



Substance Use Prevention, Early Intervention, and Referral Peer Engagement and Education Resource (SUPER PEER) Curriculum

Facilitator Guide

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Introductory Letter

Dear Facilitator/Adult Ally:

Despite the resilience of New Mexico's youth, rates of youth substance use in New Mexico present a significant public health challenge. In 2016, New Mexico's high school students who participated in the Youth Risk and Resiliency Survey had higher rates of drug use, including lifetime use of marijuana, cocaine, heroin, ecstasy, and methamphetamines, than their peers nationwide¹. The Substance Use Prevention, Early Intervention, and Referral Peer Engagement and Education Resources (SUPER PEER) curriculum is a unique culturally-relevant positive youth development curriculum designed to address this public health challenge through peer to peer education. SUPER PEER engages high school students ages 14-19 in a 9-dialogue curriculum designed to offer information on substance use, the power of peer leadership and education, and the skills to support the completion of community impact projects that may be used for service learning credits. Also, trusted adults who support young people will have opportunities to build skills in best practices for culturally-humble positive youth engagement.

Supportive to existing Natural Helper and other peer educator groups, this initiative is aligned with New Mexico Common Core and strives to improve student well-being and school climate. The aims of SUPER PEER are to: 1) Develop a curriculum to support peer educators and adult allies in increasing knowledge of youth substance use, supportive resources, and access to resources. 2) Demonstrate feasibility and acceptability of implementing this peer educator curriculum in schools or other youth organizations in New Mexico. 3) Evaluate the impact in knowledge and skills for participants of this peer educator curriculum.

As the Facilitator and/or Adult Ally, you play a vital role in implementing SUPER PEER. This manual is designed to give you step-by-step instructions on how to prepare and implement each of the 9 dialogues with between 5 to 10 youth peer educators. Each dialogue guide provides you with: 1) A brief summary to help you know the purpose of the dialogue; 2) An agenda you can give to youth; 3) A list of supplies and handouts you need for each activity; 4) Ways to frame each activity for the youth peer educators; 5) Alternative activities to ensure the dialogue is relevant to the youth you serve; and, 6) Additional relevant content if you would like to expand the content or length of the dialogue.

To support you in implementing this curriculum, you will receive a 3-hour training on its content, best practices for engaging and recruiting youth peer educators, strategies for obtaining school or organizational leadership buy-in and strategies for sustaining the work, a toolkit of youth workbooks, didactic tools, incentives, and certificates of completion for youth participants. Additionally, you will receive technical assistance during implementation. We are honored to collaborate with you as you implement SUPER PEER and appreciate your dedication to serving young people in New Mexico!

In partnership and health, The SUPER PEER Team

¹ New Mexico Departments of Health (NMDOH) and the Public Education (NM PED), and the University of New Mexico Prevention Research Center (2016). *New Mexico Youth Risk and Resiliency Survey (YRRS): 2015 NM-YRRS Results: Behavior Comparisons, New Mexico and United States*. Retrieved October 6, 2016 from http://www.youthrisk.org/pdf/YRRS_Connections_July_2016.pdf.

SUPER PEER Guiding Principles

SUPER PEER is advised by current best practices and literature (see Appendix A) to authentically engage young people and the adults involved in their lives to reduce youth substance use and promote youth resilience. To ensure SUPER PEER is evidence-informed and unique from other youth risk curricula, three strategies were employed: 1) Conducting a mini-literature review on youth substance; 2) Completing an analysis of youth substance use and related curricula for key factors associated with reducing youth substance use; and, 3) Facilitating a series of focus groups to gain feedback from young people and adults with expertise in serving young people on SUPER PEER curriculum. These strategies yielded the following outcomes:

- SUPER PEER is adapted to be feasible in both school and community settings.
- SUPER PEER strives to effectively apply positive youth development (PYD) framework grounded in social justice throughout the entire curriculum.
- SUPER PEER is culturally relevant, effectively integrating cultural and other forms of identity as protective factors and identity-grounded activities throughout the entire curriculum.
- SUPER PEER develops peer educators who will both promote resilience and protective factors among other young people and act as early responders to young people at risk for substance use.

SUPER PEER Guiding Principles

1. **SUPER PEER is not a therapeutic intervention.** It is a youth leadership program focused on developing peer educators to prevent and identify youth substance use early.
2. **Confidentiality is key.** In order to feel emotionally safe to engage in SUPER PEER, young people must be empowered to know that their fellow peer educators, their facilitator and adult ally will maintain confidentiality/privacy. They must also clearly understand the limits to confidentiality/privacy, including mandatory reporting and any school or community organization-specific policies requiring parental notification.
3. **Honoring and respecting diversity of identity and thought is non-negotiable.** A strong sense of cultural and other forms of identity, such as gender and sexual orientation, is protective against risk for substance use during adolescence. SUPER PEER aims to be fully inclusive and to reflect the lived experiences of New Mexico's youth.
4. **Culturally-relevant, social-justice informed positive youth development is critical to** authentically engaging young people.
5. **Young people listen best to their peers.**
6. **Young people are natural innovators.** Young people should be involved in the implementation of SUPER PEER at every level.
7. **ALL young people are eligible to participate in SUPER PEER.** During participation, there is an expectation that peer educators will refrain from using substances, and youth should be supported, not penalized, for disclosure of use.

SUPER PEER Roles and Responsibilities

To achieve a positive impact on young people, their schools and communities, SUPER PEER is youth-centered and designed to authentically engage young people as peer educators and the trusted adults who support them. Important in this process is understanding the roles and responsibilities of each key stakeholder. Here, the key roles and responsibilities for SUPER PEER participants are defined. As facilitator, you are strongly encouraged to identify the people who are your SUPER PEER Implementation team, share what you've learned during the orientation and review these roles and responsibilities with them. **Your SUPER PEER Implementation Team can also act as advisory while you are implementing the curriculum.**

Key Stakeholder	Roles	Responsibilities While Supporting SUPER PEER Implementation	Person Identified (Name/s and Contact Information)
School Administrator²	<p>Broadly, the roles of school administrators (principals, vice principals, department directors, etc.) are:</p> <ol style="list-style-type: none"> 1. Making key decisions 2. Developing and implementing a vision and strategies that promote academic success 3. Improving school climate 4. Building leadership among staff 5. Managing people, policies, resources and processes 6. Negotiating with others to support school-based initiatives. 	<ul style="list-style-type: none"> ● Provide approval to implement SUPER PEER ● Offer transparency in discussion regarding challenges, resources or administrative support for SUPER PEER implementation ● Ensure school policies are aligned with SUPER PEER implementation ● Address school climate and safety concerns which may impact SUPER PEER implementation ● Support sustainability of SUPER PEER implementation ● Manage data and outcome information in accordance with FERPA and HIPPA. 	

² The Wallace Foundation. (n.d.) *Five Key Responsibilities-The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. Retrieved August 4, 2017, from <http://www.wallacefoundation.org/knowledge-center/Pages/key-responsibilities-the-school-principal-as-leader.aspx>.

<p>Community Organization Leadership</p>	<p>Broadly, the roles of organization leadership (Executive Directors, Directors, etc.) are:</p> <ol style="list-style-type: none"> 1. Making key decisions 2. Co-Developing and Implementing the mission, vision and strategies for the organization 3. Building leadership among staff 4. Managing people, policies, resources and processes 5. Collaborating and negotiating with others to support organization initiatives. 	<ul style="list-style-type: none"> ●Provide consent to implement SUPER PEER ●Offer transparency in discussion regarding challenges, resources or administrative support for SUPER PEER implementation ●Ensure organization mission and policies are aligned with SUPER PEER implementation ●Address organizational climate and safety concerns which may impact SUPER PEER implementation ●Support sustainability of SUPER PEER implementation ●Manage data and outcome information in accordance with HIPPA and organizational policies 	
<p>Adult Ally³ (Community volunteer or school or organization staff)</p>	<p>Adult allies are trusted adults within schools or communities who commit to having sustained supportive relationships with young people. Adults allies provide safe environments, emotional and practical support, access to resources, and opportunities to learn and lead that young people need to thrive. Adult allies also help young people navigate critical dialogues with decision makers about</p>	<ul style="list-style-type: none"> ●Complete 3-hour SUPER PEER orientation ●Understand, acknowledge and prevent adultism and marginalization of SUPER PEER youth peer educators ●Provide peer educators the tools necessary for them to challenge systems and institutions ●Share knowledge, strengthen identity, build deeper relationships, and equalize power through intergenerational 	

³ Funder’s Collaborative on Youth Organizing. (2000). *Occasional Papers Series on Youth Organizing No. 1: An Emerging Model for Working With Youth-Community Organizing+ Youth Development= Youth Organizing*. Retrieved August 4, 2017, from <file:///C:/Users/annnelson/Desktop/Community%20Organizing%20with%20Youth%20IMPORTANT.pdf>.

	changes they would like to see, fundraising or resolving challenges or conflicts.	<p>dialogues and partnerships</p> <ul style="list-style-type: none"> ●Facilitate peer educators’ exploration of problem solving, decision-making and weighing choices against values ●Provide opportunities for peer educators to expand cultural, personal, civic, political, cognitive and social competencies. ●Communicate consistently with and convene peer educators ●Assist peer educators in addressing conflicts or challenges, particularly in school or community settings 	
SUPER PEER Facilitator (Does not require licensure. Must possess skills in positive youth engagement and development, communicating and presenting. May also be the Adult Ally)	Act as SUPER PEER coordinator, collaborate with key stakeholders, prepare and co-lead SUPER PEER dialogues, and act as support person for peer educators if conflicts or challenges arise.	<ul style="list-style-type: none"> ●Complete 3-hour SUPER PEER orientation ●Coordinate logistics with school or organization leadership and other stakeholders ●Implement dialogues and, at every opportunity possible, co-lead activities with youth ●Gather outcome data ●Assist peer educators in addressing conflicts or challenges, particularly in dialogue settings 	
SUPER PEER Youth Peer Educators⁴ (Young people ages 14-18 who self-nominate or	Young people who become SUPER PEER peer educators are people who belong peer is a person who reflects the identities (ethnic,	<ul style="list-style-type: none"> ●Engage in 9 SUPER PEER dialogues ●Leverage personal assets, skills and strengths to support 	

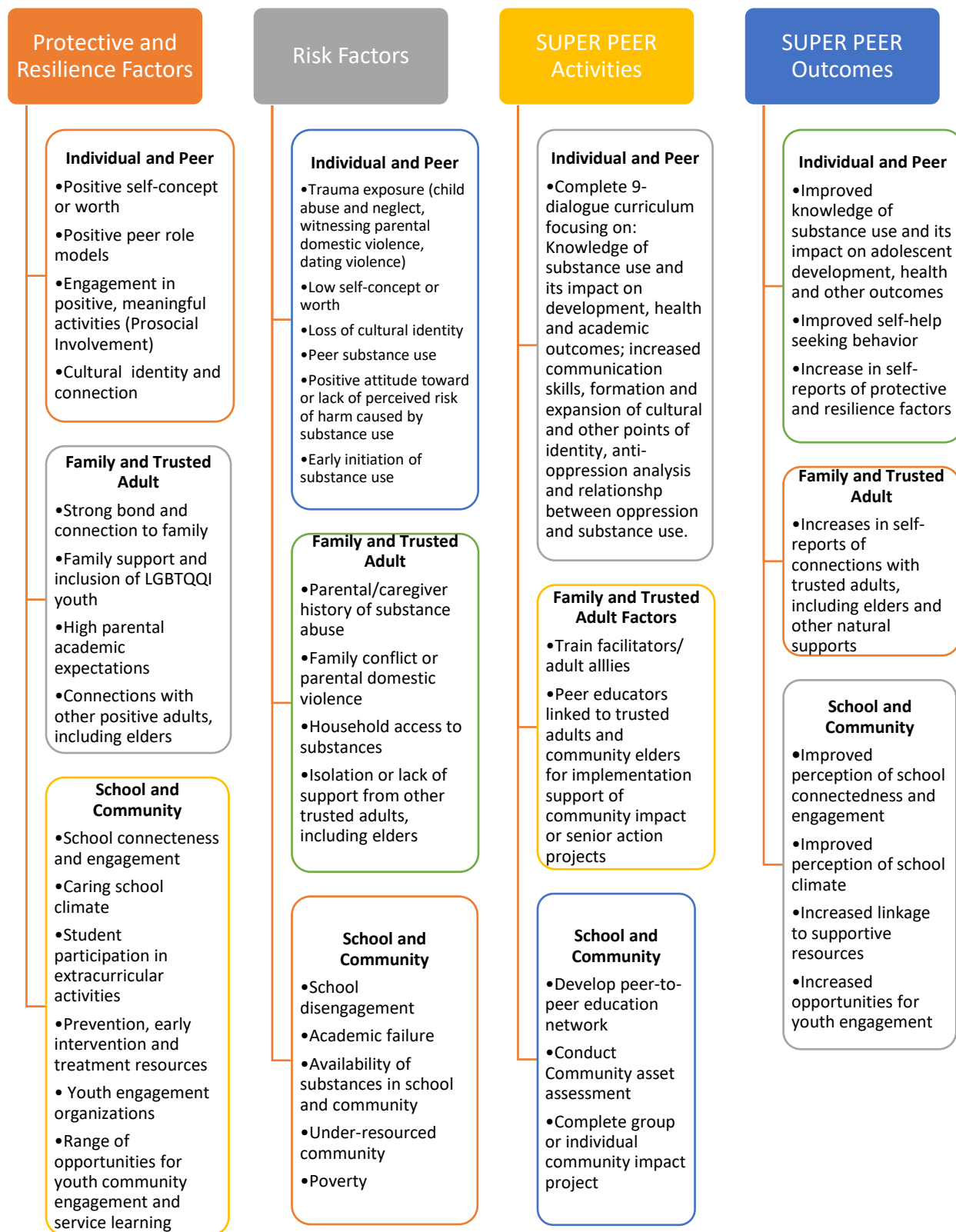
⁴ FHI 360 Youth Peer Educator Network. (2005) *Youth Peer Education Toolkit: Training of Trainers Manual*. Retrieved August 4, 2017, from <https://www.fhi360.org/sites/default/files/media/documents/Youth%20Peer%20Education%20Toolkit%20-%20The%20Training%20of%20Trainers%20Manual.pdf>.

<p>are nominated by peers and trusted adults)</p>	<p>cultural, gender, sexual orientation, socio-economic, and spiritual) of the young people in their communities. Peer educators are motivated, well-prepared young people who engage in informal and organized efforts to share information with their peers on substance use and its impact on young people’s health, well-being and success and provide resources to those impacted by substance use.</p>	<p>peers in addressing youth substance use</p> <ul style="list-style-type: none"> ●Expand knowledge about youth substance use and its impact on young people’s health, well-being and success, increase leadership, communication and relationship skills ●Share accurate, educational messages on adolescent substance use to others in their schools and communities ●model pro-health norms, beliefs and behaviors, ●Learn about youth serving community resources ●Offer information and resources to those who are using substances ●Learn steps to design, plan and implement community impact projects to increase awareness. 	
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An additional framework which advises SUPER PEER is the Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention (SAMHSA CSAP) Web of Influence. The Web of Influence analyzes the exchange between individual risk and protective factors and context in which that individual lives, works and goes to school. The Web of Influence identifies six major life domains, which include individual, family, peer, school, community and society.⁵ Though the Web of Influence emphasizes that both risk and protective factors exist in each of the six domains, current literature and approaches often lead with risk at the forefront. SUPER PEER is intentionally designed to elevate the resilience, promotive and protective factors which exist for young people through opportunities to educate their peers and make a difference in their communities, as seen here in the SUPER PEER Web of Influence.

⁵ Hahn-Smith, S. (2000). *From Science to Practice: Using CSAP Model Programs to Prevent Youth ATOD Use*. Prevention Tactics 4:2. Retrieved January 17, 2017, from <http://www.cars-rp.org/publications/Prevention%20Tactics/PT4.2.00.pdf>.

SUPER PEER Web of Influence: Our Map to Success



SUPER PEER Implementation Plan

SUPER PEER is designed to be implemented in both school and community-based settings. To maximize its feasibility and usefulness in schools, SUPER PEER is comprised of nine, 45-minute dialogues. If your school or organization has the ability to extend the dialogue length, the SUPER PEER curriculum can be consolidated into four two-hour dialogues. Also, each dialogue can be extended by 30 minutes utilizing the additional information provided in this facilitator guide. Finally, this curriculum is designed to provide culturally-relevant activities. Facilitators can select from a menu of activities that are provided to ensure that the content resonates with young people from all communities within New Mexico.

Dialogue Content Framework

All dialogues in the curriculum provide an overview, learning objectives, agenda, and additional or alternative activities and resources so the content is adaptable to the site and participant needs. Each dialogue also provides dialogue and activity guidance and strategies for debriefing the dialogue. Peer educators are given youth workbooks to follow throughout the 9 dialogues with activities that reinforce learning and sections to reflect on their insights and growth through journaling activities.

Measures for Successful Implementation

We recommend that a minimum of 5 and up to 10 youth consistently attend the 9-dialogue curriculum. Key stakeholders involved in implementing SUPER PEER are strongly encouraged to define their collective metrics for successful implementation. Facilitators are provided pre- and post-surveys for youth participants to complete which will measure changes in knowledge, attitudes, behaviors and beliefs. Facilitators may also develop short surveys to administer after each dialogue to measure immediate changes in knowledge.

SUPER PEER Outline of Dialogues

Adult Ally/ Facilitator Orientation (3 hrs)

- Engaging training to support Adult Allies and Facilitators in understanding roles, boundaries and responsibilities of youth engagement, positive youth development and strategies for promoting values-based, identity-grounded peer education and youth leadership.

Peer Educator Dialogue 1

- **We Got This Together! Peer Educator Relationship Building**
- Establish relationships and deepen connections with fellow Peer Educators. Orient Peer Educators to 9-Dialogue framework, purpose and unique characteristics of the SUPER PEER curriculum.

Peer Educator Dialogue 2

- **Know Your Roles! Understanding Roles and Boundaries for Peer Educators**
- Define roles and boundaries of peer educators.

Peer Educator Dialogue 3

- **Peer Power! Early Identification of Youth Substance Use**
- Learn prevalence of youth substance use in NM and specific communities. Understand impact of youth substance use on the adolescent brain, its connections with other adolescent health issues.

Peer Educator Dialogue 4

- **Lighting the Sparks of Change! Communication Strategies for Peer Educators to Increase Young People's Motivation to Change**
- Introduce Harm Reduction and Motivational Interviewing philosophies, learn motivational communication skills, and practice peer educator boundaries.

Peer Educator Dialogue 5

- **Resilience From Our Roots! Understanding What Makes Us Strong and What We Need to Withstand the Winds of Change.**
- Know the differences between age-appropriate stressors and traumatic stress, learn signs and symptoms of personal vicarious trauma, and develop emotional safety plan.

Peer Educator Dialogue 6

- **Resilience from Our Roots! Peer Educator Values Exploration and Leadership.**
- Understand values-based leadership and its relationship with peer education and gain insight into their own core personal values.

Peer Educator Dialogue 7

- **What We Know About Where to Go! School and Community Asset Mapping**
- Introduction to the concept of community asset mapping and learn methods for identifying youth-centered resources for support.

Peer Educator Dialogue 8

- **Making an Impact! Steps for Planning and Implementing a School/Community Project**
- Provide step-by-step process for designing and implementing a data-driven community impact project to address a root cause for youth substance use.

Peer Educator Dialogue 9

- **Let's Celebrate!**
- Provide peer educators an opportunity to share their learnings and celebrate their successes.

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SUPER PEER Dialogue Guides

Dialogue 1: We Got This Together! Peer Educator Relationship Building and SUPER PEER Orientation



Brief Dialogue Summary

Relationships are a fundamental component of authentic youth engagement. This introductory dialogue focuses on establishing relationships and deepening connections among the Peer Educators and with the facilitator. It also provides an orientation to the 9-dialogue framework, purpose and unique characteristics of the SUPER PEER pilot.

Dialogue 1: We Got This Together! Peer Educator Relationship Building and SUPER PEER Orientation Agenda

Topic	Length
Introduction	3 minutes
Community Agreements	7 minutes
What's In My Name Identity Exploration	15 minutes
Peer Educator Leadership Qualities	10 minutes
Introduction of Youth Substance Use Prevalence in New Mexico	5 minutes
Debrief and Plan for Next Dialogue	5 minutes

Dialogue 1: We Got This Together! Peer Educator Relationship Building and SUPER PEER Orientation Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Leadership Traits Bingo Prizes for First Completers, Infographic for Youth Substance Use, Flip Chart, Colored Pens, Sandra Cisneros' *What's In My Name*, Leadership Traits Bingo, Pictochart or Handout of community-specific data on youth substance use, SUPER PEER workbooks

Objectives:

1. Build relationships among SUPER PEER peer educators.
2. Orient Peer Educators to 9-Dialogue framework, purpose and unique characteristics of the SUPER PEER curriculum.
3. Share the prevalence of youth substance use in New Mexico.

Outcome Measurements:

1. Youth participants know the 9-Dialogue framework, purpose and unique characteristics of the SUPER PEER pilot.
2. Youth participant self-reports of more knowledge about their peers in SUPER PEER.
3. Youth participant self-reports of emotional safety in the group setting.

Implementation Guide

Introduction, 3 minutes. Open the dialogue with a warm welcome and facilitator introduction. Ensure everyone has completed consent forms and signed in. Disseminate and collect completed pre-knowledge test. Provide a brief overview of SUPER PEER peer educator workbooks.

You can begin the dialogue by saying, "Today, we will begin a journey together to learn about youth substance use, qualities each of us have to stay strong during challenging times and how to share the information we learn during these 9 conversations with our peers, family and community members."

SUPER PEER is a project to help young people act as peer substance use educators in their schools and communities. Over the next 9 dialogues, we will learn about signs and symptoms of youth substance use in New Mexico, build on our existing strengths rooted in our identities, leadership and communication skills we need to connect with peers, and complete a project to raise awareness together. SUPER PEER believes that all young people possess strengths and resilience that comes from our cultures and other forms of identity. Also, every young person is the expert in her or his lived experiences, has talents and skills to be strong leaders and can make valuable contributions to their schools and communities. As peer educators, each of you will support one another in being the best leaders possible while positively influencing your peers, and families."

Community Agreements, 7 minutes. SUPER PEER strives to build resilience among its participants through positive youth development, opportunities to be leaders and educators among their peers, and to find strength within their points of identity, including cultural, sexual orientation and gender identity. To feel safe in building new knowledge and skills, enhancing their innate leadership and peer engagement strategies, and to explore their sense of identity, young people need to feel emotionally safe and grounded.

The Community Agreements activity lays a foundation for embracing diversity, respectful engagement with peers, and ways to handle conflicts if they arise. This consensus-driven activity differs from the traditional "ground rules" approach often found in group settings and establishes a safe learning environment. By giving young people opportunities to voice what they need from one another, their Adult Ally and facilitator, a climate

for emotional safety is created which allows young people to fully engage in the 9-dialogue SUPER PEER pilot. The facilitator records each young person's response to the prompter question on large poster paper. The completed community agreements are then prominently displayed and referred to throughout the 9 dialogues.

Frame The Dialogue: You can open the discussion by saying, "During the next 9 sessions, we will be learning new information about youth substance use, its impact on our friends, family members and community and ways we can help. Sometimes as a group we will share personal information. In order to feel safe in doing this we need to create some community agreements. **Community agreements aren't rules. They are guidelines we all agree to so we can feel safe and comfortable to learn and share.**"

This is also an ideal time to discuss **confidentiality** by stating, "SUPER PEER isn't a therapy group. It's a youth peer educator group where everyone will be learning and practicing new skills to address youth substance use. Even though it is not a therapy group, sometimes difficult issues may arise. It's important to know that SUPER PEER is a safe place to talk about feelings. Everything that the young people share during their time in SUPER PEER is confidential, except if someone shares about child abuse or risk for suicide. By law, these two issues need special attention and sometimes require intervention by others."

Pose this prompter question to each participant. "What do you need from your peers, Adult Ally, and facilitator to feel safe and comfortable to ask questions, share about your experiences and practice new skills during the next 9 dialogues?" Give each young person enough time to respond. Clarifying questions are important to help prevent any miscommunication. Ask clarifying questions to offer more detail, such as, "Tell me more about what you mean when you say 'be respectful.' How do you know you're being respected and giving respect?" Be sure to restate what the young person's response was to ensure you captured the intent behind their agreement. Record each young person's response on the large poster paper. Review all the agreements. Ask the group to raise their hand if they agree to honor the community agreements for the next 9 dialogues. If any young person does not agree, ask them to clarify their concerns.

Activity 1, What's In My Name, 10 minutes. This section of the dialogue is intended to build relationships and to uplift commonality and diversity that exists among the peer educators.

Frame the Dialogue: To introduce this activity, you can say, "This first dialogue is all about getting to know one another. Please take out your workbook. Who is willing to read the first paragraph of Sandra Cisneros' writing called "My Name?" (Ask students to read a paragraph each). Let's spend a few minutes quietly completing Activity 1: What's In My Name. Now, share your writing with someone who you don't know really well. Once that's completed, introduce your partner from their What's in My Name writing."

After 5 minutes has passed, welcome the participants to join in teams of two, preferably a young person they don't know very well. Sometimes youth sit next to their friends, so encourage people to walk across the room to someone they don't know. Give them 2 to 3 minutes to share their responses to the activity with one another. Finally, ask participants to volunteer to introduce their activity partners. Debrief the activity by encouraging the peer educators to share what themes, or common histories, they heard in people's introductions.

Activity 2, Peer Educator Leadership Qualities, 15 minutes.

This activity empowers young people to identify non-traditional leadership characteristics they admire and those they already possess. It is also an opportunity for the peer educators to deepen their connections with one another. Be sure to walk around during the peer interactions to answer any questions they may have. After 5 minutes, if no one has filled their card, ask for everyone to return to their seats. Then ask for a volunteer to be a “Scribe” and capture responses to the brainstorming activity.

Frame the Dialogue: To frame this conversation, you might say, “Each of you were chosen by an adult ally or nominated yourself to become a peer educator in your school and communities. You are peer educators because you are valued and trusted by other young people as resources for support, advice and knowledge. Also, other young people really value your peers’ knowledge and opinions.

Over the next 8 conversations we have together, we’ll be learning about 1) Youth substance use in New Mexico and its impact on young people’s health, well-being and success; 2) The importance of cultural and other forms of identity as sources for strength and resilience; 3) Motivational communication skills and strategies for educating peers and community members on substance use; and, 4) Steps to design, plan and implement community impact projects to increase awareness. When the SUPER PEER dialogues are over, I hope you will feel confident in being able to share fact-based, educational messages on youth substance use, positive activities and choices youth can engage in instead of substance use and resources out in the community to help young people impacted by substance use.

Let’s brainstorm all the qualities of a person others would go to for support or advice. To come up with these qualities, you can think about a trusted person who you have gone to in the past to seek advice. (Ask a young person to capture responses on flip chart paper). Now let’s see how many of those qualities each of us already have. Using the Leadership Traits Bingo card, circle the traits you feel you have that make you a strong peer educator and leader. Now go to your peers and find as many peers as you can to fill all the squares on your Leadership Trait Bingo card. The person or pair of people who complete their bingo card first will receive a small incentive.”

Step 5: 5 minutes, Introduction of Youth Substance Use Prevalence in New Mexico

Describe the prevalence of youth substance use in the specific community where SUPER PEER is implemented, using current data from New Mexico Youth Risk and Resiliency Survey (NMYRRS, www.youthrisk.org, framing the data as percentage of youth not using versus percentage of youth reporting use. This begins to set the stage for positive youth development and resilience language. A sample resilience-based data statement is: *Many young New Mexicans show resilience in their rates of current alcohol use, where 74% do not report current alcohol consumption. This rate is higher nationally, 78% of their peers not drinking nationwide.* Infographics are powerful tools that can be used for this step. An accessible online tool is Pictochart, found here: <https://piktochart.com/>. Facilitators are encouraged to access data relevant to the communities in which SUPER PEER is being implemented and create an infographic to describe local and statewide data regarding the impact of substance use among youth. One important data source is the New Mexico Youth Risk and Resiliency Survey. Results from 2015 YRRS can be found listed by county here: www.youthrisk.org.

Debrief, 5 minutes. End the dialogue by asking participants if they have any questions that came up during the dialogue or about SUPER PEER as a whole. Plan for Dialogue 2 by providing young people with the time and location of the next dialogue. Ensure that you have participants’ contact information and send reminders to them via text the day of the next dialogue.

Frame the Dialogue: Let participants know that, at the end of each dialogue, there will be time to open up and talk about their thoughts regarding the session. Use this portion of time to encourage peer educators to share if anything came up for them. This is also an excellent time to provide the date, time and location of the next SUPER PEER Dialogue. Finally, provide the participants with contact information to their Adult Ally to contact between dialogues.

Dialogue 1 Activity Handouts

Activity 1: What's in My Name?

Using a piece from *The House on Mango Street* called "My Name" by Sandra Cisneros, peer educators will reflect on the meaning of their names and the strength that comes from their cultural and family histories.

"In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, song like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse--which is supposed to be bad luck if you're born female--but I think this is a Chinese lie because the Chinese, like the Mexican, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name--Magdalena--which is uglier than mine. Magdalena who at least can come home and become Nenny. But I am always Esperanza.

I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do."

Using Sandra Cisneros' short essay as a guide, answer the questions below.

- 1) Tell your peers the story behind your first name. What does your name mean? Who named you and how did they choose your name?

- 2) What people, places, experiences, or ideas do you connect with your name?

- 3) Would you change your name and why? If you go by another name, did you choose it or did someone choose it for you? What does your chosen name mean to you? Does your chosen name reflect your identity?

- 4) How does your name reflect who you are? How do you think your name influences the way others treat you?

Sample writings can be found at: <http://sa3.sharylandisd.org/common/pages/UserFile.aspx?fileId=2302087>

Activity 2: Leadership Bingo

Good Listener	Trustworthy	Represent My Peers Well
Good Role Model	Confident	Courageous
Good Communicator	Enthusiastic	Ability to Put Things Into Action
Good Decision Maker	Do the Right Thing Even When No One's Looking	Responsible
Advocate for What is Right	Good Planner	Good Networker
Giving Nature	Respectful of Differences	Non-Judgmental
Easy to Talk To	Give Good Advice	Dependable

Debrief this activity by asking the group to share:

1. Were there any surprises you had while you were playing Leadership Bingo?
2. What did you learn about yourself and your peers?

Dialogue 1 Alternative Activities

Dialogue 1, Alternative Activity: We Got This Together! Peer Educator Relationship Building

My Praise Song or Poem

Many Indigenous First Nations, Latino and African American communities share history, cultural and spiritual traditions, values and morals through stories or songs. For many cultures, storytelling or singing is an important community event, where people come together, learn from elders, and to listen and share.

In the United States, during enslavement, Africans used praise songs as a way to keep their identities, build community, pass along traditions and to fight against oppression. Praise songs are created to share people's lived experiences through describing who they are, where they came from, and what events were important in their lives. Praise poems help identify your family, your community, ancestors, and your personal characteristics and circumstances that are important to you. Praise names identify your ancestors and living relatives.

Create a 6-line Praise Poem to share with your peer educator cohort.

Line 1: Name: (Note: Your name may be sometimes that describes you or makes you stand out as an individual such as height, talent, or anything that "names" or describes who you. Your words should give others a clear picture of you. Reveal those aspects that you are comfortable in revealing.)

Line 2: The meaning of your name

Line 3: Interesting events about your birth

Line 4: Your heritage

Line 5: A personal fact or description of you physically that makes you stand out

Line 6: A favorite cultural activity of yours

Dialogue 1, Alternative Activity 2: We Got This Together! Peer Educator Relationship Building

Where I'm From Writing Activity

Peer educators will take turns reading lines from the original poem by George Ella Lyon, "Where I'm From." They will then take time to create their own Where I'm From poem and share in pairs or small groups.

Where I'm From by George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening it tasted like beets.)
I am from the forsythia bush,
the Dutch elm whose long gone limbs I remember as if they were my own.
I am from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it -alls and the pass -it -ons,
from perk up and pipe down.
I'm from He restoreth my soul
with cottonball lamb
and ten verses I can say myself.
I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost to the auger,
the eye my father shut to keep his sight.
Under my bed was a dress box spilling old pictures,
a sift of lost faces to drift beneath my dreams.
I am from those moments –
snapped before I budded –
leaf-fall from the family tree.

Where I'm From Writing Template

I am from _____ (specific ordinary item), from _____ (product name) and _____.

I am from the _____ (home description... adjective, adjective, sensory detail).

I am from the _____ (plant, flower, natural item), the _____ (plant, flower, natural detail)

I am from _____ (family tradition) and _____ (family trait), from _____ (name of family member) and _____ (another family name) and _____ (family name).

I am from the _____ (description of family tendency) and _____ (another one).

From _____ (something you were told as a child) and _____ (another).

I am from (representation of religion, or lack of it). Further description.

I'm from _____ (place of birth and family ancestry), _____ (two food items representing your family).

From the _____ (specific family story about a specific person and detail), the _____ (another detail, and the _____ (another detail about another family member).

I am from _____ (location of family pictures, mementos, archives and several more lines indicating their worth).

Sample Where I'm From Poems:

<http://www.nelrc.org/managingstress/pdfs/lessons/Where%20I'm%20from%20poems%20-%20Project%20Hope.pdf>

De Donde Yo Soy, Levi Romero

http://www.scholastic.com/content/collateral_resources/pdf/t/Target_De_Donde_Yo_Soy.pdf

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Dialogue 2: Know Your Roles! Understanding Roles and Boundaries for Peer Educators



Brief Dialogue Summary

Peer educators are powerful assets in schools and communities in changing knowledge, attitudes and beliefs, and behaviors among young people. This session encourages young people to identify the key roles of peer educators and their “lines in the sand,” or well-defined boundaries regarding what peer educators have the capacity or don’t yet have the capacity to address with other young people.

Dialogue 2: Know Your Roles! Understanding Roles and Boundaries for Peer Educators Agenda

Topic	Length
Ice Breaker	3 minutes
Yucca of Youth Strengths and Assets	15 minutes
5 Roles of Peer Educators	15 minutes
Line in the Sand, A Discussion on Boundaries	10 minutes
Debrief and Plan for Next Dialogue	3 minutes

Dialogue 2: Know Your Roles! Understanding Roles and Boundaries for Peer Educators Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Peer Educator Roles Handout, Colorful Post-It Notes, Flip Chart, Colored Pens, Colorful Masking Tape, One-Line Scenarios

Objectives:

1. Define roles of peer educators.
2. Clearly state boundaries of peer educators.

Outcome Measurements:

1. Participants will be empowered to know five roles of a peer educator.
2. Participants will understand “lines in the sand,” or boundaries of peer educators.

Implementation Guide

This interactive dialogue integrates the youth leadership skills and talents with practical information on what it means to be a peer educator.

Ice Breaker, 3 minutes. Select an Ice Breaker from Appendix B to engage peer educators.

Activity 1: The New Mexico Yucca- A Symbol of Resilience, Strength and Beauty, 15 minutes.

Before Dialogue 2 begins, using the Activity 1 Handout of the New Mexico Yucca as a guide, ask for a young person to draw an image of a Yucca on flip chart paper.

Frame the Dialogue: Begin the activity by saying, “Youth peer education means a lot of different things. It can mean anything from sharing information with your friends, siblings, cousins and other young people you know about things that impact young people, to facilitating group discussions with other youth, to designing and taking action on a project about an issue that is really important to you and other young people in your school and community. In fact, peer educators are one of the most important resources we have to promote health and thriving in communities.

In SUPER PEER, each of you will help with educating other young people about substance use and its impact on youth, seeing when a peer may be struggling with challenges, and helping them find resources to address substance use and other things that may be causing them stress. Most of you know that our state flower in New Mexico is the Yucca. The Yucca teaches us about resilience, strength, and beauty. Using the Yucca as a symbol, we’re going to make a Yucca of Youth Assets and Strengths. Let’s consider all the important qualities and strengths a peer educator needs to be a supportive resource for young people in your school and community. Using the colored post-it notes, list as many positive qualities and characteristics as you can.”

During the activity facilitation, collect the post-it notes of positive peer educator qualities and characteristics from participants, reading each aloud as you collect them. Ask for a youth participant to assist you in grouping similar characteristics, such as “good listener, good communicator, friendly, smart/knows a lot about things, being non-judgmental.” Once groups of characteristics are defined, ask for another youth participant to write the main themes onto the leaves of the yucca. Save this flip chart image to post along with the Community Agreements during each dialogue of SUPER PEER.

Activity 2: Understanding the Five Roles of Peer Educators, 15 minutes.

As a facilitator, it is important to know the roles of an effective peer educator and what is needed to support young people in playing those roles. The five roles of an effective peer educator include:⁶

1. **Being a friend.** This requires young people to be approachable and available to their peers to listen, acting without judgement or bias, and listening in a non-distracted, present way.
2. **Being a bridge for information and resources.** Peer educators should be empowered to know the types and signs of substance use that most impact their communities. It is also helpful to know how substance use influences young people's health, development, academic success and relationships. Young people should research community assets and resources others could access if they need support and help to address substance use. These assets can be community based youth-serving organizations, school nurses or social workers, public health clinics, youth homeless shelters, local and national hotlines, teachers, coaches, parents, and other trusted adults young people can go to in times of need.
3. **Advocating for change within people and their environments.** An area of significant influence youth peer educators can achieve is creating community impact project to improve their peers' knowledge of adolescent substance and ways to stay resilient. Community impact projects can also address school and community response to young people impacted by substance use. SUPER PEER is designed to support peer educators in developing and implementing a team community impact project.
4. **Inspiring hope and healing by being a strong role model.** It's important for young people to know that being perfect isn't the goal. Instead they are encouraged to be the "best you" they can be. Young people are supported in being good role models and encouraged to maintain sobriety during their participation in SUPER PEER. However sometimes as peer educators' knowledge about substance use grows, they may become aware they are struggling with choices or challenges where they may need support. It's critical to ensure that, even if a participant discloses challenges with addiction, they should be commended for reaching out for support, assured that they are still welcomed to participate in SUPER PEER and should be offered support and resources. Reframing these lived experiences as inspiration for others to reach out for support is a critical source of empowerment.
5. **Leading and supporting the SUPER PEER team.** One of the most positive outcomes anticipated through participating in SUPER PEER is the development and strengthening of communication and leadership qualities that will support participants' future academic and employment success. Acting as a peer educator gives everyone an opportunity to lead discussions and activities and to act as a source of support to their teammates to accomplish their goals. In order to be a strong leader and source of support, young people should be encouraged to leverage their assets and strengths to support the team, to know when to lead and when to be a source of support, and finally to follow through with their commitments to their teammates.

Frame the Dialogue: "Now, let's take a look at the Roles of Peer Educator handout. Peer educators help to inspire change in five ways, 1) being a friend; 2) being a bridge of information by knowing and sharing information about substance use and resources for help and support; 3) advocating for changes that would make a difference in schools and communities to help young people impacted by substance use; 4) inspiring hope and healing by being a strong role model and practicing non-judgement and compassion; 5) leading and supporting your team of SUPER PEERS. How do you see the Yucca of Youth Assets and Strengths we just made supporting the five roles of peer educators? What's missing?"

⁶ Oregon Institute of Technology. (n.d.) *The 5 Roles of a Peer Educator*. Retrieved August 20, 2017, from <http://www.oit.edu/docs/default-source/integrated-student-health-center-documents/phe/the-5-roles-of-a-peer-educator.pdf?sfvrsn=0>.

Close out the activity by supporting participants in making connections between assets, strengths and their work as peer educators. Finally, ask a young person to add these five roles on the outside of the Yucca of Youth Assets and Strengths for reference throughout the SUPER PEER pilot.

Activity 3: Understanding Your Line in the Sand, A Discussion on Boundaries, 10 minutes.

This interactive activity is designed to engage participants in exploring and understanding what they are able to address within their boundaries as peer educators and what are situations that are outside their sphere of influence where they need additional support.

Prior to this portion of the Dialogue, the facilitator should use colored masking tape to mark off and label three “Lines in the Sand” in an open space where participants can feel free to move around (See diagram in handouts section). Each line should be differently colored and placed 4 to 5 feet apart. The first line should be labeled “I Got This/We Got This Together!” The second line can be labeled, “I’m Not Sure Who’s Got This?” The final line should be labeled, “I’m Passing the Torch!”

To begin the activity, hand out one, One-Line Scenario to each peer educator and ask them to wait to read them. Then encourage them to stand to one side of the “Lines in the Sand” tape on the floor. Using the dialogue frame below, introduce the activity. Ask for a volunteer to read their One-Line Scenario. Then instruct the youth to go to their “Line in the Sand” that best represents their response to each scenario. Process each scenario response, asking participants to share why they selected the line they did and providing appropriate guidance if a participant selects a line that could have negative ramifications for them as peer educators or for the young person they’re supporting.



Frame the Dialogue: Introduce the activity by saying, “With our Yucca of Youth Assets and Strengths and the five roles of a peer educator in mind, let’s take a look at these “Lines in the Sand.” Each line has a meaning. “I Got This/We Got This Together!” means that a situation you, a friend or a peer are dealing with is within the roles and boundaries of what a peer educator is safe in taking action. The second line in the sand, “I’m Not Sure Who’s Got This,” means you’re not sure whether you as a peer educator can address the situation and you may need more information before taking action. The final line in the sand take action, “I’m Passing the Torch!,” means the situation your friend or peer has shared goes beyond your role as a peer educator to take action and you need to reach out for support. Don’t feel worried about choosing the “right or wrong” lines. This activity will help us all decide what the best “Lines in the Sand” for us to draw when we’re offering our peers support.

To close the activity, using the flip chart to record youth responses, encourage the peer educators to brainstorm more situations where they may need to “Pass the Torch” that weren’t mentioned and who they would go to in situations where they needed to “Pass the Torch.” Be specific about names and contact information of the people they listed for support.

Debrief and Plan for Dialogue 3, 5 minutes.

Dialogue 2 Handouts

Activity 1: New Mexico Yucca Graphic Placeholder for Blank and Sample Completed Yuccas



Activity 2: The 5 Roles of a Peer Educator Youth Handout

- 1) **Being a friend.** This requires young people to be approachable and available to their peers to listen, acting without judgement or bias, and listening in a non-distracted, present way.
- 2) **Being a bridge for information and resources.** Peer educators should be empowered to know the types and signs of substance use that most impact their communities. It is also helpful to know how substance use influences young people's health, development, academic success and relationships. Young people should research community assets and resources others could access if they need support and help to address substance use. These assets can be community based youth-serving organizations, school nurses or social workers, public health clinics, youth homeless shelters, local and national hotlines, teachers, coaches, parents, and other trusted adults young people can go to in times of need.
- 3) **Advocating for change within people and their environments.** An area of significant influence youth peer educators can achieve is creating community impact project to improve their peers' knowledge of adolescent substance and ways to stay resilient. Community impact projects can also address school and community response to young people impacted by substance use. SUPER PEER is designed to support peer educators in developing and implementing a team community impact project.
- 4) **Inspiring hope and healing by being a strong role model.** It's important for young people to know that being perfect isn't the goal. Instead they are encouraged to be the "best you" they can be. Young people are supported in being good role models and encouraged to maintain sobriety during their participation in SUPER PEER. However sometimes as peer educators' knowledge about substance use grows, they may become aware they are struggling with choices or challenges where they may need support. It's critical to ensure that, even if a participant discloses challenges with addiction, they should be commended for reaching out for support, assured that they are still welcomed to participate in SUPER PEER and should be offered support and resources. Reframing these lived experiences as inspiration for others to reach out for support is a critical source of empowerment.
- 5) **Leading and supporting the SUPER PEER team.** One of the most positive outcomes anticipated through participating in SUPER PEER is the development and strengthening of communication and leadership qualities that will support participants' future academic and employment success. Acting as a peer educator gives everyone an opportunity to lead discussions and activities and to act as a source of support to their teammates to accomplish their goals. In order to be a strong leader and source of support, young people should be encouraged to leverage their assets and strengths to support the team, to know when to lead and when to be a source of support, and finally to follow through with their commitments to their teammates.

Reference: Oregon Institute of Technology. (n.d.) The 5 Roles of a Peer Educator. Retrieved August 20, 2017, from <http://www.oit.edu/docs/default-source/integrated-student-health-center-documents/phe/the-5-roles-of-a-peer-educator.pdf?sfvrsn=0>.

“Lines in the Sand” Floor Map Labeling

**“I Got This/We Got
This Together!”**



**“I’m Not Sure Who’s
Got This?”**



**“I’m Passing the
Torch!”**



Activity 3: One-Line Scenarios (Cut into Strips)

“Things at home have been really bad. My dad/mom is drinking a lot and just lost their job. Last night, my parents were having a huge fight and my little brother/sister got scared. What should I do?”

“I’ve been messing up so much lately I feel like I nothing I do can fix things. I’m in trouble at home, everybody’s mad at me at school and I just failed this big test. What should I do?”

“I’ve been going through a lot of changes lately. I started smoking weed a lot more and am just letting everything go. What should I do?”

“Hey, how come you weren’t at the party the other night? It was off the chain. There was so much alcohol and all kinds of pills. Everybody was faded.”

“My boyfriend/girlfriend just broke up with me for drinking/using drugs. I’m so sad I feel like I don’t want to live anymore. What should I do?”

“Hey, the other night, I was so faded I just passed out at that party. When I woke up, I think somebody did something to me. I feel scared about telling anyone because I was drinking/smoking/using. What should I do?”

Dialogue 3: Peer Power! Early Identification of Youth Substance Use

Brief Dialogue Summary

This foundational dialogue is designed to empower peer educators to know how to use data sources to determine how serious youth drug use is in their communities. In order to identify young people who may be impacted by substance use, peer educators will know the signs and symptoms of adolescent drug use. Finally, this dialogue will engage peer educators in an interactive dialogue about adolescent brain development, effects of drug use on the brain and other adolescent health risks associated with using drugs.

Dialogue 3: Peer Power! Early Identification of Youth Substance Use

Agenda

Topic	Length
Ice Breaker	1 minute
<i>WreckED</i>	15 Minutes
What's Going on in Our Bodies? What's Happening to Our Brains?	15 minutes
What to Look for: Signs and Symptoms that a Young Person May be Using	3 minutes
Debrief	1 minute

Dialogue 3: Peer Power! Early Identification of Youth Substance Use

Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Pictochart or Handout of community-specific data on youth substance use, Peer Educator Workbooks, Laptop, Projector, Brain Models

Objectives. Participants will:

1. Review the prevalence of substance use statewide and in their communities
2. Understand impact of substance use on adolescent brain development
3. Know general signs and symptoms of adolescent drug use to identify young people impacted by use early

Outcome Measurements. Participants will:

1. Know the prevalence of youth substance use statewide and in their communities
2. Be able to describe the impact of substance use on adolescent brain development and its relationship with other adolescent health risks.
3. Explain general signs and symptoms of adolescent drug use.

Implementation Guide Outline

This foundational dialogue is designed to empower peer educators to know how to use data sources to determine how serious youth drug use is in their communities. In order to identify young people who may be impacted by substance use, peer educators will know the signs and symptoms of adolescent drug use. Finally, this dialogue will engage peer educators in an interactive dialogue about adolescent brain development, effects of drug use on the brain and other adolescent health risks associated with using drugs.

Icebreaker, 1 minute. See Appendix B or C for ideas.

Frame the Dialogue: Begin the dialogue by saying, “During today’s dialogue, we’ll take a look at what we learned from Dialogue 1 about adolescent substance use in our community. We’ll also watch *WreckED*, a quick video about young people who have been impacted by substance use. We’ll talk a little bit about how substance use impacts young people’s brain development and is related to other adolescent health risks. Finally, we’ll learn about general signs and symptoms

Activity 1, *WreckED*, 15 minutes.

Review infographic or handout on community-specific YRRS data. Then, introduce the short film *WreckED*, found at <https://www.youtube.com/watch?v=jaU-XWSNFwA>. Close out the activity by asking the peer educators what they noticed about the young people in the film. What were their strengths? What helped them make different choices about drinking or using drugs? How do their stories relate to young people you know?

Activity 2, *What’s Going on in Our Bodies? What’s Happening to Our Brains?* 15 minutes.

Share with the peer educators that the World Health Organization defines adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. Centers for Disease Control and Prevention include 20-24 year olds in adolescent health because this transition to adulthood carries many health risks.

Adolescence is one of the most important transitions in the life span and is characterized by a tremendous pace in growth and change that is second only to that of infancy. Biological changes drive many aspects of growth and development, with the onset of puberty marking the passage from childhood to adolescence.

Biological determinants of adolescence are fairly universal; however, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations. Social influences on adolescence over the past century include earlier onset of puberty, later age of marriage, urbanization, global communication, and changing sexual attitudes and behaviors.

Review Handout 1, Youth at the Center: A Snapshot. Ask peer educators to describe how they see each area influencing youth positively or negatively regarding substance use. Encourage them to share their thoughts with the group.

Key Developmental Experiences

Adolescence is a time of getting prepared for adulthood during which time several key developmental experiences occur. Things that mark adolescent development include:

- Physical and sexual maturation
- Movement toward social and economic independence
- Identity development
- Acquisition of skills needed to carry out adult relationships and roles
- Capacity for abstract reasoning.

Important things to know about adolescence is that it is a time of both tremendous growth and risk. One of the most significant factors for young people is the influence their friends and peers at school and in the community. Encourage the peer educators to look at Handout 2 and share experiences they may be having that are related to being a youth.

Inside the Adolescent Brain

Referring the peer educators to look at Handout 2, explain that brain development occurs into young adulthood. The brain becomes more “efficient” through pruning, or the deselection of infrequently used neural networks called synapses. Emotional and hormonal changes during adolescence influence brain development. The capacity for a person to learn is never greater than during adolescence.

Adolescence is a critical window of vulnerability to substance use disorders because the brain is still developing and can be changed. This is called neuroplasticity. The parts of the brain that process feelings of reward and pain, which are really related to using drugs or drinking, are the first to mature during childhood. What is not completely developed during the teen years are the prefrontal cortex and its connections to other brain regions. Using a Brain Model, describe how the prefrontal cortex is responsible for assessing situations, making good, safe decisions, and controlling our emotions and impulses. Usually, this doesn’t mature until a person is in his or her mid-20s. Encourage peer educators to think of the adolescent brain as a car with a strong gas pedal (the reward system) but weak brakes (the prefrontal cortex). Young people are motivated to pursue pleasurable rewards and avoid pain, but their judgment and decision-making skills are still growing. This affects young peoples’ ability to think about risks accurately and make decisions based on understanding risks, including decisions about using drugs. Also, during adolescence, the hormone Oxytocin or the Love hormone, plays a significant role in dating relationships and bonding with your partner. When released, it also reduces cravings for substances.

Ask peer educators to break into pairs. Distribute brain models and ask them to mix up the pieces. Now, them to identify the prefrontal cortex. Encourage them to try to reconstruct the model. The pair who identifies the prefrontal cortex and who reconstructs the model first win prizes.

What We Should Know About Youth Substance Use

Adults who struggle with addiction to tobacco, alcohol or drugs usually begin to use these substances during adolescence and young adulthood. In the United States, by the time they are seniors, almost 70 percent of high school students have tried alcohol, will have taken an illegal drug, nearly 40 percent have smoked a cigarette, and more than 20 percent have used a prescription drug for a nonmedical purpose. There are many reasons adolescents use these substances, including wanting to try new things, trying to cope with problems or perform better in school or sports, or because their friends are also using substances.

We talked about how young people are “biologically wired” to seek new experiences and take risks, as well as to build their own identity. Trying drugs may fulfill all of these normal developmental drives, but in an unhealthy way that can have very serious long-term consequences.

Many factors influence whether an adolescent tries drugs, including the availability of drugs within the neighborhood, community, and school and whether the young peoples’ friends are using. The family environment is also important: violence, physical or emotional abuse, mental illness, or drug use in the household increase risk for young people to use drugs. There are even things to consider about each young person’s challenges, like struggling with impulse control or a high need for excitement; behavioral health conditions such as depression, anxiety, or ADHD, and beliefs that using drugs is cool or won’t really hurt them.

It’s Not All Bad News! What Makes Us Strong During Times of Struggle

While it’s important to understand risks that may make young people vulnerable to substance use, it’s also important to address what makes us strong in times of struggle. Here is what we know about both young people’s strengths and risks associated with substance use:

	Young People and Their Peers	Family and Trusted Adults	School and Community
Protective and Resilience Factors	<ul style="list-style-type: none"> •Positive self-concept or worth •Positive peer role models •Engagement in positive, meaningful activities (Prosocial Involvement) •Cultural identity and connection 	<ul style="list-style-type: none"> •Strong bond and connection to family •Family support and inclusion of LGBTQQI youth •High parental academic expectations •Connections with other positive adults, including elders 	<ul style="list-style-type: none"> •School connecteness and engagement •Caring school climate •Student participation in extracurricular activities •Prevention, early intervention and treatment resources • Youth engagement organizations •Range of opportunities for youth community engagement and service learning
Risk Factors	<ul style="list-style-type: none"> •Trauma exposure (child abuse and neglect, witnessing parental domestic violence, dating violence) •Low self-concept or worth •Loss of cultural identity •Peer substance use 	<ul style="list-style-type: none"> •Parental/caregiver history of substance abuse •Family conflict or parental domestic violence •Household access to substances •Isolation or lack of support from other trusted adults, including elders 	<ul style="list-style-type: none"> •School disengagement •Academic failure •Availability of substances in school and community •Under-resourced community •Poverty

	<ul style="list-style-type: none"> •Positive attitude toward or lack of perceived risk of harm caused by substance use •Early initiation of substance use 		
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Close this activity by letting the peer educators know they will be looking more deeply at this during the Resilience from Our Roots Dialogue.

Activity 3, 3 minutes. What to Look for: Signs and Symptoms that a Young Person May be Using

There are some general signs and symptoms that may be red flags that someone is struggling. Here are some of the things we can begin to watch for in our peers, friends and family members:

- Not doing well in school and or work.
- Skipping or being too tired to go to school (skipping secretly or too “tired” or “sick” to go)
- Moodiness, like being angry, on edge, crying a lot, or being overly happy and energetic
- Changes in doing things that they really enjoy doing like sports, hobbies, community or faith groups, music, etc.
- Changes in the way they look, like gaining or losing a lot of weight suddenly, not taking showers, not dressing the way they normally would or wearing clothes that are too hot or cold for the weather
- Changes in who they hang out with
- Money or valuables go missing around them
- Being really secretive, locking the bedroom door, takes a long time to answer
- Being hostile or aggressive
- Not as motivated as usual
- Forgets things easily
- Not sleeping or sleeping too much
- Being sad or depressed
- Being nervous or anxious

Close out the discussion by encouraging peer educators to notify a trusted adult immediately if they begin to notice these behaviors in others.

Debrief, 1 minute. Encourage peer educators to name 1 to 2 ways they will begin to integrate this new knowledge into their work as peer educators.

References

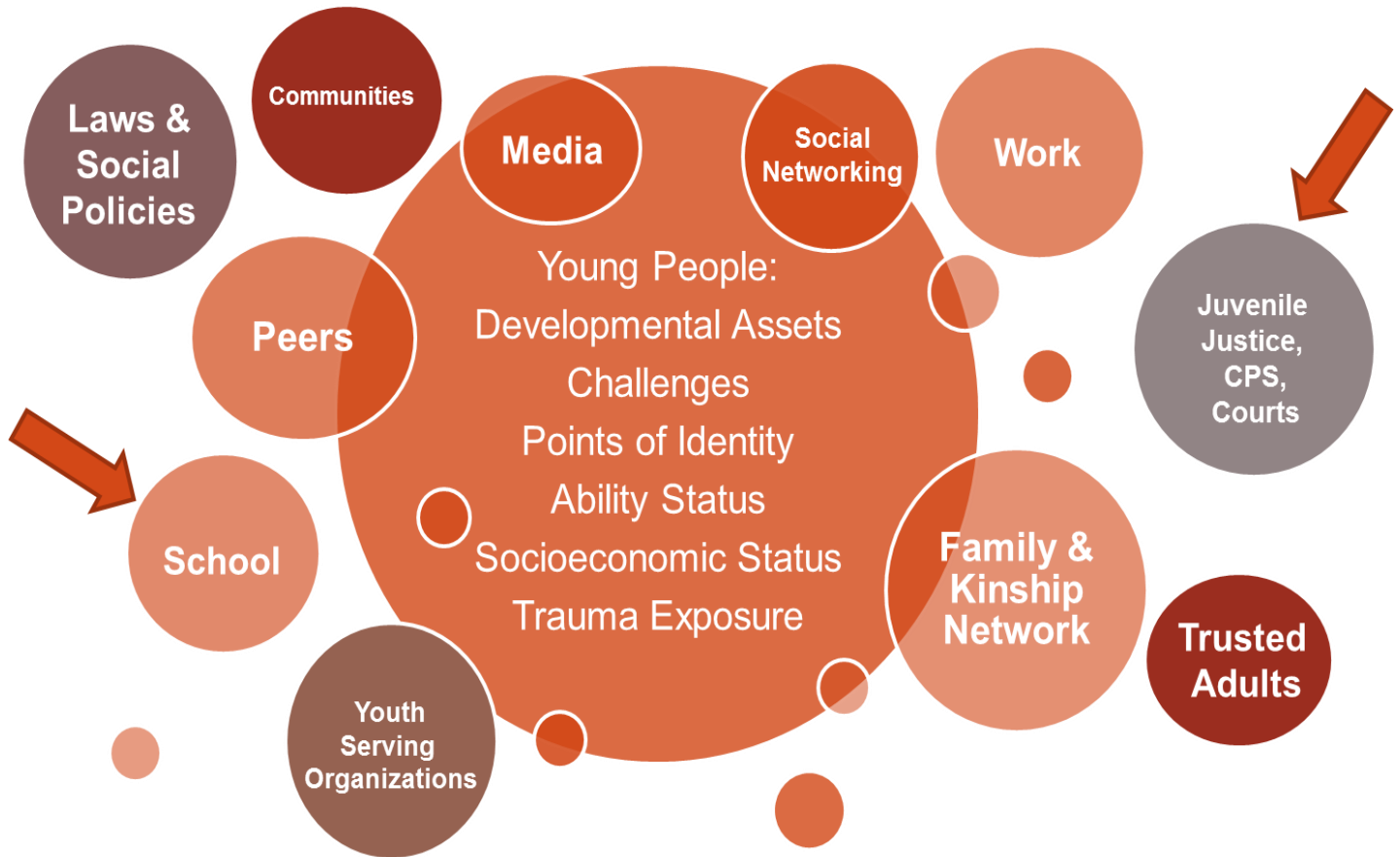
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Dialogue 3 Handouts

Youth At The Center: A Snapshot



1. Which of these areas have influence in your life?

2. How do you see each area influencing youth positively or negatively regarding substance use?

Arggggh!!! Why Youth and Adults Collide: An Adolescent Developmental Perspective

Renegotiate Relationships with People in Positions of Authority (Individuation)

Physical Maturation (Sexual Development)

Abstract Thinking (Cognitive Development)

Peer Relationships (Social Development)

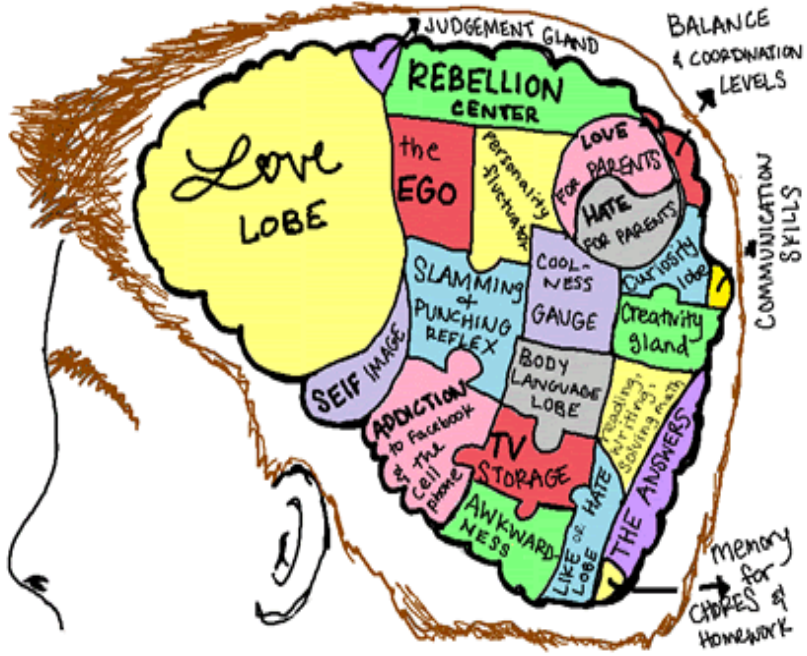
Navigate Complex Emotions (Emotional Development)

Enhance Problem Solving and Conflict Resolution Skills (Skill Development)

Develop Beliefs, Values, Standards (Moral Development)

Answer "Who Am I?" (Identity Development)

THE AVERAGE TEENAGE BRAIN



Dialogue 4: Lighting the Sparks of Change! Communication Strategies for Peer Educators to Increase Young People’s Motivation to Change



Brief Dialogue Summary

Being able to communicate effectively is a key component of being a successful peer educator and leader. This dialogue is more didactic than previous dialogues and is intended to give peer educators an opportunity to learn about effective techniques to promote harm reduction and increase motivation for others to reach out for support. It will also provide tools necessary to understand how to communicate through difference or conflict, called “Intent versus Impact.” Once peer educators complete this dialogue, they will be prepared to increase motivation among youth impacted by substance use to access support.

Dialogue 4: Lighting the Sparks of Change! Communication Strategies for Peer Educators to Increase Young People's Motivation to Change

Agenda

Topic	Length
30 Second Sponge Active Listening Icebreaker	5 minutes
Lighting the Sparks of Change Motivational Communication	15 minutes
<i>Ooowee and Awww</i> Intent versus Impact Activity	15 minutes
Debrief	5minutes

Dialogue 4: Lighting the Sparks of Change! Communication Strategies for Peer Educators to Increase Young People’s Motivation to Change

Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Timer App on Cell Phone, Poster Paper with OARS and DARN CAT, Intent vs. Impact Handout

Objectives:

1. Introduce the guiding philosophies of Harm Reduction and Motivational Interviewing and relate them to the guiding principles of SUPER PEER
2. Learn and practice motivational communication skills, including OARS, DARN CAT, and Intent versus Impact
3. Apply newly acquired motivational communication skills to peer education and “Lines in the Sand,” or the boundaries of peer education

Outcome Measurements:

1. Participants will understand the guiding philosophies of Harm Reduction and Motivational Interviewing and their relationship to SUPER PEER’s guiding principles
2. Participants will demonstrate motivational communication skills
3. Participants will feel confident in applying their “Lines in the Sand” during peer interactions

Implementation Guide

Theoretical framework for Dialogue 4. This dialogue will introduce the philosophies of Harm Reduction and Motivational Interviewing approaches to youth substance use. An additional anti-oppression communication tool, Intent versus Impact, will be explored. Peer educators will use role play scenarios in groups of two to “try on” these new skills. Additional resources for you as a facilitator and the peer educators to explore, including tools from Solution-Focused Brief Therapy, Dialectical Behavioral Therapy, SMART Recovery, Youth Thrive and 7 Challenges.

Harm Reduction: A Guiding Philosophy

Harm Reduction is an evidenced approach to engaging people in taking less risks to prevent or reduce their harmful consequences. The harm reduction approach meets people where they are, sees people as experts in their lived experiences and having the capacity to create their own solutions to their struggles. Harm reduction doesn’t just focus on people’s behavior. It also examines environmental or social factors that lead to these behaviors, like racism, homophobia, transphobia and other forms of oppression. While this approach does not ignore behaviors or choices that may lead to negative outcomes, it embraces nonjudgement and focuses on developing strategies to reduce behaviors over time. This is achieved by focusing on the person’s well-being and connections with their friends, families and communities. Peer education is a powerful technique to promote harm reduction because young people feel more comfortable being open with one another and can provide each other with nonjudgmental, non-coercive support.⁷

⁷ Harm Reduction Coalition. (n.d.) *Principles of Harm Reduction*. Retrieved August 23, 2017, from <http://harmreduction.org/about-us/principles-of-harm-reduction/>.

Motivational Interviewing Guiding Philosophy and Motivational Communication Skills

This dialogue also draws from the Motivational Interviewing approach, a therapeutic method for moving people away from indecision toward finding the internal motivation to making positive choices and changes in their lives. Though Motivational Interviewing is a therapeutic approach, its basic philosophy and communication techniques are tools peer educators can use when supporting young people who are impacted by substance use.

To begin with, it's important to know the basic principles of motivational interviewing, including 1) Showing empathy, understanding and acceptance that it's normal to be scared or nervous to change a behavior; 2) Understanding that a person may feel one way about something and behave a different way, or have discrepancies between their values and behaviors. Differences between feelings or values and behaviors or choices can create tension within people that can motivate change; 3) Pushing back against change or resistance is totally normal. It's much more productive to offer different ways to view situations than to try to argue with a person to do something they aren't ready to do; and, 4) People using substances often feel badly about themselves or like they can't be successful at stopping their use. Building their confidence in themselves and belief that they can make changes successfully is really important⁸. These basic principles align well the SUPER PEER's guiding principles and support skill building for peer educators, where they play an important role in making people feel heard, understood and that there is hope that they can be successful in making a change.

This dialogue focuses on introducing two skills, OARS and DARN CAT⁹, to peer educators. OARS offers a guide for how to have a conversation about the struggles a young person is having. The acronym stands for:

- O- Asking questions that encourage people to share their thoughts, feelings and experiences helps them open up more than asking yes or no questions. Open ended questions usually focus on the how, what, where, when, and why of someone's experiences and can start with "tell me more about," or "help me understand." Asking open-ended questions is also a nonjudgmental way to help someone feel safe to share.
- A-Being positive and affirming to the person who is sharing their experiences can build their sense of self-worth and help them feel less alone in their process of change.
- R-A strong communication skill is reflection, or the skill of repeating back the emotions or thoughts a person shared so they know the listener understood them. It is also a valuable tool to help a person think more about what they are feeling.
- S-Ending a conversation with a summary of the positive aspects of what the person shared, lifting up any statements they made about wanting to change, helps to encourage the person to start taking action on their goals for change.

DARN-CAT is a tool that peer educators can use to identify when a young person is ready to make positive changes. As peer educators begin to talk with others about substance abuse, they may hear their friends mention a desire to change (desire), belief that they can make positive changes successfully (ability), that they have important reasons to change, like being good role models for their siblings, making changes for their families, or because they want to do better in sports, at school or work (reason), or a need to change, they can repeat these statements to their peers to highlight the importance of making positive changes. Peer educators can begin to encourage these changes by getting youth to make a commitment to change, taking steps to prepare for change like learning more about supportive resources (activation), or taking steps to make the changes like going to a school-based health center, counselor, or a community-based youth serving organization.

⁸ Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. New York, NY: Guilford Press

⁹ Motivational Interviewing Network of Trainers. (n.d.) *An Overview of Motivational Interviewing*. Retrieved August 6, 2017, from <http://www.motivationalinterviewing.org/>.

Intent versus Impact¹⁰: A Tool for Communicating Across Difference

The final communication skill peer educators will learn during this dialogue is Intent versus Impact. This skill is vital in empowering young people to discuss the impact of others' behaviors or words have on them. Intent versus Impact helps people navigate difficult conversations about emotionally harmful behavior, like someone's substance use or racist/homophobic/transphobic/sexist behavior, in a way that they are heard. The basic premise of Intent versus Impact is that most people have positive intentions when they are interacting with others, but those positive intentions are irrelevant when their behavior or words harm others. Using the "Oooee and Awww" activity, peer educators will begin to practice Intent versus Impact, by acknowledging that, while someone's intentions may be positive, the impact was harmful and requires amends.

Finally, the peer educators will integrate their newly acquired skills through pairing up and role playing a scenario while using open-ended questions, reflective listening and uplifting change statements.

Frame the Dialogue: Today's dialogue, *Lighting the Sparks of Change*, will be a quick intro to some skills that will support you in building motivation with young people who drink or use to consider ways they can reduce the possibility for negative outcomes by making positive changes in their lives. Some of the communication skills we learn today take practice, but they have been proven to really help people who struggle with alcohol or substance use. We will only have a little time to "try on" these new skills, so I encourage you to keep practicing the skills between now and our next dialogue. Let's get started!

Implementation Guide

Welcome and Icebreaker, 5 minutes. "30 Second Sponge." Ask the peer educators to pair up with a partner they haven't had yet during SUPER PEER. Then ask them to turn their chairs to face one another. Explain that this activity is to build active listening skills, or the ability to fully listen without thinking about what to say next. Each person will take turns listening for 30 seconds and speaking for 30 seconds. The goal of this icebreaker is to have the peer educators feel comfortable listening for what someone is truly saying and not trying to think of what they will say next. Encourage them to start by having one person in the pair talk for 30 seconds about something/someone they love (a hobby, a family member, a dream or goal of theirs, etc.). The person who is not speaking must remain completely silent. The listener can only nod their head, smile or give other encouraging gestures to the speaker. After 30 seconds, immediately switch roles and allow the listener to speak for 30 seconds. After the activity is over, ask each peer educator to introduce their partner and share one to two sentences about what they learned while being a "sponge" soaking up what their partner was saying. Close the activity by posing the following questions, "What was hard about being the 'sponge,' and having to stay quiet and fully listen for 30 seconds?" and, "What did you like about being the 'sponge?'" Share that this activity was an introduction to active listening, a skill that will help them be effective in their roles as peer educator.

Activity 1: Language to Light the Sparks of Change, 15 minutes

Before beginning the dialogue, take some time to write out the OARS and DARN CAT motivational communication skills clearly on poster paper and displaying them in the room. Begin the activity by asking the peer educators to share what they remember about the five roles of an effective peer educator (see Dialogue 2). Explain that this activity will help provide them tools to fulfil the roles of being a friend, being a bridge for information and resources, and inspiring hope and healing.

¹⁰ Utt, J. (2013). Intent vs. Impact: Why Your Intentions Don't Really Matter. *Everyday Feminism*. Retrieved August 23, 2017, from <http://everydayfeminism.com/2013/07/intentions-dont-really-matter/>, and, Brim-Atkins, L. (1998) Aligning Intent and Impact. *Cultural Diversity at Work Journal*. 10:5. Retrieved August 23, 2017, from http://www.diversitycentral.com/art13_0598.pdf.

Now, ask the peer educators to think back to a time when they were going through difficulties and talked with someone who really helped them. Ask them to think about what that person did or said that made them feel supported (ex. Didn't judge them, made them feel comfortable in sharing personal things, made them feel they could trust them, etc.). While the youth are sharing, write qualities of a supportive person on a separate poster paper. Once everyone is through sharing, using the information provided in the *Theoretical Framework* above to discuss the core philosophies of Harm Reduction and Motivational Interviewing. Then, refer to the OARS and DARN CAT poster paper, describing each skill. Once the skills are reviewed, ask the peer educators to join together again in pairs and, using the scenarios from Dialogue 2, to practice these new skills by taking turns role playing one or two of the scenarios with one another, where one person acts as the peer educator, using active listening, open ended questions and the skills in OARS and DARN CAT to increase the peer's willingness to make changes. After 3 minutes, ask the young people to switch roles. Close the activity by reminding the peer educators about the Dialogue 2's *Line in the Sand* activity and encourage them to discuss ways they could use their lines in the sand to the scenarios they used during the role play.

Activity 2, "Ooowee and Awww" Intent versus Impact, 15 minutes. Open Activity 2 by stating that Intent versus Impact is the final skill peer educators will be learning today and is a way to communicate through "hard conversations," or times when someone important to you in your life says or does something that hurts you. Basically, this approach to communicating is a way of expressing, that even though most people don't start off trying to hurt someone else by what they say or do, that is not what's most important. What's most important is that, once they've done something hurtful, that they hear you out and have an opportunity to take accountability by saying, "I'm sorry," changing their behavior moving forward, or accepting that what they said or did was so hurtful they may not be able to fix things.

Because it is non-judgmental and empowering, this communication skill is something peer educators can use to have conversations with a friend or family member about their substance use. This is also a communication skill that anyone can use to address racism/homophobia/transphobia/sexism with the person acting in an oppressive manner if it's safe to do so. Intent versus Impact is really helpful because it addresses someone's behavior in a way that people can't be defensive and try to explain away their behaviors because they didn't mean to hurt you.

Ask the peer educators to take a look at the Intent versus Impact handout in this Dialogue. Once they've read the handout, introduce the Intent versus Impact phrase they can use if they are in a situation where they've been impacted by someone else's words or actions, "I understand that your intention was not to hurt me. However, when you said or did (specific example of what that person said or did), your words/actions made me feel (sad, scared, mad, worried, etc.) To move through this, I need you to (apologize, be more thoughtful/aware of how your actions are hurtful, not do that same thing again, or accept that, even though you didn't mean to, your actions were so hurtful, we can't stay friends.)"

Ask the peer educators to break into the same pairs they had during the role plays. Pose the following prompts for them to take turns discussing in their small group: 1) "Ooowee." Share with your partner a time when someone said or did something that made you go "Ooowee" because it had a negative impact on you. Now practice how you might have used the Intent versus Impact phrase with them; 2) "Awww." Ask each partner to respond to the phrase in a helpful, kind way. Close the activity by having the peer educators share what they thought about the Intent versus Impact phrase.

Debrief 5 minutes. Briefly review the key philosophical tenets of Harm Reduction and Motivational Interviewing, including non-judgement, seeing people as experts in their lived experiences, uplifting people's strengths and ability to make positive changes in their lives. Pose the questions, "What was hard about what we learned today?" and, "What was helpful?"

References

- Brim-Atkins, L. (1998) *Aligning Intent and Impact*. Cultural Diversity at Work Journal. 10:5. Retrieved August 23, 2017, from http://www.diversitycentral.com/art13_0598.pdf.
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Dialogue 4 Handouts

Dialogue 4, Activity One: One-Line Scenarios to Role Play OARS and DARN-CAT Motivational Communication Skills

“Things at home have been really bad. My dad/mom is drinking a lot and just lost their job. Last night, my parents were having a huge fight and my little brother/sister got scared. What should I do?”

“I’ve been messing up so much lately I feel like I nothing I do can fix things. I’m in trouble at home, everybody’s mad at me at school and I just failed this big test. What should I do?”

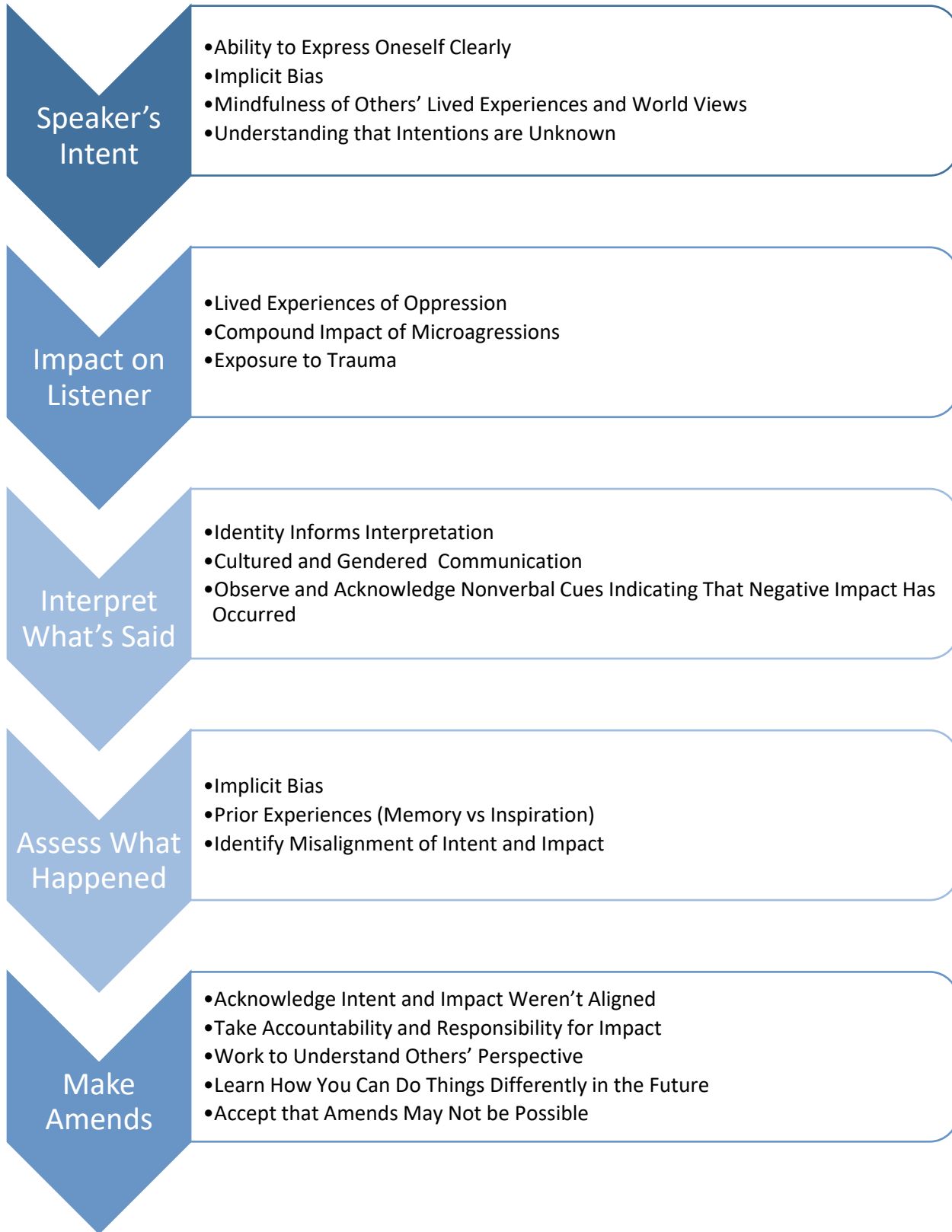
“I’ve been going through a lot of changes lately. I started smoking weed a lot more and am just letting everything go. What should I do?”

“Hey, how come you weren’t at the party the other night? It was off the chain. There was so much alcohol and all kinds of pills. Everybody was faded.”

“My boyfriend/girlfriend just broke up with me for drinking/using drugs. I’m so sad I feel like I don’t want to live anymore. What should I do?”

“Hey, the other night, I was so faded I just passed out at that party. When I woke up, I think somebody did something to me. I feel scared about telling anyone because I was drinking/smoking/using. What should I do?”

Dialogue 4, Activity 2: Intent vs. Impact- “Ooowee or Awww” Activity



Dialogue 5: Resilience From Our Roots: Understanding What Makes Us Strong and What We Need to Withstand the Winds of Change



Brief Dialogue Summary

As young people grow into adulthood, they are exposed to a wide range of stressors, some normal and some that may cause emotional hardship, even trauma. This dialogue is an important opportunity for peer educators to both explore their sources of resilience when handling these stressors and to know how to navigate their roles as peer educators in a healthy, emotionally-grounded way. Peer educators will go on a journey of self-exploration of what each has within them and around them to help them stay strong, how to know the difference between what is “normal drama” young people endure and what could be considered “trauma,” and naming who they would reach out to for support if they’re struggling.

Dialogue 5: Making Connections! Developing a Strong Support Network Agenda

Topic	Length
Stress-Reduction Ice Breaker	5 Minutes
Drama vs. Trauma	15 Minutes
Resilience from Our Roots	10 Minutes
Building Your Team Roster	10 Minutes
Debrief	5 Minutes

Dialogue 5: Resilience From Our Roots: Understanding What Makes Us Strong and What We Need to Withstand the Winds of Change

Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Handouts, Poster Paper, Colored Pens

Objectives:

1. Know the differences between age-appropriate stressors and traumatic stress
2. Learn signs and symptoms of personal vicarious trauma
3. Develop an emotional safety plan

Outcomes

1. Youth participants understand the difference between age-appropriate stressors and traumatic stress (“Drama vs Trauma” activity)
2. Youth participants know the signs and symptoms of personal vicarious trauma
3. Develop a personalized support plan (“My Team Roster” activity)

Implementation Guide

Though these are vital to maintain resilience and health, self-care and wellness are rarely taught in schools or modeled by adults for youth. This dialogue is an interactive opportunity for peer educators to build their knowledge and insight about their personal experiences as young people, resilient qualities they have within themselves that strengthens their ability to cope with stressors and exposure to trauma and finally offers them tools they can use to create a personalized support plan.

Ice Breaker, 5 minutes. *Take a Deep Breath.* Start with an Ice Breaker designed to reduce stress (See Appendix C).

Frame the Dialogue: Today’s dialogue, *Resilience from Our Roots*, is a fun opportunity to get to know ourselves better. The activities are designed to help us think about are typical things young people experience that cause stress, understand what’s difference between typical stress and emotional trauma, what qualities each of us have within ourselves that help keep us strong, and finally who to go to if you need support. Let’s start off by deciding what’s typical “Drama” all young people experience and what could be over-the-top experiences that may lead to emotional trauma.”

Activity 1: Drama vs. Trauma, Effects of Both and the Spectrum of Trauma, 15 minutes

Using Activity Handouts 1a. and 1b., request that each peer educator take turns reading examples of typical “Drama” and possible “Trauma” young people may experience. Once everyone’s had an opportunity to read, ask the youth how they tell the difference between the two. Now encourage the group to take turns reading the effects of trauma and symptoms of traumatic exposure. Ask the young people to share their thoughts about these lists. Transition to Activity 2 by encouraging the peers to read through the Personal Qualities that Support Resilience.

Activity 2: Resilience from Our Roots

Activity 2 creates space for peer educators to more deeply explore what positive, resilient qualities they have within themselves and among their friends, families, schools and communities to help them during times of struggle.

Frame the Dialogue: The hard news is that not only does everyone deal with drama throughout our lives, but many of us are exposed to multiple traumas. The good news about this is that, for many people, trauma exposure does not lead to lifelong struggles. In fact, people report after healing from trauma exposure, they may have a deepened sense of hope and purpose, spirituality, and sometimes a bigger vision for their future and goals (Tedeschi & Calhoun, 2004). This is called post-traumatic growth and resilience. What makes the difference in people’s healing process? Its resilience, or our ability to bounce back in times of struggle, that help us heal and live happy, healthy, successful lives.

Resilience comes in many forms and is called many things. For example, *grit*, or the ability to successfully achieve goals is rooted in resiliency. Thriving indicators, which look at how happy, healthy and fulfilled we are as people, also depend on resilience. Cultural capital and 21st Century Multicultural Skills help us to see that our points of identity make us strong, able to navigate systems that weren’t designed for or by members of our communities like schools, juvenile justice and even behavioral health services, maintain our hopes and dreams even in the face of adversity, and stand up productively and safely to authority in the face of injustice. Finally, developmental assets help us see that resilience comes both from within us and also is supported by people and resources around us.

Once the dialogue is framed, ask the peer educators to pair up with a new partner. Ask them to take a look at Handout 2a and complete the activity at the bottom. Then ask them to support one another to complete Handout 2b by brainstorming their responses together. Close this activity out by asking participants to name “A-ha moments,” or something new they learned about themselves based on their conversation with their partners.

Activity 3: Build Your Team Roster!, 5 minutes

Now that the peer educators have a deeper understanding of Drama and Trauma and personal insight regarding their points of resilience, ask them to complete their Team Roster (see Handout 3). They can “phone a friend” or reach out to others to brainstorm on who would be best to “sign up” for their team and best ways to contact them.

Debrief, 5 minutes

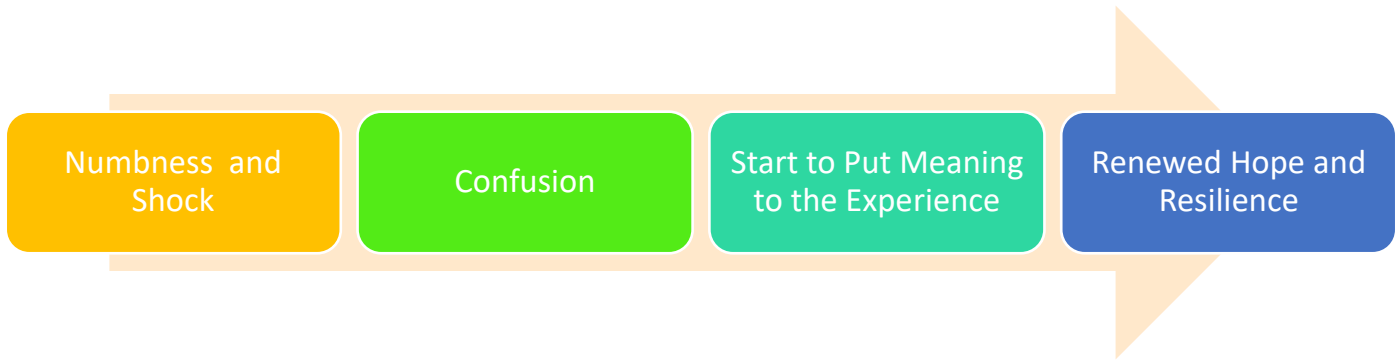
Debrief this section by encouraging peer educators to practice stress reduction activities in the Youth Workbook and to access their Team Roster when they feel they are experiencing stressors and need support.

Dialogue 5 Handouts

Activity 1a: Drama versus Trauma

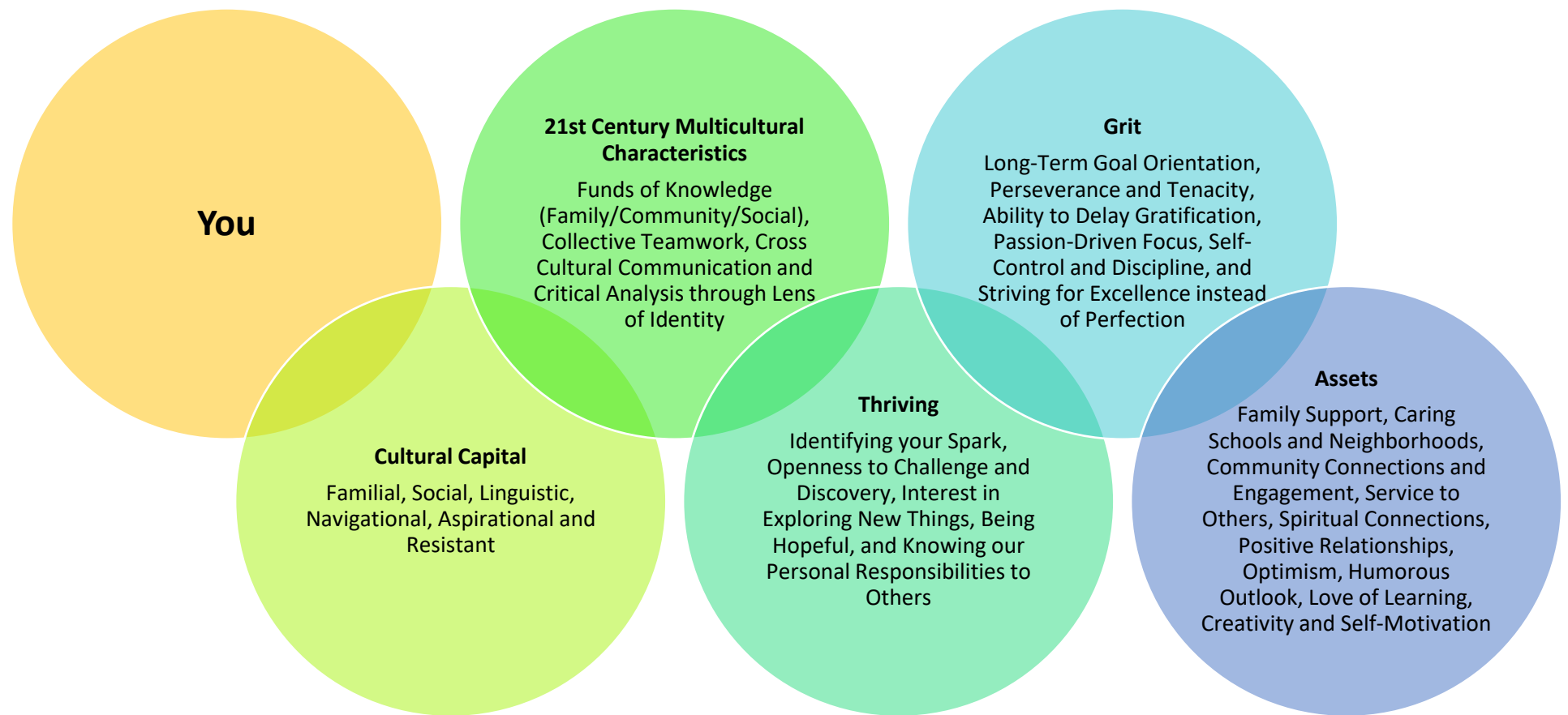
Drama versus Trauma: How do I Tell The Difference?	
Drama Everyday life situations that cause stress, confusion, or frustration	Trauma Situations that are out of the ordinary that cause extreme fear for yourself or someone you really care about
<ul style="list-style-type: none"> • Too many things to do • Arguments with friends, boyfriends/girlfriends, or family members • Breakups • Getting in trouble at home, school or work • Something embarrassing happened • Flunking a test at school • Losing a game/tournament/match/race • Missing out something really important to you • Problems at home (parents arguing, parent losing a job, money troubles) • Having to move to a new school/community 	<ul style="list-style-type: none"> • Bullying • Unplanned Pregnancy • Dating Violence • Sexual Assault • Seeing Domestic Violence at Home • Being homeless • Parent alcoholism or drug abuse • Parent with depression or other behavioral health needs • Parent or sibling incarcerated or on probation/parole • Violence at School or in Your Neighborhood • Someone You Care About Dying Suddenly • Suicide
Effects of Drama	Effects of Trauma
<ul style="list-style-type: none"> • You might feel worried, nervous, sad or bugged about the situation • It's hard to do things you would normally do for a few days or weeks 	<ul style="list-style-type: none"> • You can't seem to stop thinking about what happened • You may have nightmares about it • It's hard to do the things you would normally do like eating, sleeping, hanging out with friends or family

Activity 1b. Spectrum of Trauma and Healing



Symptoms of Traumatic Exposure	Personal Qualities that Support Resilience	
<p>Pulling away from your friends or family</p> <p>Feeling emotionally or physically tired</p> <p>Feeling really bugged or mad a lot</p> <p>Feeling sadder or more nervous than usual</p> <p>Feeling bad about yourself</p> <p>Having a hard time sleeping</p> <p>Wanting to eat a lot or not eat at all</p> <p>Having big responses to little things</p> <p>Forgetting stuff</p> <p>Getting headaches or stomachaches more than usual</p> <p>Smoking, drinking or using drugs</p> <p>Having fights with your friends or family</p> <p>Wanting to drop out of things</p> <p>Thinking about hurting yourself</p>	<p>Have good relationships with your family and friends</p> <p>Make new friends</p> <p>Feel grateful</p> <p>Stay positive</p> <p>Know your strengths and talents</p> <p>Think about your resources to solve problems</p> <p>Being determined and “sticking with” things</p> <p>Feel confident</p> <p>Feel connected with your culture and spirituality</p> <p>Be creative</p>	<p>Have a good sense of humor</p> <p>Roll with change</p> <p>Stay curious and enjoy learning new things</p> <p>Make goals and a plan for reaching them</p> <p>Keep yourself motivated</p> <p>Practice the things you want to be good at</p> <p>Be patient and willing to wait for something you want</p> <p>Reach out to others when things get tough</p> <p>Know how to handle “Big Feelings” like jealousy, anger, and loss</p>

Activity 2a. More on the Many Faces of Resilience: Cultural Capital, 21st Century Multicultural Characteristics, Grit, Thriving Indicators and Developmental Assets



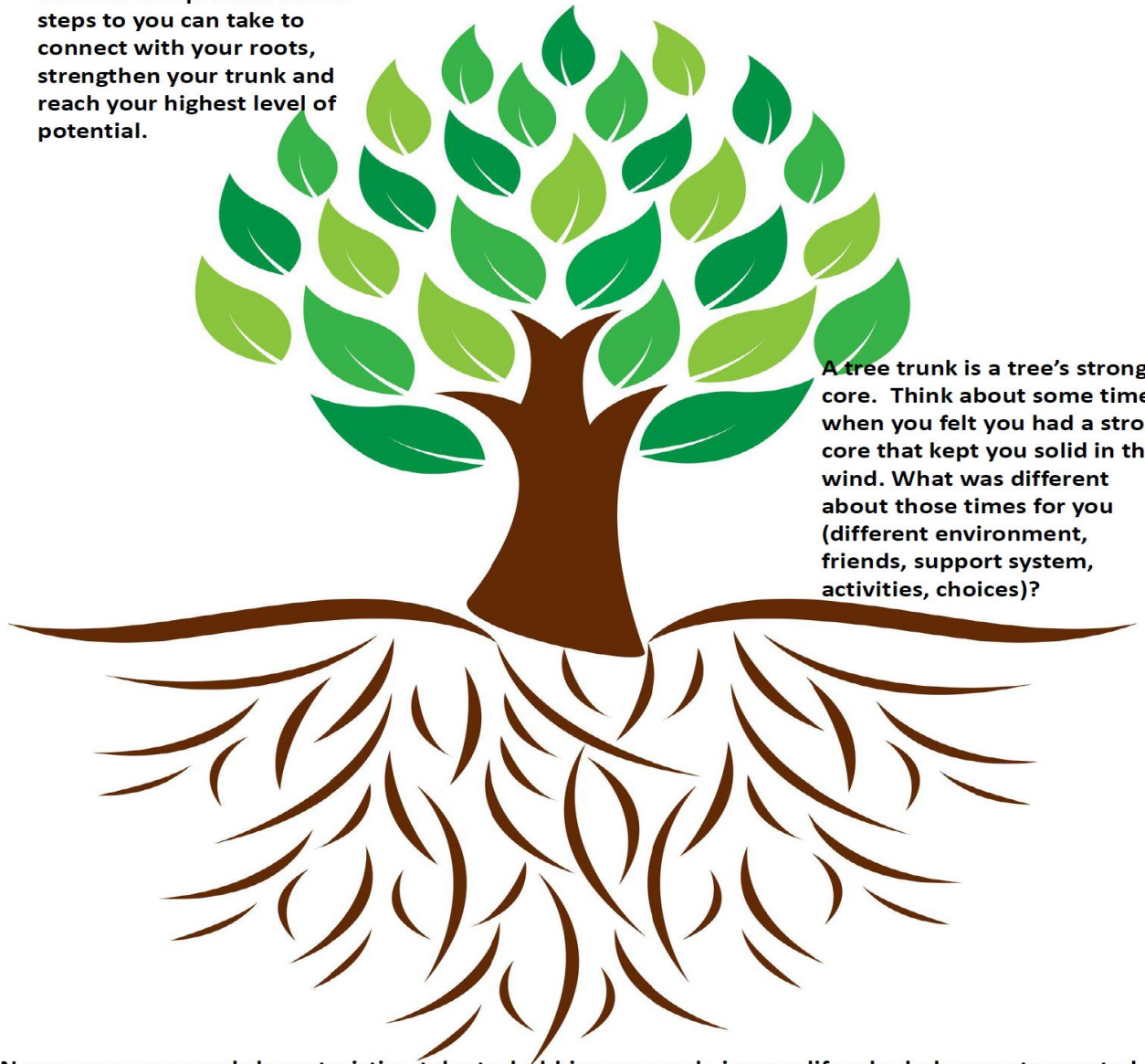
Find a Buddy: Let's pair up and take turns acting like you're a reporter. Based on these sources for resilience, ask each other to name the following and then share what they learned about each other with the group: 1) What sources of resilience do they see here that they have; 2) What are a few of their special talents, accomplishments or things that make them feel proud about themselves; and, 3) What is a time when they know they've made a difference.

Activity 2b: Resilience from Our Roots- Peer Specialist Identity Exploration

Resilient Roots

Trees need wind for their roots to grow deep and strong. Trees teach us a lot about resilience, or the ability to stay strong and recover quickly in the face of the winds of life. What are some of the “winds of life” you’re facing?

The leaves represent action steps to you can take to connect with your roots, strengthen your trunk and reach your highest level of potential.



A tree trunk is a tree’s strong core. Think about some times when you felt you had a strong core that kept you solid in the wind. What was different about those times for you (different environment, friends, support system, activities, choices)?

Name some personal characteristics, talents, hobbies or people in your life who help you stay rooted during difficult times.

Activity 3: Youth Peer Educator, Activity: Building Your Team Roster¹¹

My Team Roster

Position	Strengths	My Team Player and Their Phone/Text/Social Media Information
Coach	That person who will hold you to a task and give you the gentle (or not so gentle) pushes to get moving. They will provide honest constructive criticism. They can also help you step out of your comfort zone to take a healthy risk.	
Motivator	That person who will be your cheerleader and provide support and inspiration when the going gets tough.	
Proofer	That person who has the focus to help you with the small and important details. They can read an email, essay, or job application before you push send.	
Utility Player	That person who knows a lot about how the world works, like how to get an oil change or how to open a bank account. They will help you move, let you come over for dinner, and be your plus 1 on special occasions	
Home Base	That person who knows your values and morals and can help ground and center you. They provide a safe place for you.	
Mascot	That person who can be there to uplift your spirits and help you to see the positive things in life. They will give you a renewed sense of energy when stress is getting you down.	
3 AM Text/IM/Phone Call	That person who will always answer your text or take your call, day or night, and will look out for your best interests. They will be at your side during an emergency or difficult situation.	

Adapted with permission from Danielle Washington, MSW, Associate Director, Career Connections, Wyman Center.

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Dialogue 6: Resilience from Our Roots! Peer Educator Values Exploration and Leadership



Brief Dialogue Summary

Values, morals and beliefs play a significant role in personal leadership styles. They may also lead to conflicts in whether one passes judgement on others' behaviors and choices. This dialogue helps peer educators learn about the differences between values, morals and beliefs, explore their core identity-based values, understand how these relate to leadership and their roles as peer educators.

Dialogue 6: Resilience from Our Roots! Peer Educator Values Exploration and Leadership Agenda

Topic	Length
6-Word Story	10 minutes
Difference Between Values, Morals, and Beliefs and Values-Based Leadership	10 minutes
Resilience from Our Roots: Exploring Identity-Grounded Values	15 minutes
Debrief	10 minutes

Dialogue 6: Resilience from Our Roots! Peer Educator Values Exploration and Leadership Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Handouts, Poster Paper, Colored Markers

Objectives:

1. Learn the differences between values, morals and beliefs
2. Introduce Values-Based Leadership and describe its relationship to peer education
3. Explore core personal values and their relationship with peer education

Outcome Measurements:

1. Participants will be able to describe the difference between values, morals and beliefs
2. Participants will understand Values-Based Leadership and its relationship with peer education
3. Participants will gain insight into their own core personal values and how these relate to peer education.

Implementation Guide

Dialogue 6 is designed to encourage peer educators to integrate what they learned about themselves from Dialogue 5 into an identity grounded, values-based approach to leadership.

Activity 1, 10 minutes: 6-Word Story

To open this dialogue, encourage the young people to step outside their comfort zones and quickly write a 6-word story. Some amazing examples of people’s six-word stories can be found here:

<http://www.sixwordmemoirs.com/index.php> and <https://www.pinterest.com/explore/six-word-story/?lp=true>.

Provide the youth 3-5 minutes to write their stories. Then encourage them to share their stories with the group. Once everyone has had the opportunity to share, close the activity by asking what themes they noticed among the stories.

Dialogue Frame: Today, we’re going to take what we learned about ourselves from our last conversation to create our own style of values-based leadership. We’re going to start off with a quick writing activity called the “6-Word Story.” Write a 6-word story about yourself. This is your 6-word story, so you can be as creative as you would like. These words can be the six things you like most about yourself or the six things you consider most important in life. You can even write a six-word sentence describing the most important thing that’s ever happened to you, saying something to someone you’ve never been able to say, or sharing a dream or a goal of yours. Here are a few I wrote to give you some ideas: Love is the most powerful medicine: Hope, healing, resilience, grit...that’s me!, Chicana, chingona, madre, profesora... soy yo! (Feel free to create your own 6-Word Stories to share here).”

Activity 2, 10 minutes. What's the Difference Between Values, Morals and Beliefs and What Do They Have to Do with Leadership?

This activity is designed to engage young people in thought about what values, morals and beliefs are and how they relate to leadership. Refer to Activity 2 Handout for this portion of the dialogue. After opening the dialogue, encourage young people to take turns reading from the chart. Generate a conversation about times when they have noticed their values are different from others.

Frame the Dialogue: You can open Activity 2 with a this, “When people write their 6-Word Stories, we often focus on what we value most as our topics. Values, morals, and beliefs play huge roles in our choices and actions. As you grow into adulthood, it’s important to understand what you value most, what beliefs you hold and what morals you were taught. Sometimes our beliefs and morals are based in fact, but sometimes they’re based on our experiences and how we interpreted those experiences. Figuring out what you want to value, what beliefs and morals you want to keep and what new beliefs or morals you want to have is a key part of being a young person. Understanding your values can also help you be stronger leaders. Here’s a quick chart to know the difference between each of these.”

To close out the activity, discuss with peer educators that Values-Based Leadership sees everyone as leaders and is inclusive of diverse values and beliefs. Encourage peer educators to brainstorm leaders who they know in their communities, nationally and globally that demonstrate Values-Based Leadership. Share some notable examples including: Mahatma Gandhi, known for promoting nonviolent practices to achieve independence; Mother Teresa, known as a strong advocate for social justice and dignity for the poor, the sick, the orphaned, and the dying; Martin Luther King, Jr., a prominent leader during the Civil Rights Movement based on his belief of racial equality through peaceful measures (See Dr. Martin Luther King, Jr.’s Principles of Nonviolence here: <https://www.cpt.org/files/PW%20-%20Principles%20-%20King.pdf>); and, Nelson Mandela, the former President of South Africa who fought to end Apartheid and bring democracy to South Africa.

Activity 3, 15 minutes. Resilience from Our Roots- Exploring Identity-Grouped Values

Activity 3 helps participants bridge their understanding of values with their own personal values. Encourage the peer educators to spend 5 minutes looking at the handout for this activity and circling their top 10 values. Encourage them to share with the entire group what they chose and why they decided these were the most important for them. Then ask them to think about what would be the top 3 they would choose. This is very hard for most people and can help young people begin to see the challenges that emerge when they have a conflict in values and have to make values-based choices.

Debrief, 5 minutes. Facilitate a conversation with the youth about how they see their core values relating to their peer education efforts. Was there anything that surprised them about their values? What values-based conflicts might they see arising? Who would they talk with if a conflict emerged between their values and someone else’s values, behaviors or choices? Conclude the dialogue with the time/date for the next Dialogue.

Dialogue 6 Handouts

Dialogue 6, Activity 2: What’s the Difference Between Values, Morals and Beliefs and What Do They Have to Do with Leadership?

Values	Morals	Beliefs	Values-Based Leadership
<p>Values stem from our beliefs, are things that we see as the most important and are also how we think the world should be and how people should act. Some common values are equality, honesty, education, effort, perseverance, loyalty, faithfulness, conservation of the environment, etc. Our values shape the way we behave, communicate with each other, and how we act in relationships. Values can be different based on your culture, gender identity, and spiritual beliefs. It is important to respect others’ values even when you may not agree with them.</p>	<p>Morals are a system of beliefs taught to us to help us know what is good or bad, right or wrong. Morals are a way for societies to maintain order and to govern people’s treatment of each other. They are also a good motivator for us to lead a life of purpose where we contribute to the well-being of our families and communities. Morals can sometimes lead to judging others.</p>	<p>Beliefs are the things we usually see as true sometimes without actual proof or evidence. These beliefs are assumptions that we make about ourselves, other people and how we expect things to be. Our beliefs are formed from what we see, hear, experience, read and think about. Sometimes, beliefs can hold us back about what we or others can achieve. Beliefs can also cause us to act from stereotypes or biases that aren’t true, sometimes leading to oppression of others. The good news is that, once we know what we believe, we can change our beliefs to be consistent with what we value.</p>	<p>Values-based leadership is a way we approach leading others while we stay true to our values. It’s rooted in the belief that “In the face of turbulence and change, culture and values become the major source of continuity and coherence, of renewal and sustainability.” (Moss Kanter). The 4 key qualities of a values-based leader are: 1) Self-reflection, or knowing your values, morals and beliefs and being willing to update them when you have new experiences; 2) Balance, or the ability to view a situation from different perspectives; 3) Self-confidence, or the positive belief in yourself, being open to improvement and knowing when to ask for help or feedback when you need it; and, 4) Humility, or being grounded, respecting others’ values and being open to self-growth.</p>

Dialogue 6, Activity 3: Resilience from Our Roots- Exploring Identity-Grounded Values

Values are our deeply held beliefs that help us to know what's most important in life. Values are influenced by our families, friends, cultures, and communities of origin. Values can also be influenced by social institutions, like schools, the media or churches. As we go through life, our experiences may change our values. As a peer educator, you are a role model for other young people in your community for the values that help people be happy, healthy and safe. Look at the list below and circle your top 10 values.

- Doing things in groups
- Doing things by myself
- Respecting elders
- Getting an education
- Being trustworthy
- Following through with Commitments
- Faith
- Obeying your parents
- Being humble/down to earth
- Learning my cultural traditions
- Making healthy decisions and choices
- Being on time
- Giving money to those in need
- Adapting to change
- Learning new things
- Being a good friend
- Learning about others' cultures
- Telling the Truth
- Being positive
- Being hopeful
- Keeping things private
- Getting praise
- Being compassionate
- Respecting others
- Practicing self-discipline
- Having good character
- Fairness
- Growing as a person
- Freedom
- Unity
- Being confident
- Supporting friends
- Being confident
- Sharing
- Getting a job
- Working hard
- Being true to your word
- Telling the truth
- Praying, participating in ceremony or meditating
- Good problem-solver
- Treating people equally
- Being physically fit
- Planning for the future
- Having healthy relationships and friendships
- Trustworthiness
- Reaching out to others when I'm stressed
- Teamwork
- Being successful
- Following rules
- Belonging
- Thinking about others' needs and feelings
- Being thankful
- Being resourceful
- Being competitive
- Love
- Making money
- Being popular
- Standing against injustice and oppression
- Personal Choice
- Excellence
- Honesty
- Making time for family
- Helping my family out
- Being independent
- Making money
- Helping others
- Keeping things in the family
- Going to church
- Being open to different ways of life
- Self-expression
- Being non-judgmental
- Giving back to my community
- Saving money
- Being creative
- Being imaginative
- Being a good role model
- Only talking with my family when I'm stressed
- Being creative
- Supporting others to be successful
- Being courageous
- Being responsible
- Trying new things
- Being humble
- Communicating
- Being a leader
- Loyalty
- Having the best of everything
- Practicing caution
- Traditions
- Helping people in need
- Quietness
- Patience
- Being smart

- 1) What stands out about your values?
- 2) Who or what had the biggest influence on your values?
- 3) Which of your top 10 values will help you in being a good peer educator?

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Dialogue 7: What We Know About Where to Go! School and Community Asset Mapping



Brief Dialogue Summary

This interactive dialogue supports peer educators in discovering the assets and strengths that exist in their schools and communities that young people impacted by substance use can access for support. At the dialogue's conclusion, peer educators will leave with a list of youth-friendly resources to share with their peers.

Dialogue 7: What We Know About Where to Go! School and Community Asset Mapping Agenda

Topic	Length
Ice Breaker	5 minutes
The Five “Whys”	15 minutes
Community Asset Mapping	15 minutes
Debrief, Plan for Celebrating Successes and Dialogue 8	5 minutes

Dialogue 7: What We Know About Where to Go! School and Community Asset Mapping Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Poster Paper, Colored Markers, Laptops/IPads/Smartphones with Internet Access

Objectives: Participants will:

1. Be introduced to the concept of community asset mapping, or seeing the strengths and resources every community has to support youth in times of challenges
2. Learn methods for identifying youth-centered resources for support

Outcome Measurements. Participants will:

1. Understand key strategies for community asset mapping.
2. Leave with a list of youth-centered resources young people in their communities can access for support

Implementation Guide.

Evidenced in positive youth development and youth community engagement literature is the importance of youth having meaningful opportunities to contribute to their schools and communities through long-term, goal-driven project-based learning activities. This dialogue is the first of two dialogues that create a foundation for peer educators to design and implement effective, data driven community impact projects. Given the limited timeframe for implementation, SUPER PEER can only introduce key concepts of root cause analysis, community asset mapping and community impact project planning. During *What We Know and Where We Go*, peer educators learn strategies for: 1) Build on the data discussed in Dialogue 3, identifying root causes for youth substance use in their communities; 2) Deciding what root cause(s) they as peer educators can impact; and, 3) Learning more about what community assets exist to support their peer education efforts, including where to refer a young person who is using substances for support. Additional resources are provided in the Appendix section to both expand the content of these two dialogues and to support facilitators and SUPER PEER peer educators in completing community impact projects.

Ice Breaker, 5 minutes (Choose from Appendix B or C)

Activity 1, The Five “Whys?” A Process for Getting at the Root of an Issue, 15 minutes

Begin this activity by asking peer educators to share what they remember from Dialogue 3, Activity 1, using the prompters, “What does the data tell us about youth substance use in our communities?” and, “What were the data sources we used to figure that out?” Then using a piece of poster paper, ask a young person to help record people’s responses to this prompter: 1) “What do we think causes young people to use substances?” Once everyone has had an opportunity to respond, ask them to help you determine what on the list are personal reasons and what are motivating causes over which the person has no control. Put a - sign near the individual causes and a + sign near the environmental/social causes. This brainstorming activity lays a strong foundation for helping young people: 1) Understand biases that may lead to stigmatizing a young person who uses substances, an ideal opportunity to encourage participants to remember Dialogue 6’s distinction between values, morals and beliefs and the potential negative impact these may have on others who don’t share the same belief system; 2) Visually see a representation of external, environmental or social causes for youth substance use; and, 3) Begin to identify areas they as peer educators may be able to influence through designing

and implementing community impact projects. Once this brainstorming session is complete, you can frame the activity by offering a definition of Root Cause Analysis¹² and why it is important to begin projects from this place.

Frame the Dialogue: Building on learnings from Dialogues 3 and 6, you can begin the Youth Substance Use Root Cause Analysis this way: “When issues arise with people, their families or neighborhoods, it’s natural for most people to act on their beliefs to decide what causes these issues. If we just rely on our beliefs, it’s easy for us to make mistakes or to even pass judgement on others without knowing the facts or full story of what’s happening. Figuring out the true causes of social issues is much more complicated. The Five Why’s of determining what’s at the root of social issues is a really helpful activity for us to check our biases, rethink our beliefs and come up with a more accurate understanding of why something is happening.

On a large poster paper, write First Why, Second Why, Third Why, Fourth Why, and Fifth Why with enough space in between for a question and the group’s answers. Using the results from the first brainstorming question, rephrase the First Why, or “Why do you think young people use substances?” From that list, ask participants to come to an agreement on which of the answers seems most realistic and important. From this, frame your Second Why, and so on. See below for an example of this activity.

Sample Root Cause Analysis for Youth Substance Use

- First Why? *Why do you think young people use substances?* Sample responses: There’s nothing else to do. They see it at home. Their struggling with personal challenges or problems. Their parents do it so why shouldn’t they. They’re bored. They’re lazy, etc. (From those responses, you can have participants decide what are individual causes (indicate these with a – sign) and what are environmental or social causes (indicated with a + sign). Discuss with participants that often the individual causes are rooted in our beliefs. They are also most often addressed through education and resources. Ask participants to focus on any response with a + sign and decide what’s most important from that list to address with the next Why?
- Second Why? *Why is there nothing else to do?* Sample responses: We live way out in the middle of nowhere and there are no youth activities. No one has any money to do anything. There’s no transportation, etc.
- Third Why? *Why are there no youth activities?* Sample responses: Lack of resources, money, jobs, adults don’t care.
- Fourth Why? *Why are there no resources?* Sample responses: No one is fighting for them; youth are seen as invisible or unimportant in our community.
- Fifth Why? *Why is no one fighting for them?* Sample responses: Adults don’t talk with youth, don’t know what we need.

Once participants decide their root cause on which they want to focus, explain that this can be the basis to design a community impact project, or a project that the peer educators can lead in order to address adolescent substance use. Share with the youth that community impact projects can be as small or large as they would like, but require the team’s commitment and motivation to actively participate in making it happen. They also require the support of an Adult Ally to help complete it. For example, if the team used the sample root cause analysis above, they might decide to create an awareness campaign in their schools about substance use and its causes, engaging the school administrator in conversations about what young people need to reduce substance use. Also, they could decide to work with their Mayor or Tribal Government to sponsor youth resources and activities.

¹² Grace, S. (n.d.). *Lesson Plan: The 5-Why Method: Writing to the Root*. Retrieved August 14, 2017, from <http://www.sisu.edu/aanapisi/docs/sarahgracelessonplan.pdf>.

Activity 2: Community Asset Mapping, 15 minutes

Frame the Dialogue: Begin this activity by saying, “That’s really great work you all did in determining the most important root cause as a team you might like to address.. Before we get to learn about planning a youth-led community impact project, it might be helpful to learn more about what’s happening in our community to address youth substance use. In these hard times, it’s natural for us to focus on all the things we or our communities don’t have. I’m going to encourage us to look at things a little differently and focus on what our communities DO have. Earlier, we talked about our personal assets. Now, we’re going to look for people, projects and organizations out in the community who care about young people and either are working to reduce youth substance use or are invested enough to support you all as you plan and put into action a community impact project. This is called asset mapping.”

This activity helps young people see the resources that exist to both support young people impacted by substance use and also act as allies in supporting peer educators to complete a community impact project.

On a large poster paper, make the following columns: 1) People; 2) Places; and, 3) Things. Using the following prompts, encourage youth to either speak or write on post it notes their responses: “Who do we know who can support us in addressing youth substance use in our communities?” and, “Where can young people impacted by substance use go for support?” and, “What are some other resources and things that can support our community impact work or youth who are impacted by substance use?” Things can include bus passes, childcare resources, food pantries, private businesses who might offer donations, and other resources or services that may not be directly youth-serving, but are important in aiding young people.

Once this list is complete, ask young people to use the internet to “fill in the blanks” or identify resources that are not otherwise listed, the contact information for these resources and any other important information. As the facilitator, commit to typing up the list created during this dialogue and disseminating it to the peer educators as soon as possible.

Debrief, 10 minutes. Conclude the session. Discuss Celebrating Successes and review the Presentation of Learning Outline. Ask for volunteers to plan for and complete the following tasks before Dialogue 8. To prepare for the celebration, in partnership with youth:

1. Design and send invitations to peer educators’ friends, family and caring community members
2. Identify and reserve a space for the celebration
3. Defining roles as greeter, host for the celebration, people to set up and decorate the space and clean it when the celebration ends. Be sure to include parents and Adult Allies as volunteers

Facilitators will also be responsible for:

1. Seeking food and gift donations
2. Designing and creating individualized SUPER PEER Certificates of Completion
3. Ensuring that there is reliable technology for young people to use during their presentations of learning
4. Inviting school administration and key community stakeholders to participate

References

Grace, S. (n.d.). *Lesson Plan: The 5-Why Method: Writing to the Root*. Retrieved August 14, 2017, from <http://www.sjsu.edu/aanapisi/docs/sarahgracelessonplan.pdf>.

Rooney, J., & Vanden Heuvel, L. (2004). *Root Cause Analysis for Beginners*. Retrieved August 14, 2017, from <http://hosteddocs.ittoolbox.com/gj102105.pdf>.

Dialogue 7 Handouts

Handout 1. Presentation of Learning Outline

Presentations of learning are peer educators' creative self-expressions of the highlights, major points of learning and take-aways from SUPER PEER. Each peer educator is encouraged to spend 5 to 10 minutes sharing what they learned from their time in SUPER PEER during the Celebrating Successes gathering.

Peer Educators' presentations of learning can be in the form of a PowerPoint, a poem, photography, song, collage, a nicho or shadowbox, or a performance, skit, short play, short story, video, vlog or blog or other creative form of expression. Resources are provided below to give peer educators ideas.

The peer educator should address:

1. At least one highlight of SUPER PEER
2. At least two things they learned during SUPER PEER
3. A major take-away from SUPER PEER that they will use in the future

Facilitators and adult allies should offer their support for the peer educators while they are developing their presentations, including supporting youth with any supplies, resources or technology they may need to complete their presentations.

Resources:

Collage (A free online collage website is: <http://www.collage.com/>). Also, check your Smart Phone for free apps like PicCollage and PhotoGrid which allow you to make an upload a collage. Images of collage art can be found here:

https://www.google.com/search?q=collage&espv=210&es_sm=122&tbm=isch&tbo=u&source=univ&sa=X&ei=LnPpUsm8HOGfyQHkoYDwCQ&ved=0CEMQsAQ&biw=1102&bih=578).

Nicho or Shadowbox Piece (Examples of traditional Nicho Art may be found here:

https://www.google.com/search?q=nicho+mexican+art&espv=210&es_sm=122&tbm=isch&tbo=u&source=univ&sa=X&ei=Q27pUpPUL8K0ygHajQE&ved=0CEcQsAQ&biw=1102&bih=578#imgdii=

Spoken Word Performance/Poetry (A phenomenal local poet who has been impacted by addiction is Jimmy Santiago Baca. For information on his poetry, see <http://www.poemhunter.com/jimmy-santiago-baca/>).

Video/Vlog (For resources on posting your video, see YouTube. For information on what a Vlog is, see http://en.wikipedia.org/wiki/Video_blog.)

Dialogue 8: Making an Impact! Steps for Planning and Implementing a School/Community Project



Brief Dialogue Summary

SUPER PEER curriculum strives to prepare its peer educators to successfully complete a team or individual community impact project. Because it is an abbreviated 9-dialogue curriculum, SUPER PEER can only introduce the concept of service learning, or an approach to learning and teaching which empowers young people to use their knowledge and skills to address community needs. This dialogue will build on findings from Dialogue 7 and provide step-by-step skills and tools necessary to design and implement a team or individual community impact project focused on reducing youth substance use.

Dialogue 8: Making an Impact! Steps for Planning and Implementing a School/Community Project

Topic	Length
Ice Breaker	5 minutes
SHOUT OUT!	10 minutes
Taking Knowledge to Action	15 minutes
Debrief, Presentation of Learning and Celebrating Successes Planning	15 minutes

Dialogue 8: Making an Impact! Steps for Planning and Implementing a School/Community Project Facilitator Guide

Dialogue Length: 45 minutes

Supplies: Peer Educator Workbooks, Flipchart paper and colored pens, Candy or Incentives for Pop Quiz

Objectives:

1. Provide step-by-step process for designing and implementing a data-driven community impact project to address a root cause for youth substance use.

Outcome Measurements:

Peer educators will be able to do the following with confidence:

1. Utilize data and root-cause analysis to guide a strategic personal or group community impact projects.
2. Design personal/group community impact projects, including goals, timeline and resources to support their work.
3. Develop survey to measure impact.

Implementation Guide

Today’s dialogue builds on outcomes from Dialogue 7 to empower peer educators with step-by-step skills for designing and implementing a community impact project, a data-driven, youth-designed service-learning experience that may be conducted as a team or individually to positively address root causes for youth substance use in schools and communities. Community impact projects differ from volunteerism in that they are designed to be both a service learning experience to enhance leadership skills and an opportunity for community and civic engagement. Community impact projects can be as small or large as they would like, but require the team’s commitment and motivation to actively participate in making it happen. They also require the support of an Adult Ally to help complete it.

Service learning is an approach to learning and teaching which empowers young people to use their knowledge and skills to address community needs¹³. Service-learning is evidenced to increase values-based learning, social-emotional skills and prosocial behaviors, improve students’ academic outcomes, promote school and community connectedness among youth, increase youth civic engagement and participation¹⁴, and promote multicultural understanding¹⁵. Organizations, communities and society as a whole benefit from supporting service learning through the generation of innovative ideas, development of new partnerships and resources, and building strong positive relationships with young people who are seen as valued resources¹⁶. Finally, in order to support peer educators in their process of learning about community impact projects, Adult Allies and Facilitators are introduced to Standards and Competencies for Effective Service Learning Programs in the Adult Ally Orientation¹⁷.

¹³ National Youth Leadership Council. (n.d.). *What is service-learning?* Retrieved August 14, 2017, from <https://nylc.org/service-learning/>.

¹⁴ Youth.gov (n.d.). *Benefits (of Service Learning)*. Retrieved August 14, 2017, from <http://youth.gov/youth-topics/service-learning/what-are-benefits-service-learning>

¹⁵ Whitmer, J., & Anderson, C. (1994). *Chapter 2. The Purpose and Goals of Service Learning*. Retrieved August 14, 2017, from <http://www.ascd.org/publications/books/194167/chapters/The-Purpose-and-Goals-of-Service-Learning.aspx>.

¹⁶ Youth.gov (n.d.). *Benefits (of Service Learning)*. Retrieved August 14, 2017, from <http://youth.gov/youth-topics/service-learning/what-are-benefits-service-learning>.

¹⁷ Youth.gov (n.d.). *Principles and Standards of Effective (Service Learning) Programs*. Retrieved August 14, 2017, from <http://youth.gov/youth-topics/service-learning/what-are-principles-effective-service-learning-programs>

Ice Breaker, 5 minutes (Choose from Appendix B or C)

Frame the Dialogue: Begin your dialogue by saying, “Today we get to build on all we learned during our last dialogue and take action on something you care about in your school or community. We’ll talk about what we know from last week’s root cause analysis and community asset map and what ideas you might have about a community impact project or senior action project you can do individually or as a group to continue to address youth substance use beyond SUPER PEER.

Community impact projects are data-driven, youth-designed service-learning experiences. Community impact projects can be as small or large as you want them to be. A successful project need commitment, consistency and motivation to make it happen. Some examples of community impact projects that young people have done in New Mexico are creating community gardens, holding youth and community health fairs, educating parents on youth behavioral health needs, peer presentations on information and resources, creating youth/middle-school mentorship programs, and making an awareness campaign on social media.

Let’s start with a SHOUT OUT on what we learned last week. For each right answer, you get a prize!

Activity 1, 10 minutes SHOUT OUT!

This portion of the dialogue references outcomes from Dialogue 7 in a fun, interactive way. This SHOUT OUT allows peer educators to practice their newly acquired knowledge of root cause analysis and community asset mapping. If a SHOUT OUT format is not engaging for the peer educator cohort, facilitators can also use the Jeopardy Game format. Free online templates to enter outcomes from Dialogue 7 can be found here: <http://library.kcc.hawaii.edu/SOS/workshops/powerpoint/Nonlinear/Jeopardy%20Template.ppt> and <https://www.thebalance.com/free-jeopardy-powerpoint-templates-1358186>.

Pose the following questions based on learnings from Dialogues 3 and 7 to the peer educators:

1. What do we know about youth substance use in New Mexico?
2. How does substance use impact young people’s brains?
3. What are some other youth health risks that are related to substance use?
4. What is a Root Cause Analysis?
5. What did the peer educator cohort decide were the root causes for youth substance use in your school or community?

Activity 2, 15 minutes. Taking Knowledge to Action.

Frame the Dialogue: Begin this activity by saying, “Ok. Now we know what we know. It’s time to take that knowledge and put it into action. We’ve discussed community impact projects and the significant difference they make for young people and their communities. What are some ideas you have about a personal or group project you could do to put this new information out there?”

Brainstorm with peer educators about projects they would like to plan and implement. Have the group select one project idea by voting to discuss. Once a project idea is selected, on large poster paper, list:

Define: What specifically is our proposed project? How will we know we made a difference? Defining the project with a specific, measurable, achievable, realistic and timely (SMART) goal statement can support peer educators in designing and implementing a successful project.

Investigation: What do we know related to this project idea? Who does it impact and who can help us with the project?

Preparation: What do we need to make this project happen? How much time, what special talents or resources are needed? Who do we need to make sure is at the table when we plan this project?

Action: Who is responsible for what and by when?

Reflection: Decide how we know we've had a positive impact. What positive things could come from this project? What challenges or barriers might we face? Who can help with those challenges/barriers?

Close out the activity by encouraging the peer educators to take this plan and make it happen!

Debrief and Check-In on Presentations of Learning and Celebrating Successes Planning, 15 minutes. Conclude the session. Ensure youth have answered the three questions on the Presentation of Learning outline and decided on a format for their presentation. Finalize plans with group for Celebrating Successes, ensuring the following is complete:

- ✓ Invitations sent to peer educators' friends, family, Adult Allies, caring community members, school administrators, and key community stakeholders
- ✓ Space for celebration reserved
- ✓ Food and gift donations secured
- ✓ Roles of greeter, host, decorators and cleaning crew defined
- ✓ Volunteers engaged
- ✓ Certificates of Completion done
- ✓ Youth feel confidently in their presentations of learning and the necessary technology is reserved

References

National Youth Leadership Council. (n.d.). *What is service-learning?* Retrieved August 14, 2017, from <https://nylc.org/service-learning/>.

Whitmer, J., & Anderson, C. (1994). *Chapter 2. The Purpose and Goals of Service Learning*. Retrieved August 14, 2017, from <http://www.ascd.org/publications/books/194167/chapters/The-Purpose-and-Goals-of-Service-Learning.aspx>.

Youth.gov (n.d.). *Benefits (of Service Learning)*. Retrieved August 14, 2017, from <http://youth.gov/youth-topics/service-learning/what-are-benefits-service-learning>.

Youth.gov (n.d.). *Principles and Standards of Effective (Service Learning) Programs*. Retrieved August 14, 2017, from <http://youth.gov/youth-topics/service-learning/what-are-principles-effective-service-learning-programs>

Additional Resources

- K-12 Service-Learning Project Planning Toolkit: https://www.ffa.org/sitecollectiondocuments/lts_servicelearningtoolkit.pdf,
- Stages of Service Learning (Investigation, Preparation, Action, Reflection, Demonstration and Evaluation) and
- Service Learning Planning Sheet: <http://www.generationon.org/educators/lessons-resources/iparde>
- Purdue University Service Learning Lesson Plan: <https://extension.purdue.edu/4h/Documents/Volunteer%20IN%204-H%20Toolkit/Service-learning%20Lesson%20Plan.pdf>
- Youth Impact Beyond the Classroom: Service-Learning in Out-of-School Time (competencies and planning tools): <https://www.nationalservice.gov/sites/default/files/resource/Youth-Impact-vol-3.pdf>.

Dialogue 9: Celebrating Successes! Peer Educator Graduation and Presentation of Learning



Brief Dialogue Summary

This final dialogue is an opportunity to honor the SUPER PEER peer educators for successfully completing the 9-Dialogue curriculum, to uplift their learning and accomplishments with a certificate of completion and to invite their families and community members to join in celebrating their successes.

Dialogue 9: Celebrating Successes! Peer Educator Graduation and Presentation of Learning Agenda

Topic	Length
Welcome and Introductions	10 minutes
Presentations of Learning	30-60 minutes
Awarding Certificates of Achievement	10 minutes
Sharing a Meal	30 minutes

Dialogue 9: Celebrating Successes! Peer Educator Graduation and Presentation of Learning Facilitator Guide

Dialogue Length: It is highly recommended that peer educators, friends and family plan for an hour and a half together.

Supplies: Letter inviting friends and family to participate in celebration sent with peer educators in dialogue 7, Food (Seek food donations early), Personalized Certificates of Completion, Laptop, Projector, Speakers

Objectives:

1. Provide peer educators an opportunity to share their learnings and celebrate their successes

Outcome Measurements

1. Each peer educator will present a brief 5 to 10-minute creative presentation on their key learnings from SUPER PEER and their roles as peer educators. (See handout 1 in Dialogue 7)
2. Each peer educator will receive a Certificate of Completion

Implementation Guide

To prepare for the celebration, in partnership with youth:

1. Design and send invitations to peer educators' friends, family and caring community members
2. Identify and reserve a space for the celebration
3. Defining roles as greeter, host for the celebration, people to set up and decorate the space and clean it when the celebration ends. Be sure to include parents and Adult Allies as volunteers

Facilitators will also be responsible for:

1. Seeking food and gift donations
2. Designing and creating individualized SUPER PEER Certificates of Completion
3. Ensuring that there is reliable technology for young people to use during their presentations of learning
4. Inviting school administration and key community stakeholders to participate

During the day of the celebration, warmly welcome all attendees, provide support to the youth during their presentations of learning and award the certificates of completion.

Appendices

Appendix A: SUPER PEER Literature Review

SUPER PEER Literature Review

Snapshot of New Mexico Youth Resilience and Needs

In 2016, New Mexico's high school students who participated in the Youth Risk and Resiliency Survey had higher rates of drug use, including lifetime use of marijuana, cocaine, heroin, ecstasy, and methamphetamines, than their peers nationwide¹⁸. Though New Mexico's young people show resilience in their rates of current alcohol use, where 26.1% report current alcohol consumption compared with 32.8% nationwide¹⁹, our youth report drinking alcohol before age 13 at a greater rate than their peers nationally, leading to risk for social, emotional, and physical problems, including unintentional and intentional injuries and death²⁰. In comparison to young people who don't drink, students who consume 10 or more alcoholic beverages at least once in the past 30 days were 14.5 times more likely to use painkillers to get high, more than 11 times more likely to smoke cigarettes and almost 9 times more likely to carry a weapon on school property²¹. The link between substance use and depression among adolescents is well-evidence. This connection is particularly relevant for our youth in New Mexico, who are significantly impacted by feelings of sadness and hopelessness, with 32.5% of youth reporting signs of depression compared with 29.9% of their peers nationwide, and 16.5% students seriously considering attempting suicide, 14.6 making a suicide plan, and 9.4% attempting suicide within the previous year²².

SUPER PEER recognizes the resiliency of New Mexico's young people and challenges facing youth statewide. This curriculum builds on literature²³ supporting the positive impact of youth peer education in reducing risk for substance use, including alcohol, cigarettes, marijuana, other drugs, injection risk behaviors, arrest rates and truancy through peer to peer engagement and education. SUPER PEER engages high school students ages 14-19 in a unique, culturally-relevant 9-dialogue curriculum designed to offer information on substance use, the power of peer leadership and education, and the completion of community impact projects that may be used for service learning credits. Also, trusted adults who support young people will also have opportunities to build skills in best practices for culturally-humble, ethical positive youth engagement. Supportive to existing Natural Helper and other peer educator groups, this initiative is aligned with New Mexico Common Core and strives to improve school climate.

SUPER PEER: A Research-Grounded Approach

By design, the SUPER PEER curriculum builds on existing evidenced and promising practices and models to address adolescent substance abuse using positive youth development (PYD) as its primary framework. Though SUPER PEER is advised by adolescent substance use prevention literature and effective programs, its content, activities and evaluation are grounded in the philosophy that intentional, prosocial youth engagement, peer education and youth-led community impact projects improve young people's resilience and promote positive health and academic outcomes.

Presently, much of the youth substance use prevention literature is advised by the social-ecological model (McLeroy et al., 1988). The social-ecological model approaches prevention by addressing both individual and social environmental factors as targets for prevention and health promotion.²⁴ A model widely applied by the

¹⁸ New Mexico Departments of Health (NMDOH) and the Public Education (NM PED), and the University of New Mexico Prevention Research Center (2016). *New Mexico Youth Risk and Resiliency Survey (YRRS): 2015 NM-YRRS Results: Behavior Comparisons, New Mexico and United States*. Retrieved October 6, 2016 from http://www.youthrisk.org/pdf/YRRS_Connections_July_2016.pdf.

¹⁹ Ibid.

²⁰ New Mexico Departments of Health (NMDOH) and the Public Education (NM PED), and the University of New Mexico Prevention Research Center (2016). *New Mexico Youth Risk and Resiliency Survey (YRRS): 2013 NM-YRRS Results: Maximum Number of Drinks Consumed*. Retrieved October 6, 2016 from http://www.youthrisk.org/pdf/YRRS_Connections_9.pdf.

²¹ Ibid.

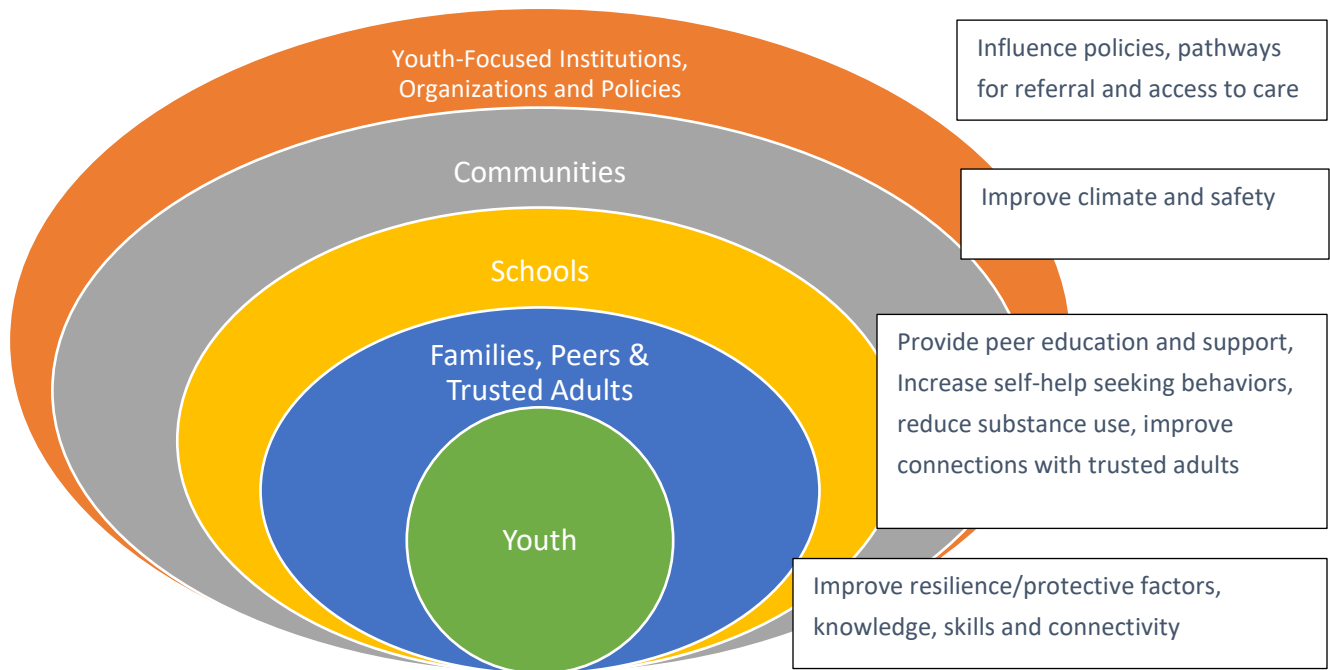
²² New Mexico Departments of Health (NMDOH) and the Public Education (NM PED), and the University of New Mexico Prevention Research Center (2016). *New Mexico Youth Risk and Resiliency Survey (YRRS): 2015 NM-YRRS Results: 2015 Risk Behavior Comparisons, New Mexico and United States: High School (Grades 9-12)*. Retrieved October 6, 2016 from <http://www.youthrisk.org/tables/#/2015>.

²³ Advocates for Youth (n/d) *Peer Programs: Looking at the Evidence of Effectiveness, a Literature Review*. Retrieved October 6, 2016 from <http://www.advocatesforyouth.org/publications/publications-a-z/1856-peer-programs-looking-at-the-evidence-of-effectiveness-a-literature-review>; and, Garfein, Golub, Greenberg, Hagan, Hanson et al. (2007). Peer programs: looking at the evidence of effectiveness, a literature review. Retrieved March 1, 2015, from <http://www.advocatesforyouth.org/component/content/article/1856-peer-programs-looking-at-the-evidence-of-effectiveness-a-literature-review>.

²⁴ McLeroy, K., Bibeau, D., Steckler, A., & Glanz, K. (1988). *An Ecological Perspective on Health Promotion Programs*. Health Education Quarterly. 15(4): 351-377. Retrieved January 17, 2017, from https://www.med.upenn.edu/chbr/documents/1988-McLeroy-An_Ecological_Perspective_on_Health_Promotion_Programs.pdf.

Centers for Disease Control and Prevention to understand factors that influence risk, the social-ecological model shows the complex relationships between individual, relational, community and societal factors which influence health outcomes.²⁵ SUPER PEER utilizes the social-ecological model to frame its outcomes in the following way:

Social Ecological Model for SUPER PEER



An additional framework which advises SUPER PEER is the Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention (SAMHSA CSAP) Web of Influence. The Web of Influence analyzes the exchange between individual risk and protective factors and context in which that individual lives, works and goes to school. The Web of Influence identifies six major life domains which include, individual, family, peer, school, community and society.²⁶ Though the Web of Influence emphasizes that both risk and protective factors exist in each of the six domains, current literature and approaches often lead with risk at the forefront. SUPER PEER is intentionally designed to elevate the resilience, promotive and protective factors which exist for young people through opportunities to educate their peers and make a difference in their communities, as seen in the SUPER PEER Web of Influence.

Literature Review of National Adolescent Health Risk Curricula

To advise the development of the SUPER PEER curriculum, six nationally-recognized, evidenced or promising curricula addressing adolescent health risks were reviewed. These curricula were selected because they demonstrate promise in reducing issues correlated with adolescent substance use, including dating violence, youth depression and suicide and exposure to trauma. Each curriculum was reviewed considering these five criteria: 1) Through what strategies or activities does this curriculum promote protective and resilience factors?; 2) Through what strategies or activities does this curriculum reduce risk?; 3) How does this curriculum promote positive youth engagement and development?; 4) How does this curriculum integrate peer-to-peer education?; and, finally, 5) What service learning or community impact project activities are included? Relevant evidence

²⁵ Center for Disease Control and Prevention (n.d.). *The Social-Ecological Model: A Framework for Prevention*. Retrieved January 17, 2017, from <https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>.

²⁶ Hahn-Smith, S. (2000). *From Science to Practice: Using CSAP Model Programs to Prevent Youth ATOD Use*. Prevention Tactics 4:2. Retrieved January 17, 2017, from <http://www.cars-rp.org/publications/Prevention%20Tactics/PT4.2.00.pdf>.

and strategies were then integrated into this curriculum. The chart below describes findings from each curriculum review:

Curriculum	Evidenced? Promising?	Review Criteria	
Expect Respect (1998) “Expect Respect addresses dating violence among at-risk students as a problem that is fueled by gender norms that promote male dominance, the need to control and exert power, negative role models among adults and peers, acceptance and justification of violence, trauma, and a deficit in social skills.” ²⁷	Currently engaging in multi-year, controlled outcome evaluation funded by Centers for Disease Control and Prevention. ²⁸	Protective/Resilience Factors	This is a three-tiered intervention with curriculum-based support group that creates a positive peer environment, increased relationship skills and relationship norms focused on equality and respect. ²⁹ Activities during group include role plays, educational videos, and creative expression through art and poetry and are designed to engage students in a variety of learning experiences. ³⁰ Curriculum promotes empathy, communication, boundaries, consent and handling rejection. Participants gained awareness of the “possibility of change” in the cycle of intimate partner violence. ³¹ Participants also demonstrated increases in healthy conflict resolution. ³² Expect Respect employs an ecological approach and addresses how youth form their identity and relationship expectations in context of family, peers, schools and communities. ³³
		Risk Reduction	Participants observed to have less aggressive, controlling and jealous behaviors. ³⁴
		PYD/Youth Engagement	Facilitators are encouraged to work creatively with group curriculum, adapt activities and discussion topics to meet the specific needs of each group. ³⁵ Expect Respect also includes an 8-session Leadership Curriculum which empowers youth to be role models and leaders in preventing dating violence, sexual harassment and bullying. ³⁶
		Peer-to-Peer & Service Learning	Expect Respect is implemented in communities with access to an organization with expertise and capacity to address dating violence. Schools develop an early identification and referral system for students at risk for dating violence. ³⁷
Lifelines: A Comprehensive Suicide Awareness and Responsiveness Program for Teens “Lifelines is a whole-school program that educates	Identified as a promising program by the Suicide Prevention Resource Center (SPRC) and is included in the	Protective/Resilience Factors	Participating students increase prosocial involvement with their peers and connections with positive adults who can help when a peer is identified as at risk for suicide. ⁴¹
		Risk Reduction	2005 outcome evaluation show teacher acceptance of the program and increased student confidence in the school's ability to respond to at-risk youth. ⁴²
		PYD/Youth Engagement	Youth advised development of <i>One Life Saved: The Story of a Suicide Intervention</i> film, a component of the curriculum.

²⁷ Ball, B., Teten, A., Noonan, R., Valle, L., Hamburger, M. & Rosenbluth, B. (2012). Expect Respect Support Groups: Preliminary Evaluation of a Dating Violence Prevention Program for At-Risk Youth. *Violence Against Women*. Retrieved 8/10/16 from http://www.expectrespectaustin.org/uploads/general/Ball_et_al.,_2012.full_1.pdf.

²⁸ Expect Respect: A Program of SAFE. *Evaluation and Publications*. Retrieved 1/7/2017 from <http://www.expectrespectaustin.org/evaluation-publications/>.

²⁹ Ball, B., Holland, K., Marshall, K., Lippy, C., Jain, S., Souders, K. and Westby, R. (2015). Implementing a Targeted Teen Dating Abuse Prevention Program: Challenges and Successes Experienced by Expect Respect Facilitators. *Journal of Adolescent Health* 56 (2015) S40-S46. Retrieved 8/10/16 from [http://www.jahonline.org/article/S1054-139X\(14\)00283-3/pdf](http://www.jahonline.org/article/S1054-139X(14)00283-3/pdf).

³⁰ Ball, B., Teten, A., Noonan, R., Valle, L., Hamburger, M. & Rosenbluth, B. (2012). Expect Respect Support Groups: Preliminary Evaluation of a Dating Violence Prevention Program for At-Risk Youth. *Violence Against Women*. Retrieved 8/10/16 from http://www.expectrespectaustin.org/uploads/general/Ball_et_al.,_2012.full_1.pdf.

³¹ Ball, B., Holland, K., Marshall, K., Lippy, C., Jain, S., Souders, K. and Westby, R. (2015). Implementing a Targeted Teen Dating Abuse Prevention Program: Challenges and Successes Experienced by Expect Respect Facilitators. *Journal of Adolescent Health* 56 (2015) S40-S46. Retrieved 8/10/16 from [http://www.jahonline.org/article/S1054-139X\(14\)00283-3/pdf](http://www.jahonline.org/article/S1054-139X(14)00283-3/pdf).

³² Ball, B., Teten, A., Noonan, R., Valle, L., Hamburger, M. & Rosenbluth, B. (2012). Expect Respect Support Groups: Preliminary Evaluation of a Dating Violence Prevention Program for At-Risk Youth. *Violence Against Women*. Retrieved 8/10/16 from http://www.expectrespectaustin.org/uploads/general/Ball_et_al.,_2012.full_1.pdf.

³³ Ball, B. & Rosenbluth, B. (2010). Where Teens Live: Taking an Ecological Approach to Dating Violence Prevention. In L. Lockhart & F. Danis (Eds.), *Domestic Violence: Intersectionality and Culturally Competent Practice*, pp. 369-399. New York: Columbia University Press.

³⁴ Ball, B., Holland, K., Marshall, K., Lippy, C., Jain, S., Souders, K. and Westby, R. (2015). Implementing a Targeted Teen Dating Abuse Prevention Program: Challenges and Successes Experienced by Expect Respect Facilitators. *Journal of Adolescent Health* 56 (2015) S40-S46. Retrieved 8/10/16 from [http://www.jahonline.org/article/S1054-139X\(14\)00283-3/pdf](http://www.jahonline.org/article/S1054-139X(14)00283-3/pdf).

³⁵ Ibid.

³⁶ Expect Respect brochure. Retrieved 8/10/16 from <http://www.expectrespectaustin.org/uploads/general/pdf/Expect%20Respect%20program%20manual%2009.pdf>.

³⁷ Ball, B., Holland, K., Marshall, K., Lippy, C., Jain, S., Souders, K. and Westby, R. (2015). Implementing a Targeted Teen Dating Abuse Prevention Program: Challenges and Successes Experienced by Expect Respect Facilitators. *Journal of Adolescent Health* 56 (2015) S40-S46. Retrieved 8/10/16 from [http://www.jahonline.org/article/S1054-139X\(14\)00283-3/pdf](http://www.jahonline.org/article/S1054-139X(14)00283-3/pdf).

⁴¹ Ibid.

⁴² Hazelden Publishing (n.d.). *Violence Prevention Works! Safer Schools, Safer Communities: Addressing Suicide in Schools and Communities*. Retrieved January 5, 2017, from <http://www.violencepreventionworks.org/public/lifelines.page>.

administrators, faculty and staff, parents, and students in 8 th -10 th grade on facts about suicide and their roles in suicide prevention, intervention, and postvention.” ³⁸	Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP). ^{39, 40}	Peer-to-Peer & Service Learning	2005 findings also demonstrate that curriculum promotes increases in students' knowledge about suicide and resources, as well as expressed intent to intervene on behalf of at-risk peers. ⁴³ The 4-session student prevention curriculum is designed to teach students: facts and warning signs about youth suicide, how to recognize the threat of suicidal ideation and behavior and to take peer disclosures seriously, how to respond to peers at risk for suicide, to demonstrate positive attitudes about help-seeking behaviors and interventions, and to identify resources, be able to name one helpful adult, and to know how responsive resources will be. ⁴⁴
Natural Helpers (1997) “Natural Helpers is a peer-helping program (which strengthens) middle and high school students’ communication and helping skills to provide support to others and service to their schools and communities.” ⁴⁵	Research demonstrating program is evidence-based was not located.	Protective/ Resilience Factors	Participants demonstrated significant increase in knowledge about suicide and skills for responding to suicidal peers immediately after training and 3 months later. ⁴⁶
		Risk Reduction	Research demonstrating that this program reduces risk was not located.
		PYD/Youth Engagement	Curriculum is designed to engage peer helpers in a retreat and provide consistent monitoring and support. Sessions build trust, address labeling and stigmatizing peers, identifying when peers need help, helping skills, and setting boundaries. ⁴⁷
Safe Dates “Safe Dates helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.” ⁴⁹	Selected for the National Registry of Evidence-Based Programs and Practices and designated as a Model Program by the Substance Abuse and Mental Health Services Administration ⁵⁰	Protective/ Resilience Factors	Youth education sessions are designed to increase knowledge of healthy and abusive dating relationships, improve self-help seeking behaviors while in abusive dating relationships, and equip students with healthy relationship and communication skills, anger management and conflict resolution. Greater awareness of community resources addressing dating abuse is also developed. ⁵¹
		Risk Reduction	Youth education sessions are designed to prevent dating abuse perpetration and victimization and reduce perpetration and victimization among young people already involved in dating violence. Curriculum activities target change in perceived norms of dating abuse by increasing adolescents’ perceptions of the negative consequences of dating abuse and changing

³⁸Hazelden Publishing (n.d.). *Violence Prevention Works! Safer Schools, Safer Communities: Addressing Suicide in Schools and Communities*. Retrieved January 5, 2017, from <http://www.violencepreventionworks.org/public/lifelines.page>.

³⁹ Ibid.

⁴⁰ Hazelden Publishing (n.d.). *Lifelines: A Suicide Prevention Program Scope and Sequence*. Retrieved January 5, 2017, from file:///C:/Users/Anna/Downloads/Lifelines_Scope%20and%20Sequence.pdf.

⁴³ Ibid.

⁴⁴ Hazelden Publishing (n.d.). *Lifelines: A Suicide Prevention Program Scope and Sequence*. Retrieved January 5, 2017, from file:///C:/Users/Anna/Downloads/Lifelines_Scope%20and%20Sequence.pdf.

⁴⁵ Natural Helpers. *Overview of the Natural Helpers Program*. Retrieved January 7, 2017, from <http://www.mercerislandschools.org/cms/lib3/WA01001855/Centricity/Domain/1273/Natural%20Helpers/Retreat%20Forms/overviewNH.pdf>.

⁴⁶ Stuart, C., Waalen, J.K., & Haelstromm, E. (2003). Many Helping Hearts: An Evaluation of Peer Gatekeeper Training in Suicide Risk Assessment. *Death Studies*, 27:4. Abstract retrieved 1/7/2017 from <http://www.tandfonline.com/doi/abs/10.1080/07481180302906>.

⁴⁷ Comprehensive Health Education Foundation (1997). *Natural helpers peer-helping program curriculum kit* (3rd ed). Evanston, IL: United Learning Publishers.

⁴⁸ Natural Helpers. *Overview of the Natural Helpers Program*. Retrieved January 7, 2017, from <http://www.mercerislandschools.org/cms/lib3/WA01001855/Centricity/Domain/1273/Natural%20Helpers/Retreat%20Forms/overviewNH.pdf>.

⁴⁹ Hazelden Publishing: *Safe Dates* (n.d.) Retrieved 1/7/2017 from <https://www.hazelden.org/web/go/safedates>.

⁵⁰ Hazelden Publishing (n.d.). *Violence Prevention Works! Safer Schools, Safer Communities*. Retrieved 8/10/16 from http://www.violencepreventionworks.org/public/safe_dates.page.

⁵¹ Foshee, V., & Langwick, S. (2010). *Safe dates: An adolescent dating abuse curriculum* (2nd ed.). Center City, Minnesota: Hazelden Press. Retrieved 8/10/16 from https://www.hazelden.org/HAZ_MEDIA/9863_safedates.pdf.

			peer responses to dating abuse ⁵² . This curriculum is proven to decrease physical and sexual dating violence by 56% to 92%. ⁵³
		PYD/Youth Engagement	Not demonstrated.
		Peer-to-Peer & Service Learning	Poster session and school play are completed by participants. ⁵⁴
The Seven Challenges: Challenging Ourselves to Make Wise Decisions About Alcohol and other Drugs is a comprehensive counseling program for young people ages 13-17 and addresses alcohol and other drug use through self-reflection and building the skills necessary to implement changes in their lives. ⁵⁵	The Substance Abuse and Mental Health Services Administration National Registry of Evidence-Based Programs and Practices, (NREPP) gave Seven Challenges a perfect score for "Readiness for Dissemination." ⁵⁶	Protective/ Resilience Factors	Interventions are designed to raise the consciousness of youth participants, to empower and inspire hope and to motivate informed and self-directed change. Program found to promote improved mental health, honesty, knowledge about HIV, and improved relationships with family members and other adults. ⁵⁷ Program developed in the context of working with culturally diverse group of young people and their families. Counselors are trained to provide culturally-relevant services to youth and their families and is recommended for use with Native American, Latino, African American, Asian and Caucasian youth and their families ^{58, 59} . The Seven Challenges Book of Readings incorporate diverse perspectives from youth participants. ⁶⁰
		Risk Reduction	Youth education sessions are designed to address the harm caused by alcohol and drug use and to identify what risks they are taking. Program found to be effective with youth exposed to trauma ⁶¹ and to reduce mental distress, anxiety and depression ⁶² , levels of criminality, and aggressive behaviors. ⁶³
		PYD/Youth Engagement	Interventions promote youth empowerment and self-efficacy necessary to make changes in their lives and are flexible in addressing the immediate needs of the youth instead of expecting the youth to conform to the program design. ⁶⁴ Challenge Five of the intervention applies a social ecological perspective, engaging young people to understand the social and community factors which influence them, placing individual behavior in a social context. ⁶⁵
		Peer-to-Peer & Service Learning	No peer-to-peer component is evident.
Youth Thrive The Youth Thrive framework is a		Protective/ Resilience Factors	The Youth Thrive curriculum emphasizes youth participants' internal, adaptive traits that evolve from their positive or adverse life experiences, and that enable youth to survive and thrive. These include positive identity, positive self-concept, self-worth, self-compassion, sense of competence and self-

⁵² Ibid.

⁵³ Hazelden Publishing (n.d.). Violence Prevention Works! Safer Schools, Safer Communities. Retrieved 8/10/16 from http://www.violencepreventionworks.org/public/safe_dates_page.

⁵⁴ Foshee, V., & Langwick, S. (2010). Safe dates: An adolescent dating abuse curriculum (2nd ed.). Center City, Minnesota: Hazelden Press. Retrieved 8/10/16 from https://www.hazelden.org/HAZ_MEDIA/9863_safedates.pdf.

⁵⁵ The Seven Challenges (n.d.). *What is the Seven Challenges?* Retrieved January 25, 2017, from <http://www.sevenchallenges.com/>.

⁵⁶ The Seven Challenges (n.d.). *Why the Seven Challenges Works.* Retrieved January 25, 2017, from <http://www.sevenchallenges.com/overview/>.

⁵⁷ Lee, J. (2013). *The Seven Challenges.* Retrieved January 25, 2017, from <http://www.choosehelp.com/topics/teenagers/teen-substance-abuse-2013-how-the-seven-challenges-program-encourages-authentic-change#evidence-based-practice-for-adolescent-substance>.

⁵⁸ National Council of Juvenile and Family Court Judges (n.d.). *The Seven Challenges Program Overview.* Retrieved January 25, 2017, from <http://www.ncjfcj.org/seven-challenges%2%AE-program>.

⁵⁹ The Seven Challenges (n.d.). *Why the Seven Challenges Works.* Retrieved January 25, 2017, from <http://www.sevenchallenges.com/overview/>.

⁶⁰ Ibid.

⁶¹ Ibid.

⁶² Stevens, S., Schwebel, R. & Ruiz, B. (2008). *The Seven Challenges: An Effective Treatment for adolescents with Co-Occurring Substance Abuse and Mental Health Problems.* Social Work Practice in the Addictions, 7-3, pp. 29-49.

⁶³ Lee, J. (2013). *The Seven Challenges.* Retrieved January 25, 2017, from <http://www.choosehelp.com/topics/teenagers/teen-substance-abuse-2013-how-the-seven-challenges-program-encourages-authentic-change#evidence-based-practice-for-adolescent-substance>.

⁶⁴ The Seven Challenges (n.d.). *What is the Seven Challenges?* Retrieved January 25, 2017, from <http://www.sevenchallenges.com/>.

⁶⁵ The Seven Challenges (n.d.). *Why Seven Challenges Works.* Retrieved January 25, 2017, from <http://www.sevenchallenges.com/overview/>.

<p>strengths-based initiative to examine how all youth can be supported in ways that advance healthy development and wellbeing and reduce the likelihood or impact of negative life experiences.⁶⁶ Youth Thrive™ is both a research-informed framework based on a synthesis of research on positive youth development, resilience, neuroscience, stress and impact of trauma on brain development and the name of CSSP's national initiative to improve the well-being outcomes of all youth (ages 9-26), with focus on youth in, or transitioning from, foster care.⁶⁷</p>		<p>efficacy, sense of personal responsibility, autonomy, timely help-seeking, belief in one's ability to influence the environment positively, self-advocacy, and healthy coping.⁶⁸ Youth Thrive protective and promotive factors are youth resilience, social connections, knowledge of adolescent development, concrete support in times of need and cognitive and social-emotional competence.⁶⁹ This curriculum also promotes a range of skill development to engaging in behaviors that promote healthy biopsychosocial and cognitive development such as self-regulation and impulse control, critical thinking, decision-making, and conflict resolution, forming sustainable healthy relationships, engaging in positive risk-taking, avoiding drugs, alcohol and at-risk sexual behavior, and deepening cultural knowledge and exploring spirituality.⁷⁰</p>
	Risk Reduction	<p>Through promoting thriving and resilience indicators, Youth Thrive strives to reduce psychological stressors, inadequate or negative relationships with family members and other adults and peers, insufficient or inadequate opportunities for positive growth and development and unsafe, unstable, and inequitable environments.⁷¹ The curriculum focuses on building concrete support in times of need by increasing opportunities for additional skill building (e.g., tutoring, counseling), and building links to crisis assistance (e.g., mental health, substance abuse, intimate partner violence, health, housing, workforce development, legal, recreation, respite care) and psychoeducational assistance (e.g., cognitive, behavioral and academic assessment and services).⁷²</p>
	PYD/Youth Engagement	<p>Positive youth development tenets are reflected in the Youth Thrive desired outcomes: "All youth thrive as evidenced by: physical and emotional health, success in school and workplace, ability to form and sustain caring, committed relationships, hopefulness, optimism, compassion and curiosity, and service to community, school or society."⁷³</p>
	Peer-to-Peer & Service Learning	<p>Not demonstrated.</p>

What Makes SUPER PEER Different from Other Youth Risk Curricula?

This pilot seeks to demonstrate that SUPER PEER is a unique curriculum from other approaches to reducing risk for adolescent substance use in three distinct ways. First, SUPER PEER uses the positive youth development (PYD) framework as its core theoretical approach rather than one driven by risk. Second, SUPER PEER's primary strategy is developing peer educators who will both promote resilience and protective factors among other young people and act as early responders to young people at risk for substance use. Third, a key premise of SUPER PEER is that a strong sense of cultural identity acts as a protective factor against risk for substance use

⁶⁶ Brown, C.H. (2014). Youth Thrive: Advancing Healthy Adolescent development and Well-Being. Washington, D.C.: Center for the Study of Social Policy. Retrieved October 28, 2016, from http://www.cssp.org/reform/child-welfare/youth-thrive/2014/Youth-Thrive_Advancing-Healthy-Adolescent-Development-and-Well-Being.pdf.

⁶⁷ Center for the Study of Social Policy (n.d.). Ideas into Action: Youth Thrive. Retrieved October 28, 2017, from <http://www.cssp.org/reform/child-welfare/youththrive/about>.

⁶⁸ Center for the Study of Social Policy (n.d.). Youth Thrive: Protective and Promotive Factors for Healthy Development and Well-Being. Retrieved October 28, 2016, from <http://www.cssp.org/reform/child-welfare/youth-thrive/Youth-Thrive-PPF-definitions.pdf>.

⁶⁹ Center for the Study of Social Policy (n.d.). Cognitive and Social-Emotional Competence in Youth. Retrieved October 28, 2016, from http://www.cssp.org/reform/child-welfare/youth-thrive/2013/YT_Cognitive-and-Social-Emotional-Competence-in-Youth.pdf.

⁷⁰ Center for the Study of Social Policy (n.d.). Youth Thrive: Protective and Promotive Factors for Healthy Development and Well-Being. Retrieved October 28, 2016, from <http://www.cssp.org/reform/child-welfare/youth-thrive/Youth-Thrive-PPF-definitions.pdf>.

⁷¹ Brown, C.H., Notkin, S., Schenider-Munoz, A., & Zimmerman, F. (2015). Youth Thrive: A Framework to Help Adolescents Overcome Trauma and Thrive. Child and Youth Care Work. Retrieved October 28, 2016, from <http://www.cssp.org/reform/child-welfare/youththrive/body/Youth-Thrive-A-Framework-to-Help-Adolescents-Overcome-Trauma-and-Thrive.pdf>.

⁷² Center for the Study of Social Policy (n.d.). Youth Thrive: Protective and Promotive Factors for Healthy Development and Well-Being. Retrieved October 28, 2016, from <http://www.cssp.org/reform/child-welfare/youth-thrive/Youth-Thrive-PPF-definitions.pdf>.

⁷³ Center for the Study of Social Policy (n.d.). Ideas into Action: Youth Thrive. Retrieved October 28, 2017, from <http://www.cssp.org/reform/child-welfare/youththrive/about>.

during adolescence so the content is culturally relevant for young New Mexicans who identify as Latino, Native American/First Nations or African American.

The first unique aspect of SUPER PEER is its foundation in positive youth development (PYD). In recent years, the PYD movement has grown in strength nationally and in New Mexico. PYD is defined by the Interagency Working Group on Youth Programs, a collaborative effort among 12 federal departments and agencies supporting youth, as “an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths’ strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the supports needed to build on their leadership strengths.”⁷⁴ Both an approach to engaging youth and a programmatic structure to promote the health development of young people, PYD views young people as possessing assets, strengths and resources which can be nurtured instead of creating problems for society which need to be addressed.⁷⁵

Key tenets of PYD are the “Five Cs,” or qualities fostered through positive youth engagement which lead to a sixth “C,” or “Contributions to self, family, community and institutions of a civil society.”⁷⁶ The five PYD characteristics are: 1) Competence, or the positive view of one’s actions; 2) Confidence, or an internal sense of overall positive self-worth and self-efficacy; 3) Connection, or positive bonds and exchanges with peers, family, school and community in which both parties contribute to the relationship; 4) Character, or respect for societal and cultural norms, pro-social behaviors, morality and integrity; and, 5) Caring, or a sense of sympathy and empathy for others.⁷⁷ Effective PYD programs fully integrate these characteristics through promoting positive and sustained relationships between young people and adults they trust, offering activities that build important life skills, and providing opportunities for youth to both practice newly acquired skills and lead valued community activities.⁷⁸ During dialogues hosted in 2010 from youth and stakeholders across New Mexico, quality PYD initiatives were determined to be asset-based, holistically and developmentally appropriate, place-based, reflecting community culture, and designed by and for all youth with broad stakeholder input and support.⁷⁹

Emerging literature asserts that applying PYD leads to significant gains in young people’s well-being, education attainment, and civic investment. The sixth “C,” or self, family, community and civic contributions, is encapsulated in youth civic engagement, or the understanding of what it means to be a citizen, the rights and obligations citizens possess to one another and broader society, service, social capital, participation and collective action.⁸⁰ Young people exposed to PYD are more likely to make contributions to their communities, be civically active and school engaged, and have positive sustained relationships with their peers and adults than other youth⁸¹. These young people are also more likely to experience decreased risk for bullying, substance use, depression and delinquency⁸². Finally, young people exposed to PYD report an enhanced sense of belonging, creating or strengthening relationships with peers, and a deeper understanding of one’s cultural and community identities.⁸³

⁷⁴ Youth.gov (n.d.). *Positive Youth Development*. Retrieved January 17, 2017, from <http://youth.gov/youth-topics/positive-youth-development>.

⁷⁵ Lerner, R., Lerner, J., et al. (n.d.). *The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development*. Institute for Applied Research in Youth Development. Retrieved January 17, 2017, from <http://4-h.org/about/research/>.

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ New Mexico Forum for Youth in Community Principles (2010), defined by youth, stakeholder and staff input.

⁸⁰ Clement, R., Deering, M., Mikhael, R., & Villa-Garcia, C. (2014). *Youth Civic Engagement and Leadership*. Elliot School of International Affairs. Retrieved January 17, 2017, from https://elliott.gwu.edu/sites/elliott.gwu.edu/files/downloads/Youth%20CE%26L_FINAL.pdf.

⁸¹ Lerner, R., Lerner, J., et al. (n.d.). *The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development*. Institute for Applied Research in Youth Development. Retrieved January 17, 2017, from <http://4-h.org/about/research/>.

⁸² Development Services Group, Inc. 2014. “Positive Youth Development.” Literature Review. Washington, DC.: Office of Juvenile Justice and Delinquency Prevention. Retrieved January 25, 2017, from <https://www.ojjdp.gov/mpg/litreviews/PositiveYouthDevelopment.pdf>.

⁸³ Youth.gov. (n.d.) *Cultural Influences*. Retrieved February 1, 2017, from <http://youth.gov/youth-topics/how-culture-influences-positive-youth-development>.

A relatively new approach to the application of PYD is the Positive Youth Justice (PYJ) framework, designed to positively influence the perceptions of juvenile justice workers toward the youth they engage. Positive Youth Justice is a specialized PYD model that integrates social justice by “encouraging the youth justice systems to focus on protective factors as well as risk factors, strengths as well as problems, and broader efforts to facilitate successful transitions to adulthood for justice-involved youth.” PYJ model views youth as agents of social change, fostering “the praxis of critical consciousness and social action” by building assets in six key life domains. PYJ has two domains and six competencies: 1) Knowing/Doing, with mastery in education, work, and health; and 2) Attaching/Belonging, with mastery in relationships, community and creativity. PYJ is closely aligned with SUPER PEER, where this curriculum is focused significantly on providing youth peer educators and their adult allies with skills for analyzing how risk for substance use is increased when young people are exposed to racism, homophobia and other forms of oppression and for promoting strong cultural and other forms of identity as protective factors. The intent of SUPER PEER is to embed key tenants of PYD and social justice throughout the entire curriculum. See the table below for a map of SUPER PEER modules which reflect each of the 6 core tenants of PYD.

The second unique aspect of the SUPER PEER curriculum is its intentional engagement of young people ages 14 to 18 in its design, development and implementation through their role as peer educators. Peer educators are leaders within their schools and communities and are valued and trusted by other young people as resources for support, advice and knowledge.⁸⁴ Young people positively view their peers’ knowledge and opinions because they are equals with similar cultural and life experiences, perceptions known to increase the persuasiveness of any message.⁸⁵ The model of peer education is rooted soundly in Bandura’s social learning theory (1986), where socialization of children occurs in part through modeling and practicing appropriate peer behavior and social skills.⁸⁶ Not only are positive peer relationships a critical protective factor, but acting in the role of peer educator also offers the opportunity for young people to participate in meaningful roles while benefiting from helping others.⁸⁷ SUPER PEER youth educators will complete a 9-dialogue training addressing: 1) Substance use and its impact on young people’s health, well-being and success; 2) The importance of cultural and other forms of identity as sources for strength and resilience; 3) Motivational communication skills and strategies for educating peers and community members on substance use; and, 4) Steps to design, plan and implement community impact projects to increase awareness. After this training, SUPER PEER youth educators are expected to convey accurate, educational messages on adolescent substance use to others in their schools and communities, model pro-health norms, beliefs and behaviors, and offer resources to those who are using substances.⁸⁸

A final unique aspect of SUPER PEER is its culturally relevant approach to strengthening young people’s sense of identity and belonging to community. Cultural relevance (Billings, 1994) describes a teaching method that empowers people intellectually, socially, emotionally and politically by integrating cultural referents in tools for sharing knowledge and imparting skills⁸⁹. Implemented in a State comprised of a majority of people of color, this curriculum is designed to draw from Latino, Native American/First Nations, and African American cultural reference points to more intentionally engage youth participants from New Mexico. This is important because a key developmental milestone during adolescence is self-identity strengthening and exploration, a process significantly influenced by young peoples’ families, social networks, and communities in which they reside. Bronfenbrenner (2005) helps us understand that identity strengthening and exploration is a dynamic process influenced by biological, psychological, social, cultural, and historical components.⁹⁰ Culturally relevant teaching approaches aid in identity development and are effective in supporting a high sense of cultural identity and self-

⁸⁴ Milburn, K. (1995). *A Critical Review of Peer Education with Young People with Special Reference to Sexual Health*. Health Education Research. 10(4): 407-420

⁸⁵ The Community Toolbox. (2016). *Establishing a Peer Education Program*. University of Kansas. Retrieved January 15, 2017, from <http://ctb.ku.edu/en/table-of-contents/implement/improving-services/peer-education/main>.

⁸⁶ Milburn, K. (1995). *A Critical Review of Peer Education with Young People with Special Reference to Sexual Health*. Health Education Research. 10(4): 407-420

⁸⁷ Ibid.

⁸⁸ United Nations Office on Drugs and Crime. (2003). *Peer to Peer: Using Peer to Peer Strategies for Drug Abuse Prevention*. Retrieved January 15, 2017, from https://www.unodc.org/pdf/youthnet/handbook_peer_english.pdf.

⁸⁹ Coffey, H. (n.d.). *Culturally Relevant Teaching*. Retrieved February 1, 2017, from <http://www.learnnc.org/lp/pages/4474>.

⁹⁰ Brittan, A. (2012). *Understanding African American Adolescents’ Identity Development: A Relational Developmental Systems Perspective*. Black Psychology. 38(2): 172-200.

esteem.⁹¹ Corneille and Belgrave (2007) demonstrated that ethnic identity has an effect on drug use, where high ethnic identity is linked to attitudes that disapprove of drug use and greater intentions to refrain from drug use and acts as a protective factor against drug use for youth who lived in high-risk neighborhoods.⁹² Ethnic identity may increase feelings of self-worth and prosocial behaviors, all protective factors against substance use. Culturally relevant approaches designed to promote strong ethnic identity are shown to contribute to lower levels of alcohol and drug use among Native American/First Nations youth^{93 94} and improve resilience and coping among African American youth.⁹⁵

⁹¹ Coffey, H. (n.d.) *Culturally Relevant Teaching*. Retrieved February 1, 2017, from <http://www.learnnc.org/lp/pages/4474>.

⁹² Belgrave, F., & Brevard, J. (2015). *African American boys: Identity, culture and development* (pp. 94-96). New York: Springer Publishing Company.

⁹³ Coffey, H. (n.d.) *Culturally Relevant Teaching*. Retrieved February 1, 2017, from <http://www.learnnc.org/lp/pages/4474>.

⁹⁴ Campbell, D. (2013). *Cultural Values Help Natives Cope with Stress and Trauma*. Retrieved January 6, 2017, from http://www.newsmine.com/features/health/cultural-values-help-natives-cope-with-stress-and-trauma/article_ca441dde-7429-11e2-ae44-0019bb30f31a.html.

⁹⁵ Brittan, A. (2012). *Understanding African American Adolescents' Identity Development: A Relational Developmental Systems Perspective*. *Black Psychology*, 38(2): 172-200.

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Appendix B: Youth Ice Breakers

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This list represents just a few suggested ice breakers. For each dialogue, begin with a brief ice breaker. Ensure the ice breakers you select are inclusive of young people's cultural, gender, and sexual orientation identities and thoughtful of young people who have been exposed to trauma (i.e. any ice breaker involving touching, physical contact, being blindfolded or closing eyes, or done in small spaces may not be appropriate for youth exposed to trauma). Finally, many ice breakers listed online are created for Faith-Based Youth Groups. Please select ice breakers that are not discriminatory toward youth who non-Christian. Facilitators can choose from this list of recommended ice breakers or research others online.

Ice Breakers for Teens:

Build The Strongest Bridge: <http://www.greatgroupgames.com/build-tower-game.htm>

Two Truths and a Lie: <http://www.greatgroupgames.com/two-truths-and-lie.htm>

Interview Game: <http://www.greatgroupgames.com/interview-game.htm>

Trust Walk: <http://www.greatgroupgames.com/faith-trust-walk.htm>

Retrieved from <http://www.greatgroupgames.com/icebreaker-games-for-teens.htm>

Freeze Frame

Based on the party game of musical statues. Invite the young people to quietly move around the room and await your instructions. As they are walking the leader calls out the name of a sport, for example, golf, soccer, rugby, swimming, parachuting, polo, basketball, horse racing etc. When they hear the name they must stop immediately and hold a still 'freeze frame' illustrating or acting out the sport.

Take a photo of the most life-like or descriptive 'freeze frame' in each round for future display. You can play variations to the game by shouting out emotions, job titles or even animals.

Object Stories

Collect together a number of objects and place in a canvas or dark colored plastic bag. The objects can include everyday items i.e. a pencil, key-ring, mobile phone, but also include some more unusual ones i.e. a fossil, holiday photograph, wig!

Pass the bag around the group and invite each young person to dip their hand into the bag (without looking) and pull out one of the objects. The leader begins a story which includes his object. After 20 seconds, the next person takes up the story and adds another 20 seconds, incorporating the object they are holding. And so on, until everyone has made a contribution to your epic literary tale. Let imaginations run wild!

Word Link

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link. See how many linking words your group can get.

Retrieved from: <http://insight.typepad.co.uk/insight/2009/02/10-more-icebreakers.html>

Clumps

Divide into pairs. Ask each pair to sit on the floor with their partner, backs together, arms linked. Their task is to stand up together. Once everyone has done this, two pairs join together and the group of four tries to repeat the task. After they succeed, add another two and try again. Keep adding pairs until your whole group is trying to stand together.

Destination Imagination

Each student thinks of a city or country they would like to visit or have visited. Then they decide upon three clues to help the other members to be able to accurately guess their destination. The trick to this game however, is that they cannot say their clues out loud - they have to act them out. For instance, if their chosen place is Hawaii, they could do a hula dance. The person at the end of the game, who has guessed the most destinations, wins!

Human Knot Game

Divide into groups of 6-10 people. Each group forms a tight circle, standing and facing each other. Everyone extends their hands into the circle and by intermingling their arms, grasps hands with other members of the group. Be sure that the two hands they are holding do not group having to climb over, under, or through each other's arms to untie the knot of bodies.

Super Selfie

Give everyone a sheet of paper and something colorful to draw with, such as a crayon or marker. Ask each member of the group to go off into their own corner of the room to think of the super power he or she wishes to have. They need to draw themselves as a superhero (or villain!) with the paper and marker provided. After a few minutes, they come back together and share their self-portrait and describe their super power in detail.

Three In Our Crowd

Have group split off in groups of three and find three things in common (besides the obvious gender or hair/eye color) such as: favorite holiday, season of the year, hobby, phone app, movie, etc. One person then introduces the group and shares the three things they have in common.

Retrieved from: <http://www.signupgenius.com/church/youth-group-icebreakers.cfm>

Appendix C: Stress Reduction Activities for Young People

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Anger Management Resources for Young People

Anger management techniques for young people can be found here:

<http://www.livestrong.com/article/81274-anger-management-techniques-teens/>.

An Anger Management workbook can be found here:

<https://wholeperson.com/pdf/TeenAngerWorkbook.pdf>

Mindfulness Activities

A great introductory article to teaching mindfulness to young people can be found here:

http://www.huffingtonpost.com/sarah-rudell-beach-/teaching-mindfulness-to-teenagers_b_5696247.html

John Kabat-Zinn defines mindfulness as, “Paying attention in a particular way; on purpose, in the present moment, and non-judgmentally.”

Come Back

When you catch yourself being caught up in worries about the future or guilt and regret about the past, just notice that it is happening and simply and kindly say to yourself, “Come back.” Then take a calming breath and focus on what you are doing right now.

Three Senses

Another helpful mindfulness trick is simply to notice what you are experiencing right now through three senses – sound, sight, touch. Take a few slow breaths and ask yourself:

What are three things I can hear? (clock on the wall, car going by, music in the next room, my breath)

What are three things I can see? (this table, that sign, that person walking by)

What are three things I can feel? (the chair under me, the floor under my feet, my phone in my pocket)

Think of these answers to yourself slowly, one sense at a time. It’s impossible to do this exercise and not be present and mindful!

Body Scan: This meditation helps bring you more fully into the present moment, by simply noticing and allowing whatever physical sensations are present in your body. A guide for how to do a body scan can be found here: http://youth.anxietybc.com/sites/default/files/Body_Scan.pdf

Mindful Breathing:

This meditation involves focusing on your breath to help settle your mind. A guide for mindful breathing can be found here: http://youth.anxietybc.com/sites/default/files/Mindful_Breathing.pdf

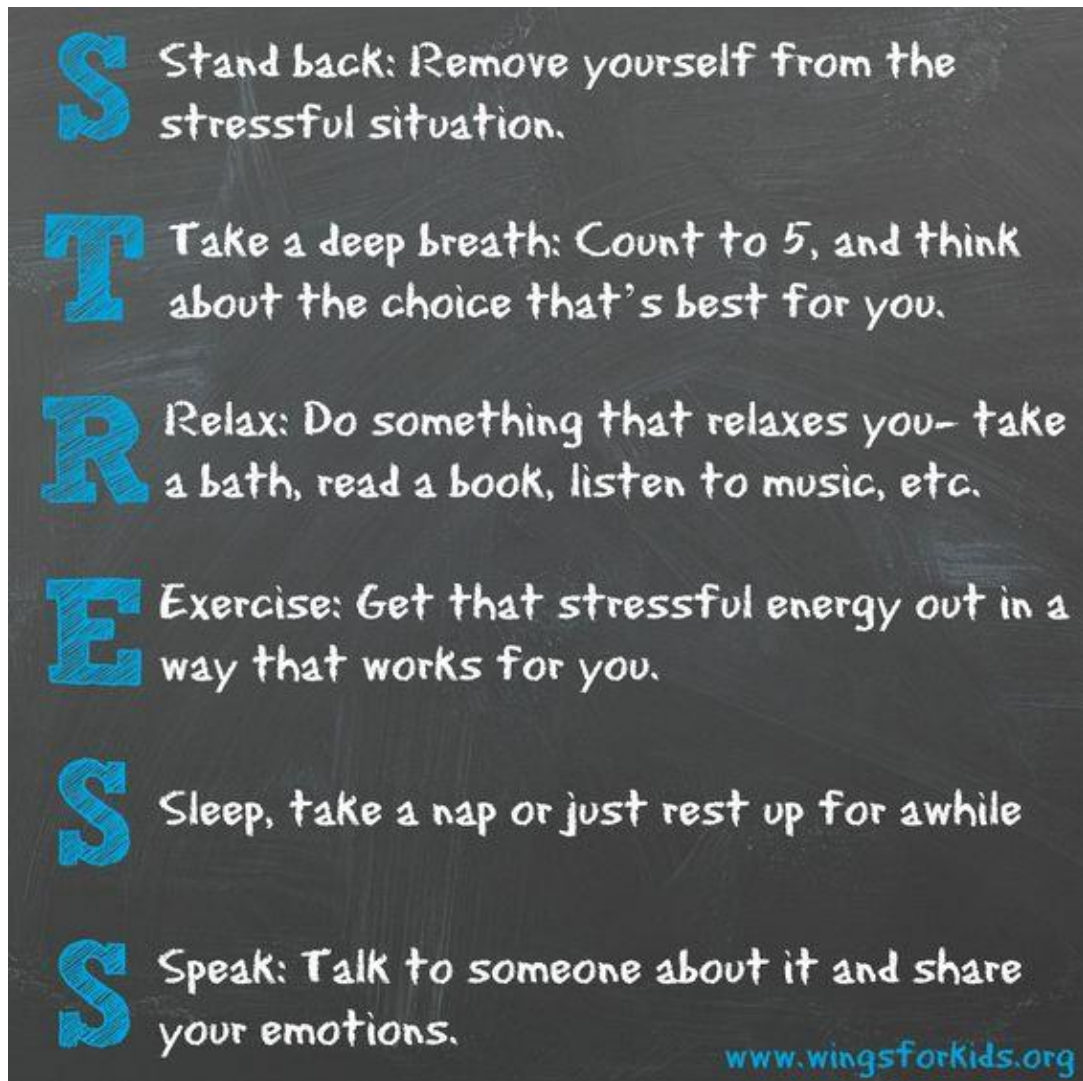
Reference: AnxietyBC Youth. Mindfulness Exercises. Retrieved August 5, 2017, from <http://youth.anxietybc.com/mindfulness-exercises>

A good mindfulness site for youth can also be found here: <http://mindfulnessforteens.com/>

Stress Reduction Activities for Teens

Pinterest is a great resource to find stress management activities that are fun and engaging. The “Top 25 best ideas about stress management activities on Pinterest” can be found here:

<https://www.pinterest.com/explore/stress-management-activities/?lp=true>. One example is this:



Unplugging from Social Media- Some Resources to Help

An excellent infographic on the effects of being connected to social media all the time can be found here: http://www.huffingtonpost.com/2012/06/26/teens-and-social-media_n_1628442.html

The Disconnect Project: A national project to encourage youth to disconnect from their social media for one week is found here:

http://www.slate.com/articles/technology/future_tense/2015/06/disconnect_project_teenagers_give_up_smartphones_for_a_week.html

Appendix D: Glossary

Community Impact Project: Community impact projects are data-driven, youth-designed service-learning experiences that may be conducted as a team or individually to positively address root causes for youth substance use in schools and communities. Community impact projects differ from volunteerism in that they are designed to be both a service learning experience to enhance leadership skills and an opportunity for community and civic engagement. Community impact projects can be as small or large as they would like, but require the team's commitment and motivation to actively participate in making it happen. They also require the support of an Adult Ally to help complete it.

Cultural Capital: Cultural capital is a sociological term that describes individual assets, including education, style of speech, intellect, and access to fine arts, that support a person's mobility in a society that is stratified. Yosso's (2005) model of cultural capital expands the sociological term to address six distinct types of cultural capital that are assets for people of color, including aspirational, linguistic, familial, social, navigational, and Resistance capital.

Cultural Humility: Cultural humility is a public health approach to engaging others while being open to their perspectives, worldviews and cultural identity⁹⁶. To practice cultural humility is to maintain a willingness to suspend what you know, or what you think you know, about a person based on generalizations about their culture. What we learn about young people's culture stems from being open to what they themselves have determined is their personal expression of their heritage and culture. The three dimensions of Cultural Humility include:

- Lifelong learning & critical self-reflection (Awareness of Implicit Biases).
- Recognizing and challenging power imbalances for respectful partnerships.
- Institutional accountability and active modeling of

Cultural Relevance: Cultural relevance (Billings, 1994) describes a teaching method that empowers people intellectually, socially, emotionally and politically by integrating cultural referents in tools for sharing knowledge and imparting skills.

Positive Youth Development: Both an approach to engaging youth and a programmatic structure to promote the health development of young people, PYD views young people as possessing assets, strengths and resources which can be nurtured instead of creating problems for society which need to be addressed.

Presentations of Learning: Presentations of Learning are peer educators' creative self-expressions of the highlights, major points of learning and take-aways from SUPER PEER. Peer Educators' presentations of learning can be in the form of a powerpoint, a poem, photography, song, collage, a niche or shadowbox, or a performance, skit, short play, short story, video, vlog or blog or other creative form of expression.

Service Learning: Peer educators are leaders within their schools and communities and are valued and trusted by other young people as resources for support, advice and knowledge.⁹⁷ Young people positively view their peers' knowledge and opinions because they are equals with similar cultural and life experiences, perceptions

⁹⁶ Waters, A., & Asbill, L. (2013). *Reflections on Cultural Humility*. American Psychological Association CYF News. Retrieved August 23, 2017, from <http://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility.aspx>.

⁹⁷ Milburn, K. (1995). *A Critical Review of Peer Education with Young People with Special Reference to Sexual Health*. Health Education Research. 10(4): 407-420

known to increase the persuasiveness of any message.⁹⁸ The model of peer education is rooted soundly in Bandura's social learning theory (1986), where socialization of children occurs in part through modeling and practicing appropriate peer behavior and social skills.⁹⁹ Not only are positive peer relationships a critical protective factor, but acting in the role of peer educator also offers the opportunity for young people to participate in meaningful roles while benefiting from helping others.

⁹⁸ The Community Toolbox. (2016). *Establishing a Peer Education Program*. University of Kansas. Retrieved January 15, 2017, from <http://ctb.ku.edu/en/table-of-contents/implement/improving-services/peer-education/main>.

⁹⁹ Milburn, K. (1995). *A Critical Review of Peer Education with Young People with Special Reference to Sexual Health*. *Health Education Research*. 10(4): 407-420