DISCOVERY

Facilitator's Timing Diagram
for Teen DISCOVERY

Day 1

Up Front Charts: Use laminated charts at facility.

NOTE: Some facilities do Accountability Day and students will already be weeded out fairly well, eliminating the need for extensive results work in the afternoon. Some facilities do the weeding out themselves off of their Community meetings. If students coming into the training are ready to work, the afternoon's focus can be on what they are here to work on, secrets they haven't revealed, and issues they haven't addressed. This can be a time for emotional sharing in the large group, setting the tone for deeper work in their small groups.

8:30 **Staff Grounding** - go over forms in detail - issue oriented - very objective. Make Distinctions- Helping v. Assisting. Make distinction between Orientation and Discovery. Address the robo-cop stuff – notice the rule violations and we'll address it in the seminar. Allow the students to give feedback and share first.

9:30 **Doors open** ***Music: "Cristofori's Dream" David Lanz*** (12-1)
Introduction / Staff Introduction
Introduction Lectures – Review (preboarded)
Layers of Fixedness
- Magical Child Chart
- Fixed Beliefs
- Fixed Emotions
  - Emotions/Feeling Words (Chart optional)

Right/Wrong Chart (Factual/moral right and wrong)
- Fixed Behaviors - Right ways to be
- SLB and SEB charts
  - You're in this room because you get to be right about your SLBs

Behaviors follow Beliefs Chart - Which one wins? Whichever one I feed
- Right = Consistent with my Beliefs

Three Ways to Lie Chart – Story, the biggest lie of all
- Image Chart
- Wedge – We're here to interrupt the story (Feedback & Self-disclosure)

Victim/Accountable/Responsible Definitions
- Glasses Charts
- Victim Language Review

Working/Not Working Charts
Have/Do/Be vs. Be/Do/Have
Comfort Zone (review 9 dot square)
Four Stages of Change
Ways to Avoid/Ways to Create Value

11:30 **Purpose Overview & Group Purpose** – processing on participation
Ground Rules ***Music: "2001" (8-1)***
- Promises vs. Commitment Chart
- +5/-5 Levels of Commitment

12:30 Lunch Break - Send kids out with another person. Talk to each other about the results they created over the last month. What gets in their way of creating what they say they want, what are they here to work on, what do they want to create in the seminar?

1:15 Doors Open ***Music: "2001" (8-1)***

Process Broken Promises – Work them on integrity and accountability **(**SLB's**)**
Use first few students to model going down to SLB, don't process every broken promise.
General Sharing – Process students off of the lunch conversation
Or work with 6-7 students in the large group, and then break into smaller groups
Chart: You either have your reasons, stories, and excuses OR you have the results you say you want. Challenge heavily those you do not see as having strong results. Get down to bottom line and SLBs.
Get everyone involved in the feedback (small group leader give feedback after each share).
Weed out students who are seriously lacking results and not here to work
Make points on all the up front charts as you work with students

3:15 Bio Break – 15-20 minutes

3:30 Continue work with students on results for the month and/or issues they want to address

4:45 Small Groups – Mixed or Same Sex Groups (FACILITY CHOICE)
Roster, Meds. Info., Handouts, etc.
COMPLETION STATEMENTS (5 mins. each):
What's not working in my life is _____ and the SLB's driving me are_____
In order to create value for myself in this training, I will _____
Small Group feedback ***Music: "Desperado" Eagles*** (3-15)

5:30 Dinner Break - If same sex small groups, go to dinner in small groups - talk about your life story and the events that lead to decisions about yourself – get down to core SLB's. If mixed small groups, have them write the same assignment.

6:15 General Sharing - Process Broken Promises

6:45 Red/Black Game (no spotters, have staff watch closely, ground the runner)
Do not give them a time limit, but don't let the game go over 40 minutes.
Wrap up (use instrumental, detrimental, *not* irrelevant)
Why is right so important? What got in your way of creating the maximum possible positive points? Address image as a form of protection, where it starts, how we keep it going.

Staff feedback
CEP video replay of game ***Music: "Isn't It A Pity" George Harrison*** (16-19)

8:15 Bio-Break - Have students journal over the break about when it became so important to be right and how they played the right/wrong game at home and what it has cost them. If the energy dictates, have students stay in the training room to journal and handle it as an in room break.

Wrap up after the Red/Black game. Do not do the Samll group Stand and Be Real sharing. Do a wrap up CEP after Red/Black to work them into looking at some emotional

connection before leaving for the evening. This will create problems for you setting up the POP on Day 2. This small group is the place where many of the teens really begin to open up in Discovery. You must be aware of this on Day 2. I have made some changes in the feedback sequence to hopefully assist in this but I expect you will see a decrease in the emotional investment in the POP.

8:30 Large Group Sharing
Events Decision Lecture & Chart

8:50 Small Group Sharing - Stand/Real
Start w/sharing about RB and get down to what's real, SLBs and emotions. Play music between each share

Music:

Desperado (3-15)
In the Living Years (4-4)
Flesh and Blood (4-14)
Frozen (1-7)
Where Are You? (7-5)
Cats in the Cradle (7-8)
Learn to be Still (9-5)
Sleep's Dark and Silent Gate (1-4)

In/Out Support w/staff only

10:00 Assign Homework and Close (allow them to stay up no more than 1 hour after leaving)

Music:
"Do You Know Where You're Going To?"
Diana Ross (2-6)

Keep the same homework you have now for Day 1

Day 2

8:30 **Staff Grounding** - review forms and give coaching regarding detail and staying objective, make sure there are enough towels for the POP process.

9:30 **Doors open** ***Music: "2001"*** (8-1)
General Sharing while staff is checking homework
Processing broken promises
What came up last night? What's opening up for you? Where are you now?
Homework feedback and processing
Work on commitment to purpose

12:00 **Lunch break** - Journal about their purpose in the training and how it's showing up.

12:45 **Doors open** ***Music: "2001" (8-1)***
Feedback Arcs – What is not working in a person's life (Keep group size to about 5)
Feedback Tee Up - Tie back to Layers of Fixedness
Three areas in which to deliver feedback: behavior/emotions/beliefs
At various times during the feedback, sit everyone down and play music like you would have in the small groups on Day1. This will lengthen this process by about ½ hour but we must work on the emotional connection to beliefs, mom/dad, etc or the POP will flop. Work these songs with a CEP to get to emotions. I will call you on Sunday to give you some details.

Use the following questions in the arcs
1) What was the thing you wanted Mom (Dad) to say you never heard
2) What is it you are most guilty about regarding your relationship with Mom/Dad
3) What scared you the most about Mom(Dad)

2:30 **Mom/Dad/Others/Self** ("Pictures of My Life")
Music: "Let the Healing Begin" Joe Cocker (7-14)
Mom: "Forever Young" Joan Baez (7-17)
Dad: "Forever Young" Rod Stewart (2-13)
Self: "Greatest Love of All" W. Houston (7-2)

4:00 **Magical Child CEP**
Music: "Nurturing Your Inner Child" S.Halpern (12-3)
"For the First Time" Rod Stewart (6-16)
Create draft contract ***"Nurturing Your Inner Child" S.Halpern*** (12-3)
"Return to Innocence" Enigma (4-12)
Crawl to Small Group – share about contracts
While in small groups, take sharing on Contracts. Hear as many as possible
Move into large standing circle – explain forgiveness
Music: "Eyes of Love" Manchester (1-18)

5:00 **Dinner Break** - Have dinner with Small Group, work on contracts, talk about the release process, what they let go of, surprises, etc. If mixed groups, send them to dinner in same sex groups.

5:45 Back in to Dance Music

In the draft contract area, you must cut this down to 45 minutes MAX. You have to be wrapping up at 9:10 to get everyone out by 9:30. If you do not get have to choose to before 7:00 you will have to shorten this lecture down as well. The grungies and payoffs is a critical piece. While we want to the teens to celebrate and really connect with the draft contact I suggest you do these in mass by small group. It will reduce the impact of draft contracts. You must continue to stress working with the contracts so they can get into Focus or this will impact the next series of seminars.

6:00 General Sharing
Small Groups – Write and hang draft contracts (full name in pen on back)
Music: "Rocky" (6-6)

7:00 pm Have To/Choose To (Need vs. have to vs. want to)
Grungies and Payoffs (Grungy party next morning)
Guilt/Shame Lecture

Eliminate the Choice Process also eliminate the Accountability formula on Day 3. Without the choice process on Day 2, you have no foundation for the formula.

9:00 Choice Process (separate circles unless small facility, then check with facility)
Music: Hug Confront/Choice CD (17)

9:45 Small Groups
Did you create what you wanted today? What changes will you commit to in order to keep your draft contract alive?

10:00 Assign Homework and Close
Music: "Can You Feel the Love Tonight" (6-15)

Keep the same homework for Day 2

Day 3

8:30 **Staff Grounding**

9:30 **Doors Open** ***Music: Dance Music "2001"*** (8-1)

General sharing
Grungies Party

10:30 **Victim/Accountable/Responsible**
Accountability Formula **eliminate the Accountability formula. Please ensure this is in your report for the next trainer so they do not try and use this with this group of teens in Focus.**

12:00 **Lunch** – If same sex groups, go to lunch with small group. If not, go to lunch with dyad partner. Practice using the Accountability Formula. Talk about what you want to create for the rest of the day.

12:45 **Back in to Dance Music**

1:00 **Intention vs. Mechanism**
Intention Walk ***Music: "Itsy Bitsy Spider" Little Richard*** (8-13)
"Get On Your Feet" Gloria Estefan (7-15)

Iceberg Lecture
Promises Chart & Processing

3:00 **Song Process** ***Music: "Impossible Dream" Jimmy Pike*** (8-11)
In room break
Small Groups - Accountably – what did you create?
Complete the Song follow-up sheet in handout

4:30 **Small Groups - Return Draft Contract – Ticket Into FOCUS!!!**
Self Rating Sheets – Write a letter home about what they created in Discovery
Focus Community – Lay down Commitment to homework and showing up complete
Personal Purpose – Apply what I learned in discovery (use it or lose it).
SMART Goals for Month - 3 areas: Family, Personal, Program, 1 goal in each area

5:45 **Dinner** – With small group or V/A dyad partner. Talk about how to best support each other over the next month. Complete goals over dinner. When goals are finished, add to letter home telling parents what they are committing to changing. Don't collect letter. Instruct students to mail them home.

6:30 **Feedback Arcs – Acknowledgments** ***Music: "Shower the People" James Taylor*** (6-17)

7:30 **Final Sharing in Large Circle**
Service Team Acknowledgment
Graduation – Dots – Bring in guests, share, emphasizing the work necessary for Focus
Dancing

8:30 Close the training

You must have all the teens but the staff out of the room at 8:30pm. Have the staff finish all paperwork. The staff must be out of the room no later than 9;15pm

Criteria for attending graduation:

Set up with shift leader
No Cat. 3's
No Probation
If bringing in additional upper levels, bring level 4 first, then level 5, then 6

For Graduates' paperwork turned in to Family Rep, compile in the following manner:

1) **Self Evaluation**
2) **Staff Evaluation**
3) **Day 1 Homework**
4) **Day 2 Homework**
5) **Goals**

For Choose Outs' paperwork turned in to Family Rep, compile in the following manner:

1) **Choose Out Sheet**
2) **Staff Evaluation (if applicable)**
3) **Any Day 1 and Day 2 Homework Collected**
4) **Choose Out Assignment & Goals (if applicable, as student may turn in directly)**
5) **Letter Home (if applicable)**

SEMINAR GROUND RULES

1. Maintain absolute confidentiality of other students' expressions and experiences. What goes on in this room stays in this room.

2. Be on time. Be seated by the time the music ends.

3. Use no consciousness altering agents or chemicals in or outside the training unless prescribed by a physician. Follow your doctor's or nurse's orders.

4. Remain in the training room except for breaks. In the case of a physiological emergency, create agreement with the team captain to leave the room.

5. Ask questions, talk, or share when acknowledged by the facilitator during designated sharing periods. No side talking. When acknowledged, stand and share. When receiving or delivering feedback, please stand.

6. Wear your nametag in a visible location at all times in the training room. Turn in your nametag when so designated. Do not write on your name tag.

7. No recording or note taking in the training room, unless otherwise instructed by the facilitator.

8. Do not disclose or discuss the processes of the training with anyone who has not graduated the DISCOVERY training.

9. Sit next to someone new after every break unless otherwise instructed.

10. Do not eat, chew gum, or drink beverages while in the training room unless otherwise instructed.

11. Complete the training.

12. You are to keep all current ground rules of your facility. Any major infractions of these ground rules may result in being asked to leave the training.

13. Follow the instructions of the facilitator.

Teen Discovery
Day One Homework

Name:

Family Rep:

Date:

DISCOVERY

Instructions: Complete the heading above and write the same information in the upper right-hand corner on the front of each page of your homework, and draw a box around it. Complete all homework below.

One page is FRONT AND BACK. A half page is FRONT SIDE ONLY.

1. 1 page on your results since Orientation. What issues arose around the Orientation homework?

2. 1 page on what you want to accomplish in this training. What issues do you want to address?

3. 1 page on your Comfort Zone. What are the beliefs, behaviors, attitudes, and assumptions that make up your Comfort Zone? What are the fears that keep you in your Comfort Zone?

4. 1 page on how the Red/Black game is a mirror of your life and how you play the Right/Wrong game.

5. 1 page on the five most significant emotional events in your life relating to mom and dad.

Start a journal and write as much as you choose about today and your experience of yourself in the training.

Bring a dry towel

Teen Discovery
Day Two Homework

Name:

Family Rep:

Date:

DISCOVERY

Instructions: Complete the heading above and write the same information in the upper right-hand corner on the front of each page of your homework, and draw a box around it. Complete all homework below.

One page is FRONT AND BACK. A half page is FRONT SIDE ONLY.

1. 1 page on your experience of the Mom/Dad process. What decisions did you make about yourself as a result of your experience with mom and dad?

2. Using the sheet in your handout, write a letter to yourself from your Magical Child. Use your non-dominant hand. If you're right handed, use your left hand. If you're left handed, use your right hand.

3. Using the sheet in your handout, write about your contract and what it means to you.

4. ½ page on your favorite Grungy and your payoff.

5. ½ page on your belief about feedback? What feedback did you hear the most, deny the most? What feedback would you give yourself?

6. Write a letter home about what you learned and how you are feeling.

Write in your journal as much as you choose about yourself in today's training.

The Impossible Dream

To dream the impossible dream
To fight the unbeatable foe
To bear with unbearable sorrow
To run where the brave dare not go

To right the unrightable wrong
To be better far than you are
To try when your arms are too weary
To reach the unreachable star

This is my quest, to follow that star
No matter how hopeless, no matter how far
To fight for the right, without question or pause
To be willing to march into hell for a heavenly cause

And I know, if I'll only be true
To this glorious quest
That my heart will lie peaceful and calm
When I'm laid to my rest

And the world will be better for this
That one man, scorned and covered with scars
Still strove with his last ounce of courage
To reach the unreachable star

Discovery Self-Evaluation

Student Name: _____ **Facilitator:** _____

Sm. Group. Leader: _____ **Date of Seminar:** _____

Family Rep: _____ **Family/Group:** _____

	Areas to Rate	Self 1-10	Group Leader 1-10	Trainer 1-10
1	Participation in large group Sharing open/honest, willing to risk and reveal, paying attention within the group during lectures, sharing major issues			
2	Small Group participation Open & honest sharing within the group, review each group meeting, emotional issues shared, willingness to reveal and deal			
3	Leadership Contribution to discussions, leadership in the group, ideas contributed, attitude exhibited, challenging others			
4	Feedback Given & Received Feedback in large group – what feedback did you give? Small group feedback – given/received - actions taken on feedback			
5	Participation in the Release Process (Day 2 only) Focusing on self, level of participation in emotional release, seeing and connecting with Magical Child			
6	Effort put into homework Completion, depth of sharing in homework, meaningfulness of work done. Working beyond requirements.			
7	Keeping Agreements Seminar agreements, facility agreements, working with integrity			
8	Accountability Focus on yourself rather than others, increasing accountability as the seminar progressed, looking at self limiting beliefs.			
9	Demonstrated Commitment to your Group Purpose General rating by your group as to serving Group Purpose			
10	Willingness to risk image –			
	Rating Total			
	Multiply Facilitator total by **2** to determine number of points earned	**X**	**X**	

On the back of this sheet, please write down your reflections on any rating you gave yourself 8 or above. In this reflection, you should be very specific as to your reasons/evidence for your rating. For any rating lower than a 2 (given by you or the staff), please describe what you will do this month to better prepare yourself for the next seminar. Write a letter home regarding your ratings, points, and your participation in the seminar. This letter is to be done within the next 7 days.

DISCOVERY STAFF EVALUATION

Student Name:_____

Date:_____

Small Group Leader:_____ **Family Rep:**_____

PARTICIPATION IN LARGE GR	SMALL GROUP PARTICIPAT	LEADERSHIP	FEEDBACK GIVEN & RECEI	PARTICIPATION IN RELEASE PRO	EFFORT PUT INTO HOMEWO	KEEPING AGREEMENT	ACCOUNTABILITY	COMMITMENT TO GROUP PURP	WILLINGNESS TO RISK IM

SMALL GROUP LEADER

At the end of each day, fill out a rating for each of the categories when they apply. The rating should be on a scale of 1 – 10 with 10 being the highest. Below the rating columns write your remarks on your overall experience of the student for each day.

You will be giving each student in your small group an overall seminar rating during the afternoon of the 3rd day. After they fill out their own rating sheet, you will fill out your final rating ON THAT SHEET and then get it to the facilitator for their final rating. Near the end of the training, you will fill out the bottom section of this form with your final overall comments on the student.

DAY ONE COMMENTS

TWO COMMENTS

FINAL COMMENTS

DISCOVERY STAFF AND SELF EVALUATION FORMS

Service Team Instructions

Purpose: The purpose of the Staff Evaluation form is to combine the service team reporting functions with that of the evaluation of each student's participation in the seminar. The purpose of the Self Evaluation form is to provide feedback to each student and to determine the number of points each student has earned in the training based on the trainer's ratings.

INSTRUCTIONS FOR SERVICE TEAM: The numerical rating the Service Team member is asked to provide in each area is a form of feedback to the student. It is made independently of the student's self-evaluation. The Service team ratings are NOT about how many points the student may receive.

It is important that several aspects be considered.

- This is Discovery. They have had Orientation; the bar is raised. Do not compare your experience of your Discovery with this Discovery nor with Focus. There are no ratings of zero. To receive a rating of absolutely no impact in any area, the student would not be in the seminar room at all. Consider the extremes of 1 and 10 to be just that, extremes.

- The first and second days are rated independently. The final rating on day three is the overall rating for the seminar. The final score IS NOT a three day average. (For instance, a student who showed up at a 2 in Large Group on day 1, a 5 on day 2, and a 10 on day 3 would not receive an average of 5. This student, reflecting significant overall change, would merit a 7 or 7.5.)

- As feedback, this is not an opportunity for you to JUDGE the student nor compare them to you or anyone else. This is an opportunity to give them your honest assessment from where they started to where they ended in the seminar. Look for a steady progression of participation. If the student is becoming more active on each day, then this deserves merit.

INSTRUCTIONS FOR STUDENTS: **D**ay 3 they are to enter their final rating in the "Self" column for each of the specific areas discussed below. Service Team members will enter their final ratings in the column marked "Staff," also on day 3. The final points awarded are based on the facilitator's scoring only.

SERVICE TEAM RATINGS:

Large Group Participation: Is the student sharing? Is he/she raising their hand? Is he/she giving feedback? Is he/she open to and receiving feedback? To what degree are they sharing emotionally? Recognize that this is Discovery, not Focus, and as such, it is understood that some of their sharing will be about "the story" and they may be hesitant to open up. The rating is based on the degree to which they begin to shift, push through their fear, and take on accountability. (Examples: 1-2: The student rarely raises their hand, and when they are called on, they close down as opposed to opening up. 7-9: The student engages almost from the first moment, works with the trainer, and even when struggling, persists.)

Small Group Participation: Is the student open? Is he/she willing to share? Is he/she willing to participate? Recognize that sharing accountably is a new concept. In fact, they are invited to share their "stories" early in the training. As the seminar progresses, does he/she increase the depth at which they are sharing? Are they sharing emotionally? Are they starting to deal? Do they show progress in their sharing away from the story and toward beliefs and feelings as the seminar progresses? To what degree do they move from story to accountability? (Examples: 1-2: The student persists in going last, doesn't push to get beyond their stories and may even move into resistance when pushed. 7-9: The student is always first, quickly moves beyond their stories into beliefs and feelings.)

Leadership: While leadership becomes blatantly evident in the Red Black game, it may also show up in such areas as Group Purpose development, large group sharing, small group sharing, broken agreements, feedback given and received, and even in the skit process. Look at the big picture, the entire training. With regard specifically to Red Black, was the student instrumental or detrimental to the process? Did they even attempt to participate? Did they refuse to participate? (Examples: 1-2: A student who absolutely refused to participate, side talked, made fun of others, or snoozed. 3-6: A student who attempted to engage, then quit or a student who was overpowering and controlling. 7-9: A student who productively demonstrated leadership in an effort to support the game (whether or not they were "correct" about a solution), or a student who is inclusive, thoughtful, and courteous.)

Feedback Given and Received: Is the student willing to look at feedback as a tool, as information? Are they willing to give honest feedback? When receiving feedback, do they reflect a willingness to "take it on?" In other words, do they shift how they are showing up? This is not strictly about the feedback process, but also about feedback in the large and small groups. (Examples: 1-2: A student who persisted in arguing, justifying, or shrugging off feedback AND who did little shifting. 3-6: A student who took feedback on more each day. 7-9: A student who took on their feedback on the first day and worked solidly and consistently throughout the training.)

Participation in the Release Process: This may be difficult to assess. Did they do some work? Did they just sit and watch others? Did they noticeably let go of negative energy and connect with their magical child? An indicator of how much they worked in the release process is in how they show up afterward, particularly in the small group sharing. Also consider how solid they seem with their draft contracts. THIS ISN'T ABOUT THE TOWEL. IT IS ABOUT THE WORK DONE. They may have cried or not, they may have sat and rocked, they may have screamed or not. What is most significant during this process is that they are not looking around at other people, but are in their own experience. (Examples: 1-2: The student used their towel only when encouraged or pushed, and then put in little effort. When not using the towel, the student watched others. Their contract seems contrived, something to please others. 3-6: The student did some work, but seemed more interested in simply doing what was expected. 7-9: The student was notably different after the release process, took on their draft contract, seemed to shine and smile with their magical child, and engaged actively in the MC letter.)

Effort put into Homework: Did the student follow the assigned format? Was their homework complete? Did they get down to issues? Is it neat and legible? Did they go above and beyond? (Examples: 1-2: A student who needed additional time, has substantial incompleteness, has written more about events and stories, and has avoided their feelings. 3-6: The student has worked in their homework, although technically it may not be complete or written as directed. This person may also go in and out of story. 7-9: A student in this range may start out in the mid range, however by the third day, their homework is complete and they go right to beliefs and feelings.)

Keeping Agreements: Did they stand frequently for broken agreements? Did they stand only when called out? Did they improve over time while in the seminar? Did they do their assignments or not? Did they show up with integrity or not? (Examples: 1-2: A student in this range has stood often during broken agreements and may continue to break the same agreements over and over. The student may also have one or more larger consequences. 3-6: A student in this range has stood once or twice during broken agreements, has handled their consequences accountably, and has been clear and accountable when looking at what was underneath the behavior. 7-9: Students in this range may have called themselves on a broken agreement, whether or not they received a consequence. While they may have side talked, they have been conscientious about facility rules.) When rating a student's agreements, there will be an overlap with homework here in the areas of completion and following the prescribed format.

Accountability: At what level did they take on this concept - Accountability being a neutral place from which to evaluate past, present and future choices? When they stood for broken agreements, did they take on accountability? Did they hold onto their stories? Did the student hang onto their image? Did they justify and show resistance? Did the student's level of accountability have a steady upward trend? (Examples: 1-2: The student stayed in victim mode throughout the training. 3-6: The student flopped back and forth between victim and accountable, struggled with letting go of their stories. 7-9: The student quickly moved into taking on accountability, including the choice to stand and deliver feedback to others.)

Commitment to Group Purpose: To what degree did the student take on their group purpose in the choices they made during the training? Which choices showed up that support the purpose? What level of participation did they show during the creation of the purpose. Was an increase in commitment demonstrated? To what extent did their decision making support the entire group? Did they remain in a "me first" place and disregard others? (This rating is determined by their small group, including the small group leaders. Staff and Facilitator ratings will not necessarily duplicate the small group's rating. A higher rating here reflects a person who looked to purpose, referenced it in feedback within the training, looked to others in both receiving and giving support, and was willing to take on others. They took the purpose wording to heart and it was reflected in their behavior.)

Willingness to Risk Image: Throughout the training, did the student shift away from their image? Skits at the end of day 3 are significant, but are not the only source of information here. (Examples: 1-2: A student who remained in their image during the Intention Walk and the Impossible Dream skit, did not participate fully, and showed up being self conscious and hesitant. 7-9: A student who let go of their image, entirely blew the lid off and surprised the service team and training.) It is important to keep in mind each student's individual status. The question is not how they compared to others. How did they compare to themselves?

At the end of the training, small group leaders will have the opportunity to share their ratings with students. This is done AFTER the student has completed their self evaluation. The facilitator will enter their ratings last. After all ratings are entered, the forms are returned to students. They are to total the scores to determine the number of points earned. Small group leaders are to double check each student's math.