital storytelling curriculum resources:

- *Digital Storytelling Cookbook*¹³
- *Digital Storytelling Curriculum: Telling My Own Story*¹⁴

Free or low-cost digital storytelling tools:

- Community Media Toolkit¹⁵
- Splice Video Editor and Maker application¹⁶ (**Note:** As of the date of publication, SpliceApp was only available on iOS devices; however, there are many apps available for download that allow you to create videos on phones.)

PARTICIPANT INCENTIVES AND MOTIVATIONAL TOOLS¹⁷

We used incentives to increase youth's sense of feeling supported, energized, and motivated and we suggest you consider how you can similarly motivate youth in your program, or create incentives with your participants. Herein we list some optional incentives and motivation tools, categorized by the different levels of financial resources required for each.

\$\$\$—HIGH COST

- Provide a salary or stipend. **Note:** In our program, we paid peer educators an hourly living wage.
- Offer high-quality or high-tech educational materials (electronic resources, manuals, etc.).
- Identify opportunities for and support participation in state, regional, and national conferences and events—as attendees and presenters. **Note:** We budgeted for sponsorships for each peer educator to attend at least one conference, incorporated coaching support in our work plans, and actively facilitated linkages with event organizers seeking youth voices.
- Hold contests with generous prizes (such as travel or a computer).
- Engage paid guest speakers or trainers who bring specific expertise relevant to your youth's interests or who are especially reputable among your youth.

13. Lambert, J. 2010. *Digital Storytelling Cookbook*. Berkeley, CA: Center for Digital Storytelling. <https://www.storycenter.org/inventory/digital-storytelling-cookbook>.

14. Adobe Youth Voices. (2016) 2019. *Digital Storytelling Curriculum: Telling My Own Story*. Adobe Foundation and Education Development Center. <https://edex.adobe.com/en/resource/a3-3b607>.

15. Community Media Toolkit. n.d. <http://www.digitaleconomytoolkit.org/>.

16. SpliceApp. n.d. <http://spliceapp.com/>.

17. **Adapted from:** United Nations Population Fund (UNFPA) and Family Health International. 2006. *Peer Education Toolkit*. New York, NY: UNFPA. <https://www.unfpa.org/resources/peer-education-toolkit>.

\$\$—MODERATE COST

- Provide no- or low-cost access to administrative and/or technical equipment.
- Host holiday gatherings and special team-building experiences. This can include scavenger hunts, escape/maze rooms, improv and storytelling events, game and trivia events, etc. Allow youth to bring their families or partners with them to select events.
- Promote creativity, for example, by allowing youth to write and/or design a newsletter, website, or other promotional content and material. **Note:** *Our youth wrote blogs and helped develop program flyers and social media posts.*
- Provide money for local transportation. **Note:** *We provided monthly stipends to cover travel costs associated with serving as peer educators and attending PD&LP activities.*
- Provide promotional materials (e.g., tee-shirts, pens, or pamphlets). **Note:** *We allowed our youth to assist in selecting promotional items and in conducting outreach to partner organizations to collect promotional items.*

\$—LOW COST

- Engage with youth outside of trainings and meetings (for example, by conducting regular site-visits) so that youth know you are interested in their work and their professional development. **Note:** *We included other staff members in the professional development trainings and projects to create additional supportive relationships and to dismantle power structures.*
- Engage senior staff to serve as guest speakers and to participate in activities.
- Provide additional reference and resource materials. **Note:** *We purposefully shared articles and research of general interest with youth as well as individualized resources that were specifically relevant to our youth, based on their career aspirations, knowledge and skills, personalities, and personal situations.*
- Frequently ask peer educators for their thoughts and listen to their ideas. If you notice low motivation among your youth, invest your time and energy in candid conversations to identify and address issues and increase engagement.
- Verbally recognize good work and successful completion of assignments—including during one-on-one meetings and group events.
- Give low-cost awards, such as Peer-of-the-Month certificates.
- End meetings with a fun activity and refreshments (such as lunch or snacks).
- Invite youth to attend regular staff meetings to learn more about the project and to interact with other staff. Similarly, invite youth to present their work or knowledge at higher-level meetings or workshops.
- Partner with community organizations that can provide internships, scholarships, and/or job opportunities at the conclusion of your program.
- Identify and share linkages to social services and health providers in your area.

2.5: INTENTIONAL BEGININGS AND ENDINGS

PROGRAM STARTUP

Before implementing core aspects of the program—i.e., the training plans and special projects contained in this guide—implementers will need to complete a few key preparation steps, including recruiting and orienting staff. We recommend reviewing the *Re:MIX Program Implementation and Adaptation Manual*, which provides guidance on recruitment, hiring, and onboarding. Once you have recruited youth, you will need to prepare them to participate in the program.

PROGRAM ORIENTATION

Thoughtfully design or adapt a program orientation that:

- Fosters team building and enables youth participants and adult support staff to become familiar with one another
- Introduces participants to the program structure and goals
- Introduces the four key competencies and assesses youths' baseline knowledge and skills in these areas
- Provides any additional context about the organization, participants' roles and responsibilities, and any other expectations youth need to understand to be successful
- Results in final group agreements, such as an acceptance or revision of The Code

See *Section 3.1: Program Welcome and Orientation*.

PRE-PROGRAM SURVEY

Understanding your youth's beliefs, knowledge, and skills before the program begins can help inform how you structure your program to maximize time and learning. Consider how you will assess these issues, including how you might integrate relevant assessments into your organization's existing recruitment and hiring processes. See *Section 2.6: Monitoring and Evaluation Suggestions* and *Appendix 2-A: Peer Educator Core Competencies Self-Assessment*.

PROGRAM CLOSEOUT

We encourage you to consider plans for the program closeout and celebration well in advance. This is important for ensuring you are adequately prepared to end the program intentionally and positively with participants. Consider that your youth may be dealing with mixed emotions about the project end. Some may be excited for their next steps, but others may feel anxious about their futures, sad to leave the program, or too overwhelmed with finishing tasks to fully process their emotions. Thoughtful, advanced planning can help mitigate some of the negative feelings. Herein we provide some of our recommended approaches to program closeout.

TRANSITION PLANNING

We encourage you to explicitly discuss the program duration (and when it will end) with your youth early and reiterate this information routinely throughout implementation—including during group planning sessions as well as one-on-one meetings. Begin these discussions during the recruitment, hiring, and onboarding phases so that youth have the most time possible to plan for the eventual transition. Continue to incorporate this messaging, as appropriate, throughout implementation, with an increased emphasis in the final few months.

Help your youth think through what the transition will look like for them, including through developing individualized transition plans as part of the goal-setting activity and continuously reviewing and updating these plans through one-on-one check-ins. **Note:** *Since our youth participants were also young parents, it was important for us to ensure their transition plans were in place and in progress several months before the program closing to enable them to identify any childcare, financial, and other support needed.* Also, share specific ways that you can support your youth as they transition to their next program, educational opportunity, or job. This can include circulating employment listings, sharing information about upcoming school and job fairs, facilitating linkages with community partners, and providing reference letters.

Encourage youth to plan how they will communicate their farewells and to establish plans for maintaining professional contacts by incorporating time for such activities into your program. Discuss appropriate ways for saying goodbye in person and via email or letters to peers, staff, community partners, and mentors. Ensure you have current contact information for your youth and emphasize that you will want to stay in touch and hear about their future successes!

We highly recommend *A Leader's Guide to Managing Transitions for Teens*¹⁸ for additional ideas for managing change and transitions.

POST-PROGRAM SURVEY AND EXIT INTERVIEWS

Collecting data regarding your youth's learning and experiences can be useful in assessing your program's success and informing future programs. Post-program surveys, exit interviews, and peer reviews can provide valuable data for this purpose. Further, these are great opportunities for youth to participate in such activities in a professional setting. See **Section 2.6: Monitoring and Evaluation Suggestions** and **Appendix 2-A: Peer Educator Core Competencies Self-Assessment**.

AWARDS AND RECOGNITION

Determine any special awards or recognitions you wish to give participants, such as certificates of completion and letters of appreciation, and consider how best to deliver these awards and recognitions. In some cases, pairing awards and recognitions with a group meeting or event may be appropriate, but there may be instances where delivering these privately (e.g., during one-on-one sessions) may be more meaningful and beneficial. For example, consider allowing participants to create and vote on special peer awards that you can reveal during a closing celebration.

18. Youth Communication. 2011. *A Leader's Guide to Managing Transitions for Teens: Making the Most of Change*. New York, NY: Youth Communication. <https://youthcomm.org/product/leaders-guide-to-managing-transitions-for-teens-making-the-most-of-change/>.

WRAP-UP EVENTS

Starting with your closing date, work backwards to determine when you would ideally like to convene a wrap-up event or events, what type of event(s) would be appropriate for your organization and your youth, and how much time you will need to prepare for the event(s). Be sure to budget for the costs of the event(s) as well as the staff time required to complete the necessary preparations. For example, preparations for a wrap-up event may include reserving a venue (if necessary), engaging necessary vendors (e.g., caterers), producing or purchasing supplies (e.g., certificates of completion and small gifts), inviting relevant guests (e.g., senior program leadership, community organizations' representatives, and youth's partners), and planning an agenda for the event. We encourage you to engage your youth in planning wrap-up event(s) in order to reinforce program skills and competencies and to ensure events feel authentic and meaningful to them. Examples of wrap-up events that we successfully completed with our peers educators include:

- A presentation showcasing work that peers completed with the community
- A party with program staff and community partners
- A peer-to-peer recognition and awards event



2.6: MONITORING AND EVALUATION SUGGESTIONS

Strong monitoring, evaluation, and reporting practices are critical to ensuring continuous quality improvement throughout programming and achievement of intended outcomes. We have included herein select best practices and tips for you to consider as you design and implement your program.

PARTICIPANT CONSENT FORMS

Obtaining participant consent is a critical aspect of both Re:MIX and the PD&LP. Since we designed our implementation framework as a pilot study to assess preliminary outcomes from Re:MIX and the PD&LP, it was important for us to obtain consent from all of our youth for their participation in the implementation and evaluation of both components. See [Appendix 2-D: Participant Consent Form](#).

ESTABLISHING AND TRACKING TARGETS

Once you determine which program components and activities you will be implementing, you can set targets and benchmarks to track progress against your program plans and goals. We encourage including the following annual targets (at a minimum), to maximize benefits and outcomes:

- ☐ 1 program orientation
- ☐ 8 trainings
- ☐ 5 special projects
- ☐ 10 hours of community engagement
- ☐ 20 bimonthly team meetings
- ☐ 10 monthly one-on-one check-in meetings with supervisors
- ☐ 4 quarterly mentoring activities with peers, program staff, and/or external mentors
- ☐ 1 program wrap-up and celebration event

PROGRAM ASSESSMENTS

Conducting assessments prior to and after completion of the program will enable you to analyze changes in knowledge and experience over time. We recommend having youth complete baseline assessments before beginning any program activities, typically during the hiring or onboarding phases. Then, you can administer midterm and final program assessments (based on your program needs) and compare findings.

The baseline assessment data can help with:

- Determining trends or disparities among participants' existing knowledge
- Adjusting planned program activities to best respond to knowledge gaps
- Identifying additional unplanned program activities required to achieve intended outcomes

- Helping participants set individual goals for progress and growth across competencies

Midterm program assessments can help with:

- Assessing program effectiveness in increasing competencies, to date
- Identifying opportunities to enhance or adjust program activities to increase outcomes by year-end
- Helping participants reflect upon progress, refine goals, and identify opportunities for continued growth in the program

Final assessments can help with:

- Evaluating intended versus actual outcomes
- Assessing the overall effectiveness of the program
- Helping participants reflect upon progress, refine goals, and identify opportunities for continued growth beyond the program

See [*Appendix 2-A: Peer Educator Core Competencies Self-Assessment*](#).

TRAINING SURVEYS

We recommended asking participants to complete surveys at the end of each training. Training surveys give participants an opportunity to demonstrate learning comprehension and to provide feedback on the value and quality of trainings. You can use survey data to assess knowledge comprehension, track progress against benchmarks, and identify persistent learning gaps. Monitoring and analyzing this data in real-time can help you continuously identify opportunities for training quality improvement and program adjustments. See [*Appendix 2-C: Training Feedback Form*](#).

360° SURVEYS

We recommend incorporating midterm and final 360° (peer-to-peer and peer-to-supervisor or coordinator) evaluations into your monitoring and evaluation plan. These surveys can help you identify gaps in your training and reinforcement activities, reveal unanticipated participant needs, and inform any individual and team accountability measures that might be necessary to ensure program success. See [*Appendix 2-E: Sample 360°: Feedback Evaluation Form*](#).

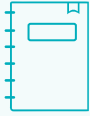
TRAINING PLANS

Please note that the following sample plans do not include considerations for hiring staff or conducting any training outside of the PD&LP. For staffing ideas and resources, please review the *Re:MIX Program Implementation and Adaptation Manual*. If you are implementing the PD&LP in conjunction with the Re:MIX sexual health education program, please also review the *Re:MIX Training of Facilitators Guide*.



SECTION 3

3.1: PROGRAM WELCOME AND ORIENTATION



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Identify facilitators and peers by name.
2. Understand and describe the professional development competencies.
3. **(Optional)** Understand and describe key components of the Program Handbook.



COMPETENCY CROSSWALK

- Accountability
 - Dependability
 - Reliability
 - Responsibility
- Communication
 - Attitude
- Leadership
 - Knowledge Sharing



TIME

2 hours, 30 minutes (3 hours, 15 minutes—with the optional activity)



MATERIALS

- ☐ Program schedule (either displayed online or printed)
- ☐ Blank nametags
- ☐ Bags, binders, highlighters, notepads, pens, and sticky notes
- ☐ **(Optional)** Orientation slides (if you create any)
- ☐ **(Optional)** Laptop, projector, and speakers (if you create slides and/or plan to show videos)
- ☐ **(Optional)** Program Handbook, one per participant (if you choose to create one)
- ☐ **(Optional)** Peer Educator Core Competencies Self-Assessment **(Appendix 2-A)**, one per participant
- ☐ **(Optional)** Participant Consent Form **(Appendix 2-D)**, one per participant
- ☐ **(Optional)** Flip chart paper or whiteboard(s) and markers
- ☐ **(Optional)** Re:MIX videos: “Re:MIX Program Overview”¹⁹ and “Julie’s Story: Day in the Life of a Peer Educator”²⁰

19. EngenderHealth. 2018. “Re:MIX Program Overview.” <https://www.youtube.com/watch?v=muyV0Czq5FY>.

20. EngenderHealth. 2018. “Julie’s Story: Day in the Life of a Peer Educator.” <https://www.youtube.com/watch?v=-SMch8jHeUM&t=31s>.



ADVANCED PREPARATION

- ☐ Prepare program schedule.
- ☐ **(Optional)** Create and review orientation slides.
- ☐ **(Optional)** Create a Program Handbook.

PROCEDURE

WELCOME AND INTRODUCTIONS (10 MINUTES)

1. Welcome everyone to the program orientation.
2. Introduce yourself, share why you are passionate about the program, and describe your role in the program. **Note:** *All training facilitators should introduce themselves and share this information.*
3. Explain that understanding our “why’s” (why we choose to hold certain beliefs or why we take certain actions) is important because these why’s influence how we participate in the program, how we envision our goals, and how we are able to achieve those goals. Tell youth that we will explore the why’s that influence their attitudes, beliefs, and behaviors in this program in order to enhance their sense of self and to help them set goals that align with their values and needs. Explain that everyone will share some of their why’s later, but first we are going to learn a little bit about everyone—including everyone’s name and a few interesting facts about them.
4. Distribute blank, removable nametags and ask youth to write their names on them. As a group, decide on three facts participants would like to learn about one another (such as their favorite band, last job, or proudest moment). Instruct each participant to find a partner and for each person to interview their partner to learn these facts. After completing the interviews, instruct participants to switch nametags to symbolically become the person who they interviewed and then interview a new partner using their new identity.
5. Allow this to continue for approximately three minutes before calling everyone back to the large group. Instruct participants to introduce the person whose nametag they are currently wearing to the group. As participants are completing these introductions, ask them to also share why they are in this program or why they are interested in youth leadership.

Adaptation: Depending on the size of your group and your participants’ needs, consider playing a different name game.

6. Thank participants for sharing and summarize the activity by highlighting the diversity in the room and the unique attributes that each person brings to the program. Congratulate them on deciding to participate in the program and let them know that you are excited to introduce the program to them.

PARTICIPANT MATERIALS OVERVIEW (45 MINUTES)

1. Distribute any print materials you will be referencing in this session as well as any additional supplies they will use throughout the program (e.g., bags, binders, highlighters, notepads, pens, and sticky notes). **Note:** You may also wish to save and share digital versions of materials on a collaborative platform (like Google Drive). If so, let participants know how and where they can access the digital materials.
2. Briefly reference any additional materials that are forthcoming.
3. Explain to participants how they should manage materials throughout the program—for example, stored in binders that they will need to bring to each session.
4. If time allows, consider giving youth time to organize and personalize their materials using various craft/office supplies.

OPTIONAL: CONSENT AND SELF-ASSESSMENT (45 MINUTES)

1. Discuss the importance of consent. Distribute and review the Participant Consent Form. Ask youth to complete the form or to take it home to complete and return later.
2. Provide a general overview of any evaluation components you will be implementing with the program and distribute the Peer Educator Core Competencies Self-Assessment. Give participants 30 minutes to complete the self-assessment.

Note: You may opt to share the consent and self-assessment materials in advance of this orientation. Whether you allot time for these within this orientation session or share in advance, participants should complete both before any further activities occur.

GOALS AND OBJECTIVES (30 MINUTES)

1. Share background about and discuss the goals of the program and/or your organization. **Note:** Consider using slides, flip charts, or whiteboards to visually display this information.
2. **(Optional)** If you are implementing the full Re:MIX program, show the Re:MIX videos and facilitate a discussion about the program. Discuss the comprehensive roles of the peer educators, including as Re:MIX classroom facilitators and PD&LP participants. **Note:** Consider using slides, flip charts, or whiteboards to visually display this information.
3. Review the four PD&LP competencies (accountability, communication, leadership, and personal motivation), and ask participants to describe their definitions of and thoughts about each of these competencies.
4. Provide an overview of the PD&LP components and summarize the program structure (i.e., the combination of trainings, projects, group and one-on-one meetings, etc.). Reiterate the program's end date. **Note:** Consider using slides, flip charts, or whiteboards to visually display this information.
5. Discuss any participant questions.

Adaptation: If you are not pairing the PD&LP with the Re:MIX classroom component and Training of Facilitators training, consider sharing videos or other existing materials about your program.



EXPECTATIONS OF YOUTH PARTICIPANTS (60 MINUTES)

1. Review the following information with participants, as applicable:
 - Role/job description
 - Pay and work hours
 - Program schedule
 - Transportation requirements
 - Communication expectations
 - Equipment, applications, and supplies required
2. **(Optional)** Distribute and review your Program Handbook, which should include the above information. **Note:** Consider also using slides, flip charts, or whiteboards to visually display key information.

CLOSING: THOUGHTS, QUESTIONS, AND NEXT STEPS (5 MINUTES)

1. Invite participants to ask initial questions at this time and provide answers as best you can.
2. Ask participants to identify an action that describes how they are feeling about joining the program (e.g., clapping or jumping). Once your participants have agreed to a single action, count to three and ask all participants to do the action together.
3. Acknowledge the action and the corresponding feelings in the room. Let participants know that you are excited to begin the PD&LP with them!
4. **Optional:** Ask participants to read the Program Handbook in its entirety by a set deadline.
5. Quickly review the program schedule and remind participants of the next activity/event.

PRACTICE AND REINFORCE

As a fun way to encourage participants to connect with one another during the first few weeks of the program, introduce a Team Bingo game during the Welcome and Orientation session. Instruct participants to continue to play until they complete a full card. See **Section 4.1: Team Bingo** for details.

3.2: THE ROLES AND THE CODE



Note: There is an adaptation of this session in Section 1 of the Re:MIX Training of Facilitators Guide with the same title. If you are implementing the PD&LP in conjunction with the Re:MIX sexual health education program, please use this version. Also, if you are implementing this in conjunction with the Re:MIX sexual health and education program, consider that you will want to engage your health educators to participate in this training session.



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Understand and explore the roles of peer (and health) educators in school and community environments.
2. Identify supports and barriers to being effective peer (and health) educators.
3. Identify facilitator responsibilities to the program.
4. Agree on a peer (and health) educator code for the program.



COMPETENCY CROSSWALK

- Accountability
 - Dependability
 - Reliability
 - Responsibility
- Communication
 - Attitude
 - Public Speaking
- Leadership
 - Knowledge Sharing



TIME

50 minutes



MATERIALS

- ☐ A set of three to five small balls
- ☐ Sticky notes (small, in two colors)
- ☐ Prepared flip chart paper listing peer (and health) educator roles categories
- ☐ Extra flip chart paper or whiteboard(s) and markers
- ☐ Paper, pencils, and pens
- ☐ **(Optional)** The Code (**Appendix 1-B**)
- ☐ **(Optional)** Prepared flip chart paper or other visuals of The Code or other group agreements that your organization has established

ADVANCED PREPARATION



- ☐ Decide if you will use The Code from this guide, build from other group agreements that your organization has established, or create new guidelines altogether.
- ☐ Label flip chart paper with the four categories of roles of peer (and health) educators, as shown herein.

Provide Information	Be a Leader
Connect to the Community	Develop your Skills

- ☐ **(Optional)** Print a poster-sized version of The Code or create a flip chart paper with The Code or other group agreements to display in this and future sessions.
- ☐ **(Optional)** Prepare any additional data or research on peer education to support the activity.

PROCEDURE

WARM-UP: BALL JUGGLE (5 MINUTES)

1. Have participants form a circle and give one of the participants one of the balls.
2. Instruct the participant to throw the ball to anyone in the group who is not seated or standing directly next to them. Repeat until all participants have had a chance to catch the ball.
3. Once the group completes the exercise, have them do it again but this time introduce additional balls—explaining that they must throw to the same person each time—until the group begins dropping them.
4. Stop the exercise and have participants brainstorm how they can better handle the added balls.
5. Discuss the importance of responsibility and embracing opportunities to contribute by asking:
 - *How did participants do in demonstrating responsibility while trying to juggle the balls?*
 - *How does this relate to a team setting? (For example: being reliable to complete tasks, recovering from challenges quickly, and staying positive.)*
 - *What do you think responsibility should look like on your team?*

ROLES OF PEER EDUCATORS (20 MINUTES)

- 1. Relate the juggling activity to an understanding of the roles and responsibilities of peer educators.
- 2. Ask participants to share examples of ways in which they have been positively influenced by their peers or have influenced others in positive ways, previously. Then ask: *How and why do you think a peer approach might be useful in this program?*
- 3. Introduce the major areas of responsibility for peer educators by displaying the prepared flip chart paper. Ask participants to name tasks that fit in each category. Write down their ideas, prompting them as needed. Here are some suggested items for discussion, based on a peer education model for adolescent SRH programs.

Adaptation: If you are implementing the PD&LP outside the context of peer education or in conjunction with another program, you can adapt this section to incorporate different roles and responsibilities that are appropriate for your participants.

<p>Provide Information</p> <ul style="list-style-type: none">• Provide health education• Share information related to SRH, STIs/ HIV, and contraception• Listen and respond to questions	<p>Be a Leader</p> <ul style="list-style-type: none">• Be a role model in and out of the classroom• Be an ambassador for the program• Contribute to team activities• Find new ways to lead and contribute
<p>Connect to the Community</p> <ul style="list-style-type: none">• Network with other people working in this field• Refer students to community resources	<p>Develop your Skills</p> <ul style="list-style-type: none">• Organize/plan sessions and activities• Develop presentation, facilitation, and storytelling skills• Enhance teamwork skills

- 4. Inform participants that there are things and people that will support them and things and people that might create challenges as they fulfil these areas of responsibility. Using two different sets of colored sticky notes, ask everyone to identify one or more potential support and one or more potential challenge. Identify which color sticky note is for challenges and which is for supports. Allow participants a few moments to write down their ideas and place their sticky notes in the corresponding area of responsibility on the flip chart paper. After participants have posted their sticky notes, bring the group back together to discuss.

5. Facilitate a discussion around participants' responses on supports and challenges. Ask participants to volunteer to read sticky notes from each area to start the discussion. Then discuss how the group can help each other overcome these and any other potential challenges. Encourage participants to share resources and tools that contribute to their growth and success.

THE PEER EDUCATOR CODE ("THE CODE") (20 MINUTES)

1. Inform participants that they will need to commit to a group code to help them complete their responsibilities. This code may be similar to organizational group agreements that you may have shared with them previously (e.g., during recruitment and onboarding) but should be customized as group expectations specifically for this program.
 - **If you are starting with a pre-determined code**, prepare it in advance on flip chart paper, a whiteboard, a poster, or as a handout (for example, using [Appendix 1-B: The Code](#)). Display or distribute the pre-determined code for participants to review and then ask participants to discuss any suggested changes or additions. Write down any changes on a piece of flip chart paper or a whiteboard.
 - **If you are creating a new code**, discuss suggested agreements for the code and ask the group to briefly define what it means to them. Prepare some examples in advance, in case the group struggles. (For example, you can build on any organizational group agreements you may have.) Write down ideas on a piece of flip chart paper or a whiteboard.
2. Either have everyone sign a large-format print of The Code (poster, flip chart, or whiteboard) as a way of acknowledging that everyone agrees or print out copies of the code for participants to sign and keep in their files.

CLOSING: TEAM PHOTO (5 MINUTES)

1. Ask participants to contribute ideas for visually sharing/displaying The Code for the team.
2. Invite participants to share what they are most excited to start doing in their role.
3. Ask participants to gather as a group and pose for team photo, which you can add to your group agreements and code visuals.

PRACTICE AND REINFORCE

Determine if you need more time to finalize your group code. Once the code is finalized, consider opportunities to display The Code on a poster or in a handout that can be displayed at future events with participants. Consider also expanding on this activity by designing or gathering input about meaningful incentives and consequences for adhering to, or failing to adhere to, The Code. Revisit these agreements, incentives, and consequences frequently—for example, during team meetings and supervisor check-in sessions. If you are pairing the PD&LP with the Re:MIX curriculum component, your youth will be practicing and reinforcing these commitments throughout the entire program.

3.3: WORKING IN GROUPS



Note: If you are implementing the Re:MIX Training of Facilitators training, consider delivering this session concurrently with Section 1 of the Re:MIX training.

LEARNING OBJECTIVES



After completing this module, participants will be able to:

1. Describe what it means to be part of a team and why being a good team player is important for professional success.
2. Identify the individual strengths and needs each member brings to the group.
3. Identify select barriers to effective teamwork as well as strategies for creating positive outcomes.

COMPETENCY CROSSWALK



- Accountability
 - Dependability
 - Effort
 - Reliability
 - Responsibility
- Communication
 - Attitude
 - Boundaries
 - Professionalism
- Leadership
 - Knowledge Sharing
 - Role Model
 - Teamwork
 - Vision



TIME

1 hour, 15 minutes



MATERIALS

- ☐ Flip chart paper or whiteboard(s) and markers
- ☐ Teamwork Quotes ([Appendix 3-C](#)) (or your own adapted version), one per participant and a few selected quotes printed in large format
- ☐ "Elements of Teamwork—An Inventory of Skills"²¹ handout, one per participant
- ☐ Small package of spaghetti, one per team
- ☐ Bag of large marshmallows, two per team
- ☐ ([Optional](#)) Sticky notes and pens



ADVANCED PREPARATION

- ☐ Print copies of the Teamwork Quotes handout or create your own handout with teamwork quotes relevant to youth in your program. Select a few individual quotes to display around the room—either printed on extra large paper or written on flip chart paper. **Note:** Consider adding visual images to the quotes you print.
- ☐ Download and print copies of the Elements of Teamwork—An Inventory of Skills handout.
- ☐ Based on the number of youth in your group, determine how many groups you will have for the spaghetti tower activity (assuming three or four youth per team) and use that data to determine how many packages of spaghetti and marshmallows you will need.

21. US Department of Labor (DOL), Office of Disability Employment Policy (ODEP). n.d. "Activity 12. Elements of Teamwork—An Inventory of Skills." *Soft Skills to Pay the Bills—Mastering Soft Skills for Workplace Success*. Washington, DC: DOL/ODEP. 63-64. <https://www.dol.gov/odep/topics/youth/softskills/>.

PROCEDURE

WARM-UP: QUOTATION STATION (10 MINUTES)

1. Explain that since we will be working together as a group throughout the program, the topic for this session is working in groups. Tell participants that this session will include activities that allow them to reflect on and share their individual skills as well as discuss group dynamics.
2. Tell participants that there are different quotes about teamwork displayed around the room and ask them to take a few minutes to walk around, review the quotes, and then stand next to the one that they like best. After a few minutes, tell participants that time is up and to choose a quote, if they have not already done so.

Adaptation: Print or write each of the quotes on strips of paper. Divide each quote into individual words or manageable phrases. Ask participants to form groups and work together to arrange the words or phrases into the correct order.
3. Ask participants to spend approximately two minutes discussing the quote they chose and the reason they chose it with others at their quote station. If any participants are alone at a station, allow them to stay where they are and prepare their own thoughts to share with the larger group. After a few minutes, call participants' attention back to the large group.
4. Ask one member of each group read their chosen quote to the larger group and briefly share some highlights from their discussions.
5. Ask participants to return to their seats and distribute the Teamwork Quotes handout with all of the quotes and give them a moment to make notes, if they would like.
6. Explain that employers rate the ability to be a team player as one of the most important qualities and characteristics of their employees—including current staff and prospective candidates. Ask participants why they think teamwork is so important in the workplace and facilitate an interactive discussion around their responses.
7. Facilitate a brief discussion about why teamwork will be important to this group and program.

SPAGHETTI TOWER (25 MINUTES)

1. Ask participants if teamwork is always easy. (Most likely you will receive “no” answers). Ask participants to give examples of why teams may not work well or what can make teamwork difficult. Write their responses on the flip chart paper or whiteboard. **Note:** Answers may include compatibility and personality issues; differences in communication styles; inconsistent team players; lack of a clear, common goal; lack of trust; and time constraints.

2. Divide participants into teams of three or four and ask each team to elect a leader for this activity. Give each team a supply of spaghetti and marshmallows and tell them that they will have 15 minutes to create the tallest freestanding structure possible. Before allowing teams to begin, tell them that their leaders are only allowed to supervise and offer instructions; they cannot physically participate in this activity.
3. After 15 minutes, pause the activity and evaluate the structures. Usually, the tallest structure has a solid, wide foundation. Ask participants what it means to have a solid foundation—and why establishing a solid foundation is important for an effective team. Use the following questions to facilitate additional discussion:
 - *How did your team work together? What worked well? What challenges did you experience?*
 - *Besides the team leader, what role did each person in the group play? How did each person support the end goal?*
 - *What was your first thought when you learned that the team leader would be unable to physically participate in the activity? How did that affect their participation?*
 - *What would you do differently if given a second chance to complete this activity?*
4. Explain that this is a team-building exercise and ask participants to identify examples of other team-building activities they have participated in or heard about. Let them know that they will have the opportunity to participate in—and even lead—more team-building activities throughout the program to continue to strengthen their teamwork skills.

HOW TO BE A TEAM PLAYER (25 MINUTES)

1. Working in the same teams as the previous exercise, ask participants to list characteristics they associate with good team players. Tell participants that they can refer to The Code and the spaghetti tower exercise to help them think of examples.
2. Distribute the Elements of Teamwork—An Inventory of Skills handout. Tell participants they will be individually assessing the teamwork skills they possess and then sharing key information with their group. Give everyone 5 to 10 minutes to complete the handout.
3. After everyone has completed the inventory, ask participants to share one of their strengths *and* one area for improvement with their team. Ask each team to write down the strengths and areas for improvement discussed on flip chart paper or a whiteboard.

Adaptation: You may opt to conduct this activity anonymously by allowing youth to write their strengths and areas for improvement on sticky notes that can be placed on pieces of flip chart paper or a whiteboard divided into these two categories.
4. Ask participants to help each other identify potential resources or supports to address the areas of improvement discussed. Allow plenty of time for this discussion.
5. After groups have finished their discussions, give participants a little more time to write notes (on their handouts or in their notebooks) about how they can help each other to keep for future reference.

CLOSING: TEAMWORK TAGLINES (15 MINUTES)

1. Ask each participant to create a personal teamwork tagline. Explain that their tagline can center on why teamwork is important, what it can accomplish, or similar. **Note:** *The purpose of developing these taglines is to encourage participants to gain a better understanding of the importance of teamwork, including why it is a core value shared by different cultures, corporations, and organizations alike. Be prepared to share an example of how teamwork is valued in your organization.*
2. Discuss where and how participants can incorporate this tagline into their work and into the program. **Note:** *Consider how you can weave this message into future training sessions and meetings.*
3. Remind participants that they will be asked to lead future team-building exercises for the group and let them know you will share more information on that once they are more comfortable in their roles.

PRACTICE AND REINFORCE

Watch the Ted Talk entitled “Build a Tower, Build a Team,”²² which discusses the spaghetti tower activity. Facilitate a discussion about insights the group can use as they begin to work together.

Find opportunities for participants to revisit their skills inventories. For example, consider having participants re-assess their teamwork skills midway through the program and at the end of the program to reflect on their growth.

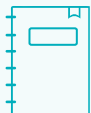
Consider how you can incorporate the taglines from the closing activity into future assignments. For example, you could have youth create visual representations of their taglines to print and keep with them or to share in social media posts.

22. Wujec, T. 2010. “Build a Tower, Build a Team.” *Ted Talk*. https://www.ted.com/talks/tom_wujec_build_a_tower?language=en.

3.4: PERSONAL IDENTITY AND VALUES



Note: If you are implementing the Re:MIX Training of Facilitators training, consider delivering this session concurrently with Section 1 of the Re:MIX training.



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Define and identify personal values.
2. Explain how personal values affect leadership and professional performance.
3. Understand and demonstrate approaches to encouraging diversity.



COMPETENCY CROSSWALK

- Leadership
 - Vision
- Personal Motivation
 - Ownership



TIME

1 hour, 20 minutes



MATERIALS

- ☐ Flip chart paper or whiteboard(s) and markers
- ☐ Blank notecards, five per participant
- ☐ *Values Assessment*²³ handout, one per participant
- ☐ "Active Listening Guidelines"²⁴ handout, one per participant
- ☐ Transition tool (bell, timer, music, etc.)



ADVANCED PREPARATION

- ☐ Prepare mini-role-play demonstrations of a couple of the Active Listening Guidelines.

23. The Creative Executive. 2014. *Values Assessment*. Austin, TX: The Creative Executive. http://www.creative-executive.com/wp-content/uploads/2014/02/CE_VA16221630.pdf.

24. John W. Gardner Center for Youth and Their Communities (JGC). 2007. *Youth Engaged in Leadership and Learning (YELL): A Handbook for Program Staff, Teachers, and Community Leaders*. Stanford, CA: JGC. 90. <https://gardnercenter.stanford.edu/sites/default/files/YELL%20Handbook.pdf>.

PROCEDURE

WARM-UP: IDENTITY CARDS (15 MINUTES)

1. Ask participants to share examples of groups to which they feel they belong. To assist them, you can explain that some groups they can consider may be related to their ethnicity, family, hobby, race, and religion.
2. Give each participant five index cards. Ask participants to think of words that define their relationship to their respective groups and to write one word on each index card. For example, you can say that you could write “facilitator” on your card, because you facilitate this group. Remind participants to focus on the membership aspect rather than the group type.
3. When participants have finished writing on their cards, ask them to stand in a circle.
4. Tell them they must now give up one of their identities. Ask the participants to look at their cards and decide which card they are willing to give up. Instruct them to place their selected card on the floor in the center of the circle, and remind them that they now no longer identify with that group. Repeat the process slowly and thoughtfully until participants are left with only one card. Before leaving the circle, ask participants to share their remaining card/identity with the group.
5. Debrief by asking the following questions:
 - *How did it feel to give up your cards/identities?*
 - *Did the activity become easier or harder when you were left with the last two cards?*
 - *Thinking about the identity that you kept at the end, what does it tell you about the group?*
 - *Have any of you ever been in a situation where you have had to “give up your card” or suppress part of who you are? How did that feel?*
6. Explain that our identities play a significant role in how we see the world. Acknowledge the diversity of identities in the room and emphasize that we will continue to learn and share more about ourselves, and learn more about each other, as we work together.
7. Tell participants that another factor that influences who we are is our values.

VALUES ASSESSMENT (30 MINUTES)

1. Distribute the Values Assessment handout and explain that we are going to use this tool to explore our individual values.
2. Instruct the participants to independently read the directions and complete the Values Assessment. Tell them they have approximately 15 minutes for this exercise. Circulate around the room to clarify directions and provide definitions of values, as needed. If participants want to discuss the exercise with a partner or small group, allow them to do so.
3. Bring participants back to the large group and ask them to share their top five values. Record responses on a piece of flip chart paper or a whiteboard. When someone repeats a value that was already stated, place a check mark next to that value.
4. After everyone has shared, ask participants to look at the responses and discuss the similarities and differences. Then ask them to share why they think this activity is important as they begin working together.
5. Let participants know that they will have an opportunity to discuss their values in more detail in the next activity.

APPRECIATIVE INTERVIEWS AND ACTIVE LISTENING (20 MINUTES)

1. Instruct participants to take their values assessments and form two parallel lines, so that everyone is facing someone else. **Note:** *If there is an odd number, a facilitator will need to participate so that everyone has a partner.*
2. Distribute the Active Listening Guidelines handout and ask volunteers to read the bullets.
3. Briefly demonstrate a couple of the guidelines, using the mini-role-play demonstrations you developed in advance. Confirm participants understand the guidelines and explain that they will now practice applying these guidelines.
4. Tell participants that you will be asking questions about their values and that they will have one minute to share their response with their partner and one minute to listen to their partner's response (i.e., two minutes per round). Explain that you will play a transition sound (tell them what the sound will be) at the end of the round and that when they hear the sound, one line should then move one place to the left, while participants in the other line remain where they are, so everyone has a new partner for the next question. Explain that the last person in the line that is moving will need to walk to the beginning of the line on their next turn. Demonstrate the line movement so that everyone is clear. Use the following questions for the exercise:
 - *What value or values do you bring to this program?*
 - *How do you demonstrate your values in your attitudes, beliefs, and behaviors?*
 - *Where did you learn your values?*
 - *Can you share an example of a time when someone had the same or a conflicting value as you and what happened?*

5. Facilitate a group debrief by asking participants to share examples of what they heard that surprised them or that made them think critically either about their own values or about their ideas about values and teamwork.

CLOSING (15 MINUTES)

1. Ask participants: *What do you think was the purpose of these exercises?* Remind them that knowing who we are and what is important to us is critical to enabling us to better understand our thoughts, choices, and actions and that we can apply similar skills to help us better understand each other.
2. Staying with the same partners from the last exercise, ask participants to complete the following statement: *"One thing I do, or can do, to express my identity or values in a positive way with this group is to_____".*

PRACTICE AND REINFORCE

Encourage participants to continue thinking about how they prioritize different values and how that prioritization influences their behavior during subsequent meetings. Use or adapt the *Choice and Values*²⁵ or *Life Values*²⁶ resources to facilitate this thinking. You can also facilitate discussions about your program's values, asking participants to examine how their personal values compare with program values and how similarities and differences might affect their work.



25. Northwest Association for Biomedical Research (NWABR). n.d. *Choices and Values*. Seattle, WA: NWABR. <https://www.nwabr.org/sites/default/files/ValuesActivities.pdf>.

26. Ben Hudnall Memorial Trust (BHMT). n.d. *Life Values*. Oakland, CA: BHMT. https://bhmt.org/wp-content/uploads/2016/04/BHMT_CC_Life-Values_Inventory.pdf.

3.5: PUBLIC SPEAKING AND PRESENTATION SKILLS



Note: If you are implementing the Re:MIX Training of Facilitators training, we suggest using the training plan provided in the Re:MIX Training of Facilitators Guide, Section 3.1: Introduction to Presentation Skills.



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Describe and model select qualities of poor and strong presentations.
2. Identify strengths and opportunities for growth as a presenter.



COMPETENCY CROSSWALK

- Communication
 - Attitude
 - Language
 - Professionalism
 - Public Speaking
- Leadership
 - Knowledge Sharing



TIME

1 hour, 35 minutes



MATERIALS

- ☐ Prepared flip chart papers labeled “Poor Presentation” and “Good Presentation”
- ☐ Extra flip chart paper or whiteboard(s), and markers
- ☐ “Bad Presentation Role Play”²⁷ handout, separated into two pieces
- ☐ “Presentation Skills Checklist”²⁸ handout, one copy per participant
- ☐ “Ten Tips for Good Presentations”²⁹ handout, one copy per participant³⁰
- ☐ “Personal Coaching and Feedback Sheet for Presenters”³⁰ handout, one copy per participant

27. JGC. 2007. YELL. 80.

28. JGC. 2007. YELL. 81.

29. JGC. 2007. YELL. 82.

30. JGC. 2007. YELL. 83.



ADVANCED PREPARATION

- ☐ Label two pieces of flip chart paper as “Poor Presentation” and “Good Presentation.”
- ☐ Cut the “Bad Presentations Role-Play” handout into two pieces.
- ☐ **(Optional)** Create additional role-play scenarios.

PROCEDURE

WARM-UP: PRESENTATIONS ROLE PLAY (10 MINUTES)

1. Ask a few participants to share examples of recent experiences they have had giving presentations, including how they felt about the experience.
2. Explain that it is helpful to first think through the things we do *not* want to do as a presenter or facilitator and then, after we know what we do not want to do, we can determine what we *do* want to do. Ask a volunteer to help demonstrate the first bad role-play presentation for the group. If no one volunteers, you can demonstrate the first role-play presentation yourself.

Adaptation: You may opt to incorporate additional role-play scenarios that directly reflect what you know of your participants and their presentation skills. However, it is important not to single out any individual participants during the activity.
3. Select one of the Bad Presentation Role-Play cards and ask your volunteer to read it quietly and then role-play the presentation for the group (or complete this task yourself, if you do not have a volunteer).
4. After the role-play presentation, ask participants to share examples of poor presentation skills they observed. Ask a participant to capture notes on the flip chart paper labeled “Poor Presentation.” Then reveal the instructions from the card and compare notes.
5. Repeat this exercise with a new participant volunteer demonstrating the role-play presentation and a new participant volunteer recording the notes on the flip chart paper.
6. Ask the group to discuss which of the poor presentation skills listed they have seen or been guilty of committing themselves and how they think an audience or learning group is affected.

WHY DO PRESENTATION SKILLS MATTER? (5 MINUTES)

1. Ask participants why presentation skills might be important for them now or in the future.
2. Share some examples of how you have used presentation skills in your personal and professional lives.

PRESENTATION SKILLS AND STRATEGIES (30 MINUTES)

1. Distribute and review the Presentation Skills Checklist handout with participants.
2. Invite participants to demonstrate weak and strong examples of each of the skills listed. If the group is large or participants are shy, consider dividing participants into small groups of three or four to practice and then bring the large group back together for a few brave performers to demonstrate what they have practiced.
3. Review the textbox at the bottom of the checklist ("Fun Fact"), highlighting how much of people's first impressions are based on nonverbal communication.
4. Distribute the 10 Tips for Good Presentations handout and invite participants to take turns reading each tip aloud to the group. **Note:** *When the group reaches "Be yourself" on the checklist, explain that this is important for forming authentic connections with audiences. Encourage participants to think about ways that they can incorporate their personalities into their presentations and build on their strengths. Note that everyone can improve their presentation skills while remaining true to who they are—it just takes practice!*

PRESENTATION PRACTICE AND FEEDBACK! (45 MINUTES)

1. Distribute the Personal Coaching and Feedback Sheet for Presenters handout. Let participants know that they can use this tool to provide feedback to each other when they begin practicing their presentation skills.
2. Ask participants to form small groups to discuss the tool for about three minutes. Ask them to use the worksheet to think specifically about their own strengths and challenges as presenters.
3. Tell participants they will have five minutes to prepare a brief presentation on a topic of particular interest to them. Explain that each presentation should be brief—one or two minutes—and provide any additional guidance and materials (such as suggested topics, flip chart paper, markers, and private spaces to practice).
4. After the five minutes, bring the group back together and ask a volunteer to start the presentations.
5. Remind the participants who are observing to make notes using their Personal Coaching and Feedback Sheet for Presenter handouts.

6. After the first presentation, take a minute to allow participants to provide feedback. This is an important time to be encouraging and appreciate everyone for being vulnerable in this activity. Remind participants that they will normally have much more time to practice.
7. Repeat this process until all participants have presented.
8. Inform participants that they can use this tool throughout the program, including as they deliver curriculum in the classroom, if you are implementing the PD&LP in combination with the Re:MIX program.

CLOSING: PRESENTER HASHTAGS (5 MINUTES)

1. Ask participants to imagine themselves several months (or a year) from now, giving a presentation on a topic about which they are passionate. Ask participants to think of hashtags that they hope audience members would use to describe them or their presentations afterwards.
2. Give everyone a few minutes to think of a hashtag to share with the group.

PRACTICE AND REINFORCE

Ask participants to develop and deliver presentations while their peers use the Personal Coaching and Feedback for Presenters Sheet to provide detailed feedback.

Consider facilitating an extended group coaching session or book study around *Why Bad Presentations Happen to Good Causes*.³¹

1. Goodman, A. 2006. *Why Bad Presentations Happen to Good Causes*. Los Angeles, CA: The Goodman Center. <https://www.thegoodmancenter.com/resources/>.

3.6: CREATING A CULTURE OF FEEDBACK



Note: There is an adaptation of this session in the *Re:MIX Training of Facilitators Guide*, Section 4.2: Giving and Receiving Feedback. If you are implementing the PD&LP in conjunction with the Re:MIX sexual health education program, please use this version.



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Describe how feedback can improve professional relationships and teamwork.
2. Give examples of positive, constructive feedback.
3. Use feedback from others to improve performance in order to achieve personal and professional goals.



COMPETENCY CROSSWALK

- Accountability
 - Dependability
 - Effort
 - Reliability
- Communication
 - Attitude
 - Boundaries
 - Language
 - Professionalism
 - Public Speaking



TIME

1 hour, 20 minutes



MATERIALS

- ☐ Why Feedback Is Important ([Appendix 3-B](#)), one copy of the first two pages per participant and one copy of the attached statement boxes
- ☐ Team Feedback Guidelines ([Appendix 3-C](#)), one copy per participant
- ☐ Medium-sized box, bin, or similar
- ☐ Six small balls
- ☐ ([Optional](#)) Flip chart paper or whiteboard(s) and markers



ADVANCED PREPARATION

- ☐ Print and cut apart the statement boxes at the end of the Why Feedback Is Important handout. Hide them around the room.
- ☐ **(Optional)** Label a piece of flip chart paper or whiteboard area: "Characteristics of Positive, Constructive Feedback."
- ☐ **(Optional)** Determine any specific feedback protocols you will use for your program and update or create handouts accordingly.

PROCEDURE

WARM-UP: WHERE'S THE FEEDBACK? (15 MINUTES)

1. Tell participants that feedback is a significant part of successful teamwork and professional growth. Let them know that you have hidden nine reasons why feedback is important on strips of paper around the room. Give them a few minutes to find all of the statements, working either individually or in groups. **Note:** *Sometimes it is interesting to see if they compete against each other or work together at this stage in the program.* If time is limited and they have not found them all, provide hints to help them locate any that remain.
2. Have participants return to their seats with the statements they found.
3. Ask the participants who found statements to take turns reading them aloud to the group. Pause after each statement to let participants personalize the statement or ask clarification questions. Provide clarifications, as needed.
4. After all statements have been read, distribute the Why Feedback Is Important handout so that all participants have the full list that was discussed as well as additional information and more exercises that they can refer to and use in the future.

EXPERIENCES WITH FEEDBACK (10 MINUTES)

1. Ask participants to find a partner (or small group, if you have an odd number of participants). Tell the pairs (or pairs and small group) that they have approximately five minutes to discuss their responses to the following instruction and question: *Think of a specific instance in which you received feedback and how it impacted you. What was the feedback and what was the outcome?* Remind them of the active listening guidance discussed during the Personal Identity and Values session and instruct them to be sure that everyone has a chance to share at least one example.

2. Bring the group back together and ask volunteers to briefly share some insights from their discussions.
3. Explain that sometimes feedback is given in a positive, constructive manner, and sometimes not. Ask participants if they discussed this issue and how they were affected by the way in which they received feedback.

FEEDBACK DEMONSTRATION EXERCISE (30 MINUTES)

1. Place a chair in the front of the room.
2. Ask a volunteer to participate in a demonstration exercise. Give the volunteer the six balls and instruct them to sit in the chair and not to turn around.
3. Quietly move the container somewhere behind the volunteer, without allowing them to see or hear where you are placing it.
4. Tell the volunteer that there is a container somewhere behind them and that their mission is to throw the balls into the container without turning around to see where the container is.
5. Tell the rest of the group to remain quiet during the exercise and not use any body language to help the volunteer with this mission.
6. Ask the volunteer to begin trying to throw the balls into the container. Do not offer any feedback or encouragement.
7. After they have tried this exercise with the six balls, ask the volunteer the following questions:
 - *What was it like to try to accomplish this mission without receiving any direction on your performance?*
 - *How did you feel you were doing throughout the exercise?*
 - *What do you think you did well and what do you think you could have done better?*
 - *What would have helped you accomplish your mission—for example, would feedback have been helpful?*
8. Collect the six balls and explain that you are going to repeat the exercise giving feedback. Give the volunteer the option of turning around before restarting the exercise to see where the container is and to say if they would like you to reposition the container for the next round (within reason). Reposition the container accordingly. Tell the volunteer to turn back around and not to turn around again during the exercise. Tell the volunteer that they may begin trying to throw the balls in the container again. Provide feedback and encouragement after each throw.
9. After they have thrown their six balls again, ask the volunteer how they felt this round.
10. Tell the volunteer to return to their seat and discuss the process you used during this exercise with the full group. Highlight the following points:

- *Confirm that the facilitator wants and is ready for feedback.*
- *Let the facilitator review and provide comments on or modify the expectations for the exercise.*
- *Allow the facilitator to state what they think they did well and what they could have done better.*
- *As the observer(s), state what the facilitator did well and what they could have done better.*
- *Collaboratively develop an action plan for improvement.*

CHARACTERISTICS OF POSITIVE, CONSTRUCTIVE FEEDBACK (20 MINUTES)

1. Inform participants that it is important that everyone agree to positive, constructive feedback guidelines.
2. Distribute the Team Feedback Guidelines handout. Ask participants to take turns reading each guideline aloud. If time allows, each reader can comment on the guideline and why they think it is important.
3. After reviewing all of the guidelines listed, ask the group if they wish to add to any more guidelines. **(Optional)** Display the flip chart paper or whiteboard area labeled “Characteristics of Positive, Constructive Feedback” and record comments.
4. Ask participants to write down any additional guidelines in the space provided on their handouts.

CLOSING (5 MINUTES)

1. Thank everyone for their participation during the session. Acknowledge that giving and receiving feedback requires openness and vulnerability. Encourage participants to continue to express any challenges they experience as they are giving and receiving feedback during program activities.
2. Remind participants that fostering the kind of environment in which everyone feels comfortable communicating openly and honestly is important to their success in working with others. Explain that feedback and communication will be a constant throughout their lives and the lessons they learn here will help them be successful in their future endeavors. Close by emphasizing that constructive feedback is an important part of good communication and successful teamwork!

PRACTICE AND REINFORCE

Provide opportunities for participants to practice giving and receiving feedback during future trainings or special projects throughout the program.

Consider using **Appendix 2-E: Sample 360° Feedback Evaluation Form** and **Appendix 3-D: Sample Supervision Form** throughout the year to enable participants to provide and receive formal written feedback. If you are planning to use these tools, you should introduce them during or after this session, if you have not already done so.

3.7: STORYTELLING FOR PEER EDUCATORS



Note: There is an adaptation of this session in Section 3 of the Re:MIX Training of Facilitators Guide with the same title. If you are implementing the PD&LP in conjunction with the Re:MIX sexual health education program, please use this version.

Note: This training can be emotional and potentially trigger trauma. Therefore, we strongly recommend you arrange to have supports available to participants during and after this session.



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Know what constitutes a compelling story.
2. Craft personal stories from their own life experiences that relay important messages to peers.
3. Feel comfortable sharing their stories in small group settings.



COMPETENCY CROSSWALK

- Communication
 - Attitude
 - Grammar and Spelling
 - Language
 - Professionalism
 - Public Speaking
- Leadership
 - Civic Engagement
 - Knowledge Sharing
 - Role Model
- Personal Motivation
 - Ownership



TIME

4 hours, 30 minutes



MATERIALS

- ☐ Re:MIX Storytelling for Peer Educator slides
- ☐ Laptop, projector, and speakers
- ☐ Flip chart paper or whiteboard(s) and markers
- ☐ Note cards, paper, pencils, and pens
- ☐ **(Optional, but strongly encouraged)** Tissues



ADVANCED PREPARATION

- ☐ Secure a private, comfortable space for the training. This is particularly important for this session.
- ☐ Review presentation slides and prepare notes, as needed.
- ☐ **(Optional)** Notify participants in advance (either in prior sessions or via email) of the training content for this session, so that they can be emotionally prepared.

PROCEDURE

INTRODUCTION (30 MINUTES)

1. Show the Introduction slide. Ask participants to share responses to the questions listed.
2. Remind participants that this session may involve sensitive conversations and that the group should honor confidentiality.
3. Show the Group Juggle slide. Instruct participants to draw four things about themselves on a sheet of paper and then to ball up their papers into "snowballs." After a few minutes, ask them to throw their snowballs across the room (being respectful to not hurt each other). After a couple more minutes, say "stop" and ask them to take the snowball that is in their hand (or nearest to them), open it, and read it. Have each participant share their snowball with the group and guess what the pictures mean. Ask the artist to make themselves known and to provide clarification of the images and share relevant facts about themselves and the images.
4. Show and review the Agenda slide. Ask participants if they have any questions at this point, and answer as best you can.

STORYTELLING 101: BASICS OF A GOOD STORY (45 MINUTES)

1. As an introduction to storytelling, show the two Storytelling 101: Basics of a Good Story slides and explain to participants that:
 - *Storytelling helps convey important messages in a memorable way. For example, storytelling can be used to illustrate lessons, share information, promote behavior change, and encourage action.*
 - *Storytelling is an important learning tool in many cultures. Throughout history, people have told stories as a way to share memories, track important family information, and maintain connections to their culture.*
 - *In this workshop, we will explore some examples of effective stories and learn how to create compelling personal stories. Participants will have an opportunity to craft their own stories and then practice sharing those stories with one another.*
2. Show the Storytelling Methods slide and let participants know that we will practice storytelling during this session and in other sessions and activities. Provide the following storytelling tips:
 - *We all have stories to tell, but we are not always comfortable sharing them with others. Ask yourself, what stories am I most comfortable sharing?*
 - *Take time to develop and practice delivering your story before sharing, so that you can deliver it smoothly and confidently.*
 - *When telling your story, use a strong, confident voice in order to capture and maintain the audience's attention.*
 - *Make and maintain eye contact while you share your story. Making eye contact allows you to connect with your audience and allows your audience to connect with your story.*
3. Discuss the elements of storytelling by explaining:
 - *We are now going to discuss the key elements of storytelling, as identified by our project partners at StoryCenter, and watch several digital stories created by former Re:MIX peer educators.*
 - *Show the slide titled Peer Educator Digital Stories and start the playlist. Play at least two of the five Re:MIX Digital Stories videos. After each video, use the Discussion Questions slide to explore the storytelling elements of each example.*

CRAFTING YOUR STORY (45 MINUTES)

Show the Crafting Your Story slide and tell participants that we will help them start building their stories by using writing prompts. Distribute notecards and explain that:

- *You will have 10 minutes to write your response to each prompt on a note card—we will time you.*
- *Be spontaneous—jot down whatever comes to mind without overthinking it or editing yourself!*

SHARING STORIES (45 MINUTES)

1. Display the Sharing Stories slide. Divide participants into pairs (or pairs and a small group, if you have an odd number) and review the instructions on the slide.
2. After they complete the exercise, show the Sharing Stories Debrief slide and ask participants to think about the questions posed.

REFINING YOUR STORY (45 MINUTES)

Tell participants to select one of their stories to rework, using the feedback they received from their group members. Explain that they will have approximately 15 minutes to refine their stories and then they can share their revised stories with one of the facilitators to receive additional advice. Show the Refining Your Story slide for them to refer to as they complete this task.

SHARING REFINED STORIES (45 MINUTES)

Display the Sharing Refined Stories slide and review the following instructions:

- *Each person will now share their refined story with the group. After sharing your story, please share what you think you did well and what you think you need to work on to improve the story.*
- *While listening to your peers' stories, write down on note cards the following: (1) something you appreciated about the story, (2) something you would suggest adding or changing, and (3) something you think that others can learn from the story.*
- *Each person will get to keep these comment cards for future reference.*

CLOSING (15 MINUTES)

1. Ask participants if they have any questions at this time and what additional support they need in order to feel comfortable sharing their stories.
2. Show the Closing Reflections slide and, using flip chart paper or a whiteboard to record responses, ask participants the questions listed on the slide.

PRACTICE AND REINFORCE

Complete the "Practicing Stories" and/or "PhotoVoice" special projects to help youth apply and sharpen their storytelling skills. Encourage them to think of upcoming events or to create opportunities for themselves to share the stories they created in the workshop.

3.8: ESTABLISHING PERSONAL AND PROFESSIONAL GOALS



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Understand and explain the value of setting goals to achieve personal and professional ambitions.
2. Develop manageable short-term goals that will lead to successful achievement of long-term goals.
3. Establish SMART—**s**pecific, **m**easurable, **a**ttainable, **r**elevant, and **t**ime-bound—goals.
4. Overcome obstacles to achieving goals.



COMPETENCY CROSSWALK

- Accountability
 - Effort
 - Responsibility
 - Time Management
- Communication
 - Attitude
 - Language
- Leadership
 - Vision
- Personal Motivation
 - Goal-Oriented
 - Initiative
 - Ownership



TIME

1 hour, 15 minutes



MATERIALS

- ☐ Setting Long-Term Goals ([Appendix 3-E](#)), one copy per participant
- ☐ Setting Short-Term Goals ([Appendix 3-F](#)), one copy per participant
- ☐ SMART Goals ([Appendix 3-G](#)), one copy per participant
- ☐ Prepared flip chart paper with goals for owning a tattoo parlor
- ☐ Extra flip chart paper or whiteboard(s) and markers
- ☐ Candies of multiple colors or types (enough for at least one per person) and a bowl
- ☐ Additional paper and pens



ADVANCED PREPARATION

- ☐ Procure candy of assorted colors or types and prepare a chart with prompts for each color or type. For example, using colored candies:
 - **Red:** Describe a proud moment in your life.
 - **Orange:** If you could serve in a leadership position for the day, what position would it be and what would you do?
 - **Yellow:** If you could be an expert in any field or on any topic, what field or topic would you choose and why?
 - **Green:** What would you do with unlimited money?

Note: You can adapt the colors or types of snacks as well as the prompts, as desired.

- ☐ Prepare flip chart paper with goals for owning a tattoo parlor, as shown herein.

Time Frame	Career Goal
6 Months	Take a class to learn how to tattoo.
1 Year	Develop an art portfolio and apply for tattooing positions.
5 Years	Serve as the lead tattooist at a tattoo parlor.
Lifetime	Own a tattoo parlor.

PROCEDURE

WARM-UP: FOOD FOR THOUGHT (15 MINUTES)

1. Pass around the bowl of candy and instruct each participant to take one piece but not to eat it yet.
2. Share the prompts from your chart and ask participants to share a unique fact about themselves that responds to the prompt for the candy they selected. After everyone has answered, thank the group for sharing and allow them to eat their candy.

THE IMPORTANCE OF GOAL SETTING (5 MINUTES)

1. Introduce today's training topic—setting goals and self-reflection. Ask a few volunteers to share what goals they have set for themselves. Then ask: *Why is setting goals important?* Ask a few more volunteers to share their responses.
2. Explain that setting goals can help establish a long-term vision and foster short-term motivation. Goals can help with prioritizing what is important and with managing time and resources to maximize your happiness, health, and success.
3. Now ask participants: *What happens when you do not set goals?* After a few volunteers respond, explain that goals are important for energizing and motivating you as well as creating a sense of purpose and direction. Further, for long-term goals—such as attending college or becoming a nurse—it is important to set intermittent, short-term goals to help you stay on track and stay motivated.

SETTING AND MANAGING GOALS (45 MINUTES)

1. Ask participants to imagine a future where all of their dreams have come true. Then tell them that by strategically developing goals and plans for achieving those goals, they will be able to identify and reject activities that could hinder them from achieving their dreams.
2. Explain that in today's training we will begin to set short-term and long-term professional and personal goals.
3. Ask participants to brainstorm a list of the important areas of their personal and professional lives and record the responses on a piece of flip chart paper or whiteboard. Examples might include career, education, family, health, money, and relationships.
4. Distribute the Setting Long-Term Goals worksheet. Tell participants that they will be spending the next 15 minutes working independently to complete the worksheet. Explain that it is important to set goals for all areas of our lives, not just learning and working, so they should ensure that they have goals for all of the boxes. Emphasize that setting goals can be daunting, but it can also be fun. Share the following tips for making the process easier:

- *Do not let self-doubt limit your aspirations—this is a time to be brave and dream big.*
 - *Start with your heart and ask yourself: What truly inspires and makes me happy?*
 - *Think about the big picture and ask yourself: Where do I want to be and what I want to be doing in the future?*
 - *Remember—these are your goals, not what other people want you to achieve.*
5. After 10 minutes, tell participants that when they think they are finished, they should review their goals carefully, remove any that are not truly significant, and merge any that are closely related. After completing this process, they should have a list of goals that they care about and that excite them. Give them five more minutes to revise their goals further and then bring them back together as a group.
 6. Explain that the next step in the process is to break down long-term goals into a series of intermittent, short-term goals.
 7. Provide the following example and ask the subsequent question: *Your friend is graduating from high school and their long-term goal is to own a tattoo studio where they can use their artistic talents. What should your friend set as six-month, one-year, and five-year goals in order to achieve their lifetime goal of owning a tattoo parlor?* After you receive some ideas from participants, reveal the prepared flip chart paper.
 8. Tell participants to think about their own lifetime career goals and ask them: *What short-term goals could help you achieve your lifetime career goal?* Tell them to start by thinking about smaller, five-year, one-year, and six-month goals that will make their lifetime goal more manageable. Give participants a couple of minutes to complete this step and then allow volunteers share their goals, as time permits.
 9. Distribute the Setting Short-Term Goals handout and tell participants to complete this worksheet independently. Explain that once they have drafted short-term goals, they should think about what actions that they will need to complete to achieve those short-term goals. Emphasize that these actions should be manageable tasks that they can complete in a short timeframe and that they should serve as their to-do list or task list. Give participants approximately 10 minutes to begin filling in the worksheet and let them know they can revisit the worksheet on their own later. Provide additional paper for them to attach to their worksheets, if necessary.
 10. Next, tell participants that to strengthen their goals, we want to make sure they are SMART—specific, measurable, achievable, relevant, and time-bound—this will make them more powerful. Distribute the SMART Goals handout and share the following examples of SMART and non-SMART goals, building upon the tattoo artist example previously introduced.
 - **Non-SMART goal:** *Get a promotion.*
 - **SMART goal:** *Gain the qualifications and experience necessary to be eligible for a promotion to the position of tattoo parlor manager by the end of the year.*
 11. Ask a volunteer to share one of their lifetime goals to use as an example and explain how to ensure it is SMART, or revise it to become SMART. Tell participants to use the SMART goals handout as they revisit and revise their goals throughout the program.

ELIMINATING OBSTACLES (10 MINUTES)

1. Tell participants that once they have established SMART long- and short-term goals, and created their task lists, it is important to think about challenges—existing and potential—that may prevent them from achieving their goals. With that information, they can identify tactics to mitigate or address such barriers. Provide the following examples to illustrate barriers and mitigating tactics:
 - **Barrier:** *You become busy with life and forget about your task list—out of sight, out of mind.*
 - **Mitigation tactic:** *Display your goals prominently; for example, consider printing a bold, colorful version of your goals that you can hang on your wall, where you will see it and be inspired everyday. Regularly update your list—for example, once a month—so you stay on track. Consider recording your short-term goals and action items using an online tool, such as google docs, where you can track your progress, revise as needed, and check off tasks as you accomplish them.*
 - **Barrier:** *Fear of failure (or fear of success) prevents you from achieving your goals and setbacks make you want to give up.*
 - **Mitigation tactic:** *Remind yourself that setbacks are disappointing but common, and everyone experiences them. Seek support from a mentor who can help you think of solutions to challenges that arise and who can help you remain motivated.*
2. Tell participants that they will now work on identifying possible barriers for each of their goals, as well as any resources, tools, or supports they have or can establish to address each barrier. Refer participants back to the Setting Short-Term Goals worksheet to complete this exercise.
3. Ask for any final questions or comments and respond as best you can.

PRACTICE AND REINFORCE

Encourage participants to thoughtfully review and update the goals worksheets distributed in this session at the midterm and the end of the project. Consider providing digital copies of the forms that youth can print to update or revise electronically during the project and beyond.

Provide participants with free planners (hard copy planners or free online tools) that they can use to record and track their goals, PD&LP activities, and other reflections. Consider asking participants to bring their planners to their regular check-ins with their supervisor to continue to discuss their goals and progress.

3.9: PROFESSIONAL NETWORKING AND INTERACTION



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Understand the value of networking and interacting with others professionally.
2. Identify current and potential networks that may be meaningful for personal and professional growth.
3. Identify and demonstrate characteristics of effective and meaningful first impressions.
4. Identify and demonstrate characteristics of effective elevator pitches.
5. Create plans for practicing and/or applying networking skills in the community.



COMPETENCY CROSSWALK

- Accountability
 - Effort
- Communication
 - Boundaries
 - Professionalism
- Personal Motivation
 - Initiative
 - Ownership



TIME

1 hour, 30 minutes



MATERIALS

- ☐ Networking and Interaction presentation slides
- ☐ Laptop and projector
- ☐ Sticky notes
- ☐ Flip chart paper or whiteboard(s) and markers
- ☐ Networking Map ([Appendix 3-H](#)), one per participant
- ☐ Paper, pencils, and pens



ADVANCED PREPARATION

- ☐ Review presentation slides and prepare notes, as needed.

PROCEDURE

WARM-UP: ELEVATOR ACTIVITY (10 MINUTES)

1. Review the Session Goals slide briefly.
2. Display the Warm-Up: Elevator Activity slide. Ask participants to close their eyes and imagine boarding an elevator that has one person inside, and that person is someone they greatly admire and have always wanted to meet. Tell participants: *"If you can connect with this person, they can help you on your personal or professional path. You may not have much time with them, but you know you cannot miss the opportunity to try to establish a connection. What do you say?"*
3. Ask participants to open their eyes and each share who they pictured in the elevator and what they thought they would say.

WHAT IS NETWORKING? (10 MINUTES)

1. Ask participants if they are familiar with the term "networking." Ask a few participants familiar with the term to briefly explain what they think it means.
2. Review the What is Networking? slide and compare the definition provided to participants' responses. Clarify any questions, as needed.
3. Display the next slide and ask participants to read the two questions about the importance and benefits of networking. Ask a few participants to briefly respond to the questions and share how they think networking can help them achieve their goals. Depending on their responses, you may need to emphasize the following points:
 - *Through networking, you can connect with individuals in your field(s) of interest.*
 - *Contacts you make through networking can provide information, insights, and other resources related to your field(s) of interest.*
 - *Contacts you make through networking may share job opportunities and provide referrals and references for positions you wish to pursue.*

WHERE DOES NETWORKING HAPPEN? (15 MINUTES)

1. Distribute sticky notes and markers and have participants write as many responses as they can think of—one idea per sticky note—to the question on the next slide: "Where does networking occur?" Encourage participants to think quickly and not overthink their responses.
2. After a few minutes, ask participants to place their sticky notes on a piece of flip chart paper or whiteboard. After everyone has placed their notes, ask them to revisit the flip chart paper or whiteboard with all of the notes to read what their peers posted. Then, challenge participants to add even more ideas for another minute or two.

3. Ask participants to take their seats while you review the ideas posted. Ask for clarifications, as needed. Show the Examples of Where Networking Occurs slide and note similarities and differences between the responses from the participants and the slide—there should be many similarities. Highlight any places noted on the slide that participants did not suggest on the sticky notes.
4. Show the Think-Pair-Share slide and ask participants to find a partner and discuss the question posed on the slide. After a few moments, ask a few volunteers to share some of the stories they discussed. If you receive responses not already listed, ask participants to create additional sticky notes to add to the board.
5. You should now have numerous ideas and suggestions. Acknowledge all of the places and opportunities that exist for meeting people and establishing connections.

MAPPING YOUR NETWORK (15 MINUTES)

1. Distribute the Network Map handout and show the Who Is in Your Re:MIX Network? slide. Ask participants to consider who is in their network and how those individuals can be beneficial to them, making notes on the worksheet. Help participants think about peers, staff, partners, and other connections within and related to your organization who may offer skills, resources, and connections that may be relevant to them.
2. Show the Building and Mapping Your Networks slide. Ask participants to consider what types of resources are missing from their current networks that could help them achieve their personal and professional goals. Challenge them to identify names or types of people and to make note of those individuals in the second part of the Network Map handout. Explain that the next step is knowing how to effectively interact with potential new connections.

FIRST IMPRESSIONS (10 MINUTES)

1. Explain that in order to establish networks, we must be able to make strong first impressions. Invite a few participants to share their feelings about and experiences with first impressions. Show the First Impressions slide and prompt participants to think about the questions listed. Invite a few volunteers to share their ideas.
2. Show the Aspects of First Impressions slide and discuss the four characteristics of verbal and nonverbal communication that can affect a first impression. As you review the slide, invite participants to demonstrate both positive and negative examples of each characteristic.

ELEVATOR PITCHES (20 MINUTES)

1. Explain that an elevator pitch is a brief, persuasive speech used to quickly introduce yourself to a new contact. Being able to develop and deliver an effective elevator pitch is an important skill for making a good first impression. Ask participants to give some examples of how they might use an elevator pitch to network. After receiving a few examples, show the *Why You Might Need an Elevator Pitch* slide and read the bullets listed.
2. Show the *Tips for Creating an Effective Pitch* slide and ask volunteers to read the bulleted tips aloud. Tell participants that they will now have the opportunity to draft their own elevator pitch and ask them to consider these tips during this exercise.
3. Display the *Create Your Own Elevator Pitch* slide and instruct participants to review the guidance to develop an elevator pitch. Give participants five minutes to draft their pitches.
4. Instruct participants to form pairs and practice delivering their elevator pitches to their partners and receiving feedback. Give participants another few minutes to refine their pitches after they receive feedback.
5. Bring participants back to the large group and show the *Leave Them with Something Memorable* slide. Tell participants that leaving new contacts with something that they can use later will make the interaction more meaningful and may help the new contact remember them in the future.

CLOSING (10 MINUTES)

1. Ask participants to consider their current or desired networks and to think about upcoming opportunities where they might need or want to interact with others. Display the *Networking Goals* slide and ask participants to think about one or two specific networking goals for this month. Then show the *Upcoming Networking Opportunities* slide to help them develop their list. Invite participants to share their goals with the group for peer support and accountability.
2. Display and review the *Closing Thoughts* slide. Then share the *Resources* slide.

PRACTICE AND REINFORCE

Identify opportunities for participants to attend community events and implement a networking challenge. Refer to **Special Project 4.6: Networking Challenge** for more information.

Consider downloading Mind Tools' *Networking Skills: Bite-Sized Training*³² for more information and additional exercises.

32. Mind Tools Ltd. 2017. *Networking Skills: Bite-Sized Training*. Cardiff, UK: Mind Tools Ltd. <https://www.mindtools.com>.

3.10: DEFINING LEADERSHIP



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Describe characteristics of good leadership.
2. Identify qualities of strong leaders.
3. Identify personal leadership strengths and opportunities for growth.



COMPETENCY CROSSWALK

- Communication
 - Attitude
 - Boundaries
 - Professionalism
 - Public Speaking
- Leadership
 - Role Model
 - Vision



TIME

1 hour, 10 minutes



MATERIALS

- ☐ Prepared flip chart paper
- ☐ Markers
- ☐ Sticky notes, 12 per participant
- ☐ Index cards, one per participant



ADVANCED PREPARATION

- ☐ Label four pieces of flip chart paper with the following prompts and post them around the room:
 - What kinds of things do leaders do? (actions)
 - What do leaders believe in? (values and beliefs)
 - What kind of people are leaders? (skills and qualities)
 - Who are some examples of leaders? (specific names)

PROCEDURE

LEADERSHIP BRAINSTORM (25 MINUTES)

1. Direct participants to the four flip chart papers and read each question to them.
 - *What kinds of things do leaders do? (actions)*
 - *What do leaders believe in? (values and beliefs)*
 - *What kind of people are leaders? (skills and qualities)*
 - *Who are some examples of leaders? (specific names)*
2. Distribute sticky notes and ask participants to write down three responses to each question, one answer per sticky note (so they will each have 12 sticky notes). For the question about people they consider leaders, tell participants that at least one must be someone they know or have met, and one must be someone they do not know or have not met.
3. After everyone is done writing, ask them to post their answers on the appropriate flip chart.
4. Divide participants into four teams and assign one team to each question. Ask each team to gather at their assigned flip chart, discuss the responses posted, and identify similar responses and group the sticky notes according to themes.
5. After the teams finish reviewing and grouping their sticky notes, ask for a volunteer from each team to share what patterns they identified. Specifically, ask them to respond to the following:
 - *What were the most common types responses? What were the least common?*
 - *What response did you find most interesting and why?*
 - *What response surprised you or made you think about something differently and why?*

A COMMUNITY-CREATED DEFINITION (20 MINUTES)

1. Ask participants to return to their seats and to spend a couple of minutes reflecting on the last exercise. Distribute index cards and ask participants to write down their personal definition of leadership, building on their reflections.
2. Once all of the participants have written their definition, instruct them to walk around the room and trade index cards. Tell them to keep trading cards with one another until you instruct them to stop.
3. After a minute or two, instruct participants to stop and read the card that is in their hand.
4. Have them write a number ranging from one to five on the card, based on how much they like and agree with the definition—one meaning strongly disagree or dislike and five meaning strongly agree or like.

5. Repeat this process four more times until everyone has rated five statements. If they ever receive their own statement, instruct them to rate it honestly. After the last round, ask participants to total the ratings on the card currently in their hand and to share the final score.
6. Collect and post the three definitions with the highest scores. Ask the participants to reflect on these three definitions to create a final definition for the group. Use the following probing questions to help participants create this definition.
 - *What are the common themes or words in these definitions?*
 - *How can we combine these into a group definition?*

If there are strong differences or disagreements and the group is unable to combine the three definitions into one, do not force the matter. You can revisit this at a future meeting or agree to several statements.

CLOSING (25 MINUTES)

1. Ask participants the following questions as a debrief of this session:
 - *Are there different types of leaders? Why do you think that is? How are they different?*
 - *Are there things that all good leaders have in common? What are these things?*
 - *Which leader or type of leader was most common (reflecting upon the earlier activity regarding leaders people know and leaders people do not know)? Why do you think this is?*
 - *How do these people use their leadership skills—for what purpose?*
 - *Can someone have qualities and skills of a leader but not have a leadership title?*
 - *Can someone be a leader without having any of these strong leadership skills and qualities?*
2. Ask participants to name one leadership quality we discussed today that they feel they have and one that they would like to develop or strengthen.

PRACTICE AND REINFORCE

Have youth take turns leading icebreakers and energizers during the program to experience and demonstrate various leadership skills.

Use a leadership assessment tool to help participants analyze their personal leadership styles.

3.11: COMMUNICATION AND BOUNDARIES



Note: If you are implementing the Re:MIX Training of Facilitators training, consider delivering this session before Section 3.10: Self-Disclosure of the Re:MIX training, which builds upon this learning around communication and boundaries.



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Define the term “communication” and identify examples of good communication.
2. Define the term “boundaries” and explain the importance of establishing personal and professional boundaries.
3. Establish personal and professional boundaries and recognize and respect other people’s boundaries.



COMPETENCY CROSSWALK

- Communication
 - Boundaries
 - Professionalism



TIME

1 hour



MATERIALS

- ☐ Communication and Boundaries presentation slides
- ☐ Laptop, projector, and speakers
- ☐ Sticky notes
- ☐ Large cards or papers prepared with the letters A, B, and C
- ☐ Paper, pencils, and pens



ADVANCED PREPARATION

- ☐ Review presentation slides and prepare notes, as needed.
- ☐ Write the letters A, B, and C on separate cards or papers and post them around the room.

PROCEDURE

WARM-UP: FAMOUS MUSICIANS (10 MINUTES)

1. Distribute sticky notes. Ask participants to write the name of a famous musician on the sticky note and then gently stick it on the back of the person to their left.
2. Instruct participants to circulate and ask each other for clues that will help them guess the name of the famous musician written on the sticky note on their back. Once each participant has successfully guessed their respective musician's name, ask them to return to their seats.
3. Facilitate a brief discussion around challenges associated with using limited information to communicate.
4. Display and review the Session Objectives slide.

DEFINING COMMUNICATION AND BOUNDARIES (20 MINUTES)

1. Ask participants to think about how they would define the term "communication," and then show the What is Communication? slide.
2. Tell participants that an important part of effective communication involves establishing boundaries. Display the What Are Boundaries? slide.
3. Show the Why Are Boundaries Important? slide and have participants read the bullets listed.
4. Show the How Do You Recognize Boundaries? slide. Play the video and review the notes listed.
5. Ask participants to think about how they establish boundaries and then show the suggestions on the How Do You Establish Boundaries? slide.
6. Show the How Can We Manage Boundaries? slide and have participants read and reflect on the bullets listed.

ACT IT OUT! (10 MINUTES)

1. Ask participants to find a partner (or assign pairs) and display the Apply Your Knowledge: Act It Out! slide.
2. Ask each pair to think of two scenarios: one that they have actually experienced and one that is completely ridiculous. Instruct participants to review the examples on the slide for clarification.

3. Tell participants that they have approximately five minutes to role-play how they would respond to each of the two scenarios that they developed. Encourage the person making the request to be manipulative and persistent so that their partner has to think of different ways to set boundaries.

THREE CORNERS (15 MINUTES)

1. Display the Apply Your Knowledge: Three Corners slide and tell participants that you will be presenting five different scenarios on the upcoming slides. Refer to the lettered cards posted around the room. Explain that the upcoming slides will have multiple-choice responses and their task will be to stand next to posted card that corresponds to the letter of their response.
2. Ask participants to listen as you show and read the Scenario #1 slide and then to move to the card of their choice.
3. Ask a few volunteers to share their rationale for their choice.
4. Repeat the exercise with Scenario #2, #3, #4, and #5 slides.

CLOSING: STOPLIGHT ACTIVITY (5 MINUTES)

1. Display the Stoplight Activity slide and ask participants to think about today's discussion and quickly write down:
 - One thing they want to **start** doing (green light)
 - One thing they want to **slow down** and consider further (yellow light)
 - One thing they want to **stop** doing (red light)
2. Instruct participants to share their stoplight reflections with the person next to them.
3. Show the Remember... slide to reinforce session learning.
4. Show the Questions slide and ask if there are any questions, responding as best you can.

PRACTICE AND REINFORCE

Participants will practice these concepts throughout the program as they interact with their peers and other program staff.

3.12: CONFLICT RESOLUTION STYLES



LEARNING OBJECTIVES

After completing this module, participants will be able to:

1. Understand the importance of conflict resolution in teams and the workplace.
2. Explain strategies for resolving or managing interpersonal conflict.
3. Describe the causes and effects of conflict.
4. Describe different conflict management styles, identify the appropriate style for different situations, and identify a preferred method of conflict resolution.
5. Analyze how an individual's conflict management style can influence the outcome of a conflict.



COMPETENCY CROSSWALK

- Accountability
 - Effort
 - Responsibility
- Communication
 - Attitude
 - Boundaries
 - Language
 - Professionalism
- Leadership
 - Teamwork



TIME

1 hour, 45 minutes



MATERIALS

- ☐ Conflict Resolution: Managing Conflict presentation slides
- ☐ Laptop, projector, and speakers
- ☐ Paper, pencils, and pens
- ☐ Flip chart paper or whiteboard(s) and markers



ADVANCED PREPARATION

- ☐ Review presentation slides and prepare notes, as needed.

PROCEDURE

THINK OF A TIME WHEN... (10 MINUTES)

1. Tell participants to think of a time when they were on a team and a member of the team was not contributing equally. Ask how they handled the situation and what they think they might do differently upon reflection. Allow a few participants to share their responses with the group.
2. Show the Session Objectives slide and explain that in this session we will examine why conflict resolution is important in teams, workplaces, and our personal lives.

WARM-UP: WHAT DO YOU SEE? (10 MINUTES)

1. Display the What's the Big Deal? slide and read the bullet points presented.
2. Show the What Do You See? slide and instruct participants to write the numbers one through three on a piece of paper. Tell them that for the next three slides, you will be showing a series of images for 10 seconds each and that they should write down what they see in each image. Ask participants to remain quiet and keep their responses private during this exercise.
3. Display the next three slides, advancing each slide after 10 seconds.
4. Slowly present next three slides, which repeat the same images and provide probing questions. Ask participants to share their written responses for each slide. Note similarities and differences in the responses. Facilitate a brief discussion around the following questions:
 - *Did most of the participants see the same things, different things, or was it varied?*
 - *Is there a right or wrong answer to any of the image questions? Why or why not?*
 - *What might influence how different people see these images?*

FIVE STYLES OF CONFLICT MANAGEMENT (30 MINUTES)

1. Introduce the Thomas/Kilmann five styles of conflict management³³ and explain that for each style, we will first define the style, then explain when it may or may not be appropriate to use the style, and then discuss a few examples.
2. Review the subsequent slides for each style (accommodating, avoiding, collaborating, competing, and compromising). For the slides with examples, pause to share real-life examples, including relevant examples from your own experiences, and invite participants to share their own examples as well.

33. Kilmann Diagnostics, LLC. n.d. <https://kilmanndiagnostics.com/about/>.

WHAT WOULD YOU DO? (5 MINUTES)

1. Display the What Would You Do? slide and ask participants which style they might use if they were in that situation.
2. Reveal the What Would You Do If You Knew? slide with background information and discuss how participants' opinions or approaches might be different if they knew this context.

PROBLEM SOLVING AS A TEAM (45 MINUTES)

1. Explain that there are times when working on a team at work or at school can be a challenge and it may be difficult to achieve success together.
2. Tell participants to reflect upon the conflict management styles discussed earlier as they consider what they would say or do if they experienced the following situations:

- *A team member who is always late*
- *A team member who whispers or starts side conversations during group discussions*
- *A team member who becomes upset when their recommendations are not followed*
- *A team member who dominates the conversation or discussion*
- *A team member who leaves before their job or work is complete*
- *A team member who constantly jokes and derails discussions or work*
- *A team member who refuses to work with another team member*
- *A team member who will not share in the leadership role*
- *A team member who sleeps while the team works*
- *A team member who refuses to participate*

Adaptation: Divide the group into pairs or small groups and assign each pair/group one or more of these scenarios to discuss before presenting their recommendations to the larger group for feedback. You can also update the scenarios to better respond to the needs of your group.

3. Facilitate a discussion around the different approaches to each situation—ensuring participants consider positive and negative alternatives for working through and solving each problem. Compare responses to each situation in order to decide (as a group) on the best approach. Write down the final responses for each situation on flip chart paper or whiteboard(s).

CLOSING (5 MINUTES)

1. Ask volunteers to share why conflict management skills are important and how they will use these approaches be successful in the program.
2. Show and review the Wrap-Up slide as a reminder of key points from the session.
3. Show the Questions slide and respond to any lingering queries.
4. Explain that as valuable as it is for them to learn how to resolve conflict themselves, there may be issues that require immediate resolution and there may be private and/or sensitive issues that require the assistance of a supervisor. Emphasize the importance of asking for support for these types of issues or scenarios, providing examples, if necessary.
5. Ask each participant to share a personal commitment that they will make to practice effective conflict management.
6. Display the Additional Resources slide and tell participants that they can learn more about conflict resolution and management at the sites referenced.

PRACTICE AND REINFORCE

Remind participants to apply their agreements from The Code and their learning from the Creating a Culture of Feedback training in managing conflict, as these skills and approaches are all related.

Encourage participants to share conflict management challenges and scenarios that they are experiencing during group meetings. Explain that they can share how they used lessons from this training to find solutions themselves and they can also bring unresolved issues to the group to help identify solutions.



SPECIAL PROJECTS



SECTION 4

4.1: TEAM BINGO

Note: Introduce this activity after the *Program Welcome and Orientation* training session.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Demonstrate basic familiarities with their peers and other team members.
2. Identify areas of comfort and discomfort related to interacting with others.



COMPETENCY CROSSWALK

- Accountability
 - Effort
- Communication
 - Attitude
 - Boundaries
 - Professionalism
- Personal Motivation
 - Initiative



TIME

Approximately 1 or 2 hours over the course of a week



MATERIALS

- ☐ Team Bingo Cards, one per participant
- ☐ Prizes or incentives



ADVANCED PREPARATION

- ☐ Create and print the Team Bingo cards, using an online template or generator.³⁴ Try to include interesting facts that you know about team members, but that others may not know yet. Be sure to include details that are relatively mundane but interesting to youth, to encourage participants to complete the exercise.
- ☐ Set a deadline for completing the exercise. **Note:** *We suggest using a few days or a week as the timeframe, depending on how often participants are scheduled to see each other.*
- ☐ Decide what constitutes a completed card—for example, a row or column, the outer square, or the full card. **Note:** *We suggest requiring a full card to challenge participants to speak to as many people as possible.* Establish any other rules, such as the number of times the same name may be used.
- ☐ Determine what prizes or incentives you will offer. **Note:** *We encourage allowing everyone the opportunity to win a prize in order to promote participation.*
- ☐ If other staff will participate (e.g., to serve as potential contacts for youth to include on their bingo cards), tell them in advance and share any rules that they need to know.

PROCEDURE

1. Distribute the Team Bingo Cards at the end of the Program Welcome and Orientation training or a subsequent group session. Review the rules and deadline and let participants know about the prize or incentive for completing the card.
2. Allow participants a little bit of time to work on their cards during the group session, but not enough time to complete the card. Challenge your youth to proactively find ways to interact with each other over the next few days or weeks.
3. At the end of the exercise (when the deadline has passed), ask participants to share what they learned about one another. Use this information to facilitate deeper discussions about similarities and differences they found throughout the exercise. Ask participants to consider: *How will this help you all in working together?*

34. My Free Bingo Cards. n.d. "Bingo Card Generator." <https://myfreebingocards.com/bingo-card-generator>.

4.2: INFORMATIONAL INTERVIEWS

Note: Introduce this activity after the *Program Welcome and Orientation* training session or the *Public Speaking and Presentation Skills* training session.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Demonstrate effective interviewing and professional communication skills.
2. Analyze and present key skills and traits of professionals within the organization or in their field(s) of interest.



COMPETENCY CROSSWALK

- Accountability
 - Time Management
- Communication
 - Attitude
 - Boundaries
 - Grammar and Spelling
 - Professionalism



TIME

Approximately 7 or 8 hours over the course of 3 weeks



MATERIALS

- ☐ Contact list of potential interviewees
- ☐ *Designing an Open-Ended Question*³⁵ handout, one per participant
- ☐ *Strategies for Qualitative Interviews*³⁶ handout, one per participant
- ☐ Paper, pencils, and pens
- ☐ Flip chart paper or whiteboard(s) and markers



ADVANCED PREPARATION

- ☐ Compile a contact list of staff and potential partner institutions (relevant community organizations or local businesses) with staff that youth can interview.
- ☐ Recruit, inform, and prepare colleagues to potentially be interviewed by the youth.

35. Harvard University. n.d. *Designing an Open-Ended Question*. Cambridge, MA: Harvard University. https://www.cfa.harvard.edu/smg/Website/UCP/pdfs/open_ended_assessments.pdf.

36. Harvard University. n.d. *Strategies for Qualitative Interviews*. Cambridge, MA: Harvard University. https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf.

PROCEDURE

1. Explain that this activity will require youth to apply their new communication skills while simultaneously learning about leaders within the program and/or in their field(s) of interest (depending on the parameters that you establish). Tell participants that they will have the opportunity to ask these professionals about their backgrounds, roles and responsibilities, and anything else they are interested in learning. Let them know that after they finish their interviews, they will present their findings to the group.
2. Provide the contact list that you have prepared. Instruct participants to research local professionals and to identify an individual (and a few alternate candidates, in case there are scheduling conflicts or time constraints) whom they would like to interview.
3. Discuss ways in which participants can make the interviews as easy as possible for their interviewees. For example, participants can prearrange interview spaces, prepare questions in advance, and schedule the interviews at times that are convenient for their subjects.
4. Distribute and ask your youth to review the Designing an Open-Ended Question and Strategies for Qualitative Interviews handouts. Facilitate a discussion with the aim of creating a list of five questions for youth to ask during a 45-minute informational interview. Use flip chart paper or whiteboards to record ideas so that participants can identify themes and finalize questions. Explain that participants will all ask these five questions in their interviews, though they can modify them if needed.
5. After you have approved the list of questions, tell participants that they have two weeks to practice interviewing each other, conduct their interviews, compile their notes, and prepare a five-minute presentation of key findings to share with the group. Provide guidance for the presentation format and share materials that they can use. Remind participants that this is an opportunity for them to practice their newly acquired skills (e.g., public speaking and presentation skills). **Note:** We recommend giving participants a time limit of one or two hours to prepare their presentations in order to encourage them to focus on the task while simultaneously building their time management skills.
6. Reconvene the group for the presentations. After all of the presentations are complete, allow participants time to ask each other questions about their experiences and learnings. Facilitate a discussion around the following:
 - Reflections about the skills required to complete this project
 - Opportunities for growth or continued learning
 - What else they would like to learn about their interviewees and/or who else they would like to interview

Adaptation: Consider inviting the individuals interviewed to the presentation session.

7. Instruct participants to send an appreciation email or card to their interview subjects to thank them for their time and contributions. Let them know this is an important skill to develop and apply in future informational interviews and job interviews.



4.3: WRITING A BIO

Note: This project may be completed anytime during the program.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Write brief professional biographies about themselves.
2. Demonstrate proper use of spelling, grammar, and editing tools.



COMPETENCY CROSSWALK

- Communication
 - Attitude
 - Grammar and Spelling
 - Language
 - Professionalism



TIME

Approximately 2 hours



MATERIALS

- ☐ Computers with word processing capabilities and internet access
- ☐ Sample bios



ADVANCED PREPARATION

- ☐ Identify and print sample bios from your organization or other youth programs.
- ☐ Determine if/how you will include headshots or similar photos to complement the bios.

PROCEDURE

1. Tell participants that they will be creating biographies (or bios) that they can use to share information about themselves and their roles in the program.
2. Share bios of current staff from your organization and ask participants to read them and identify common characteristics. For example, bios typically include information about a person's educational background, work history, community engagement experience, and special skills (such as language or software capabilities). Be sure to include your bio as one of the examples.
3. Instruct participants to develop their own bios using Google Docs, Microsoft Word, or a similar platform. Tell them that they can refer to the examples provided and research other examples online to help them with this task. Encourage them to work with one another for peer review and feedback. Give them approximately one hour to complete this task.
4. Once they have developed their drafts, remind them to check their spelling using the spell check function and to save their final version before sharing a copy with you.
5. Review each bio separately, noting any spelling and grammatical issues. Provide feedback and if necessary, request additional revisions.
6. Share the final versions with the group and your internal team. Explain that participants can use these bios as they begin networking, for example, as they develop résumés and professional online profiles. Consider posting the bios on your organization's website.

Adaptation: Consider engaging a photographer to take professional photos to include with the bios, or use your own camera or smartphone for this purpose.

4.4: LEADERSHIP AND TEAM BUILDING

Note: Introduce this activity after the *Working in Groups* training session.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Communicate the value of strong teams.
2. Facilitate team-building activities for their peers.



COMPETENCY CROSSWALK

- Accountability
 - Attendance
 - Effort
 - Time Management
- Communication
 - Attitude
 - Boundaries
 - Professionalism
- Leadership
 - Role Model
 - Team Work



TIME

Approximately 4 hours over the course of a week (approximately 2 hours to introduce the activity and begin initial research and 2 hours for participants to develop their exercises independently)



MATERIALS

- ☐ Team-building activity resources
- ☐ Sign-up sheet listing scheduled team meeting dates
- ☐ Flip chart paper or whiteboard(s) and markers



ADVANCED PREPARATION

- ☐ Identify team-building resources (books, handouts, websites, etc.) to share with participants. For example, consider sharing Bruce Tuckman's "Using the Stages of Team Development,"³⁷ which summarizes five phases of group development. There are many other options available in the resources provided in **Appendix 1-A: Guiding Research and Reference Material** and online via other sources.
- ☐ Identify and prepare a team-building exercise related to one (or more) of the four competencies and responsive to the strengths and challenges you perceive within the group.
- ☐ Prepare a sign-up sheet listing scheduled team meeting dates.

PROCEDURE

1. Use this activity to reiterate the importance of team building. Ask participants to share examples of team-building exercises that they have completed together thus far in the program, including icebreakers as well as the more challenging activities. List them on flip chart paper or a whiteboard.
2. Facilitate the team-building exercise that you have prepared. After completing the exercise, ask participants to guess why you chose this particular exercise. Depending on how perceptive they are, be prepared to explain your selection.
3. Explain that program leaders often facilitate team-building exercises, but that everyone on the team plays an important role in leading and encouraging the team throughout the year; therefore, each participant will sign up to lead a team-building activity during group meetings throughout the remainder of the program. Further, explain that these activities will allow participants to strengthen their own leadership skills while promoting camaraderie and bonding among team members.
4. Tell participants that they will have adequate time to prepare during their work hours and provide resources that they can use to research and develop their own team-building exercises.
5. Post the list of scheduled team meeting dates and ask participants to sign up to facilitate team-building exercises. **Note:** *We suggest ensuring participants have at least one opportunity to lead a team-building exercise throughout the year but also continuing to allow program leaders to facilitate team-building exercises as well.*
6. Once all of the participants have signed up, let them spend another hour or two reviewing the team-building materials and resources that you brought.
7. Discuss plans for finalizing their selected activities. Be prepared to provide your youth with space to prepare and practice their exercises before facilitating the exercises with the full group.

37. Stein, J. n.d. "Using the Stages of Team Development." *Working on Teams*. Cambridge, MA: Massachusetts Institute of Technology. <https://hr.mit.edu/learning-topics/teams/articles/stages-development>.

4.5: PRACTICING STORIES

Note: Introduce this activity after the *Storytelling for Peer Educators* training session.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Demonstrate confidence in public speaking and storytelling.
2. Tell stories with clarity and purpose.



COMPETENCY CROSSWALK

- Accountability
 - Effort
- Communication
 - Attitude
 - Language
 - Professionalism
 - Public Speaking
- Leadership
 - Knowledge Sharing
 - Role Model
 - Teamwork
- Personal Motivation
 - Ownership



TIME

55 minutes



MATERIALS

- ☐ Random objects, one per person or group
- ☐ Paper, pencils, and pens
- ☐ **(Optional)** Flip chart paper or whiteboard and markers



ADVANCED PREPARATION

- ☐ Decide if you will have participants complete the Quick Commercial activity individually or in small groups, considering the size of your group and the time allotted. Gather random objects to use—ensuring you have enough different objects for the number of participants or groups.

PROCEDURE

CONTINUOUS STORY (10 MINUTES)

1. Ask a volunteer to start telling a story. Tell them they will have approximately 20 seconds and then another person will continue the story. **Note:** *Ideally, the person telling the story will stand in front of the group—this can strengthen skills from the Public Speaking and Presentation Skills training—but you can opt to allow the group to sit in a circle, if standing in front of the group makes them uncomfortable.*
2. After the first person finishes, ask the next person to continue the story for another 20 seconds.
3. Repeat this process until everyone (or however many participants you want to participate) has had a chance to contribute to the story. The last person to speak should conclude the story.
4. Lead a debrief discussion about the experience by asking participants:
 - What was it like for those who had to begin or end the story?
 - For everyone after the first person, was it hard to make the story make sense?
 - How can this exercise help you improve your storytelling skills?

Adaptation: You can do this as a continuous written story using words or visuals on flip chart paper or a whiteboard.

ACTION STORY (10 MINUTES)

1. Explain to participants that you are going to share a story and that you want them to act out the different actions in the story. See the example below:

I had such a hard time waking up this morning; I hit the snooze button at least five times [participants should pretend to hit a snooze button]. I finally sat up [participants should sit up straight] and did a big stretch [participants should stretch]. I thought of all of the things I had to do today [participants should make thinking faces] and smiled [participants should smile], because I remembered that today I would be leading a storytelling activity with my favorite youth!
2. Ask a volunteer to tell a similar action story about one of their recent experiences. Provide a time limit, for example 20 to 30 seconds, and ask the rest of the group to act out the actions.
3. Have several participants take turns telling their action stories. **Note:** *You can decide how many youth you will have tell stories based on the level of engagement and the amount of time you have.*
4. After the group completes a few of the action stories, ask participants to share what it felt like to be the storyteller and what it felt like to act out the stories.
5. Ask participants: *How will this exercise help improve your storytelling skills?*

QUICK COMMERCIALS (30 MINUTES)

1. Refer participants to the random items that you have brought and explain that they will be responsible for preparing and presenting a short commercial about one of the items.

Adaptation: You can ask participants to contribute items that they have with them (in their purse or backpack, for example) that they do not mind others touching.

2. Either individually or in small groups (if you have decided to group participants), instruct participants to select an item.
3. Help participants plan and structure their commercials by asking them to think about common radio or television commercials. For example, ask participants:
 - *What is the objective of a commercial?*
 - *What are some common elements in commercials?*
 - *What are some commercials you like? Why or what do you like about them?*
 - *What makes some commercials stronger than other commercials?*

Expect to receive responses about persuasion, storytelling, tone, voice, and calls to action.

4. Provide the following parameters for the activity:
 - *The commercial should be between 30 seconds and a minute.*
 - *The commercial should emphasize speaking over visuals.*
 - *The commercial should demonstrate a clear position, either for or against the item, and explain why someone should or should not want the item.*
 - *The commercial should end with a call to action.*
 - *If participants will be working in groups, encourage them to ensure each member has a speaking role.*
5. Give participants five minutes to prepare their commercial and then ask a volunteer or volunteer group to start. Continue until all participants or groups have presented.

CLOSING (5 MINUTES)

Debrief with participants by asking if they have any questions about this session's activities related to storytelling or public speaking or if they have any thoughts they would like to share based on the exercises.

4.6: NETWORKING CHALLENGE

Note: Introduce this activity after the **Professional Networking and Interaction** training session and once community engagement opportunities are available.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Strengthen and confidently deliver elevator pitches at an upcoming event.
2. Create plans for practicing and/or applying networking skills in the community.
3. Engage community partners through networking.



COMPETENCY CROSSWALK

- Accountability
 - Effort
- Communication
 - Attitude
 - Boundaries
 - Language
 - Professionalism
 - Public Speaking
- Personal Motivation
 - Initiative



TIME

Varies, depending on when and where you complete this activity



MATERIALS

- ☐ **(Optional)** Business cards or business card templates and printing equipment
- ☐ Promotional materials for networking
- ☐ Incentives or prizes



ADVANCED PREPARATION

- ☐ Identify an upcoming event or opportunity for community engagement.
- ☐ Determine the rules for a challenge you will ask participants to complete. Either you can decide that the participant who collects or exchanges the most business cards will be the winner, or you can ask participants to establish personal goals for the number of contacts that they wish make at the event. **Note:** You can also ask participants to vote on which option they prefer.

- ☐ Decide on (and if necessary, procure) prizes or incentives to offer participants for completing or winning the challenge.
- ☐ Order business cards for participants or find a business card template (for example, via Canva) that participants can use to design their own. Consider also ordering business card holders.
- ☐ Gather program/organizational promotional materials—such as flyers, pamphlets, and swag—for participants to share with new connections during the networking challenge.

PROCEDURE

1. Tell participants that they will be attending a community event where they will have the opportunity to network with new contacts. Instruct them to keep all of the business cards that they receive; or, if they network with someone who does not have a card, to record the person's name, contact information, title or position, organization, and a brief summary of the interaction.
2. Review the challenge parameters (collecting the most cards or making a set number of connections) and let participants know what the incentive or prize is for completing or winning the challenge.
3. Either disseminate premade business cards or allow participants to design and print their own.
Note: *Preordering cards in a set template (such as the template your organization already uses) will save time. If you allow youth to design their own business cards, plan for an extra hour or two for this activity.*
4. After the challenge, facilitate a group discussion in which participants give feedback on their experiences and reflections, and share information from their networking connections. Consider asking:
 - *What skills did you find useful during the event?*
 - *What knowledge or experiences from this program helped you network?*
 - *Which new contacts are you most interested in or excited about?*
 - *Building upon this experience, how will you approach networking in the future?*
5. Discuss a plan for participants to follow up with the contacts that they made (e.g., by sending a follow-up email, calling the individual, or scheduling a one-on-one meeting). **Note:** *This is a good time for participants to revisit and update the Networking Map (Appendix 3-H) from the Professional Networking and Interaction training session.*

4.7: PHOTOVOICE

Note: Introduce this activity after or in place of other storytelling activities.



LEARNING OBJECTIVES

After completing this activity, participants will be able to:

1. Express a point of view through photography and storytelling.
2. Create participatory research data to influence positive social change around a particular issue or need.



COMPETENCY CROSSWALK

- Accountability
 - Effort
- Communication
 - Attitude
 - Language
 - Professionalism
 - Public Speaking
- Leadership
 - Knowledge Sharing
 - Role Model
- Personal Motivation
 - Initiative



TIME

Approximately 1 to 2 hours biweekly over the course of 3 to 5 months



MATERIALS

- ☐ Sample PhotoVoice products (e.g., EngenderHealth PhotoVoice videos)
- ☐ Laptop, projector, and speakers
- ☐ Project timeline and other resources, as needed, one each per participant
- ☐ Journals, one per participant
- ☐ Photography equipment (see Advanced Preparation)
- ☐ Photography training, tips, and tools

ADVANCED PREPARATION

- ☐ Visit PhotoVoice's website³⁸ for contextual information and review related training materials for implementing PhotoVoice projects to finalize your approach to facilitating this project. We have included several facilitator resources for PhotoVoice projects in **Appendix 1-A** that you may reference.
- ☐ Identify additional staff, volunteers, and/or consultants to support this project, as necessary. Share the schedule for the project and confirm their participation.
- ☐ Review EngenderHealth's PhotoVoice videos³⁹ (or identify similar examples of PhotoVoice products that you wish to share with youth) and prepare notes for discussion. **Note:** *You can share EngenderHealth's PhotoVoice project videos as a resource; however, the final PhotoVoice products do not need to be in video format. PhotoVoice is a flexible tool and final projects can look very different, based on a program's needs and capacity.*
- ☐ Identify and gather photography equipment. Recognizing that youth will be constructing deeply personal stories with these photos, each participant should have their own camera. Some options include:
 - ☐ A disposable camera (**Note:** *This will require the ability to develop photos.*)
 - ☐ A smart phone with camera (**Note:** *This will require the ability to upload photos to a digital platform, for example, to a flashdrive or laptop.*)
 - ☐ A digital camera (**Note:** *This will require the ability to print photos or upload photos to digital platform.*)
- ☐ Create an introductory photography training and develop related resources that youth may reference as they complete this project. We have included several photography training resources in **Appendix 1-A** that you may use for this purpose. **Note:** *You will need to determine how to construct your training, including deciding what and how much information you wish to provide. We recommend sharing basic photography techniques and discussing key ethical considerations for photography, such as the importance of obtaining consent from subjects. We also suggest recruiting a professional photographer to provide this training and ongoing support to your youth. If you opt to engage a professional photographer, be sure to share expectations for the training content in advance.*
- ☐ Identify and engage emotional support resources for participants, including external support, as appropriate. **Note:** *We suggesting recruiting a professional social worker or mental health professional to support youth throughout this project.*



38. PhotoVoice. n.d. "PhotoVoice." <https://photovoice.org/>.

39. EngenderHealth. 2019. "Re:MIX PhotoVoice Project." https://www.youtube.com/playlist?list=PLFkB5r_OcZrYB3nMrE-TDhZ1OB7urkbtq.



- ☐ Develop a general timeline for the project to share with participants as well as support staff, volunteers, and consultants. This timeline should include deadlines for journaling and taking photos, processing journal entries and reviewing photos, finalizing PhotoVoice products, and, as desired, showcasing final products.
- ☐ Determine any other expectations or goals for the project and create additional resources, as needed, to share with participants. For example, depending on the equipment you are using, develop guidance for uploading photos and prepare a handout that youth can take with them as a reminder.
- ☐ **(Optional)** Develop a plan to showcase the participants' final products. For example, consider showcasing the final products at relevant conferences, including them as part of your organization's outreach materials, or posting them on your organization's social media or website. **Note:** *While you will need to set a general deadline for completing the project, we recommend engaging youth in collaboratively determining how you will showcase their final products as part of an ongoing process, rather than finalizing a decision at the outset. As youth reflect on their experiences and their comfort with sharing their final stories, they may decide they prefer to share their work in a more intimate setting or they may wish to present their work to the larger community.*

PROCEDURE

1. Introduce the PhotoVoice project to youth and support staff, volunteers, and consultants. Review the project's objectives and share completed PhotoVoice products as examples (e.g., EngenderHealth's PhotoVoice videos). Distribute and review the project timeline and discuss the plan for showcasing final products, if appropriate. **Note:** *Consider engaging a social worker or mental health professional to join this introductory session. Introducing this support to participants at the beginning can help foster feelings of safety and trusting relationships that are necessary for discussing sensitive or personal topics, as required in this project. Alternatively, be prepared to share contact information for this support with youth and explain that youth may access these resources throughout the project, as needed.*
2. Give everyone time to review the timeline and consider the guidance shared. Allow everyone to provide feedback, suggest revisions, and ask questions.
3. Lead youth through a brainstorming activity to help them identify a collective research question. For example: *How has my access to community resources affected my health?* **Note:** *The research question you identify as a group will guide the PhotoVoice process and youth will create their PhotoVoice product based on this question.*

4. Distribute journals to youth and tell them that their first task will be to draft brief essays (approximately one page) that respond to the collective research question. Instruct youth to complete this task independently before your next session. Remind them that they are welcome to engage the social worker or mental health provider, if you have secured one, during this process.
Note: *If writing formal essays does not work for your youth, you may opt to have them create bullet points listing ideas or simply write free form narrative.*
5. Conduct an “Introduction to Photography” training and share any resources you have collected or developed to support youth as they begin taking photos. **Note:** *Either a facilitator or (if you decide to engage a professional photographer) the professional photographer can lead this training.*
6. Distribute (as necessary) and review photography equipment and resources. Discuss expectations for taking and printing or uploading photos and instruct youth to spend the following few weeks taking photos around their communities that correspond with the research question. **Note:** *We recommend advising youth plan to plan to bring 5 to 10 photographs to the next session.*
7. At the beginning of the next session, ask youth to share their draft essays with the program staff, volunteers, and/or consultants. Provide feedback to help inform revisions of their essays.
8. Ask youth to share their photos and reflections from the exercise with the whole group. Allow the group to provide feedback on everyone’s photographs, including praising and critiquing content and technique. Tell participants that their next task is to take a new set of photos that visually expresses the themes identified in their essays and to refine their stories. If you have engaged a professional photographer, remind youth to connect with that individual to seek assistance in refining their story by matching their photos to their essays. Remind youth of the timeline, reiterating how much time they have left to revise and finalize their products and remind them that they can contact the social worker or mental health provider (as available), as needed.
9. **(Optional)** Work with youth to coordinate any final logistics and to implement the project showcase. **Note:** *You can involve youth in event planning by asking them to help prepare and send invites and/or identify and decorate a venue.* Showcase completed PhotoVoice products as planned.



APPENDICES

APPENDIX 1-A:

GUIDING RESEARCH AND REFERENCE MATERIAL

This list includes materials referenced throughout the PD&&LP as well as several additional resources for implementing youth leadership and peer educator programs.

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APPENDIX 1-B:

THE CODE

THE CODE

BE...

- ✓ Prepared
- ✓ Proactive
- ✓ Professional
- ✓ Present and Focused
- ✓ On Time
- ✓ Respectful
- ✓ Responsive
- ✓ Open and Flexible
- ✓ Your Best Self
- ✓ A Role Model



APPENDIX 2-A:

PEER EDUCATOR CORE COMPETENCIES SELF-ASSESSMENT

Unique ID# _____

From this survey, we hope to learn more about you and what you hope to gain from your position as a peer educator over the next year. You will complete this survey three times over the course of the program to measure your growth. There are no right or wrong answers, but your honest answers will help us to plan the best program to meet your needs. None of your answers will be linked to your name. **Thank you for your time!**

PART 1

We would like to understand how you think about several professional development skills and learn about how you think they relate to you. You can write in sentences or bullet points, whichever you prefer.

Accountability

1. Define *accountability*.

2. What skills and qualities define good *accountability*?

3. Which skills and qualities do you possess that make you *accountable*? Please list 2 or 3 examples.

4. What are 1 or 2 ways in which you would like to grow your *accountability* capabilities while in this program?

Communication

1. Define *communication*.

2. What skills and qualities define good *communication*?

3. Which skills and qualities do you possess that make you a good *communicator*? Please list 2 or 3 examples.

4. What are 1 or 2 ways in which you would like to grow as a *communicator* while in this program?

Leadership

1. Define *leadership*.

2. What skills and qualities define good *leadership*?

3. Which skills and qualities do you possess that make you a good *leader*? Please list 2 or 3 examples.

4. What are 1 or 2 ways in which you would like to grow as a *leader* while in this program?

Personal Motivation

1. Define *personal motivation*.

2. What skills and qualities define positive *personal motivation*?

3. Which skills and qualities do you possess that demonstrate you are *motivated*? Please list 2 or 3 examples.

4. What are 1 or 2 ways in which you would like to become more positively *motivated* while in this program?

PART 2

We would like to learn more about your personal strengths and areas in which you would like to grow in the future, with regard to the **four core competency areas**. Your answers to these questions **will not** affect your job as a peer educator, but they **will** help us to create trainings and activities to help you grow and learn in the program.

Accountability

The following table contains a list of skills related to **accountability**. Please place an **"X"** in the box that best describes how **confident** you feel in each skill. **Very Confident** indicates that you are already strong in the skill and can practice the skill independently every day. **Not At All Confident** means that you have not learned how to do the skill yet or do not feel you are ready to do the skill on your own.

	Very Confident	Confident	Somewhat Confident	Not At All Confident
I attend all required events on time, on a regular basis.				
I manage my time effectively to complete all of my work on time.				
Others can rely on me to perform my delegated responsibilities or what I say I will do.				
I demonstrate excellent effort in both my individual and team work.				

Communication

The following table contains a list of skills related to **communication**. Please place an **"X"** in the box that best describes how **confident** you feel in each skill. **Very Confident** indicates that you are already strong in the skill and can practice the skill independently every day. **Not At All Confident** means that you have not learned how to do the skill yet or do not feel you are ready to do the skill on your own.

	Very Confident	Confident	Somewhat Confident	Not At All Confident
I can communicate professionally with attention to proper spelling, grammar, tone, and detail.				
I can comfortably and positively communicate with people from a variety of backgrounds in a variety of settings.				
I can speak about my work and myself to a variety of audiences.				
I am aware of and use positive body language, tone, and appropriate attire to present my best professional self.				
I understand personal and professional boundaries in communicating with others.				

Leadership

The following table contains a list of skills related to **leadership**. Please place an **"X"** in the box that best describes how **confident** you feel in each skill. **Very Confident** indicates that you are already strong in the skill and can practice the skill independently every day. **Not At All Confident** means that you have not learned how to do the skill yet or do not feel you are ready to do the skill on your own.

	Very Confident	Confident	Somewhat Confident	Not At All Confident
I model professional behaviors, attitudes, and attire.				
I inspire others to work towards common goals.				
I know how to effectively and productively work within a team to complete tasks and projects.				
I share my knowledge and resources with others and promote sharing among my team.				
I seek opportunities to volunteer or participate in decision-making in my community.				
I assume responsibility for my actions on the team.				
I proactively seek solutions and opportunities to support the team and others.				

Personal Motivation

The following table contains a list of skills related to **personal motivation**. Please place an **"X"** in the box that best describes how **confident** you feel in each skill. **Very Confident** indicates that you are already strong in the skill and can practice the skill independently every day. **Not At All Confident** means that you have not learned how to do the skill yet or do not feel you are ready to do the skill on your own.

	Very Confident	Confident	Somewhat Confident	Not At All Confident
I take time to research and identify trainings, online learning, and other opportunities for personal growth.				
I set personal and professional goals and monitor my progress towards achieving them.				
I am able to receive constructive feedback and apply the feedback for personal and professional growth.				
I can and do initiate projects without being told exactly what to do or when to do it.				
I am capable of adapting to change and I ask questions when necessary.				
I assume ownership over my work on both my favorite projects and my least favorite projects.				

PART 3

We would like to learn more about what you think your own strengths are and what areas you would like to strengthen in the future, including in terms of **personal and professional** skills beyond the scope of the four core competency areas. Your answers to these questions **will not** affect your job as a peer educator, but they **will** help us to create trainings and activities to help you grow and learn in the program.

Please place an **"X"** in the box that best describes how **confident** you feel in your skills, knowledge, and/or ability in each of the areas listed below related to **professional** and **workplace skills**.

	Very Confident	Confident	Somewhat Confident	Not At All Confident	Not Relevant in My Life
Creating a polished resume					
Interviewing for a job					
Networking with other professionals					
Using LinkedIn					
Using Microsoft Word and Excel					
Sending professional emails					
Setting and tracking personal and professional goals					
Viewing others through a trauma-informed lens					
Viewing others through a lens of cultural competency					
Practicing assertive communication and resolving conflicts at work					
Storytelling					
Working with special needs populations					
Identifying potential mental health concerns					
Using social media professionally					

Please place an **"X"** in the box that best describes how **confident** you feel in your skills, knowledge, and/or ability in each of the areas listed below related to **personal** and **family life**.

	Very Confident	Confident	Somewhat Confident	Not At All Confident	Not Relevant in My Life
Accessing safe and affordable childcare					
Using healthy discipline strategies with my child/children					
Establishing paternity					
Applying for child support					
Taking out and paying back loans					

Using credit cards					
Budgeting and saving					
Understanding my rights as a tenant					
Accessing and choosing contraception					
Accessing healthcare for my family					
Finding safe and affordable housing					
Discussing sexuality and puberty with my child/children					

APPENDIX 2-B:

ADDITIONAL ICEBREAKERS AND ENERGIZERS

The following activities can be used to enhance and reinforce facilitation skills such as nonverbal communication, speaking tone and volume, and energy. These may also be used to replace other warm-up activities in the PD&LP training or during subsequent group meetings, as desired.

Quick Energizers

Consider starting with a very quick energizer! Here are some to consider.

- What did you have for breakfast? What do you wish you had instead?
- Rock, paper, scissors tournament (paper covers rock, scissors cut the paper, rock breaks the scissors)
- Making rain (snapping fingers, clapping hands, clapping hands on thighs, hands hitting the floor, stomping feet...then gradually move back to snapping fingers)

Activity 1. Newspaper Tower Activity



MATERIALS

- Newspapers (please recycle after use!)
- Timer or stopwatch
- Multiple rolls of tape
- Measuring tape



ADVANCED PREPARATION

Collect as many newspapers as possible. Based on the total number of participants and the size of teams you prefer, determine how many participants you will have in each small group and how many small groups you will have. **Note:** We recommend including between two to four participants per team, unless you wish to use this activity for team building, in which case you may wish to consider slightly larger teams. Create separate piles of newspaper—one pile for each team with an additional pile set aside with extra newspaper in case any groups request more during the activity.

PROCEDURE

1. Divide participants into teams.
2. Give each group a pile of newspapers and a roll of tape. Tell participants that the goal of this activity is to build the tallest tower possible using only the newspapers and tape provided (no glue, staples, etc.). Any tower design or building method is acceptable—as long as the tower is constructed using only the newspaper and tape provided.

3. Set a timer or prepare your stopwatch for approximately 5–10 minutes (depending on the time you have available). Once your timer or watch is ready, instruct participants to begin working.
4. Once time expires, ask groups to immediately stop working on their towers.
5. Inspect each tower, measuring to determine which one is the tallest and checking to ensure no other supplies (besides the newspapers and tape provided) were used. Any tower that falls over before being judged cannot be repaired or built again.
6. The winner of this game is the team that successfully builds the tallest tower using only newspaper and tape.

Note: To make this more of a challenge, provide less (or no) tape. Alternatively, you may decide to judge using a scoring system that gives credit for artistic design and creativity as well as tower height.

Activity 2. Four Balls, Four Corners



MATERIALS

- Four balls
- Stopwatch



ADVANCED PREPARATION

None

PROCEDURE

1. Place one ball in each corner of the room (four balls, four corners).
2. Divide participants into groups of four.
3. Ask the first group to stand in the middle of the room and form an outward-facing circle by linking arms with one another. Explain that each person in the group must pick up one ball without breaking this circle. Tell the group that you are going to time this activity and then allow them to begin.
4. Once the first team has picked up all the balls, let the second team try, then the third team, etc.
5. The fastest team is the winner.
6. Close the activity by explaining that the only way to complete this exercise successfully is by communicating and working as a team.

Note: Usually, the first group pulls in different directions until the circle breaks. If this happens, ask the group to return to the middle of the room, reform the circle, and start again. The goal is to have participants realize that the game is only possible if they work with each other rather than against each other.

Activity 3. Sound Ball Activity



MATERIALS

None



ADVANCED PREPARATION

None

PROCEDURE

1. Ask participants to sit or stand in a circle.
2. Tell participants that they are going to throw an imaginary ball to one another while making sounds. Explain that you will “throw” the imaginary ball to a participant who will then “catch” the ball and make a sound—a bark, a buzz, or any other sound. That person will then “throw” the ball to someone else and the person who “catches” it will then need to repeat the sound that the first person made and then make their own different sound. The game continues until each person has a chance to repeat the sound of the person before them and to make their own sound.
3. Once you have completed the activity, explain to participants:
 - *The best thing about this game is that it forces everyone to listen to each other—before someone can “throw” the ball, they must respond to the person who “threw” them the ball. If people do not listen or are too busy thinking about what noise they want to make, they will not be able to complete their task of repeating the sound that their peer makes.*
 - *Remember this exercise when you are working in groups—either as a facilitator or participant. This exercise demonstrates how we need to think and behave during group discussions—by listening to what others say before responding.*
4. Once everyone understands the concept, you can make this game more challenging—and fun!—by speeding up the pace and/or adding a second and possibly third “ball” to the circle.

Activity 4. Ball Juggle



MATERIALS

5–6 small/lightweight balls



ADVANCED PREPARATION

None

PROCEDURE

1. Ask participants to sit or stand in a circle.
2. Give one of the participants one ball and instruct them to throw it to someone else in the circle—anyone except for the persons sitting or standing directly next to them.
3. Explain that the person now holding the ball should repeat the task—throwing to someone new and not sitting or standing directly next to them. Continue until everyone has had a chance to catch the ball.
4. Once they complete the exercise, pause and tell participants that you want to repeat the exercise but this time you will be using more balls. Explain that that they should keep throwing to the same person while you begin introducing additional balls.
5. Restart the exercise, now using multiple balls, and continue until participants begin dropping the balls.
6. Once the group starts dropping balls, pause the activity to debrief. Ask participants to consider how they could have handled the added balls better. **Note:** *The goal is for the group to think of solutions for managing additional balls. If you have time, you can consider asking participants to repeat the exercise using multiple balls a second time to see if they can complete the task faster or if they can last longer without dropping the balls.*
7. Ask participants to think about the balls as representations of different responsibilities—for example, attending class, going to work, and taking care of their families. Explain that sometimes dealing with these different responsibilities can feel like a juggling act! Ask the following reflection questions to relate the activity to working in teams:
 - *How did the group demonstrate and share responsibility in this exercise?*
 - *How might this exercise relate to working on a team? (Responses may include dividing responsibilities, quickly addressing new challenges, being communicative, and keeping a positive attitude.)*
 - *How can you apply this exercise to being part of a Re:MIX co-facilitation team? (Responses may include understanding and advancing a common goal, communicating needs and being aware of and responsive to co-facilitators' needs, understanding that individual choices can affect the team, and discussing challenges and developing solutions together.)*

Activity 5. The Energy Game



MATERIALS

None



ADVANCED PREPARATION

None

PROCEDURE

1. Ask participants to sit or stand in a circle and provide the following directions:
 - *We will need a volunteer to start the game by making a sound and a motion. For example, you can raise your hand and say “umm,” or wrap your arms around you and shiver, or hide your head and whimper, or*

shake your finger and sigh. Have fun and be creative!

- *The person to the right of our first volunteer will then mimic that sound and action, but with more energy—the sound louder and the gesture more exaggerated! Part of the beauty of the game is that the player who has the difficult job of starting the game only has to do so in a small and inconspicuous way. From here, things will get louder.*
2. Ask the first volunteer to begin the exercise and continue around the circle, with each player adding more energy. When everyone has had a turn, the starting player must repeat the action and sound once more at the highest level of intensity yet, to finish the round.
 3. Ask another player to start a new round with a new sound and gesture. Repeat a couple of times to give everyone a chance to display quieter and louder variations.

Note: Each player will naturally introduce some of their own personality to the game. This personality, combined with the increasing exaggeration and volume, can make for a funny game. We expect participants to try to outperform their peers thereby setting aside self-consciousness. When everyone has had a chance to be both loud and quiet, the group will be more at ease with themselves and each other. This exercise is designed to promote endorphins, encourage smiles and laughter, and reenergize the group!

Activity 6. Screamer



MATERIALS

None



ADVANCED PREPARATION

None

PROCEDURE

1. Ask participants to sit or stand in a circle.
2. Explain that you will be giving two commands: When you say “heads down,” everyone should look down; when you say “heads up,” everyone should look up and into the eyes of someone else in the circle. Then explain *“if you are looking at someone who is looking at someone else, you can stay where you are. If you are looking at someone who is looking back at you—both of you should point at each other and scream—and then leave the circle to watch your fellow participants continue with the game.”*
3. Continue until there are only two players left. These players are the winners, but you can have them finish with one final round—and one final scream!
4. Close the activity by explaining that this was intended as a fun way for participants to loosen up, laugh, and bond with their teammates.

Activity 7. Whoosh, Whoa, Zap



MATERIALS

None



ADVANCED PREPARATION

None

PROCEDURE

1. Ask participants to sit or stand in a circle.
2. Explain that for this activity we will be passing an imaginary energy ball around the circle. Tell participants that when they pass the energy ball to the person next to them that they should make a “whoosh” sound, engaging their whole body to demonstrate the energy they are sending with the ball as they throw it.
3. Begin the activity, passing the energy ball around the entire circle. Once the energy ball has completed circling the room and returned to you, introduce “whoa” and explain that “whoa” means that the energy ball is reversing directions. **Note:** *As necessary, encourage participants by reminding them to “Keep the energy moving around the circle as quickly as possible!” and “Use your whole body to send the energy with the ball!”*
4. After a minute or two of the group practicing passing the energy ball back and forth using “whoosh” and “whoa,” introduce “zap”—and explain that “zap” means you can send the energy to anyone in the circle simply by making eye contact and pointing at the other person.
5. Allow participants to spend another minute or two playing the game using “whoosh,” “whoa,” and “zap.”
6. Close the activity by asking the following:
 - *What did you notice during the activity?*
 - *What was challenging about this activity?*
 - *What skills did you use to be successful?*
 - *Where else might you apply those skills?*

Adaptation:

To make this more challenging, add “Freakout!” to the options. When someone says “Freakout!” everyone screams (or pretends to scream) and moves to a new position in the circle. When everyone has moved, the person who started the “Freakout” sends the energy ball on its way with a “whoosh.”

Activity 8. Guess the Emotion



MATERIALS

None



ADVANCED PREPARATION

Create a list of emotions for participants to demonstrate. We suggest using common emotions, such as anger, anxiety, love, sadness, etc.

PROCEDURE

1. Divide participants into two groups and ask them to stand in two lines facing one another, explaining that the person they are facing will be their partner for this exercise. **Note:** *If you have an uneven number of participants, a facilitator will need to be a partner to one of the participants.*
2. Tell participants that for this activity, they will take turns acting out or guessing words or emotions as you assign them. Explain that they can use body movements and facial expressions to demonstrate their words, but should not speak.
3. Ask the first group to step away so you can quietly give them the first word and then instruct them to return to their partners.
4. Instruct participants from the first group to begin demonstrating the word while their partners try to guess the word.
5. After a couple of minutes, pause the activity and ask the participants that were trying to guess the word what word they guessed.
6. Repeat the activity, switching which team demonstrates and which team guesses—using a new word.
7. Continue to repeat the activity a couple of more times before closing the activity and highlighting the importance of body language and facial expression in conveying different emotions.

APPENDIX 2-C:

TRAINING FEEDBACK FORM

1. Name: _____
2. Title of training session: _____
3. Please rate how strongly you agree or disagree with the following statements:

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The training achieved the stated learning objectives.					
The content presented is relevant to me.					
I learned practical strategies to apply the training content to my work/life.					
The presenter(s) was/were knowledgeable about the content presented.					
The presenter(s) was/were engaging.					
The information was presented in a clear and organized manner.					
I was treated with respect during the training.					

4. For me, the information presented was (select one circle only):
 - ☐ Too basic
 - ☐ At my level
 - ☐ Too advanced

5. What suggestion(s) do you have for improving this training?

6. Would you like more information on this topic (select one circle only)?
 - ☐ Yes
 - ☐ No
 - ☐ Other: _____

APPENDIX 2-D:

PARTICIPANT CONSENT FORM

Evaluation Consent

By checking the boxes below, I hereby consent to participate in the evaluation study. I understand that over the course of the program year, I will be expected to participate in the evaluation activities listed below. *(Please check all activities in which you consent to participate.)*

- ☐ Self-assessments (once at the beginning, once midway through, and once at the end of the program year)
- ☐ Individual interviews and/or focus groups (once midway through and once at the end of the program year)
- ☐ Classroom observations (once in the fall and once in the spring semester)
- ☐ Team meeting and training observations (throughout the program year)
- ☐ 360° evaluations (once in the fall and once in the spring semester)
- ☐ Feedback forms (e.g., Training Feedback Form)

Photography, Videography, Recording, and Story Consent

By checking below, I hereby consent to have my picture and video taken, my voice recorded, and/or my story used for reproduction, display, and dissemination worldwide in a variety of ways for the public to see, hear, and read. Potential promotional materials that may include photos, videos, audio recordings, or stories about me may include marketing brochures, donor newsletters and reports, and website articles. I also understand that my participation is voluntary and there is no penalty for refusing to participate.

(Please check one box in each of the categories below.)

Photo, Video, and Audio Recordings

- ☐ I agree to allow the program to use my image, voice, and name.
- ☐ I agree to allow the program to use my image and voice but not my name; I do not want my name associated with any photo, video, or recording of me.

Story

- ☐ I agree to allow the program to use my story, as described above.
- ☐ I agree to allow the program to use my story, but not my name.

Name: _____

Signature: _____

Date: _____

APPENDIX 2-E:

360° FEEDBACK EVALUATION

*Indicates required information

Evaluation Consent

1. Your name:* _____
2. The name of the peer whom you are rating:* _____
3. Today's date:* _____

Core Competencies

Rate performance based on the proportion of time in which your peer demonstrates the behavior in the competency statements using the criteria defined below. (Circle only one answer per row.)

Excellent: ≥ 81% **Good:** 61–80% **Average:** 41–60% **Weak:** 21–40% **Unacceptable:** ≤20%

4. Please rate the quality of your peer's performance in the following accountability areas.*

Attendance: They attend all required events on a regular basis.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Effort: They demonstrate excellence in their individual work and teamwork efforts.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Dependability and Reliability: Others can rely on them to perform their delegated responsibilities and/or what they say they will do.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Time Management: They manage their time effectively to complete all of their work on time.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

5. Comments:

6. Please rate the quality of your peer's performance in the following communication areas.*

Boundaries: They understand personal and professional boundaries related to communication.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Grammar and Spelling: They review their work for proper spelling and grammar. They know how to access and apply tools to check grammar and spelling.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Facilitation: They know how to effectively facilitate workshops and learning opportunities for youth.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Interaction: They can comfortably and positively communicate with people from all backgrounds and in a variety of settings.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Language: They can speak professionally with attention to proper grammar, tone, and detail.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Professionalism: They understand how to use professional tone and content in their writing.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Presentation and Attitude: They exhibit good posture and use positive physical gestures, display a positive attitude, and wear appropriate attire in order to present their best professional self.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Public Speaking: They can speak about themselves and their work to a variety of audiences.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

7. Comments:

8. Please rate the quality of your peer's performance in the following leadership areas.*

Civic Engagement: They identify and apply opportunities to volunteer and/or participate in decision-making in their community.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Role Model: They model professional behaviors, attitudes, and attire.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Knowledge Sharing: They share their knowledge and resources with others and promote knowledge sharing among the team.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Responsibility: They take responsibility for their actions on the team.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Teamwork: They know how to effectively and productively work within teams to complete tasks and projects.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

9. Comments:

10. Please rate the quality of your peer's performance in the following personal motivation areas.*

Open to Feedback: They are able to receive constructive feedback and apply that feedback for personal and professional growth.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Flexibility: They are capable of adapting to change and ask questions when necessary.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Initiative: They initiate projects without being instructed on exactly what to do or when to do it.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Goal-Oriented: They set and achieve personal and professional goals and monitor their progress toward their goals.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Growth: They research and participate in trainings, webinars, and other opportunities for personal growth.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

Owership: They assume ownership for their work on their favorite projects as well as their least favorite projects.

Excellent	Good	Average	Weak	Unacceptable
-----------	------	---------	------	--------------

11. Comments:

Working Relationship

12. Tell us about your current working relationship with this peer.* (Circle/mark only one answer per row.)

Are you currently working in the same Re:MIX classes together? **(if applicable)**

☐ Yes

☐ No

Are you currently or have you recently worked on a project together?

☐ Yes

☐ No

13. If you are currently working in the same Re:MIX classes, please tell us if you are co-facilitating with this coworker or if you are acting as the classroom observer.

14. If you have worked or are currently working on a project together, please list which one(s):*

APPENDIX 3-A

TEAMWORK QUOTES

- “Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.” - *Vince Lombardi (football coach)*
- “The strength of the team is each individual member. The strength of each member is the team.” - *Phil Jackson (basketball coach)*
- “I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion.” - *Mia Hamm (soccer player)*
- “Talent wins games, but teamwork and intelligence wins championships.” - *Michael Jordan (basketball player, businessperson)*
- “Coming together is a beginning. Keeping together is progress. Working together is success.” - *Henry Ford (entrepreneur)*
- “Teamwork is the ability to work together toward a common vision...It is the fuel that allows common people to attain uncommon results.” - *Andrew Carnegie (entrepreneur)*
- “Great things in business are never done by one person. They’re done by a team of people.” - *Steve Jobs (entrepreneur)*
- “None of us is as smart as all of us.” - *Ken Blanchard (leadership expert, writer, orator)*
- “We rise by lifting others.” - *Robert Ingersoll (politician, writer, orator)*
- “Alone we can do so little; together we can do so much.” - *Helen Keller (activist, writer, orator)*
- “If you want to lift yourself up, lift up someone else.” - *Booker T. Washington (educator, author, orator)*
- “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” - *Margaret Mead (anthropologist, author)*
- “None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful.” - *Mother Teresa (nun, missionary)*
- “It takes two flints to make a fire.” - *Louisa May Alcott (author)*
- “Individually, we are one drop. Together, we are an ocean.” - *Ryūnosuke Satoro (author)*

APPENDIX 3-B

WHY FEEDBACK IS IMPORTANT

Giving professional feedback serves many purposes.

- To provide clear communication around expectations and performance
- To identify areas of development or improvement
- To provide coaching to help people overcome barriers
- To ensure all team members are held accountable, regardless of role or position
- To measure and enhance individual, group, and program performance
- To foster professional and career development
- To improve communication between individuals or groups
- To learn about ourselves and how we interact with others
- To develop ourselves and improve our job performance

Identify one or two specific instances in which you received helpful feedback and describe how that experience affected you. Specifically, what was the feedback and what was the outcome?

Characteristics of Constructive, Positive Feedback

When feedback is useful and constructive, it increases its effectiveness and reduces defensiveness. The following tips will help you to deliver feedback in a way that is constructive and beneficial for everyone.

- **Be sensitive.** Give feedback considering the feelings of the person receiving it and with the intention of helping them.
- **Be direct and specific.** Clearly describe key behaviors and incidents that support your feedback; avoid being vague or focusing on minor criticisms.

- **Speak without judgment.** Do not assume you know the other person's motivation underlying particular behaviors and leave your personal judgments out of the conversation.
- **Be expressive.** Express your feelings to help clarify the impact of the behavior or action in discussion, but remain calm.
- **Be realistic.** Feedback related to matters within the person's control is significantly more useful than feedback related to matters that are outside of the person's control. Provide suggestions for improvements that the person can realistically address.
- **Remain open-minded.** Be receptive to new thoughts or ideas that you may not have previously considered and encourage a two-way dialogue instead of one-directional communication. Sometimes the best solutions evolve through conversation.
- **Be timely.** Provide feedback soon after the issue being discussed has occurred, while the issue is still fresh in everyone's mind.

Identify ways or examples in which feedback might not be considered positive or constructive.

Identify one of your own strengths and one area for growth. How will these affect the way you provide feedback? What do you need to work on in order to provide constructive, positive feedback?

Reasons why feedback is important:

To provide clear communication around expectations and performance

To identify areas of development or improvement

To provide coaching to help people overcome barriers

To ensure all team members are held accountable,
regardless of role or position

To measure and enhance individual, group, and program performance

To foster professional and career development

To improve communication between individuals or groups

To learn about ourselves and how we interact with others

To develop ourselves and improve our job performance

APPENDIX 3-C:

TEAM FEEDBACK GUIDELINES

Throughout the program, youth give and receive feedback in formal and informal ways to support professional development and maximize program success. To ensure this is a positive and constructive experience for all involved, we ask that you agree to following guidelines.

Say It! Guidelines for Providing Feedback (Oral or Written)

- **Be kind.** Your goal is to contribute to the improvement of your team and each individual member. Delivering feedback with thoughtfulness, care, and kindness is imperative to ensuring that the person receiving the feedback can hear, accept, and use it. Deliver feedback the way you hope others will deliver feedback to you when it is your turn to receive feedback.
- **Be thoughtful and honest.** Think carefully about the other person and identify both strengths and areas for improvement. Tell the truth, even if it may be hard for the other person to hear it.
- **Provide details.** Identify particular examples, incidents, and moments that illustrate your critique. People learn best when they can recall a particular situation and consider your perspective. Do not generalize—generalities are hard to believe, remember, and understand.
- **Balance the scales.** People will find it easier to hear you if you provide a balance of positive feedback and constructive criticism. Everyone has strengths as well as weaknesses, so find ways to acknowledge both. This will enable the person receiving the feedback to remain open because they know that you recognize them as a whole person, not just someone with flaws.
- **Pick and choose.** Focus the discussion on the essential issues. Focusing on a limited number of issues can help people remember and take action on feedback and recommendations.
- **Pay attention to the listener as you are speaking.** When people are receiving feedback, they are vulnerable. Watch them carefully as you speak and make eye contact to ensure they are still listening to you. Approach the session as a personal conversation with two active participants.

Hear It! Guidelines for Receiving Feedback (Oral or Written)

- **Be open.** Use this as an opportunity to learn more about how others perceive you. Be honest with yourself and courageous. Self-awareness is powerful and often other people are the key to learning about yourself. Remaining open while receiving feedback is not always easy. Make an effort to not become defensive or shut down, as that will distract you and stop your learning.
- **Make eye contact.** While the other person is speaking to you, make eye contact. This may feel awkward or embarrassing, but it is important to helping the speaker recognize if you are hearing their message or if they need to modify their approach. Additionally, if you do not make eye contact, the speaker may feel that you are not paying attention and that they are wasting time.
- **Listen carefully.** Listening to feedback takes practice. You have to silence your inner voice so that you can hear the other person's words. Do not allow yourself to become distracted.

- **Store the feedback.** You will receive a lot of important information about yourself. Pay attention and remember what you hear. Afterwards, reflect on the feedback, absorb it, and ask for clarification, if you need it.
- **You decide.** People are asked to provide honest feedback, but their feedback is partially formed by their own feelings and perceptions. You may find some of what they say to be accurate and some of what they say to seem inaccurate. Remember, only you can decide what feedback you want to act on. Use feedback to strengthen who you already are.

Write any additional guidelines that the group would like to request or agree to in the box below.

APPENDIX 3-D:

SAMPLE SUPERVISION FORM

Participants:	Date:
Topics Supervisor Suggests Discussing:	Topics Supervisee Suggests Discussing:
<div>Notes:</div> <div></div>	
<div>Next Steps:</div> <div></div>	
<div>Next Supervision Meeting (Date and Time):</div> <div></div>	

APPENDIX 3-E:

SETTING LONG-TERM GOALS

Category	Long-Term Goals
Learning (high school, college, trade school; skills, knowledge, and training)	
Working (job and career; skills, knowledge, and experience)	
Thriving (physical, emotional, behavioral, and spiritual health)	
Connecting (relationships with family, friends, other adults, and the community)	
Leading (involved in community issues and events; leading and mentoring)	

APPENDIX 3-F:

SETTING SHORT-TERM GOALS

Goal Area	Learning
Lifetime Goal(s)	
5-Year Goals	
1-Year Goals	
6-Month Goals	
Steps to Achieve Goals	
Barriers to Achieving Goals	
Existing Resources, Tools, and Supports to Help Achieve Goals	
Resources, Tools, and Supports Needed to Help Achieve Goals	

Goal Area	Working
Lifetime Goal(s)	
5-Year Goals	
1-Year Goals	
6-Month Goals	
Steps to Achieve Goals	
Barriers to Achieving Goals	
Existing Resources, Tools, and Supports to Help Achieve Goals	
Resources, Tools, and Supports Needed to Help Achieve Goals	

Goal Area	Thriving
Lifetime Goal(s)	
5-Year Goals	
1-Year Goals	
6-Month Goals	
Steps to Achieve Goals	
Barriers to Achieving Goals	
Existing Resources, Tools, and Supports to Help Achieve Goals	
Resources, Tools, and Supports Needed to Help Achieve Goals	

Goal Area	Connecting
Lifetime Goal(s)	
5-Year Goals	
1-Year Goals	
6-Month Goals	
Steps to Achieve Goals	
Barriers to Achieving Goals	
Existing Resources, Tools, and Supports to Help Achieve Goals	
Resources, Tools, and Supports Needed to Help Achieve Goals	

Goal Area	Leading
Lifetime Goal(s)	
5-Year Goals	
1-Year Goals	
6-Month Goals	
Steps to Achieve Goals	
Barriers to Achieving Goals	
Existing Resources, Tools, and Supports to Help Achieve Goals	
Resources, Tools, and Supports Needed to Help Achieve Goals	

APPENDIX 3-G:

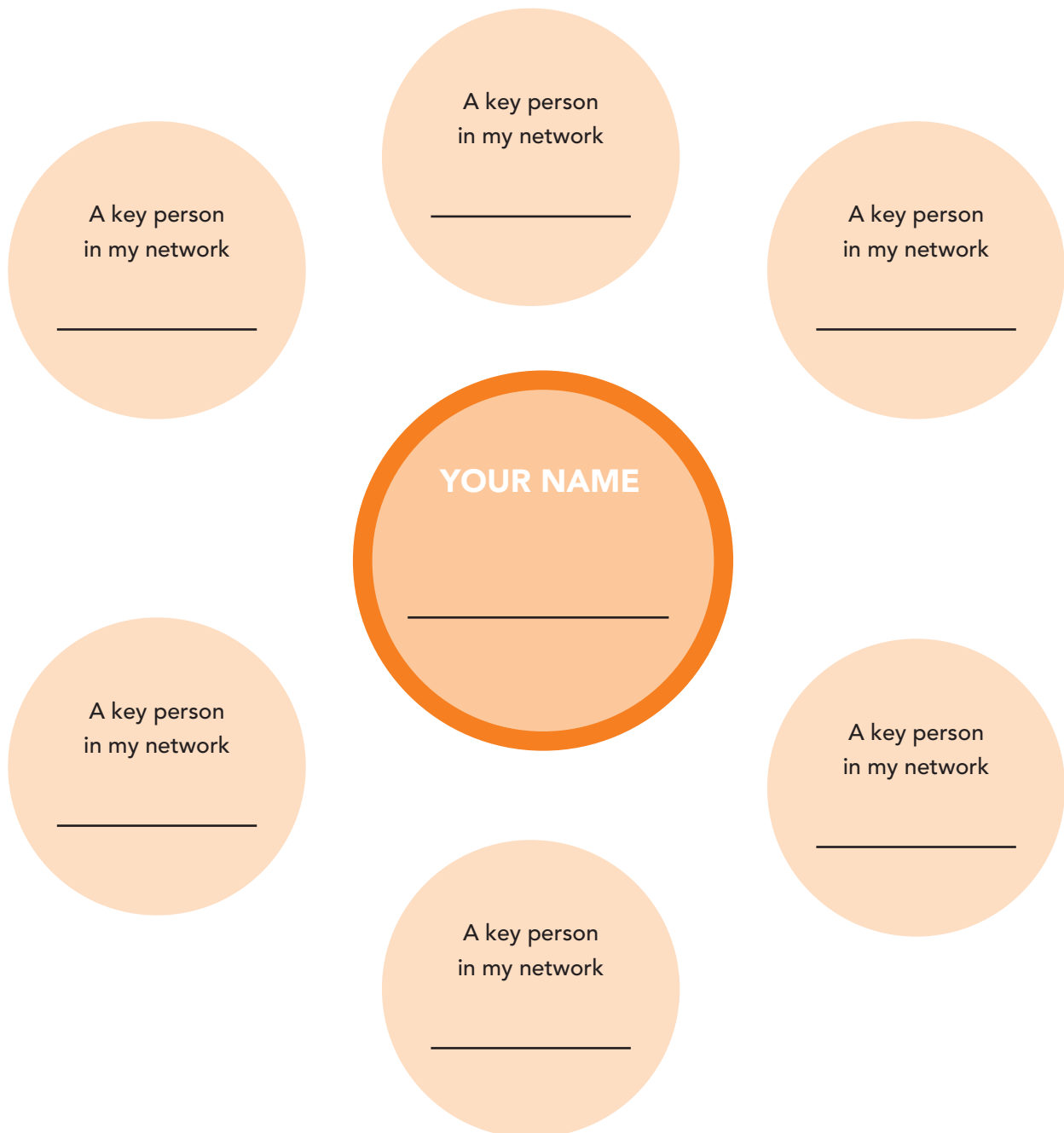
SMART GOALS

SMART Goals	
<u>S</u>pecific	<p>The goal is clear and states exactly what is expected. Ask yourself:</p> <ul style="list-style-type: none">• What do I want to accomplish?• Why is this goal important?• What resources will I need to accomplish the goal?• What barriers might prevent me from accomplishing the goal?
<u>M</u>easurable	<p>The goal includes a detailed statement that defines what you will achieve and how you will know that you have achieved it. Ask yourself:</p> <ul style="list-style-type: none">• How much?• How many?• How will I know that I have accomplished the goal?
<u>A</u>chievable	<p>The goal is realistic and attainable, but will require you to stretch your abilities. Ask yourself:</p> <ul style="list-style-type: none">• Can I accomplish this goal?• Is the goal realistic?
<u>R</u>elevant	<p>The goal supports your life plan and aligns with your other goals. Ask yourself:</p> <ul style="list-style-type: none">• Is this goal worthwhile?• Is it the right time for me to focus on this goal?• Does this goal fit with my other goals? <p>(Your answers should be yes to all three questions.)</p>
<u>T</u>ime-Bound	<p>The goal clearly defines when it is completed. Ask yourself:</p> <ul style="list-style-type: none">• When will I accomplish this goal?• What can I do today, in six weeks, or in six months?

APPENDIX 3-H:

NETWORKING MAP

Create a visual map of your network that begins with you and some of the key people that you know that support you or could support you. You can expand the map and add bubbles as you would like.



Name and Title/Role	Means of Connection*	Primary Functions / Area of Expertise†

* For example, via mutual connection (classmate, coworker, friend, etc.) or at an event. Be sure to include details (such as the name of the connection or event).

† Provide more detail to explain the person’s role in terms of why they are an interesting connection for you.

New Connections Needed

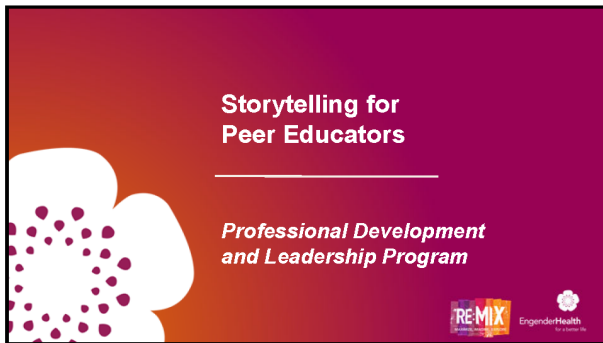
List areas where you would like to identify potential connections in the table below.

APPENDIX 3-I:

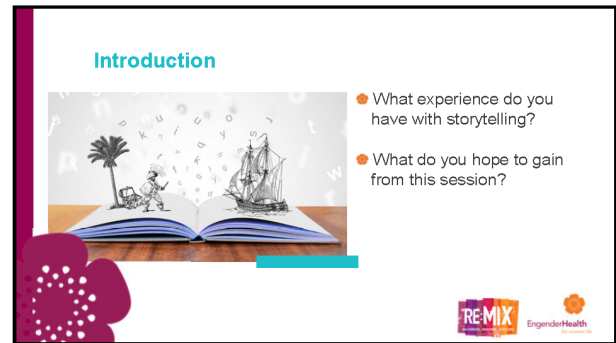
TRAINING PLAN SLIDES

STORYTELLING FOR PEER EDUCATORS

The full slide deck can be found by visiting <https://bit.ly/PDLP-Slide4>



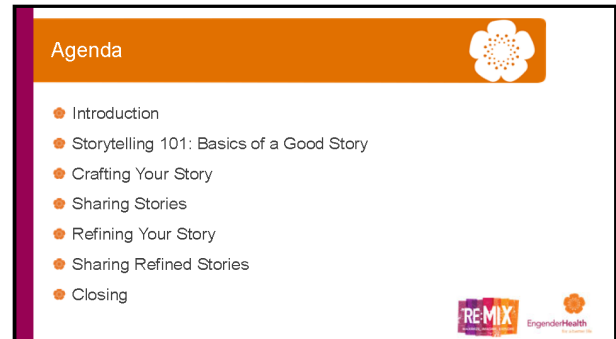
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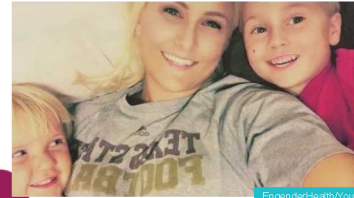
Storytelling Methods

- Spend time thinking about and developing your story.
- Practice sharing your story.
- Make and maintain eye contact with your audience.
- Share your story with confidence!



7

Peer Educator Digital Stories



EngenderHealth YouTube



8

Discussion Questions



- What is storytelling, according to the video?
- What made this story memorable to you?
- What are some techniques you can use to engage your audience?
- What is the message that you would like your audience to take away from your story?



9

Crafting Your Story

Think of a time when you decided to change an unhealthy attitude, belief, or behavior. Consider the following questions as you craft your story:

1. What healthy attitudes, beliefs, or behaviors did you want to establish?
2. What events led you to wanting to make the change?
3. What or who helped you make the change? What or who were obstacles and how did you deal with them?
4. What else would you want to share with youth about your experience that could help them make healthy decisions and changes?



10

Sharing Stories

- Find another peer educator to be your partner. Share the story you have written and listen to their story.
- After both of you have shared your stories, provide constructive feedback to each other.
- Repeat the steps above until you have shared your story with, and heard the story of, all of the other peer educators.



11

Sharing Stories Debrief

- What did you find challenging about writing and sharing your story?
- Did you change your story as you repeated it to different peers throughout the exercise?
- How did it feel to give and receive feedback?



12

Refining Your Story



- What challenges did you face while crafting your story?
- What do you think you can add to your story to make it more engaging or relevant?
- Is there anything that you can remove from your story to deliver it in a more timely manner?
- What are the punchlines of your story? In other words, what do you want your audience to remember from your story?



13

Sharing Refined Stories



Remember to write down:

- Something you appreciated about the story
- Something you would suggest adding or changing in the story
- Something you think that others can learn from the story



14

Closing



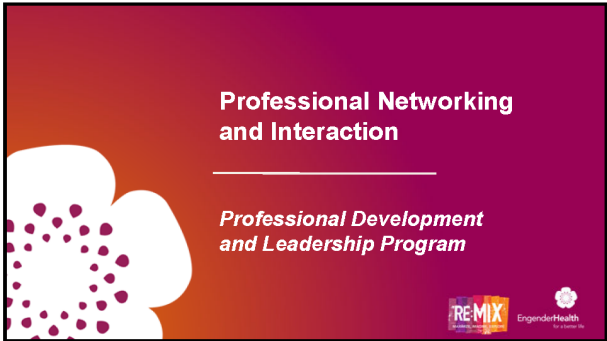
- What is one thing that you learned today?
- How do you feel about sharing your story with youth?
- What other preparation do you need to complete before you will be ready to share your story?



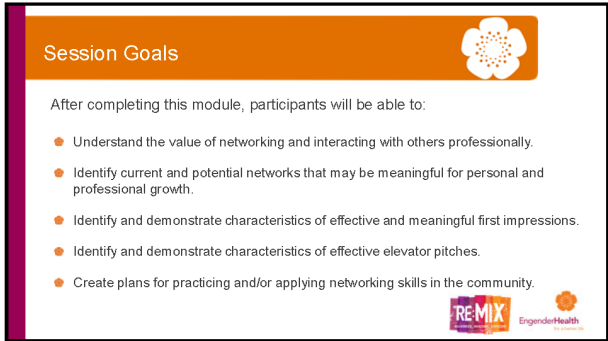
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PROFESSIONAL NETWORKING AND INTERACTION

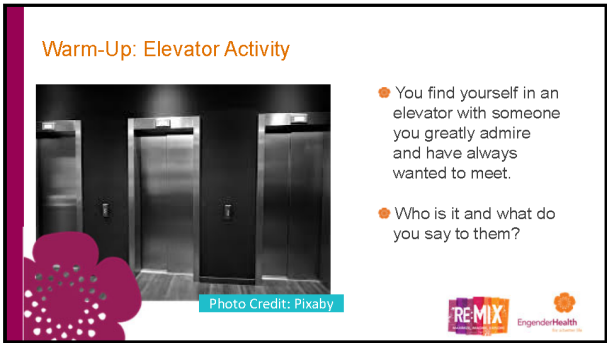
The full slide deck can be found by visiting <https://bit.ly/PDLP-Slide3>



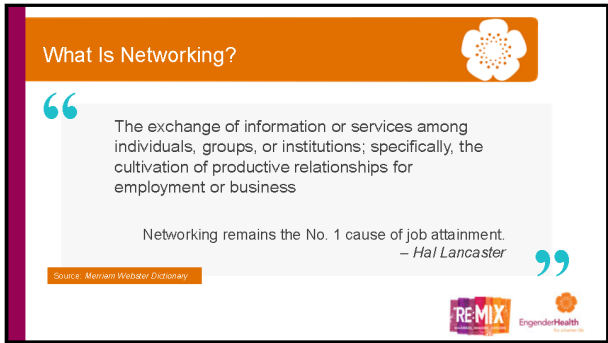
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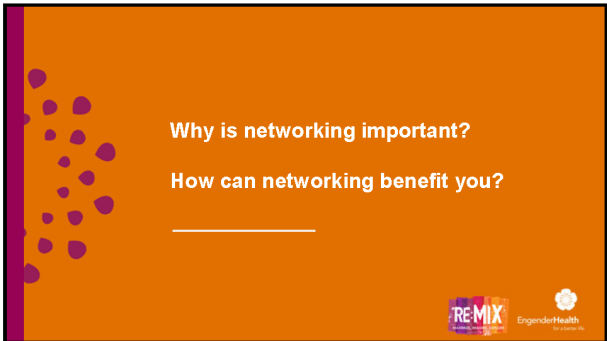
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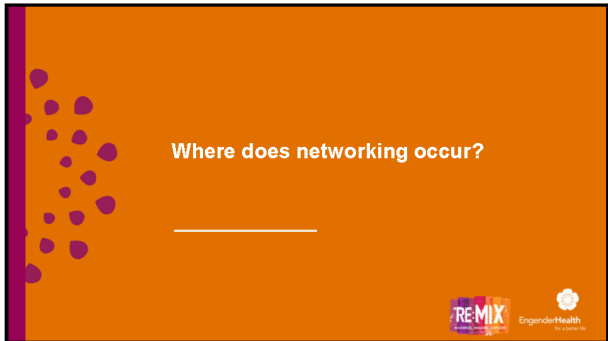
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6

Examples of Where Networking Occurs

At school or university	At job fairs	At informational interviews	At community events
Through work colleagues	Through family and friends	Through dating	Online, via social media, in chat rooms, etc.
At a concert, festival, or other special event	At a café, restaurant, or similar	At a store or mall	On a plane, train, or vacation



7

Think—Pair—Share

Where was the strangest place or what was the strangest situation in which you met someone with whom you formed a meaningful relationship?



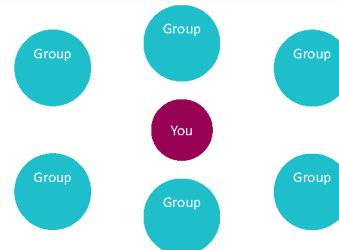
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Who Is in Your Re:MIX Network?



9

Building and Mapping Your Networks



10

First Impressions

- Think of a time when someone made a good impression on you and a time when someone made a poor impression on you. What happened? How did it feel?
- What kind of first impression do you think you make on other people?



11

Aspects of First Impressions

Body Language



Eye Contact



Facial Expression



Tone of Voice



12

Why You Might Need an Elevator Pitch

- To introduce who you are
- To explain what you do personally and/or professionally
- To explain what kinds of opportunities interest you and why
- To explain what makes you (or your organization) special and unique
- To describe solutions you have developed to respond to a particular problem
- To express that you have something interesting to share
- To recruit someone for an event, project, or a job vacancy
- To encourage someone to contribute to, join, or support your cause or organization



13

Tips for Creating an Effective Pitch

- Show your personality and be authentic.
- Speak slowly—do not let your nerves cause you to rush.
- Make it conversational. Smile and share your enthusiasm.
- Practice delivering your pitch and rework it as necessary, but avoid memorizing it.
- Create different versions of your pitch for different audiences or situations.
- Have a clear and specific ask for your audience.
- If you are pitching your organization, observe how your colleagues pitch the organization and ask them for advice and talking points.
- Focus on answering “so what?” questions, to maintain your audience’s interest.
- Watch your audience. Modify or wrap up, if you start losing their attention.



14

Create Your Own Elevator Pitch

Prepare an elevator pitch for one of the contact groups you identified during the network map exercise. Use the tips and examples we have discussed to draft an effective pitch that clearly demonstrates who you are and what you have to offer. Follow the steps below to develop and deliver an effective elevator pitch.

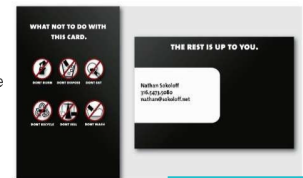
- Identify your goal.
- Explain what you do.
- Communicate your unique value/proposition.
- Engage your audience with a question.
- Combine all of your points.
- Practice.



15

Leave Them with Something Memorable

- A business card
- A flier or brochure
- A quirky, inspirational message
- A free resource
- An exciting opportunity



16

Networking Goals

Think about your current and desired networks and consider upcoming opportunities where you might need or want to interact with potential new connections.

Create one or two specific networking and/or interaction goals to focus on this month.



17

Upcoming Networking Opportunities

Peer Educator Recruitment

Job Searching

Professional Conferences

Others?



18

Closing Thoughts



- **Build the relationship at a natural pace.** Do not rush or demand a contact or lead for a job. Get to know new contacts, personally and professionally, first.
- **Create a diverse network.** Establish contacts in different venues and across several activities. The broader your range of contacts, the further your reach will be.
- **Establish your network *before* you need something.** Establish relationships with people before you request assistance. This increases the likelihood that the person will help you.
- **Stay in touch.** Do not limit contact to the times you are both involved in a certain activity or to when you need something. Call occasionally to see how they are.
- **Keep it personal.** Emails and texts are easy, convenient, and quick—but they are also impersonal and can be misinterpreted. Whenever possible, talk to people face-to-face, on the phone, or even via virtual chat. People will appreciate your effort.



19

Additional Resources



- Visit the Mind Tools website at <https://www.mindtools.com/> and search "networking" for various tools.
- Read Women for Hire's "Networking 101" at http://womenforhire.com/professional_networking/networking_101/.
- Read Sammy Shreibati's blog entitled "Introducing a Smarter Way to Message and Build Meaningful Relationships on LinkedIn" at <https://blog.linkedin.com/2017/april/13/introducing-a-smarter-way-to-message-and-build-meaningful-relationships-on-linkedin>.
- For contacts, events, and opportunities in the Austin area, visit the Young Nonprofit Professionals Network at <http://www.ynpnatx.org/>.



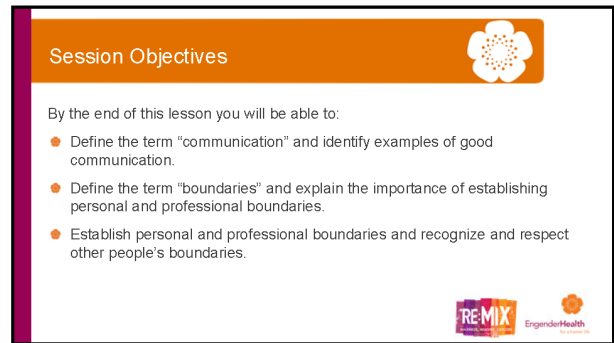
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COMMUNICATION AND BOUNDARIES

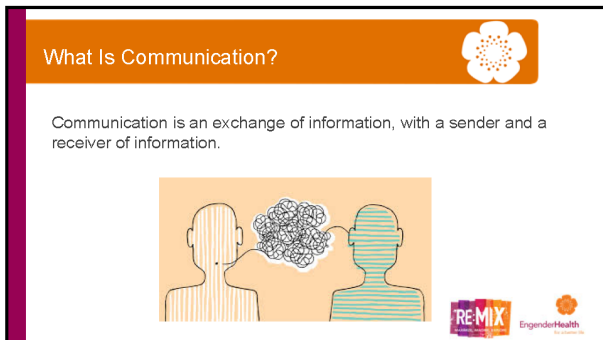
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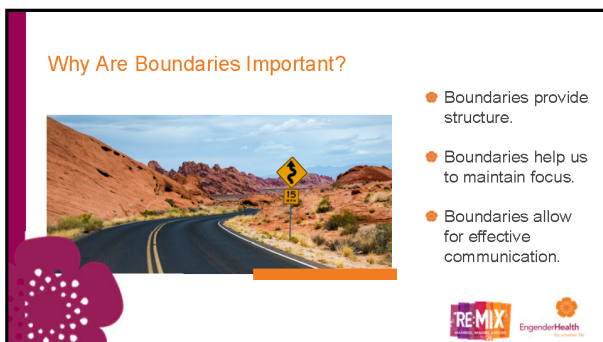
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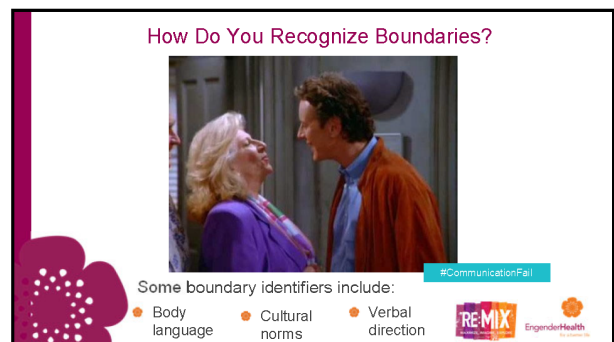
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6

How Do You Establish Boundaries?

- Clearly communicate boundaries early in relationships.
- Discuss cultural differences.
- Voice preferences clearly, directly, and appropriately.

Preferences may include:

- Availability for communication
- Frequency of communication
- Methods of communication



7

How Can We Manage Boundaries?

- Be present and self-aware.
- Actively listen to the sender.
- Respect the sender's boundaries.
- Continuously monitor communication from the sender.
- Modify boundaries, as needed.



8

Apply Your Knowledge: Act It Out!

Find a partner and make up two scenarios:

- One scenario that you have actually experienced
- One scenario with a ridiculous request

Real Examples

- Your boss asks you to work overtime but you do not want to.
- Someone is relying on you too much, and you are feeling burnt out.

Ridiculous Examples

- Your boss asks you to build a spaceship.
- Your coworker asks you to do all their work for the next year.

Role play how you would handle each scenario for the next five minutes. Practice different ways of setting boundaries.



9

Apply Your Knowledge: Three Corners

We are going to review five scenarios. After we present each scenario, move to the corner with the letter that corresponds most accurately to your response. Be prepared to share the reason(s) for your choice.



10

Scenario #1

Your mother invites you to dinner, but you already have plans. What would you do?

- Tell her that you are busy and suggest a different time.
- Change your plans to avoid upsetting her.
- Feel obligated to try to do dinner with your mom and keep your other plans, too.



11

Scenario #2

Your coworker is about to miss a deadline and begs for help finishing a project. You also have a deadline for your own work. What would you do?

- Tell your coworker that you are too busy and focus on your work.
- Work overtime to try to help your coworker meet their deadline and meet your own deadline.
- Tell your coworker that you cannot help, but immediately feel guilty.



12

Scenario #3



While you are at dinner with friends, your child jumps in your lap and starts climbing on you like you are a jungle-gym. What would you do?

- A. Shift your focus away from your friends and try keep your child occupied and happy.
- B. Keep talking with your friends while peering around your child.
- C. Tell your child to either sit still or to play on floor.



13

Scenario #4



Your significant other is overweight and really enjoys eating fried food. They want order a hamburger and fries for dinner. What would you do?

- A. Insist that they order a healthier option.
- B. Explain that you are concerned that their health issues could negatively affect your relationship.
- C. Let them order what they want but give them the silent treatment while they eat.



14

Scenario #5



Your friend tells several offensive jokes at a party you are attending. What would you do?

- A. Cringe and look away, hoping that they will notice your disapproval and stop.
- B. Take them aside later and tell them that you were uncomfortable with what they said.
- C. Say nothing because no one else at the party seemed to mind.



15

Stoplight Activity



Think of one thing for each of the following:

- One thing you want to start doing (**green light**)
- One thing you want to slow down and consider further (**yellow light**)
- One thing you want to stop doing (**red light**)



16

Remember...



Boundaries help us:

- Promote self-awareness
- Establish healthy communication
- Facilitate continued open communication
- Stay focused on our goals
- Increase the effectiveness of our interactions



17

Questions?



18

CONFLICT RESOLUTION

The full slide deck can be found by visiting <https://bit.ly/PDLP-Slide2>



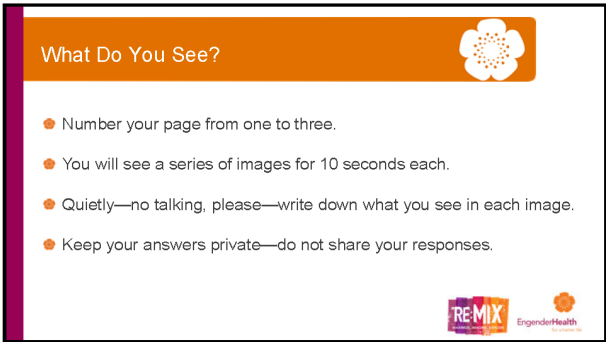
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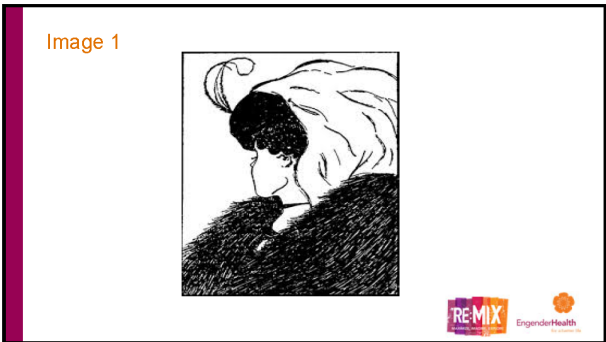
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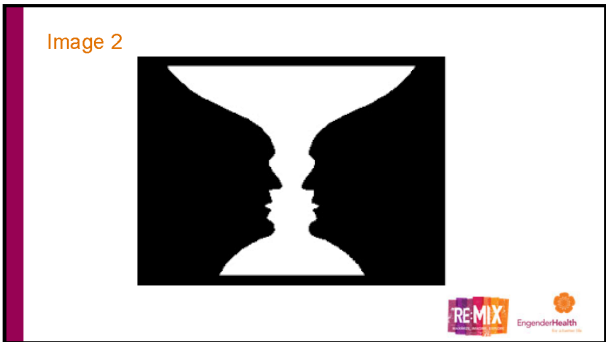
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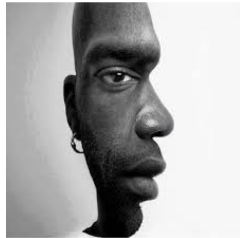
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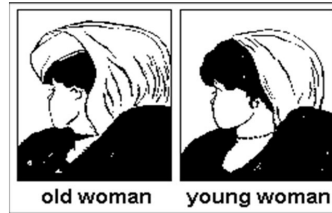
Image 3

To which direction is this person facing?



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Image 1 Revealed

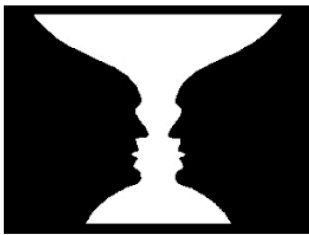


Did you see an old woman or a young woman?



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Image 2 Revealed

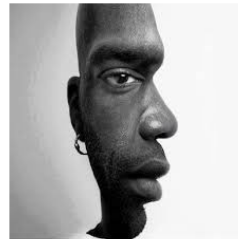


Did you see a two faces or a vase?



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Image 3 Revealed



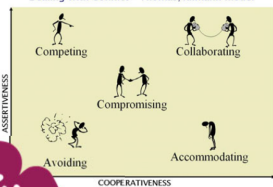
Is the person facing forward or is this a profile picture?



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Five Styles of Conflict Management

Dealing With Conflict – Thomas/Kilmann model



- 1) Accommodating
- 2) Avoiding
- 3) Collaborating
- 4) Competing
- 5) Compromising

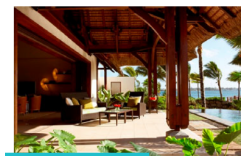
Source: Kilmann Diagnostics, LLC



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Style 1: Accommodating

This is a passive conflict resolution style. With the accommodating style, one of the parties involved must give in so that the other(s) can have their way(s). This style is not typically effective, but it is appropriate in certain scenarios.



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Accommodating

When You Should and Should Not Use this Style



When this is appropriate

- Maintaining the relationship is more important than winning.
- The issue is less important to you than it is to the other party/parties involved.

When this is **not** appropriate

- The issue is very important to you.
- Accommodating will not permanently resolve the problem.

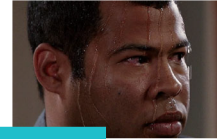


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Accommodating Examples



- Real-life example: Agreeing to the office temperature
- When have you used the accommodating style?



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Style 2: Avoiding

This is another passive approach. It involves avoiding the conflict entirely by accepting decisions without question, avoiding confrontation, and delegating difficult decisions and tasks. This style is not typically effective, but it is appropriate in certain scenarios.



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Avoiding

When You Should and Should Not Use this Style



When this is appropriate

- The issue is trivial.
- The conflict will resolve itself on its own soon.

When this is **not** appropriate

- The issue is important to you or to others close to you (such as your team).
- The conflict will continue or worsen without attention.



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Avoiding Examples



- Real-life example: Coordinating travel itineraries with colleagues
- When have you used the avoiding style?



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Style 3: Collaborating

With the collaborating approach, you work with the other person(s) to develop a solution in which everyone wins—a win-win solution.



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Collaborating


When You Should and Should Not Use this Style

When this is appropriate

- An important decision needs to be made.
- The decision is not urgent.
- There are a substantial number of people or groups invested in the decision.
- Previous conflict resolution attempts have failed.

When this is **not** appropriate



- The decision is urgent.
- The matter is not important or not a priority to the individuals or groups involved.



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Collaborating Examples

- Real-life example: Working remotely
- *When have you used the collaborative style?*

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Style 4: Competing

The competing style requires one of the persons involved in the conflict to take a firm stand. This person competes with the other person(s) for power, and typically wins (unless someone else involved is also competing). This style can be seen as aggressive and can cause the other person(s) to feel taken advantage of and possibly even resentful.




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Competing


When You Should and Should Not Use this Style

When this is appropriate

- A decision needs to be made quickly.
- The decision required may be unpopular.
- One of the parties involved is trying to take advantage of a situation.

When this is **not** appropriate


- There are sensitivities about the decision or people are sensitive to the conflict.
- Buy-in is important.
- The decision is not urgent.



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Competing Examples

- Real-life example: Working in a group to meet a deadline
- *When have you used the competing style?*

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Style 5: Compromising

The compromising style requires each party involved in the conflict to relinquish something in order to resolve the conflict.




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Compromising


When You Should and Should Not Use this Style

When this is appropriate

- A decision needs to be made sooner rather than later, but is not urgent.
- Resolving the conflict is more important than a single party involved in the conflict winning.
- There is an equitable balance of power among the parties involved.

When this is *not* appropriate

- There are a variety of critical needs that must be met.
- The decision is urgent.
- There is an uneven balance of power among the parties involved.





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Compromising

Examples

- Real-life example: Deciding where to eat
- When have you used compromising style?



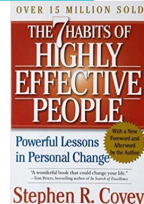
Source: Movieclips.com/YouTube

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What Would You Do?



Adapted from:



OVER 15 MILLION SOLD

What would you do in the following situation?

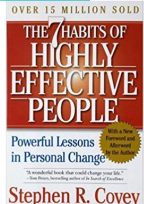
You are riding the subway with some children who are jumping around. As they are really bothering you, you ask the children's father if he could please control his children. The father responds that he did not notice that his children were bothering anyone, which seemed very strange, since the children were clearly out of control. Then you ask father "How could you possibly not have noticed your children's behavior?"

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What Would You Do If You Knew?



Adapted from:



OVER 15 MILLION SOLD

What would you do if you knew more about the family's circumstance?



The father explains that he was extremely sorry for not noticing the situation. He continues to explain that his family has just left the hospital where they learned that his wife, the children's mother, has died. The father says that none of them know how to act in this situation.

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Wrap-Up

- Remain calm.
- Think about your end goal when you are deciding which conflict resolution style to use.
- Remember, there are many factors that can influence perception, including culture, history, personal experience, and socialization.
- Continually check in with the person(s) involved in the conflict and remember to ask: "Is this worth it?"

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Questions?

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Additional Resources



- Read Dan McCarthy's "5 Ways to Manage Conflict in the Workplace" at <https://www.thebalance.com/ways-to-manage-conflict-2276062>.
- Visit Prezi's conflict, negotiation, and effective communication page at https://prezi.com/j2x3whc_rcna/conflict-negotiation-and-effective-communication/.



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