



ADVISOR MANUAL

2022

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PART ONE

YLTA INTRO AND OVERVIEW

WHAT IS YLTA?

Youth Leadership Through Adventure is a school-based program, created in central and northern New Hampshire that is a youth led, adult guided model to promote substance use */all health* prevention and a positive school climate. Schools that implement the program have seen improvement relating to Alcohol, Tobacco, and Other Drugs (ATOD) prevention, improved school climate and youth that feel connected to their communities.

The model is based on Positive Youth Development and uses experiential education as well as service learning. The program is made up of school-specific activities. Allowing youth to not only implement activities for their community and student body, but also expanding region-wide and gathering with fellow YLTA members from across schools, sharing their experiences and fostering those skills. Schools may choose to only participate in the former school-specific Prevention Youth Council group and not attend the regional activities. The goal is to encourage attendance at the regional level.

Key Components:

- Youth led
- Adult guided
- Technical Assistance provided for all schools
- School-Based YLTA group made up of youth whose characteristics reflect the population at the school
- Regional YLTA group made up of 2-4 YLTA students from each participating school. (This can be done in districts or regionally)
- Youth define what they want to address at their school, creating an action plan to carry out activities at the school as well as in their respective communities.
- Youth learn skills that help them to address their chosen issues
- Begin in the middle school where resiliency is the focus
- Progress in the high school where youth define issues that may exist in their schools or communities.
- Pre and post surveys (Located in the document section.)

PROGRAM OVERVIEW

Mission:

The mission of Youth Leadership Through Adventure is to empower youth to lead and promote the benefits of a healthy lifestyle, reduce substance misuse, and improve the overall school climate at each and every school in the North Country of New Hampshire.

Vision:

- Offers each participant a sense of belonging through service learning projects;
- Empowers youth to generate leadership, self-governance and to promote the health benefits of a substance-free lifestyle in schools and communities;
- Improves school climate so that positive and healthy substance-free lifestyle choices are supported through practices and policies;
- Changes the community norms and culture where healthy substance-free lifestyles are promoted

Goal:

The goals of Youth Leadership Through Adventure (YLTA) are to reduce substance misuse and improve the school climate in each school this program supports. The program seeks to accomplish these goals using experiential education techniques based on the 15 constructs of positive youth development. Research has shown, programs that focus on Positive Youth Development Constructs, are able to reduce substance misuse among participants along with other pro-social outcomes

YLTA is an established year-long prevention programming structure, recognized as a promising practice by the New Hampshire Service to Science Review Board. YLTA is funded through local schools, the New Hampshire Charitable Foundation and the Tillotson Fund. It is present in 20+ schools around New Hampshire, and has been enjoyed by thousands of students since 2009. YLTA aims to empower youth to lead and promote the benefits of a healthy lifestyle through the framework of experiential education and the guidance of adult advisors.

The implementation of YLTA is based on a school-year-long strategy, and involves multiple components, some of which are common to all participating schools. Others that can be selected by schools to match up with local needs.

CORE ELEMENTS

Summer Leadership Academies:

Summer Leadership Academies are intensive, 4 day, 3 night adventure-based training experiences usually taking place in a wilderness setting. ADAPT staff members work with local school SAPs or guidance counselors to identify good candidates for the academies, with leadership potential being a main criteria considered. It is important to note that this does not necessarily mean students with clean disciplinary records or high academic performance. Indeed, often those selected are students who are currently using their leadership skills in less than ideal ways to influence their peer groups. By sending such students to Leadership Academies, the goal is to get them to utilize their gifts in a prosocial manner which will benefit their entire school community. Smaller group sizes than the conferences (usually between 10 and 30) allow for a better facilitator to student ratios and better group bonding. The focus at these academies is development of the leadership, planning and facilitation skills that students will use back at their schools and regionally through the rest of the year.

Regional Youth Leadership Through Adventure Team

Made up of 1-3 representatives from any school which runs a YLTA program. The Regional Team serves as both a planning and implementing group for the High School and Middle School Conference (as well as being the prime facilitators for the latter) and as a learning collaborative for individual YLTA school groups to share successes and collaborate. (These facilitators benefit highly from attending the summer leadership academy.) This can be replicated in a school district or on a county level.

High School Conference

The Annual High School Conference is the second major regional event in the YLTA school year implementation. It involves schools sending small groups of current or prospective YLTA members (typically between 8-12 students) to a camp based conference for 3 days and 2 nights. The conference is staffed by a cadre of adult experiential-educators and the regional YLTA team members. The co-collaboration allows for the youth facilitators to observe, be observed and be mentored by highly skilled educators. For the participants, the conference is an opportunity to build community and connect with students from their schools and around the region. Additionally,

they can begin to develop leadership, planning, and public speaking skills. Schools groups can and begin drafting their own school group action plans to implement during the year.

Middle School Conference:

The Middle School Conference is very similar to the High School conference! The focus is community building, and planning each school's yearly action plan. The only difference is that it is one day shorter than the high school conference, and more responsibility is placed upon our High School Regional YLTA team to plan and execute the event!

School Climate Projects

These are short and long term projects that focus on engaging all members of a school community in an ongoing dialogue about wellness, substance use, empathy, and acceptance in their school. Many of these projects are determined and identified in the school group action plan at the middle or high school conference. After a planning phase, an all school kickoff day facilitated by the local YLTA group (with regional help if necessary) begins the conversation which then continues for the rest of the school year.

Adult Advisor Training

Every school has at least one adult advisor. The role of this individual is to provide guidance when necessary and liaise with the school administration in support of local or regional YLTA initiatives. Along with being knowledgeable about local conditions and the YLTA components, these individuals must be prepared to toe a narrow line of YLTA's mantra of having groups behave as a "adult guided, youth led" initiatives. The annual adult advisor training, usually a 2-day training run by ADAPT staff, helps to instill these values in new advisors and help existing advisors grow into this role. After the initial training, some advisors may sign up to have continued support and mentorship from the Adapt staff.

Kids In Prevention Retreats:

Single or multi-day off site retreats for 4-6th grade participants and facilitated by either upper middle school or high school facilitators, KIP retreats focus on instilling age-appropriate positive youth development in participants while allowing the youth facilitators a further chance to use their planning, facilitation and management skills.

STEPS IN IMPLEMENTING YLTA

Step 1. Establish an agreement with the school to host a YLTA group

In order to establish a YLTA program in a school, the YLTA Coordinator begins by making contact with the school administrator(s) (usually the principal) to describe the program and invite them to participate. This can be done verbally and/or in a letter. *[To do: draft a letter to send to school administrators to give to the administrator when meeting with them. This letter should include the following*

- Describe program
- What it does for the school climate. (use evaluation)
- What it does for prevention. (use evaluation)
- Youth outcomes. (use evaluation)
- Testimonials from students

Once a school agrees to host a YLTA group, a MOU is drawn up and signed by an administrator of the school. This MOU is based on a template which includes a specific set of expectations for the school as a participant of the program (see document X). The language of the MOU is broad and vague enough so that it can fit with a variety of schools. Some schools enter in a different stage of readiness and involvement than others. The MOU can be edited to accommodate a variety of schools including outliers.

Step 2. Select a School Advisor

The principal (or other lead administrator) is responsible to select an adult in the school to serve as the School Advisor for YLTA. This person's role is to facilitate and assist the students' plans, while allowing students the majority of creative control over projects. The advisor should want to be in the position, and be able to commit themselves to responsibilities such as recruiting a diverse range of students, having a weekly/or biweekly meeting time, and creating a positive environment for YLTA students. The person chosen should be someone who is encouraging, flexible, understanding, nurturing, liked by the student body, and an outdoor enthusiast (does not have to be an outdoor professional). Having a dedicated advisor is a key component in student success in YLTA. The School Advisor is typically paid a stipend for their position, and this varies from school to school.

Principals may use and/or edit the template letter provided by the Coordinator in order to recruit an Advisor. The letter explains the purpose of the program and the role and responsibilities of the Advisor and what the Advisor should consider when selecting youth to participate in YLTA.

[This person should be someone that is involved and respected by the student body. Someone that wants to be involved, willing and dedicated to recruit diversity in measures by attending extracurricular activities, going out of their way to create lasting relationships with all students and finding ways to connect on any level.]

Advisors will attend a two-day training hosted by the Adapt Staff. Objectives of the training are learning to plan and facilitate school group meetings, mentorship projects, environmental prevention strategies, school wide events, and other YLTA advisor duties. This is not a prerequisite, but an opportunity to become more successful.

Step 3. Recruit Students to participate

The student leaders of PYC are ones that reflect the voice of the student body at their school. Therefore, the student leaders should reflect the characteristics of the student body including the diversity reflected in demographics and social groups. A YLTA group that does not reflect the student body would limit the voices of the complete student body. A YLTA group that is as diverse as the student body will know more about what is going on at the school. Furthermore, the goal of YLTA is to get groups interacting beyond school walls and as part of the community. A group that looks like the community at large will be more effective in the community.

An additional effect of forming a diverse group of youth participating in YLTA is that each youth's personal experience will be informed by the different perspectives of the members of the group.

The method to recruit diversity in the group is for the School Advisor to approach the other adult leaders in the school (coach, band leader, etc. who relate well to the different students and know who the youth leaders are) to ask them who they would suggest as appropriate youth for YLTA. An effective method to involve the leaders in the school to recruit youth to YLTA is for the Coordinator to go to the school and bring a cross section of kids to a cross section of adult leaders and talk about what meant to them. In this way, adult school leaders are able to see the benefit to the different students in the student body.

[To do: Guidance document that explains the importance of diversity and make it easy for the adult Advisor to reach out to other adults at the school. Provide the Advisor with a sample letter to send to other adult school leaders so school advisors can recruit across the school. Something that appeals to the school adults. So can increase the recruitment of diversity at the school.]

Step 4. Hold strategic planning retreat with 1 to 2 students from each school at the start of the school year; September

- Youth from across the schools work together
- Work on action plan for school year
 - Work with peers
 - Template: use the YLI workbook (See appendix)
 - Present data from YRBS and other sources to youth to help them assess problems and prioritize what they want to address.
 - Brainstorm projects
 - Look at various strategies that might address priorities.
 - Encourage them to do environmental strategies
 - Sticker shock, etc. required
 - Some common activities at all schools (announcements, messages, etc.)
 - Regional YLTA create messages
- They represent the whole school body
- For the regional: make sure is a well-rounded student, but one who has time to do this.
- Planning for this: the leadership who is already experienced in the YLTA council and what they are doing. Not an entry level youth; for experienced youth.

Step 5. Hold larger retreat

- This is larger gathering of students in YLTA and Adult Advisors
- Adult Advisors are not required to attend but are invited (change this?)
- Although it is not mandatory for schools to participate in the regional level, encourage them to attend
- Youth work with the YLTA members from their own schools and facilitators
- This retreat has become an event that people know about and look forward to in the North Country.
- The work is to refine the action plans for the year
- The youth are provided with the skills to carry out their action plans
- Each school ends up with different things they are working on
- Some required items:

The regional group has great effect to share and bounce ideas off of each other.

Regional level is the key here. Didn't know this before. Where the idea generation takes place. This goes back to the school. It is usually very successful in terms of receiving at school and being adopted.

Step 6. Students implement action plans at their schools:

See action planning implementation guide in appendix.

Examples of activities that youth have initiated include:

- Dance before the YRBS
- Flush Flyers with prevention messages in all of the school bathrooms
- Morning announcements with health messages
- Table Top messaging in the cafeteria

Step 7. Evaluate?

Extent to which Action Plans are carried out and the outcomes at the schools?

Administer Post Survey with youth

Can consider gathering feedback from the Advisors and school administrators in terms of what the successes and challenges of YLTA at their school has been.

ROLES AND RESPONSIBILITIES FOR PARTICIPANTS

School Administrators

- Initial agreement to host and support a YLTA program
- Recruit school advisor
- Send the appointed advisor to a YLTA advisor training when available
- Allow for student voice and projects

School Advisors

- Establish a weekly/bi weekly meeting time
- Assist students in achieving goals related to improving school climate and promoting healthy behaviors
- Commit time to recruiting a diverse group of students to YLTA
- Attend a YLTA Advisor training when available
- Communicate needs with the regional YLTA advisor when applicable
- Attend and/or help YLTA students attend YLTA conferences

Youth Participants

- Attend bi-weekly meetings
- Be a diverse cross-section of the student body
- Be aware of and reflect the needs and interests of the entire student body
- Plan events, activities, projects (ext) to promote positive community climate and healthy behaviors
- Present to their respective school board

Adapt (Technical Assistance)

PART TWO

PROGRAMS AND GUIDES

FACILITATOR PACKET

facilitate /fə'silə,tāt/

verb [trans.]

to make (an action or process) easy or easier; to help cause

"Simple participation in a prescribed set of learning experiences does not make something experiential. The experiential methodology is not linear, cyclical, or even patterned. It is a series of working principles, all of which are equally important or must be present to varying degrees at some time during experiential learning. These principles are required no matter what experience students are engaged in or where it takes place"

Purpose of Facilitation:

- To enhance the quality of the learning experience by providing opportunities for meaningful challenge, exchange, and outcomes
- To assist participants in finding direction and sources for functional change
- To create changes that are lasting and transferable.

Reflecting on an Experience:

Reflection is a very important process of the experience, it's important to:

- Evaluate the good and bad
- Analyze mistakes and successes
- Consider the impact of actions and decisions
- Anticipate the consequences of committing to new behaviors

Challenge By Choice:

Challenge by Choice is all about creating a community that is emotionally safe for all participants. Taken literally, participants are presented with challenges that they choose to or not to accept. A few steps should occur during the early stages of a program in order to insure that this philosophy is what defines the culture.

Steps to achieve challenge by choice:

- **Personal goal setting:** Allowing participants the opportunity to verbalize what they consider a successful attempt to be, rather than a participant being held to a predetermined standard. Participants should not feel judged by how much they do or how far they go, but should compare themselves to the goal they set.
- **Positive encouragement:** Creating an environment where support of self-motivated challenge (whatever that may look like) is the rule. Facilitators should also encourage

participants to share in positive affirmations and be very firm about the use of negative reinforcement or hazing.

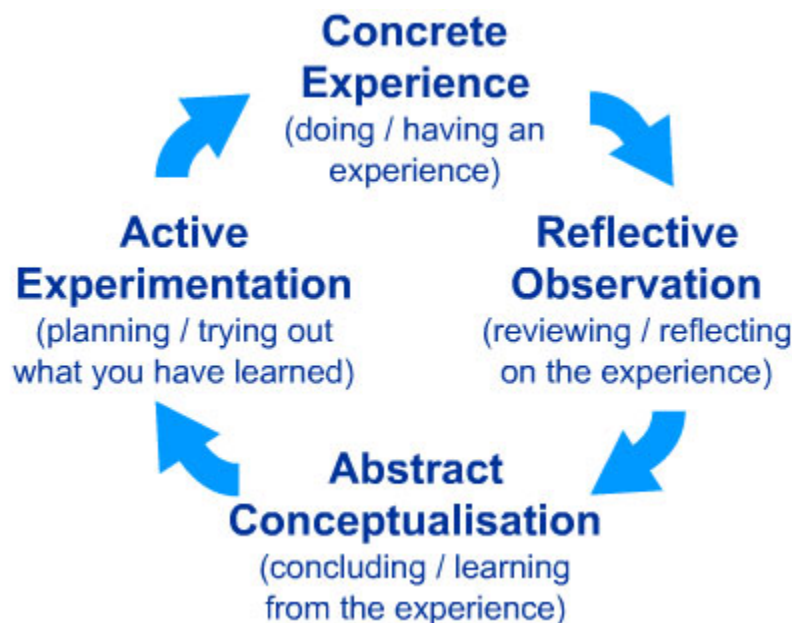
- **Elimination of imposed completion standards:** Meaning, **being very careful as to how the challenge course experience is framed.** Limitations and completion standards could be interpreted as externally imposed success/failure if worded incorrectly. Facilitators should prompt participants to create their own set of completion standards.

*****Above all, Challenge by Choice is placing ownership and accountability for a group's successes and failures on the group. *****

Friendly Reminder: As a facilitator you are there simply to guide a group to a general conclusion safely. What participants learn and how they internalize that learning is what makes this process experiential.

The Experiential Learning Cycle - (Kolb, 1984)

We refer to the following adaptation of Kolb's cycle of experiential education, as a framework for the construction of our programs.



Experience:

We strive to provide experiences that lead to learning and personal growth. These experiences are intentionally designed to promote critical thinking about effective group skills. Activities are the tools we use to meet the learning objectives of each program.

Reflection:

Once the experience has been completed, we gather the group to reflect on the activity in order to reflect on what learning has occurred. During this stage in the cycle, we strive to extract the lessons of experience in their purest form by reviewing the concrete steps taken in an activity and examining them for the knowledge they offer us.

Transfer:

Although reflection serves to pull the lessons from experience, in itself it does not cause effective learning. Learning, if it is to be effective, must take the form of lessons that have a direct application on our everyday lives. In reflection we reviewed concrete actions to arrive at principles; in transfer we must apply those principles to the day-to-day lives of the participants.

New Knowledge:

The stage of new knowledge is when individuals apply what has been learned to their lives, to grow personally and to increase their capacity for leadership. Carrying this new knowledge of ourselves and of how we interact with others, participants enter into the next experience and the learning cycle continues.

Framework For Facilitation

More than any other skill, your abilities as a facilitator will be put to the test during your time here. Whether you have years of experience as a facilitator or have rarely stepped in front of a group, you will face challenging moments that leave you longing for tools. We have gathered a list of tips for successful facilitation to attempt to begin to satisfy this desire.

Aiming:

- Be prepared. Know beforehand the age level, characteristics, and objectives of your group.
- Review activities you plan to use and have a plan for every session that identifies activities and an intentional sequence. Take into account weather reports and the energy level of groups at different times of day.

Framing:

- Get to know your group. Take an interest in the people. It will give you points of reference to return to and a margin of confidence from their point of view.
- Focus on your group. Create a recipe for success. Re-state program or activity learning objectives. If your group is inattentive, maybe you need to re-think your techniques.

- Give clear instructions for the activity. Make sure participants understand what they are supposed to do, what limits they need to be aware of, and the safety considerations of the activity. When appropriate, use story lines and/or metaphors, but keep it simple.

Gaming:

- Clearly state and practice “challenge by choice.” Participants should know they have the choice whether or not to participate in any activity. Participants should be encouraged but not pressured.
- State clearly the parameters of the experience so that participants know what is expected and can effectively take action.
- Step aside and observe carefully as the group performs the activity. Refrain from rescuing the group; let them struggle with the challenge you have posed.
- Take care to set appropriate boundaries to ensure emotional and physical safety. Trust your gut. If you do not feel comfortable about a scheduled activity, do not proceed.
- Ensure the group takes necessary safety precautions, including spotting each other.

Claiming:

- Help participants reflect on experience and transfer new knowledge to their home environment.
- Ask open-ended questions.
- Stick to one concept at a time. Emphasize clarity over complexity.
- Know your limits, both personally and professionally. Some topics are simply off limits because we are not professional counselors; respect those topics.
- It is important to recognize that there are many tools, beyond discussions, available for reflection. Some of these include journals, dialogue journals, face cards, drawing, and music.

Exclaiming:

At the completion of any major experience, allow time and place for participants to celebrate, acknowledging the positive in all of their experiences, including those, which were uncomfortable.

Group Development

General Characteristics of the Stages of Group Development

Here are a few other important aspects of group development you should understand to be able to utilize this framework in a practical and flexible way:

Different groups progress through stages at different rates. Factors that affect the successful negotiation of the stages include:

The personality of each member

How well-known members are to one another
 The personality of the group's facilitator
 How long the group has been together

***A group may progress through each stage with different success. For example, a particular group may almost skip forming – the polite stage – and linger for days in the storming stage. Some groups progress through one stage, only to regress back to a stage because of some change in the circumstances that affect the group.*

Examples of factors that might cause a regression (most often back to storming):

Loss or addition of a member (especially one who proves to be influential)

Emotionally charged event (a fight between members; a participant caught breaking a rule)

We as a staff go through our own stages of development.

Stages of Group Development (Tuckman, 1965)

Stage	Group Focus	Characteristic Behaviors	Challenges
Forming	Saying hello	"Safe" subjects; favorite toys, games, movies, TV shows, members look for what they have in common; quick sizing up	timidity, posturing, awkwardness, acting "cool"
Storming	Working out rivalries, authority & rules	Pecking order; counselor's favorite; struggle for roles; incidental rudeness	Bickering, resistance to rules; cliques; scapegoating
Norming	Establishing identity and culture	Working out group agreements; what is acceptable; how should we be with one another	Lack of total group participation; regression
Performing	High performance	High level of cooperation; "camp spirit"; group productivity; individual members appreciated for what they contribute	Regression; over stimulation; exhaustion; arrogance
Reforming	Taking stock & saying goodbye	Reminiscing; taking stock; what we did, made, missed, how we grew, improved	Regression; acting out; avoiding feelings; denying attachment; checking out

Considerations For Each Stage

Stage 1 - Forming/Polite Stage

Participants do not all know each other, which may elicit behaviors like posturing and retreat
Group norms are up in the air, which makes it difficult to know what is right to do in the eyes of peers. This makes it easy for participants to not to act as their best selves.

They are assessing the group and judging each other in an effort to figure out their place

There is a danger of awkward behaviors like over-the-top sarcasm and “spilling” (when participants, out of anxiety about being new and fitting in, share things that make other kids uncomfortable)

Staff Focus:

Deliberate mixing of participants (use games)

Icebreakers that allow some distance and move slowly to more sharing – SEQUENCING!

Providing individualized activities for kids who are not as comfortable with the group

Allowing for one-on-one connections between individuals

Limiting unstructured downtime, which can be very stressful (low form & predictability, high social complexity)

Stage 2 - Storming/Pecking Order Stage)

As social complexity is mixed with increased boldness, there becomes much for participants to figure out about navigating this stage

Participants may start to act according to unwritten rules of the group (what is “cool” and “uncool”) without everyone being aware or on the same page

The group may test out the authority and resolve of the facilitator

There may be subtle and overt scapegoating/cliques (excluding others deemed “different”)

The group will reach limits to their tolerance level for annoyance or conflict (i.e. frustration at the kid who is immature or distracting)

Predictable roles may emerge (that participants either assume or be placed in by others)

Staff Focus:

Permitting appropriate & functional “rebellion”

Leading team building activities that improve participants’ social skills, relationships, and trust

Group meetings (being a nice but firm moderator)

Creating things together, such as murals, songs, etc.

Achieving success together as a unified group

Appropriate competition as a group

Stage 3 - Norming/Becoming a Group (getting down to real issues)

As storming is resolved, confusion is replaced by understanding and confidence

The group will begin to exercise established solutions to challenges, and solidify them as norms

If a group begins to solidify negative or inhibiting norms, they can be difficult to undo

If a group begins to solidify positive or enabling norms, this can lead to meaningful transfer

Staff Focus:

Helping participants talk more as a group

Using special activities to reinforce group identity

Continuing to provide meaningful challenge, in which they can perceive their improvement

Stage 4 - Performing/Being a Group (the Golden Age of the program)

This is the high performance time for group members

Staff Focus:

Collaborating with participants give them more agency in the creation of their experience

Exercising group celebration and traditions

Allowing participants greater space to solve their own dilemmas

Presenting more challenging options for activity and reflection

Stage 5 - Reforming/Saying Goodbye

This is a time for the group to identify what growth happened for each person and for the group

Staff Focus:

Leading activities that reflect and capture the experience (skits/songs/stories)

Reminiscing – looking back on notable moments and memories, fun and not-so-fun

Talking about accomplishments, growth, and positive actions of themselves and each other

Giving credit – “look how far you have come”

Noting what could have been done but didn’t, and what can still be done (here and away)

Definition of Leadership

The Capacities of Leadership

The capacity to:

Know And Value Self

the ability to:

- assess and own our values and their sources
- assess and own our learning styles
- assess and own our capacities and skills
- assess and own our needs

Seek Growth

- commitment to change
- take risks

- commit to life-long learning
- cultivate balanced living, confidence & self-esteem

Act With Purpose

- assess needs of people, groups, and situations
- create visions of a better world
- develop goals and action plans
- communicate persuasively and responsibly
- make and keep commitments
- healthy decision-making

Empower Others

- foster trust and value diversity
- understand the sources of influence and power
- share responsibility and commit to service
- manage conflict
- create and maintain positive relationships
- affirm and recognize accomplishments

Be Flexible

- assess needs of people, groups, and situations
- adapt leadership style to the needs of various situations
- effectively facilitate diverse and inclusive groups
- make group members feel value

Social Inclusion

In today's world, we increasingly define ourselves, through our social relationships. It is essential to brain function and to learning to establish our definitions of self. When we feel unsafe, the frontal lobe is limited and we lose 80% of our ability to absorb new information. Safety and trust are critical to allow each participant to establish a positive definition of self. For our participants, bullying and teasing are major threats to achieving feelings of safety and trust. This section will explore how we can prevent bullying and teasing behaviors, and help all our participants find their Best Selves.

Best Formula Ever - Two Factors That Lead to Teasing and Bullying

High Social Complexity + Low Form and Predictability = Stress and Anxiety

Putting our participants into highly complex social situations and running activities that are not clearly structured can lead to stress and anxiety. When we feel stressed and anxious, we become

more reactive in our actions. These reactive actions tend to take the form of bullying or teasing behaviors because our bodies respond by engaging in fight, flight, flock, or freeze responses.

Low Social Complexity + High Form and Predictability = Safety

If you have a difficult participant, or one who is struggling, either by feeling bullied or teased or beginning to exhibit those same characteristics, consider ways to increase the predictability of the activities they engage in and/or decreasing the social complexity during specific times of day. Look for the hot spots in the daily schedule, during special days, or specific camp locations where there is high social complexity and low form and predictability. Work with your co-staff to find ways to use the “Best Formula Ever” to work for our participants by reducing the social complexity and increase the form and predictability.

Social complexity is influenced significantly by the way we choose to speak to each other. Disrespectful way of speaking to each other has become normal for many of our participants. It is difficult to discern another’s intentions when they are using teasing language. Teasing and bullying language increases social complexity for the participants involved and even those who are present to the language being used. Kids and adults use sarcasm, humor, put downs in friendship – the better the friend the more the put downs. Kids and adults also use sarcasm and put downs so they do not have to deal with what is bugging them, as an alternative to feedback or constructive problem solving. Put downs and sarcasm are meant to give power to the aggressor, and take power from the person being put down. Put downs are addictive to use and deter individuals from actually solving the problem. Teasing and mimicking leads to put downs which lead to bullying.

Form and Predictability have to do with how we plan the activities that take place each day. The amount of structure that takes place throughout the day will vary greatly. We always have the ability to increase form and predictability where it is lacking. That can mean creating a specific routine at bedtime or having planned activities ready for free time to help give a participant higher form and structure. We can create greatly increased form and structure throughout the day by intentional planning.

SCHOOL GROUP ACTION PLANNER

Equipment Needed:

Flip Chart/ Easel &
Markers

Monthly Calendars

Smart Goals Sheet

School Group Action Planning Time #1

- Spend a few minutes Debriefing/Checking-In on their experiences thus far and find something they enjoyed!

*If any of their games/activities/experiences thus far included any goal setting use those opportunities to help segway into introducing the first steps of Goal Setting:

- Start with identifying a need
- Think of ways to address that need
- Pick an objective

*At this time you can facilitate an activity that demonstrates goal setting examples include: Key punch, Moonball, Frogger/Lily Pads, (Most team building games can be adapted to include goal setting).

Quickly Debrief and Introduce and Explain the SMART Goal Model (Doran, 1981)

SMART GOALS (Specific, Measurable, Achievable, Relevant, Timely)	
Specific:	Know exactly what you want to accomplish. Who, what, when, where, why
Measurable:	How will the group evaluate the extent to which goals have been met?
Achievable:	Are the goals realistic for the group? Can it be completed within present constraints?
Relevant:	How does the project tie into group objectives?
Timely:	Set multiple target dates for each piece of the project to ensure timely completion.

Setting the Group Goals:

- Use this time to identify what your group would like to accomplish.
- Consider making a list of ideas without any judgement of quality or feasibility.
- Get the group to realize realistic goals

Begin the Planning:

- Prepare Flipchart and ask a group member to be the scribe, and ask the group what they wish to change at their school.
- Try to step-back and allow the group to lead themselves, watch and observe and be prepared to steer the group away from any negativity or to get them back on track if needed.
- They don't need to decide on a specific plan but the ideas should be there so they are prepared to hit the ground running during Session 2.
- If they do decide on a plan you can use the extra time to debrief the planning process thus far or see below:

If the group needs a break, feel free to lead a game

Notes/Feedback: Action Planning Session #1

School Group Action Planning Time #2

- If group dynamics/time allow, you can choose to do another quick check-in.
 - Meaningful Team Building Activity (This activity should require a debrief, and lead the group out of the forming stage and into the norming stage so they can move into handling a plan period) Activities include: Traffic Jam, Bomb Removal, Tarp Flip, Group Pushup, etc.
- MAKE SURE YOU WORK IN A DEBRIEF TO TIE IT ALL TOGETHER!**

**During this planning time, work more on splitting up the action plan into smaller, more manageable pieces through the SMART acronym.*

Action Plan Creation

- By the end of this Planning time a school group action plan *needs to be written*.
- An easy style of this is a calendar with what the group plans on doing each month, i.e. a calendar. Please make sure it is written down so participants can take it back to their school and have accountability on their plan. Without this, the conference experience will not be transferred into school, (Kolb's Learning Cycle (experience - transfer))

*Also note to fill out the SMART goals sheet, so participants can see a step by step process.

- Again try to step out and let the group work through this process
- Remember: A written Action Plan needs to be written, there may be some time during session #3 to put the finishing touches on it but don't rely on it.
- Help in the presentation and encourage them to practice as time allows.

Notes/Feedback: Action Planning Session #2

School Name _____

Note Taker _____

Environmental Prevention (focused on prevention of alcohol, tobacco, and other drug use) Project (select at least 2)

Project	Time Conducted (please give a range, e.g. January 15-30)
Flush Flyer/Stall Street Journal Campaign	

Project Sticker Shock	
Public Service Announcements	
Awareness night event	
School/ Town Policy Review/Modification	
Other (Please Specify _____)	

*****Environmental prevention is based on the public health model, which stems from the premise that to affect health-related behaviors, prevention efforts must address the host, agent, and environment. In preventing alcohol, tobacco and other drug abuse, the host is the individual; the agent is alcohol, tobacco and other drugs; and the environment is the given community.***

Service Learning Project (select at least 1)	
Project	Time Conducted (please give a range, e.g. January 15-30)
Volunteer at food pantry/soup kitchen	
Volunteer at disabled sports	
Environmental clean-up	
Trail Maintenance	
Volunteering at nursing home/senior center	
Building/fixing up a local park	
School Beautification	
Painting local community buildings	
Other (Please Specify_____)	

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Optional Schoolwide Components	
Project	Time Conducted (please give a range, e.g. January 15-30)
Kids in Prevention Retreat For Grades 4-6	
Mentorship Project: <i>Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.</i>	
School Climate Project	
Chem Free Event	
Other (Please Specify _____)	

FACILITATOR GUIDE

Introduction

Greetings YLTA Facilitator; facilitation is a genuine art in guiding people of all ages to a common outcome. In the beginning of being a facilitator it's a tremendous amount of responsibility that can be daunting to you, which is OK. I've been facilitating groups for well over 14 years, and I still get butterflies every time before a group arrives. It's OK to be nervous and with the right groups, it's OK to be nervous throughout, those nerves will subside and you will be a success!

This manual is meant as a reference, to assist you in finding your own style that works best for you. For every personality, there are that many facilitation styles which is what makes this job so unique and why I love it so much. To read every word in this manual, word for word, you'll be very close to a PhD in facilitation, but without practical experience, your style may turn off groups. When you're ready in your pursuit of this as a job, sections of this manual will become handy to further explain things you will certainly encounter in real group experience.

So enjoy the sections that excite you, skip the ones that seem boring to you until you're ready for them and most importantly have fun.

Soft Skills Intro

There are two types of skills utilized by a facilitator: hard skills and soft skills. The hard skills are the actual technical skills of running ropes elements, including set up, safety, and ropes skills. The soft skills are those necessary to draw from the activities what has been learned. Soft skills are necessary to facilitate the learning from the activities, which is the reason they came here in the first place. Soft skills include briefing, leading, debriefing, and transference. David A. Kolb (with Roger Fry) created his famous model out of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. He represented these in the famous experiential learning circle:

The Adventure Wave

A group's progression through a day at YLTA acts like a wave with peaks and valleys, turbulence, excitement, periods of calm, and periods of activity. Through the action of the wave, things are happening: preparing and negotiating in the valley, experiencing the activity at the crest, and analyzing and accounting on the other side. When one wave is finished, there is always another and then another right behind. Then there are those rollers we know as "peak experiences." If one experience was particularly difficult, there are other chances in the offering. If it was satisfying, that's even better for the next one. For the facilitator, all sides of the wave provide opportunities. Activities on the wave elicit behavior. Behavior in controlled situations is the bread and butter of the YLTA Facilitator, for the behavior can then be treated with insight, reflection, repetition, confrontation, or be left alone, according to group processing skills. This progression is called the "Evolution" of our program.

Evolution

ev·o·lu·tion [ev-uh-loo-shuh] *noun* *Def.:* Any process of formation or growth; development

In our process of transforming complicated goals using experiential education into real world/real life meaning and practice, we use the following model. As evolution is defined, a process of growth, our facilitation model represents it perfectly. The biggest thing to keep in mind is that growth can only continue in this setting if the entire group is ready for the next step. Sometimes groups arrive for a program already at a step or phase that is greater than the outcome of an ice breaker or everyone knows everyone else's name. For us to go backwards in a program then go forward wastes the time of our group and in turn decreases our effect on a group. It is lazy of us to start with easy activities because that's the way it's done. We must gage our group by proper scanning to recognize where our group's progression is when they arrive.

Evolution is also a great metaphor for life, regardless of the groups' age. When you're in school it's all about graduating high school. In college it's all about the journey from freshman to senior. In the real world it's all about climbing the ladder from making coffee to ordering coffee with your feet up. There's never a time in the lives of our groups that this can't be adapted (senior adults excluded).

DEBRIEFING THE EXPERIENCE

A) Facilitating Group Debriefings:

Initially these sessions will serve primarily as a review of the skills learned, but can become more profound with the introduction of the NSA Evolution and the board. Indirectly, however, these sessions are setting the tone for the remainder of the experience. Students will learn from the onset that there will be some degree of closure at the end of each activity. The earlier this is done during the program the better. During the program, then, the debriefings will often be of a deeper nature as the students will understand the process and can concentrate on the content of discussion.

The successful debriefing of an activity is dependent on trust and respect within the peer group. To facilitate this positive, open atmosphere a few group guidelines are necessary. Incorporating these guidelines into initial meetings will go a long way toward facilitating successful debriefings:

1. The group should sit or stand in a circle where everyone can see each other. It is best to allow the group to figure this out on their own, remember we are facilitators, not teachers, we can only guide people to their potentials. The circle is a symbol of unity and equality. Everyone within the circle is viewed as having an equal role within the group. Leaders should not let students lie down or face away from the center of the circle. Often a lack of interest in the circle signifies a problem that should be dealt with.
2. Introduce the group process: to speak honestly and openly with others, to use "I" statements (i.e. own your feelings), to create a safe environment to explore feelings and learning from experiences, to be able to give and receive feedback.
3. What is spoken in the group will remain confidential among group members, unless the individuals give their permission to share the information with others.
4. One person speaks at a time; this will be difficult for younger groups.
5. Everyone is ultimately responsible for his or her own behavior.
6. Give 100% attention to the group during debriefings. Some people will be texting, on their cell, talking amongst themselves.*
7. Treat others the way you want to be treated.
8. As much as possible, finish the group meeting on a positive note with a sense of closure. A feeling of competition is important if the group is to "move on."

Once these guidelines are established it is important for instructors to open discussions and provide guidance, especially during the first part of the trip. Unless the debriefing is solely a free

discussion, it is important as an instructor to take a few minutes and prepare for the session. Having a few questions prepared ahead of time often proves valuable when you are greeted with 10 blank faces at the review of the day. Often the group will have enough to say without facilitator input. If however, you are involved in facilitating (which you usually are) here are a few helpful hints:

1. When you ask questions, wait for responses. Try to avoid answering your own questions. (Don't fall into Ben Stein's role in *Ferris Bueller's Day Off*) Count in your head to 34 for students and 17 for adults, someone will speak up, if not to encourage the group, to answer the question and incite some discussion. People hate silence.
2. Encourage student involvement early on during the trip. Discourage students from talking directly to you (facilitator). Have them address the group.
3. Do not shy away from silence. This is often difficult for two reasons:
 - Students will wait for you to offer the "right" answer and
 - You can respond much quicker than students simply because you have been through the experience before. Silence often means they are thinking/reflecting on the day's experiences.
4. Share your own feelings to help set the tone of trust, honesty, openness and respect as well as model good discussion behavior.
5. Many times, as a facilitator, you will have the opportunity to observe an action or interaction not seen by others. These observations can be great topics for discussion. Care must be taken here, however, to insure that you are not encouraging scape-goating.
6. Students will often speak in very general terms. Have them clarify what they mean, for example, by the statement, "I had a good day."

B) When to Debrief

Debriefing can occur any time during the program. You may wish to debrief each event, or wait until issues emerge more on their own. Timing of debriefing sessions is important and usually left to the facilitator's judgment. There are instances that are best dealt with immediately and others that are better left for a later time. In addition, for longer programs of several days, it is important to schedule a review of the day usually held in the evening after the day has been completed. The review of the day will serve as closure for that day. Typically, the review of the day includes airing any problems and concerns (i.e. Joey refuses to carry canoes on the portages), discussing a chosen topic (i.e. applications of outdoor education into the students' preferred work setting), and finally casual discussion, stories, and other campfire type activities.

Five Tips to Debriefing

1. Emotional safety
2. Open ended questions: What? So what? Now what?
3. Group experience
4. Purpose: individual goals/ group goals/ EVOLUTION
5. Transfer

1. How do you provide emotional safety?

- Sit in a circle. Everyone is of equal value and importance and should be able to see everyone.
- Be a model for the group. If you make eye contact and don't play with the grass and dirt, it shows you are listening, and the group may follow your example.
- Make sure everyone has a chance to speak. Do whips at the end of every debrief. Ask, "Does anyone have anything else to say?"
- Debrief immediately, or don't do it at all. If there are problems and they are not addressed, they will fester and grow into very ugly problems that you don't want to explode. Trust me!*
- End positively. Negative endings will be remembered and they will dread debriefs.
- Honor aggression. It is natural and good just as being happy is. Teach them how to handle it.
- Give people a chance to pass and then come back to them.

2. Open questions:

- Give examples of closed questions. "Did you...?" "Was this...?" and then create a conversation concerning open questions, what they are, and what they allow.
- Use "*What? So what? Now what?*"
 - *What* – this is the first step in order to go on. You need to establish facts. What happened here? The good and not so good. Go fishing and ask follow-up questions.
 - *So What* – What does it mean to the group? What does this mean to you? Why did it happen?
 - *Now What* – How can we improve on this for the next activity? How can we take this to real life? If we don't try to change and improve, there is no progress.

3. It's a group experience

- Let each group determine what it is going to get out of each experience.
- A facilitator is a guide, not an enforcer.
- Make observations and pose questions to the group if there are issues not being addressed.

4. Purpose of a debrief:

- Positive reinforcement
- Work on individual and group goals and monitor the EVOLUTION.
- Tackle problems and achieve solutions.

5. Transfer:

- Transfer solutions to the next activity and the real world.
- That's the reason the group is here. If they perform great here and fall into the same patterns at work or school, then our effect was minimal.
- Focus on "*Now what?*" questions. Make sure they are relating what they learned to real life.
- Restate what was said so that new learning's are summarized and confirmed.

WEEKLY YLTA SCHOOL GROUP AGENDA



Agenda: Week 1

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Gotcha	<i>Have everyone in a circle with their left hand in front of the person to their left. Then have their right pointer finger on the hand in front of them. On the facilitator's countdown, everyone will try to grab the finger in their left hand while trying to take their own finger out of the person's hand without being caught. Reset!</i>	→ This is a great activity to frame the start of a new program. → By using the open palm as a metaphor for being open minded for this program. → Allowing the students to call each other on their "Cuppage" (Cupping their hand instead of keeping it flat and open) starts	3-5 mins

			<i>the beginning of team communication.</i> → <i>Along with switching up the countdown to 3, creates the expectation of listening carefully and not reacting out of uniformity</i>	
Attendance				3-5 mins
Review	Last Summer Conference			3-5 mins
Old Business				3-5 mins
Ice Breaker	Get to know you BINGO			5-7 mins
Action Item #1	Recruitment	Set-up a table at lunches, Flush Flyer, announcements		5-7 mins
Activity	Group Juggle	<i>Have the group in a circle, start off with one item and have the group create a pattern by saying the person's name that they are throwing to. Everyone needs to be thrown to, no neighbor throws, and it starts and ends at the facilitator. Once they have completed the pattern without dropping the item, you can challenge them with more items. (The items can be anything from stuff animals to stress balls to tennis balls)</i>	→ <i>This activity creates a natural way to learn and remember other's names.</i> → <i>While also observing the group's ability to work and communicate with each other in the beginning of a program.</i> → <i>And seeing who within the group naturally goes to "lead" the group in order to achieve the goals that they have set for themselves.</i>	15 mins
Action Activity #2	Fundraiser			5-7 mins

Closure	Looking Forward	<i>Have the group go around and say what they are most looking forward to doing in this program.</i>	→ <i>Understanding where each person is at in the beginning of the program</i>	2-3 mins
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Agenda: Week 2

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Dino Wave	<i>Have the group gather in a spaced out circle with their hands interlocked. The group will then create a wave with their arms. After the wave has been established, the wave will then get passed through each person by making a dinosaur noise while not showing one's teeth or a smile. If someone shows their teeth then they are out! Continue until there is a winner! The participants</i>	→ <i>Sometimes the group just needs to be silly.</i> → <i>Laughter is a great way to break any tensions in the group.</i> → <i>And to create a cohesive environment for the group.</i>	3-5 mins

		<i>who go out can try and make the others smile as a way to keep everyone engaged!</i>		
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Environmental Prevention	Suicide Prevention Awareness		5-7 mins
Activity	Warped Speed	<i>Similar to group juggle, however this is used with a single ball (tennis balls work perfect). Have the group create a pattern, no repeats, and the challenge is for the group to touch the ball in order as quickly as they can. Encourage the group to evolve their goals and strategies.</i>	→ <i>Transferring the group's skills from the previous meeting's activity Group Juggle.</i> → <i>However, this activity creates the opportunity for the group to fail and continually evolve their strategies to reach their goals.</i> → <i>While also thinking creatively in order to achieve their goals.</i>	15 mins
Action Activity #2	Service Learning Project			5-7 mins
Closure				2-3 mins

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Agenda: Week 3

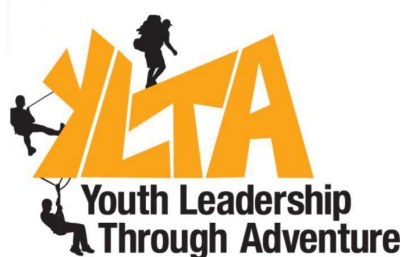
School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Impulse	<i>Have two even teams sit across from each other. On one end, will be the item in between the last two people and the other will be the facilitator with a coin. Everyone but the two closest participants to the facilitator will have their eyes shut. Each team member holds their neighbor's hands. If the coin lands on heads, the first one in each line will send an 'impulse', a squeeze of the hand, down the line and the last person will try and snatch the item before the other team. Whoever gets it first moves one seat up closer to the front of the line. If the coin lands on tails, no impulse should be sent. IF a false impulse is sent and the last person reaches for the item, the team must go back one person in. Whichever team goes through everyone first, wins. (The item can be anything, a stuff animal or rubber chicken is always fun)</i>	→ <i>Friendly team competition can create bonding moments for students who might not have the opportunity in a bigger group setting.</i> → <i>This activity creates the necessity to communicate via touch.</i> → <i>While also trusting others to relay the correct communication to succeed in the team's goal.</i>	3-5 mins

Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Flush Flyer	Relationship Abuse Awareness Week		5-7 mins
Activity	Group Jump	<i>Challenge the students to jump in unison over the line. Have the group create goals, how many times it will take them to succeed. Once they succeed, expand the challenge to quantity or new moves. (Jumping backwards in unison)</i>	→ <i>Having the group coming back together in this activity for a common goal reiterates the importance of the group as a whole.</i> → <i>This activity develops the group's ability to communicate and achieve the goal all together (literally)</i> → <i>And how to evolve the group's strategies with each failure.</i>	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 4

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	High, Low, Yo, Woah	<i>Have all participants stand in a circle. One person starts this game off by turning to the person next to them and going either "HIGH" or "LOW". They make a hand motion over their head for high, or a low scooping motion for low. The next person then has the opportunity to pass it on by either saying "HIGH" or "LOW" or they say "YO" and point their hands towards someone else in the circle. Play resumes from that person. Once the game gets going, the next challenge is to add "Woah" to refuse any of the</i>	→ Creating high energy and low perceived social risk allows the group to become silly with each other and bonding over the ridiculousness that can be this activity. → While also testing the group's relaxed communication (not focused on their communication)	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins

Action Item #1				5-7 mins
Activity	Sneak Attack	<i>The facilitator will be the guard of an item. The rest of the group are a few yards away behind a line. The goal is for the group to get the item back to their line without getting caught. When the guard turns around everyone must freeze. If the guard sees someone move, then that person goes back to the beginning. Once the group picks up the item, the guard gets one guess on who has the item. If they guessed correctly the item goes back to the guard. If guessed incorrectly then the guard turns back around. The participants are allowed to pass the item as long as they don't get caught by the guard. To add a challenge, if one person gets caught moving then the whole group has to start from the beginning.</i> <i>*Any item: a hat, water bottle, stuff animal, rubber chicken(participants favorite)</i>	→ This activity continues to help the group develop communication and evolving strategies with each failure. → In order to succeed in the end. → Creating an understanding that every person within the group's action affects the success of the group.	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 5

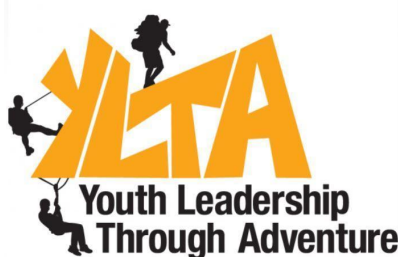
School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Ninja	<i>Have everyone in a circle. To start, everyone bows and then jumps into their best ninja positions while saying "Wahh!". Taking turns clockwise around the circle, you are trying to tag(One jump) someone's hand (From elbow to wrist). You can try to tag whomever you can reach. Once you take your turn you must stay in that position. If a hand is tagged then that hand is out, once both hands are out the participant can become a referee. The goal is to become the last standing ninja.</i>	→ Creates fun energy in the beginning of the program. → As well as body awareness for each student.	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins

Action Item #1	Flush Flyer	Great American Smokeout		5-7 mins
Activity	Reach for your goals	<i>Have each student write down a goal of theirs for this program on an index card. Then have the group come together in a roped perimeter with their goals surrounding them. They have to reach for their goals without setting a foot out of the perimeter. They can only use themselves and each other to reach out.</i> <i>*A piece of rope or some kind of marker for the perimeter</i>	→ This activity is lower energy and high body awareness for the group → As well as transferring personal goals to a physical action. → This is the first activity that requires literal body support from the group in order to have each person achieve the overall group goal. → An introduction to communication involving physical touch and support. → As well as self-spotting.	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 6

School Name:

Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Floppy Fish	<i>Have everyone in a circle on the ground on their stomachs, reach out their arm to the person to their left, then place their right arm over their neighbour's left arm. The facilitator will start by tapping their left hand then the next will tap and so on and so forth. If the person that is supposed to tap takes too long (a few seconds) then that hand is out. Also if someone taps their hand when it is not their turn then that hand is out. Once both hands are out then that person steps out of the circle. Adding double taps to reverse the order increases the challenge for the group.</i>	→ <i>Creating fun energy in the beginning of the program.</i> → <i>Self body awareness and pattern focus.</i>	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Service Learning Project	Canned Food Drive		5-7 mins
Activity	Situations	Put down in a row index cards, each one listing a different situation. They can include work, party, school, home, YLTA,	→ <i>This activity creates a more serious type of energy for the group.</i>	15 mins

		a friend's house... Then pass out paper and pens. Everyone writes down things that would be appropriate for each situation, like "sleep" at home. They set these actions down beneath the index card. After about 5 minutes of this, stop everyone and switch the index cards around. Talk about how some of these things change, how some behaviors are appropriate in some situations but not others. This can lead to discussions about what is appropriate in various situations and what is not, which can cover a range of topics from study habits to bullying.	→ <i>This brings in every student's opinions and perspective for each situation,</i> → <i>This fosters productive and inclusive discussion amongst the student's own peers.</i>	
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 7

School Name:

Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Jump Tag	<i>Have a boundary set up, with the participants in a circle and one person who is in the middle. On 3, everyone jumps back. The person who is 'It', jumps towards the participants, those participants who think they are going to get tagged can jump at the same time. All participants can only jump. When someone gets tagged then they become 'It'.</i>	→ Creating fun energy in the beginning of the program. → Self body awareness	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Flush Flyer	Stress/Anxiety		5-7 mins
Activity	Perfect Square	Every student will put both hands on the rope	→	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 8

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Look up, Look down	<i>Have the group form a tight circle facing inward. Everyone starts with their heads facing down, looking at their feet. When you call out "UP" everyone picks ONE person to look at. If two people end up looking at each other, they scream as loud as possible and jump out of the circle. The rest of the group close the circle and look down to repeat. Goes until there are only two students left.</i>	→ Creating laughter and eye contact within the group. → Releasing any tension from the day before the program.	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins

Ice Breaker				5-7 mins
Action Item #1				5-7 mins
Activity	The Robot	<i>Have the group split up into pairs and decide who is the robot and who is the operator. Each robot has four commands. The operator must tap on the back of the robot ONCE to have the robot GO and tap the back TWICE for the robot to STOP. To have the robot turn (90 degrees), the operator will touch the robot's shoulder in the direction they want to turn, left or right. If a robot comes into contact with an object or another robot then they will go into safety mode, with arms held up while saying "Woop Woop". Have the pairs do this for a minute, and then switch. After a minute, have the group get into groups of three or four and choose ONE operator for all the robots. After a minute switch operators.</i>	→ <i>This activity shows the operators how quickly things can get out of control once you add more responsibilities.</i> → <i>Along with perspectives of leaders versus teammates.</i> → <i>And the understanding of communication, and safety for others.</i>	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 9

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Tiny Teach	<i>Have the students partner up, they get 5 minutes to teach each other something new. Such as a recipe, a dance move, a new language, a fact, anything at all. After the 5 minutes are up, they share with the group what they've learned from their partner.</i>	→ <i>This activity brings the students closer with their own novel knowledge.</i> → <i>This can create connections that the students may have not known about.</i> → <i>And a great way to practice how to teach something.</i>	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Service Learning project	Winter Clothing Drive		5-7 mins
Activity	Grid lock	<i>A grid will be taped on the ground. The group has to figure</i>	→ <i>This activity can create an opportunity</i>	15 mins

		out the pattern to “Unlock” the next section. Without talking, one by one the group will figure out the pattern. If someone gets the pattern wrong then it becomes the next person to start from the beginning. This goes until every person goes through the full pattern.	for the group to communicate, problem solve, and focus on the task at hand with each student within the group. → This can create different team dynamics than in previous activities due to different strengths	
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 10

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Lightsaber Duel	<i>Have the group get into pairs. The pairs will face each other, then put their right arms as if they are going to do an arm wrestle. Then they ignite their lightsabers (Pointing their pointer fingers out) and begin to try and poke their opponent in the arm or leg. Whoever pokes first wins the battle! The group can then find new dueling partners for the next round.</i>	→ Sometimes the group just needs to be silly. → Laughter is a great way to break any tensions in the group. → And to create a cohesive environment for the group.	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Service Learning project	Winter Clothing Drive		5-7 mins
Activity	Helium Stick	<i>The whole group has to raise a</i>	→ This activity works on	15

		<i>stick evenly, from the ground to above their heads and then back down. The challenge is that each student can ONLY use their index fingers, no hooking their fingers, and everyone has to have their index fingers on the stick.</i>	<i>whole group communication → And team work in order to achieve the goal.</i>	mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 11

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Cyclopes Tag	<i>Have the group split into pairs. Have the pair choose who is 'It' and they will bring both hands to one of their eyes, as if looking through a spyglass and</i>	<i>→ This activity is a great way to practice self-spotting and self-body awareness.</i>	3-5 mins

		<i>closing their other eye. The person who is 'It' will turn in 3 circles and then try to find their partner to tag. Once they tag their partner, then that partner becomes 'It' and turns in 3 circles before they try and find their partner. This can go on for about 3 minutes.</i>	→ Also creates laughter that can break any tensions in the group. → And to create a cohesive environment for the group.	
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1				5-7 mins
Activity	Minefield	<i>Have the group gather behind a line. The goal is to get everyone to the otherside of the room. However, the room will have random obstacles and each student will be blindfolded and will have to rely on their group in order to communicate to them on how to get across the room. If someone touches an obstacle, then they have to go back to the beginning.</i>	→ This activity creates a whole group involvement. → Unique communication processing abilities. → And building the group's trust.	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 12

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Bust a move!	<i>Have the group get into pairs. Each pair will get an item that they have to balance between each other and then create a dance without dropping the item. Once each pair has a dance move, they will show the whole group and the group will try to do the dance move too.</i>	→ <i>This activity starts up the group's teamwork ability for the program.</i> → <i>Along with laughter and creativity.</i> → <i>And continuing the group's positive cohesive environment.</i>	3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Flush Flyer	Eating Disorder Awareness Week		5-7 mins

Activity	Human Knot	Standing in a tight circle, have all members put their right hand in, and grab another person's right hand, NOT DIRECTLY NEXT TO THEM. If there are an odd number of people, one hand will not have a partner until everyone grabs with their left hands. Have the group put the second hand into the circle and find a DIFFERENT person to hold on to, again, making sure it's not directly on the side of them. Once all hands are held, pass a squeeze/pulse around the circle, to make sure everyone is connected. Simply tell them to untie themselves without breaking their holds.	→ This activity tests the group's ability to problem solve while in hand to hand contact, which can challenge some students to stretch out of their comfort zone. → Along with communication and leadership within the group.	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 13

School Name:

Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Student's Choice			3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1				5-7 mins
Activity	Key Punch	<i>The group starts away from the numbers to not be able to cheat, and when the time starts goes to the numbers and everyone must touch one number, one at a time and in order before coming back to the starting point. Each mistake, multiple people touch numbers and touch out of order, adds to the time. Have the group create a goal at the beginning, how long it will take the group count all thirty and come back to the starting point.</i>	→ <i>This activity creates a whole group involvement.</i> → <i>Unique communication processing abilities.</i> → <i>The practice of practical group goal setting and reevaluating said goals with new experiential knowledge.</i>	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 14

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Student's Choice			3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins
Action Item #1	Flush Flyer	Youth Violence Prevention		5-7 mins
Activity			→	15 mins

Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 15

School Name:	
Date:	
Time:	

Component	Name	Description	What it Achieves	Time
Energizer	Student's Choice			3-5 mins
Attendance				3-5 mins
Review				3-5 mins
Old Business				3-5 mins
Ice Breaker				5-7 mins

Action Item #1	Flush Flyer	Alcohol Awareness		5-7 mins
Activity	Moonball	<i>Have the group form a circle. The goal is to hit the ball as many times without it touching the ground. No double hits. Have the group continue to create a goal each time the ball hits the ground or they reach their goal.</i>	→ <i>This activity creates a whole group involvement.</i> → <i>The practice of practical group goal setting and reevaluating said goals with new experiential knowledge.</i>	15 mins
Action Activity #2				5-7 mins
Closure				2-3 mins

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Agenda: Week 16

School Name:	
Date:	
Time:	

Component	Name	Description	Time
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Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1			5-7 mins
Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

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Agenda: Week 17

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins

Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1	Flush Flyer	Safe Prom	5-7 mins
Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

Enter Meeting Minutes

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Agenda: Week 18

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins

Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1	Chem-Free Event	Post Prom	5-7 mins
Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

Enter Meeting Minutes

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Agenda: Week 19

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins

Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1			5-7 mins
Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

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Agenda: Week 20

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins

Ice Breaker			5-7 mins
Action Item #1			5-7 mins
Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

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Agenda: Week 21

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins

Action Item #1			5-7 mins
Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

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Agenda: Week 22

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1			5-7 mins

Activity			15 mins
Action Activity #2			5-7 mins
Closure			2-3 mins

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Agenda: Week 23

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1			5-7 mins
Activity			15 mins

Action Activity #2			5-7 mins
Closure			2-3 mins

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Agenda: Week 24

School Name:	
Date:	
Time:	

Component	Name	Description	Time
Energizer	Student's Choice		3-5 mins
Attendance			3-5 mins
Review			3-5 mins
Old Business			3-5 mins
Ice Breaker			5-7 mins
Action Item #1 Celebration event			5-7 mins
Activity			15 mins

Action Activity #2 Post survey			5-7 mins
Closure			2-3 mins

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PART THREE

ACTIVITIES

ACTIVITY LIST

Get To Know You

- I've got mail
- prom queen
- two truths & a lie
- animal call

Icebreakers

- alien cow
- Boppity bop bop bop
- gotcha!
- high 5 mingle
- honey, I love you
- let's make a deal
- screaming toes
- ha-ha

Name Games

- Name-hand-slap
- Peek-A-Who
- Pete & Repete

Simple Games

- Bob the weasel
- copycat
- mimic
- overlappy hand slappy
- pirate's booty

Deeper Activities

- Peek-a-Who(progression)
- Who are you?
- Quality Call
- Upstander
- Torn Apart

Trust Activities

- Wind in the Willows
- Trust Walk
- Salute to the Sun
- Trust Run
- Trust Fall

Team Initiatives

- Snatch
- Human Knot
- Group Juggle
- River Crossing
- Team On a Tarp
- Jewels

Low Challenge Elements

- The Wall
- Horizontal Web
- Vertical Web
- The Clover
- Whale Watch
- House Of Leadership
- Porthole

Low Challenge Elements

- Swinging Log
- Universal Nitro
- Peanut Butter Pit

Active Reflections

- One Word Whip
- Fist To Five
- Pair Share
- At One With Nature
- Chiji Cards
- Animal Figures
- Play-Doh
- Pipe Cleaners
- Secret Buddies
- Recipe Revisit

Active Celebrations

- Circle Of Celebration
- 100 Yard Yell
- Shout Out

Closing Activities

- Stick & Stone
- Hotseat
- Fear Hat / Dream Hat
- Letter to Self
- Map-Making/Timeline/Storyline
- Web of Life

GET TO KNOW YOU

Note for Facilitator: These games are activities that are used for learning the names of everyone in the group. They are intended to be short activities, usually 5 to 15 minutes, that will get the people in your group interacting with each other, but most importantly- learning each other's names. These games can also set the tone for what you are trying to accomplish with your group, i.e. use a really goofy and active game to start your sessions with high energy levels.

I've Got Mail (or Wild Wind Blows) – Props: place holders

This is a good “getting to know you” game. Have the group stand in the circle in fixed positions (it helps to use something to designate spots). There should be one less spot than there are people, and one person should be in the middle. Whoever is in the middle then says “I’ve got mail for anyone who...” and completes the sentence with a descriptive fact that is true of themselves. The fact can be something that is readily apparent, like clothing, or it can be something that is not readily apparent. For example: “I’ve got mail for anyone who is wearing sneakers,” as opposed to “I’ve got mail for anyone who has ever gone fishing.” Both are acceptable. Once the person in the middle has spoken, all people in the circle for whom the “mail” is true must leave their spot and find a new one. The person who is unable to find a new spot is the new person in the middle, and they must now come up with their own mail, continuing the game.

Prom Queen

Everyone should make a nametag and place it somewhere visible on themselves. Explain to the group that each person must think of three traits with which to introduce themselves. E.g. “My name is Jenny, I have a Golden Retriever, I hate garlic, and I love rock climbing”. Once everyone has come up with the three details, group members will start to introduce themselves to others, one at a time, and then SWITCH nametags and personal traits. Then, the next person they meet, they will introduce themselves as the person on their nametag. Participants should try to remember the original traits, but if they forget, they can just make them up. Once this has gone on for a while, assemble the group back in a circle and have all introduce themselves as the person on their nametag at that time. Discourage teasing and inappropriate facts. Set the rule that everyone needs to be respectful. Don’t let an introductory activity be one that makes individuals feel unwanted in the group or teased; this activity should bring the group together.

Two Truths and a Lie (Min: 4 Max: 20) – No Props No Prep

Everyone thinks of 2 truths and lie to share about themselves. They can be as difficult or easy to guess as desired. They other players then must guess which one they think is the lie. The object is to try and get them to guess one of the truths and not spot the lie. They can go around the circle so everyone gets a go.

Animal Song Call

Everyone gets in a circle, and goes around and shares a farm animal they have chosen. Each should be different. Then, the group is instructed to spread out, and close their eyes and try to form the same circle they just had, only by sharing the sound of the animal.

ICEBREAKERS

Alien Cow (10+) – No Props No Prep

Have the participants sit in a tight circle. One person in the circle is secretly designated as the alien. One method for doing this is to have a slip of paper for each person in the group. On one of the slips is written “Alien.” On the rest of the slips is written “human.” This could also be done by handing out a card deck, with one card designated as the alien card. Once the alien has been designated, the group sits in the circle. The “alien” attempts to secretly

turn everyone else in the group into “cows” by winking at them. If a “human” is winked at by the “alien,” he or she screams “moo” loudly and then lays down/out of the circle. This “cow” should not give away the identity of the person to the rest of the group who winked at him or her. The game is over when the “alien” has been identified within three guesses or the entire group has been turned into “cows.”

Boppity-Bop-Bop-Bop

In a circle, have someone go in the middle; this is “the bopper”. The objective of the game is to try and stay away from the middle. Whoever messes up, or is too slow goes into the middle.

As the bopper, you have to point at someone in the circle and do one of four things:

- Say “you”, “Me”, “Left” or “Right” asking for their name, your name, or the person to their left or right
- Say “Boppity-Bop-Bop-Bop” as fast as possible, if the person does not respond with “bop” by the time you have finished, they go in the middle.
- Fake him or her by just saying “bop”, if they respond with any words, they go in the middle
- Give them one of the following commands:
- Toaster He/She jumps while saying “butter meeee” like a piece of toast. People either side turn towards the toast and hold their arms horizontally to make the toaster.
- Surfing Moose Person puts both hands above head to make moose antlers, while pretending to surf. Two people on either side create waves with their arms.
- Charlie’s Angels Person and two either side recreate the charlie’s angel pose
- Family Portrait Person and two either side create a family portrait for a photograph.

Gotcha! (the more people the better) – No Props No Prep

This is a great, quick game for a big attention getter, but does work for most any group size. Get everyone standing in a tight circle. First, everyone takes their right hand and holds it FLAT, palm up in front of them. Second, everyone takes their left hand, makes a fist, and then extends their index finger (like they’re pointing). Finally, everyone takes their left index finger and points it down so it’s just touching the palm of the person to their left. Now everyone should have their left index finger touching the palm of the person to their left and the palm of their right touching the index finger of the person to their right. And we’re ready to play. When the facilitator yells “gotcha!” (and not before then), the game happens and it only takes a second. The object is to both grab the finger of the person to your right and escape the grasp of the person to your left. Play a few rounds. Then, if people are entertained, try switching around the hands (right index finger, left palm, etc.). If still entertained after a time or two, try flipping everything upside down.

High 5 mingle

Ask people to find a partner and high 5...inform them that they are high 5 partners, and should remember each other. Then ask people to find another partner (you can ask them to find each other by category ...find someone with the same favorite food as you, for example) and they will be ankle shake partners. Tell them they should remember their ankle shake partners and ask them to find another partner (variations listed below.) At the end ask them to move amongst their different partners, trying to remember which is which.

- Ankle shake partner Stand shoulder to shoulder, both bend over, and lift the leg closest to you to shake it.

- Lumberjack (one person does thumbs up, other person grabs that thumb and makes another thumbs up, other person grabs that thumbs and so on until all 4 hands are locked in position. When done, both partners pretend to be lumberjacks by pushing and pulling each other)
- Ninja Turtle High 5 and clasp into a handshake, but the join in hands should be between middle and 4th finger
- Top Gun High 5 High 5 and follow through in a big circle to reconnect and low 5 at the bottom of the circle.
- Turkey High 5 One person puts fist horizontal with a thumb pointing out, another puts a flat palm against the opposite end of the fist from the thumb to create the turkey's tail.

Honey I Love You (Min: 10 Max: 30) – No Props No Prep

Get the group in a circle. One person is picked or volunteers. They must go up to anyone in the circle and say “Honey if you love me will you please please smile” the person then says back “Honey I love you but I just can't smile.” These are the only things that can be said, the person gets three chances to make the person laugh. They can do actions while saying the line in order to make them laugh, but there is no touching. The person in the circle should try to remain dead faced and not do any actions.

Let's make a Deal

In a circle, have everyone in fixed positions – it helps to use something to designate spots. There should be one less spot than there are people, and one person should be in the middle. People in the circle must constantly make silent agreements with others in the circle to switch places. While the switch is happening, the person in the middle attempts to take the empty space of any person doing a switch. If you leave your spot you must go, whether or not the person you thought you had an agreement with goes... this is when trust comes in. As the group gets going, you can add the rule: *any space is a free space*, meaning, anyone can take any space at any time if it is left unattended.

Screaming Toes

In a circle, have then “*look down*” at someone's feet. On the signal: “*look up*” everyone looks at the person who's feet they were looking at. If they look at someone looking at them, they both scream and move to join another circle to continue playing the game. If there is no other circle then they can make one after two pairs have screamed out of the original circle.

This activity is good for creating groups, but be wary of campers figuring out your system, they will break it down!

Ha-Ha

In some linear arrangement, everyone lies down with their head on someone else's stomach (except the first person). Each person says “Ha,” once more time than the person before them. The group tries to make it all the way to the end without anyone actually laughing!

NAME GAMES

Name Hand Slap (also, Nankle Boppers)

In a circle, everyone but one person, “the Master,” stands with both arms out toward center of circle with hands facing up. Elbows bent 90 degrees. They should never move their hands from this position. Someone starts off the round by saying someone’s name in the circle; this person has “it.” The Master has to attempt to slap the hands of the person that has “it.” Who ever has “it” has to say someone else’s name before “the Master” slaps his/her hand. If the Master succeeds in slapping an individual’s hands, that person becomes “the Master.” Best if played following another name game so individuals know some, if not most names.

Peek-a-Who (Min: 8 Max:15) Props: tarp

For this game you will need a tarp. Divide the group in half and have them bunch up, facing each other. Facilitators stand between the two groups and up a tarp so that neither team can see the other. While the tarp is up each team silently picks one person to approach the tarp and face off. When both groups are ready the facilitators will count to three and then drop the tarp, so that the representatives from the two teams are suddenly facing each other. Which ever representative is able to correctly say the other representative's name first wins, and the losing representative switches teams. The object of the game is for one team to completely take over the other.

Pete And Repeat

In a circle, ask for a volunteer to give their names and tell something about him or himself. The next person to the right or left repeats the first persons name and what the person said, then states their own name and something about themselves. The next person repeats the process starting with the first persons name. At the end, see if anyone is willing to try to repeat every person's name and personal trait.

SIMPLE GAMES

Bob the Weasel (20+) – No Props No Prep

This is a great filler game when you have a couple of minutes with nothing to do for your group. Have the group stand in a tight shoulder to shoulder circle with their hands behind their backs. Give them a ball, rock, stick or other small object and tell them that it represents "Bob the Weasel". One person will stand in the middle while everyone around them chants "bob the weasel, keep it going, keep it going". The person in the middle has three chances to guess whose hands Bob is in. If they guess correctly, then the person who is holding Bob will move to the middle and the game begins again. If they guess incorrectly, after three guesses whomever is holding Bob then goes to the middle and the game begins again.

Copycat

Part 1 (Do What I Do) Stand in front of the group and have them mirror the body movements you show them. For example, touching your head, arms out to the side, one leg up, leg down, arm up, finger on your nose. Try to integrate some funny poses to break the ice.

Part 2 (Do What I Did) We usually present this one at the end of a program if I did Part 1 in the beginning (ties in well and gives the group one last challenge). Stand in front of the group and start body movements again. This time the group will perform the action you did prior to the one you are doing. For example, everyone starts their hands at their sides, then you put your hands on your head - the group still has their hands at their sides. You put both fingers in your ears, the group puts their hands on their heads. You put your hands on your hips, the group puts their fingers in their ears - and so on. For the last movement you can clap your hands (the group should be doing something else, then you bow and the group claps for you to wrap up the program day (sounds canned, but we usually get laughs!!)

Mimic (10+) – No Props No Prep

Have the participants sit in a tight circle. The facilitator will choose one person to leave the circle and the area (out of earshot). Once the person has left, the rest of the group decides on one person to be the leader. That person starts a pattern of movement (clapping, slapping knees, snapping, etc.). The rest of the group begins the same pattern. Every time the leader person changes the pattern (every 10-15 seconds) the rest of the group must change the pattern also. The object is for the person who has left the circle to return and, in three guesses or less, determine whom the leader is. The rest of the group should be encouraged to keep a stealthy watch on the leader, so as not to give away his or her identity.

Mosquito (Min: 6 Max: 15) – No Props No Prep

Participants stand in a circle. The first person in the circle is Mosquito. From his or her left, the circle should count off from 1 to whatever the end is. The facilitator should explain the chant: "Mosquito, Mosquito, Mosquito ... Oh, yeah, Mosquito (repeat)." At the end of the second verse of the chant, Mosquito begins a verbal tag by saying his/her designation (Mosquito) and someone else's number (number 5). Number 5 would then say his or her designation (number 5) as well as someone else's number (number 7). This pattern continues until someone in the circle does not say the correct number or sequence. That person moves to the position of the highest number (on Mosquito's right hand side) and the game begins again.

Overlapping Hand Slap

In a circle, sitting in the floor, have everyone put their right hand face down on the floor. Then, ask them to put their left hand in the same manner, but across from the right hand of the person to their left. When done, you start the pulse around the circle by slapping the floor. One slap continues the pulse. Two slaps switches the direction of the pulse. Fist tap on the floor, skips one person. Fist tap twice, switches directions and skips a person. If anyone messes up they take away one hand... then the other... then they're out! If someone is out, the circle remains the same, there is no rearranging of the hands.

Pirate's Booty (Min: 5 Max: 20)

Mark off a circular boundary about 15-20 feet in diameter. Place the "booty" (anything grabable) in the middle. The "pirate" will stand in the middle of the circle over the "booty." He or she may not touch or hover low over the "booty," only stand above or around it. The rest of the participants try to come into the circle and steal the "booty" without getting tagged by the pirate. If a participant is tagged inside the circle, he or she must remain frozen until the game is over. The game is over when one of the participants successfully carries (not throws) the "booty" back out of the circle or when all of the participants have been tagged inside the circle and frozen. If a participant picks up the "booty" and is tagged, the "pirate" may retrieve the "booty" and place it back in the middle of the circle.

DEEPER GAMES

Peek-a-Who (*Progression*) Props: tarp

For this game you will need a tarp. Divide the group in half and have them bunch up, facing each other. Facilitators stand between the two groups and up a tarp so that neither team can see the other. While the tarp is up each team silently picks one person to approach the tarp and face off. When both groups are ready the facilitators will count to three and then drop the tarp, so that the representatives from the two teams are suddenly facing each other. Whichever representative is able to correctly say the other representative's name first wins, and the losing representative switches teams. The object of the game is for one team to completely take over the other.

In a second round, have the contestants face away from each other. They are to look only to their team members, who must describe the person they are meant to name.

In a third round, the same is true, except no one may speak except for the contestants trying to guess names.

Debrief: What were the patterns in what people chose to say to describe the contestants? Why did we do that? What does that mean?

Who Are You?

LOP (Gaming): Split the group into pairs and have them designate an A and a B. B will ask A one question over and over, and each time A must answer quickly, honestly, and with something they haven't yet said. The question is, "Who are you?" Let them ask the question for around thirty seconds, and then turn the tables on them.

Debrief:

- What were some interesting things that people heard?
- What was it like answering? Did you hear yourself say anything that surprised you?
- What is identity? How do you define yourself?

Quality Call

LOP (Gaming): Split the group into pairs and have them share three qualities they possess with their partner, in order of importance. When everyone has shared with his or her partner, bring him or her back into a circle and tell him or her to think of the most important quality the other person shared with him or her. Pass out blindfolds, have them put them on, and instruct them to wait silently. Spread the group around a large open area, guiding each individual to a spot and instructing him or her to wait there. When all are in place give them their instructions. They need to find their partner by calling out that person's quality as loud as possible and walking towards their quality.

TRUST ACTIVITIES

Wind in the Willows

Specific Objectives (Framing):

- Trust activity
- Learning spotting technique

LOP (Gaming): Have the group stand in a tight circle, facing in. One volunteer will stand in the middle and cross his/her hands over their chest. Everyone in the circle needs to assume good spotting position. Before beginning, emphasize the need to pass team members gently around, the commands and, when ready, fall. The group will pass the volunteer gently, making sure at least two spotters have hands on them at any one time. Group members rotate through the middle until everyone has the opportunity to fall.

Claiming:

- What qualities help make someone trustworthy?
- When do we need to trust each other here? Back home? Why is trusting each other so important?

Safety:

- Make sure your space has level ground and no big rocks or sticks
- Remove watches, jewelry first

Trust Walk

LOP (Gaming): The group divides into pairs, with one blindfold for each pair. One person will put the blindfold the other and guide them to a specific destination, or for a specific amount of time. This activity is usually done without verbal communication. Encourage creativity in the routes chosen (over logs, crawling, smelling) Eventually call for a switch so each partner gets a chance to be blindfolded

Claiming:

- What qualities help make someone trustworthy?
- When do we need to trust each other here? Back home? Why is trusting each other so important?

Safety:

- All participants should be within sight of the facilitator(s)

Prep and Cleanup:

- Needs blindfolds, one for every pair in the group

Variations:

- This activity can be used as a great transitional initiative, getting from one place to another, if there is time (e.g. walking to raft building)

Salute to the Sun

Specific Objectives (Framing):

- Trust activity
- Learning spotting technique
- Learning group lifting/passing technique

LOP (Gaming): One group member lies on the ground and the remainder of the group stands in two lines, facing each other, on either side of the person on the ground. The person on the ground will become stiff and the group members will slide their hands underneath them and gradually lift them off the ground, taking care to support the back and the neck. Group members should raise the person above their heads, and then gently set her down. Group members rotate until everyone has a chance to be lifted.

Claiming:

- What are qualities that help you trust someone/a group of people?

Safety:

- Make sure your space has level ground and no big rocks or sticks
- Remove watches, jewelry first
- Lift the person first to waist level, then shoulder level and then above head level if the group and person being lifted is comfortable. Never lift a person higher than that person is comfortable or higher than the group is safely able to lift.
- Emphasize the importance of group communication – whomever is holding the head will be the group leader and will count off the commands. The rest of the group will take their timing from this person at the head who will say “1, 2,3, Lift” before each lift.
- Pay special attention to how the head and neck are supported; the head, neck and back should all be in a line. Tell the person being lifted that they must hold their body stiff as a board.

Egg Snatch (10+)

Set start/finish lines about 35-50 yards apart, with the “egg” at the finish line. The facilitator goes to the finish line and places the egg at his or her feet. The rest of the participants line up at the start line shoulder to shoulder. The facilitator should be facing away from the start line. When the facilitator says “green light,” all of the participants begin making their way toward the egg. When the facilitator says “red light,” he or she immediately turns around and sends anyone back to the start line that is still moving. The object is for the participants as a group to get the egg back across the start line without the facilitator knowing who did it. If the facilitator turns around after saying “red light” and sees that the egg is gone, he or she may guess one person that they believe has the egg. If they are right, the egg must be returned to the facilitator, the person holding the egg goes back to the start, and everyone else will continue from where they are. If the facilitator guesses the wrong person, the game continues until the egg makes it back safely to the start line. If a participant is holding the egg, he or she may not be intentionally caught moving so that he or she is sent back to the start line with the egg. To vary the activity, the facilitator can allow passing of the egg. Also, if there are enough people, teams can race against each other in two separate races trying to get eggs across the line.

Human Knot/Rope Knot

Group Size Min: 8 Max: 15 Specific Objectives (Framing):

- Problem solving
- Communication
- The effect of individual actions

LOP (Gaming): The group will stand in a tight circle and raise their right hands. Have them take the right hand of someone who is not next to them. When everyone (or all but one person) has a right hand, have them raise their left hand and take the left hand of someone that is not next to them, and is not the person whose hand they already have. The group needs to “untie their knot” without letting go of hands, such that at the end everyone is standing next to the people whose hands they hold.

Claiming:

- What made it hard for the group to communicate?
- Did the group work as one knot or did people separate into their own specific situations? Which would work better? Why?
- Did anyone ever notice one person’s actions affecting someone else? What happened?

Safety:

- Let the group know that they can slide their hands around each other to prevent twisted wrists.
- Introduce the word “stop” beforehand as a signal to freeze everything because of safety. If the group begins to get rough with each other, stop and talk about it.

Variations:

- If the group is not comfortable with so much touching, use a rope tied in a circle and tangled up. Each person puts both their hands on a section of rope and the group must then untangle the knot. This will allow for a little more space between people and a lot less handholding (as in none).

Group Juggle

Group Size Min: 8 Max: 20 Specific Objectives (Framing):

- To learn each other’s names.
- Introduction to problem solving activities.
- Breaking assumed limits.

LOP (Gaming): Introduce the activity as a chance to learn each other’s names. You will take one ball, say your name, and then throw it to another person. That person will say his or her name and throw it to another person and so on until everyone has touched it once (no one should touch it more than once). Tell the group to remember from whom they each received the ball from and to whom they each threw it to because the order needs to remain the same. The second time around, instead of saying your name you will say the name of the person you are throwing to, and they will thank you by name. When people are remembering the order and each other’s names, move to the juggling stage. Pull out another two or three balls and ask the group how long they think they can keep all the balls from hitting the ground, while maintaining the same order. Each time a ball hits the ground, start over and let them talk about how they will do it differently. When they have reached their goal, or you think its time to move on, give them a final challenge: to pass one ball through the order as quickly as possible.

Claiming:

- How do we set goals? How do you set them on your own?
- How do you judge quality? When is it acceptable to drop the ball? When is it not?

Prep and Cleanup:

- Bring a sizable amount of throwables (somewhere around 15 works)
- When finished, have the group gather everything and put it back in the bag

Variations:

If the group already knows each other well then have them say something other than names, something they pick that is creative and fun, like favorite breakfast cereal

River Crossing

Group Size Min: 6 Max: 20

Specific Objectives (Framing):

- Defining success in terms of the team, not the individual
- Supporting each other

LOP (Gaming): Mark out an area at least twenty feet long with ropes at either end. Gather the group at one end of the area and tell them that they need to cross the area without touching the ground between the ropes. While crossing, all that may touch the ground are the boards (carpet squares work well too) you give them. Once the boards/squares pass over the ropes they must be in physical contact with AT LEAST ONE PERSON at ALL TIMES. They need to transport their entire group across the "river" on the boards/squares. Give them a small enough number of boards/squares that they will be forced to hang on to each other, but a large enough number that everyone can, with some difficulty, stand on them and pass one from the back to the front.

Claiming:

- What were reasons we lost boards/squares?
- Why is it so easy to forget the other group members in this activity? What are times here or back home when it is important to not just think about yourself, but others as well?
- How did we show support?

Safety:

- The boards/squares may not be thrown or slid across the floor, they must be passed hand-to-hand.
- Participants may not slide the boards/squares while standing on them.
- Spot any precarious transitions from one board/square to the next.

Prep and Cleanup:

- Needs 2 ropes (more for lines of destiny), enough boards or squares that everyone can stand on them with one being passed from the back to the front.

- The difficulty of this initiative is inversely related to the number of boards/squares you give the group, so get a read on your group's ability as best you can before deciding how many to give them.

Variations:

- You can use other ropes to make "lines of destiny" in the middle. When they cross a "line of destiny" they need to pull a situation card from a packet you designed before the activity. These cards will describe a positive or negative interaction within the group and a consequence for it (lose one board/square, gain one board/square).

Team on a Tarp

Group Size Min: 6 Max: 15 (largely determined by size of tarp)

Specific Objectives (Framing):

- Team building
- Trust

LOP (Gaming): Spread a tarp or big sheet out on the floor and ask the group to get on it. An example of how to use it as a metaphor could be that the tarp represents their community space such as a school building, which they are forced to share with a number of people. Make them aware of how easy this task is, how much personal space people still have around them. Explain that within our community we are not always that fortunate to have space, (e.g. because more people come into our community) and that we have to adjust to limited space. Have the group to get off the tarp and then fold it in half. Now ask the group to get back on. The process continues until the group has challenged themselves in finding a way to fit as many people on as little possible tarp.

Claiming:

- What was your plan? How did you come up with it? What are ways groups make plans?
- Who was a leader? Why? What are different ways you can lead in a group?

Safety:

- Best to have the tarp on a level surface

Prep and Cleanup:

- A tarp or large sheet is needed

Variations:

- To be more challenging, don't have the group get off the tarp between foldings, but rather have them fold the tarp in half themselves while staying on and see how many times they can do it.
- Magic Carpet Version: Ask the group to flip the tarp over without anyone touching the ground.

Jewels

Group Size Min: 6 Max: 12

Specific Objectives (Framing):

- Planning
- Supporting and trusting each other
- Sharing and reaching for goals

LOP (Gaming): First sit the group in a circle and frame the activity by asking everyone to write down a goal they have (want to reach for) in the upcoming year. Ask everyone to share the goal. Collect the cards. Make a circle on the ground with the rope and have the group stand inside it. The circle represents the group's community and it cannot be moved. Everything outside the circle represents all the distractions/challenges that the group/individuals face. Ask the group to identify any (e.g. limited resources, friends/social environment, alcohol/drugs etc.). Scatter the cards around the circle (far enough for individuals to reach for them) and explain that they represent the goals that they will be reaching for. While reaching for the goal neither you, nor any resources from the circle (i.e. clothes) can touch the ground. You cannot use the card to lean on (remember goals are intangible)

Claiming:

- What happened at the beginning? Who tried to get their jewel on their own?
- What are things at school (or wherever is appropriate) that you can't do without help from other people?
- What are ways you support other people in their goals? What are ways that you need support?

Safety:

- Instruct the group to only retrieve one card or blindfold at a time.
- Spot each person as they lean out.
- Introduce the word "stop" beforehand as a signal to freeze everything because of safety. If the group begins to get rough with each other, stop and talk about it.

Prep and Cleanup:

- Needs a rope and one note card per person

PART FOUR

FLYERS AND INFORMATION

Add the following:

School climate Project script

School group action planning guide

Sample conference schedule

Sample of Environmental prevention flush flyers

Sample permission forms

SAMPLE HIGH SCHOOL CONFERENCE BROCHURE



Two Day Dynamic Training For Middle and High School Professionals Interested in Improving Their School Climate and Empowering Youth

Date: to be determined

Location: White Mountain Ranch, Stinson, NH

Registration Cost: \$2500, includes lodging, meals, and implementation manual

What You'll Learn

How to adapt adventure education activities to be effective learning tools to address bullying and other challenging social behaviors. We'll help you apply adventure education learning techniques to the challenges of bullying and other antisocial behaviors and share program ideas and specific activities that can be effectively integrated into any classroom setting. Using an activity -based approach for teaching social skills has long been proven to be an effective method for changing behaviors and creating positive group norms.

- How to establish group norms that support and encourage a positive environment.
- Ways to evaluate and measure the effectiveness of your program's goals
- Successful methods for engaging students in a fun and productive manner to address challenging social issues
- Methods for incorporating appropriate activities into an existing curriculum

YLTA is an experiential youth development program designed primarily for middle & high school students. It aims to develop the social and emotional competence that facilitates youths' resistance to alcohol, tobacco, and other drug use.

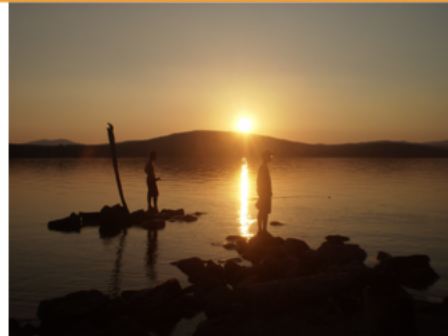
Objectives By the end of the training, attendees will have the knowledge to create Middle & High school YLTA groups in their own school and fully implement the program with fidelity to the model. Participants will: Learn about the core components of YLTA; Learn strategies for implementation; Discuss fidelity as related to implementation; Be introduced to experiential education, environmental prevention strategies and service learning as related to the YLTA model; Participate in and learn about culturally relevant programming; Experience an evidence-based approach to group development; Learn how YLTA is being implemented at other sites; Explore the implementation readiness of your community.

Co-Facilitators: Sean O'Brien, CEO of Adolescent Drug & Alcohol Prevention Tools, inc is the creator of Youth Leadership Through Adventure (YLTA). Sean has been empowering New Hampshire youth through the use of experiential programming for over twenty years. Sean's trainings are engaging, energizing and FUNN (Functional Understanding Not Necessary).

Carley Elkin,

The YLTA Advisor Training will help advisors

- Gain a better understanding of Positive Youth Development
- Learn about youth activism, building strong leaders, and effective teamwork.
- Learn how to empower your students and support youth-led advocacy.
- Develop a detailed plan to bring local community efforts to the next level.



72 Beebe River Road, Campton, NH 03223
For more information, contact Sean O'Brien

Cell: (603) 236-9227

website: adaptnh.org

seanobrienadapt@gmail.com

Light breakfast and lunch provided each day. Lodging available for two-day attendees

YLTA TRIFOLD (CONTINUES FOR THREE PAGES)



ABOUT US

Youth Leadership Through Adventure (YLTA) is recognized by the state of New Hampshire as a promising program for Middle and High School students in Central and Northern NH. YLTA is an innovative regional initiative focused on the prevention of youth substance misuse by fostering positive youth development and leadership skills. This program allows youth to emerge as leaders in their schools and their communities and learn how to be a positive influence on their peers through conferences and activities that are student-driven.

Mission: To empower youth to lead and promote the benefits of a healthy lifestyle, reduce substance misuse, and improve overall school climate at each and every school in which it is implemented.

CONFERENCE

The student-led Conference is a multi-day event that focuses on leadership development through experiential education and group action planning.

CHECKLIST

Students should bring the following items to the conference:

- Weather-appropriate clothing
- Active wear
- Personal hygiene items
- Pillow
- Sleeping Bag

For more information on the conference, contact us at:

ADAPT
P.O. Box 599
Lincoln, NH 03251
(603) 236-9227
www.adaptnh.org



Sponsored by
NH Charitable Foundation and Neil &
Louise Tillotson Fund



2020 MIDDLE SCHOOL
REGIONAL CONFERENCE
SEPTEMBER 20th & 21st



STINSON LAKE
Rumney, NH

LODGING & MEALS

Conference lodging will be provided by White Mountains Ranch in Ellsworth, NH. All attendees will be staying in rustic cabins. Meals will be served family style in the main eating lodge.



How to Apply

See your school Counselor or Student Assistance Coordinator or visit www.adaptnh.org

SCHEDULE

The conference schedule is subject to change:

DAY 01

10:00 am - Arrival / Move In
10:45 am - Opening Ceremonies
11:00 am - Family Time
12:00 pm - Lunch
01:00 pm - Minute to Win It
01:15 pm - School Groups
02:30 pm - Family Time
03:00 pm - Choose Your Own Adventure
04:00 pm - Action Planning
05:00 pm - Family Time
06:00 pm - Dinner
07:00 pm - Talent Show & Dance
08:00 pm - Bedtime Story
09:00 pm - Lights Out
DAY 02
07:30 am - Breakfast & Packing
08:45 am - Content Workshop
09:30 am - Family Olympics
11:00 am - Family Groups
11:45 am - Lunch
12:45 pm - Closing Ceremonies
01:15 pm - Goodbye!

Sponsored by
NH Charitable Foundation and
Neil & Louise Tillotson Fund

FAMILY GROUPS

Students and advisors from all schools are blended to make up the conference's family groups. Family groups are great for meeting new people, team building, and having fun. Family groups participate in team building and eat meals with each other as well as participate in activities like the talent show and Olympics as a group.



By joining YLTA, students will...

- gain valuable leadership and facilitation skills as well as a commitment to a healthy lifestyle
- attend a 2 day annual conference to gain leadership skills and create an action plan for their school.
- meet bi-weekly outside of school to implement their action plans to work towards building a positive community climate at the school.
- be involved in a positive experience that can be useful to cite during later educational or career opportunities.
- have the opportunity to attend a week long, wilderness based, summer leadership academy in Maine!



What is it?

YLTA is an established year-long prevention programming structure, recognized as a promising practice by the New Hampshire Service to Science Review Board. YLTA is funded through local schools, the New Hampshire Charitable Foundation and the Tillotson Fund. It is present in 20+ schools around New Hampshire, and has been enjoyed by thousands of students since 2009. YLTA aims to empower youth to lead and promote the benefits of a healthy lifestyle through a framework of experiential education and the guidance of adult advisors.



STUDENT QUOTES

"I love YLTA because it shows students they have a voice...I wouldn't be the same person without it" - Charmaine, Class of '20

"YLTA has taught me leadership skills I use everyday" Sydney, Class of '22

"I love the climate that YLTA brings to our school and the support it gives to the students" - Jacob, Class of '21

FAQ'S

How much does it cost?

Nothing! YLTA is a free program to participate in. The only time you will have to pay is when attending a conference or summer program.

Contact us at

ADAPT, P.O. Box 599, Lincoln, NH 03251
(603) 236-9227 or www.adaptnh.org