Cohort Training Facilitator Guide Sessions 1-8

Developed in partnership with the Health Promotion Council, The Advocacy Institute and KSW Collective, LLC.

HEALTH PROMOTION COUNCIL
a PHMC affiliate

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WELCOME

OVERVIEW OF HPC AND THE ADVOCACY INSTITUTE

Founded in 1981, Health Promotion Council (HPC) addresses chronic disease prevention, particularly among vulnerable populations, through community-based outreach, education, and advocacy. HPC leads initiatives spanning direct service, capacity-building, and policy- and systems-change designed to improve health and wellness for all. Using this approach, HPC empowers individuals and families to develop and maintain healthy lifestyles and works to create environments that enable positive health outcomes. HPC is a subsidiary of Public Health Management Corporation (PHMC), which is a public health institute that has served the Greater Philadelphia region since 1972.
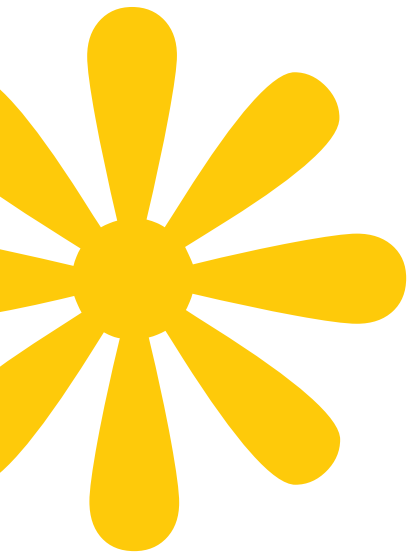
Guide Purpose & Overview

The Advocacy Institute Cohort Facilitator Guide is your go-to resource as you implement The Advocacy Institute Cohort Training Model. This tool provides you with all the tools and resources needed to learn, prepare, and facilitate a comprehensive cohort session.

We encourage you to read and review the full guide before beginning your first cohort. The comprehensive facilitator guide is a step-by-step approach to planning, recruiting, supporting, and facilitating an effective cohort. To get the best results from this cohort training, we ask that you limit modifications of cohort curriculum content. We crafted a training curriculum with lots of space for authentic dialogue and intentional conversations about issues directly impacting young people. Our vision is to best equip our cohort leaders as you work to empower youth advocates to create change that impacts their health and the health of their communities. As you review this facilitator guide, please reach out to your Ai contact for any questions or concerns.

TO GET THE BEST RESULTS FROM THIS COHORT TRAINING, WE ASK THAT YOU LIMIT MODIFICATIONS OF COHORT CURRICULUM CONTENT.

Definition Level-Set

BELOW IS A LIST OF DEFINITIONS OF COMMONLY USED AI CURRICULUM TERMS.

Advocacy
Any action that speaks in favor of, recommends, argues for a cause, supports, defends, or pleads on behalf of others.

Adult Ally
A person who identifies as a youth-serving professional or who is an individual who directly supports young people.

Community Power
Participating in efforts to improve the community, respond to threats to quality of life, and support citizen participation at the local, state, and national levels.

Environmental Change
A tangible, visual physical change to the environment. Examples might include the creation of a sidewalk, a cafeteria redesign, storing tobacco products in a secure case at a convenience store, labeling alcoholic beverages at the convenience stores, and securing alcohol in the home.

Equity
Participating in efforts to improve the community, respond to threats to quality of life, and support citizen participation at the local, state, and national levels.

Health Disparities
A proactive, strategic approach that accounts for differences in opportunities and burdens, as well as needs, to achieve true equality for all.

Health Inequity
The idea of an unfair distribution of health determinants, outcomes, and resources within and between segments of the population, regardless of social standing.

Individual Power
Exercising power over one's life by being skilled, critically aware, and active in creating community change.

Lobbying
Communicating with any official in an elected position for the purpose of attempting to influence legislative or administrative action or a ballot issue.

Organizational Power
Providing opportunities for people to gain control of their lives, develop policies, influence policy decisions, or offer alternatives for positive change.

Organizing
A method of engaging and building community power with the purpose of increasing the influence of groups historically underrepresented in policies and decision-making that affect their lives.

Outcomes
The direct, beneficial effect on the intended audience because of intentional work (e.g., a policy change; an empowered youth).

Policy Change
Involving changes to legislation, principles, or rules, and can be applied to governments, businesses, or organizations. Examples may include adoption of school policies for healthier food options and 100% tobacco-free policies at parks and outdoor facilities.

Public Health
The art and science of protecting the safety and prolonging the lives of communities through education, policy making, and research for disease and injury prevention.

Race
A social and political construct, that Dr. Maulana Karenga says is, "created by Europeans during a period of worldwide colonial expansion, using themselves as the model for humanity, for the purpose of assigning and maintaining white skin access to power and privilege."

Racial Equity
Improved outcomes for all and the distribution of resources, opportunities, and burdens not determined by race.

Social Determinants of Health
The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.

Systems Change
Changes to the process and protocols of how work is done. Examples might include adding a young adult slot to an agency's board of directors, developing a youth track at a national or statewide conference, participating in an organization's strategic planning to engage youth, pledging of funds for prevention efforts, declaration of public support for prevention topics, creating a new group of youth advocates in a particular community, and developing policy advocacy councils.

Youth Involvement
An attempt to give youth an opportunity for input by sharing an opinion or volunteering at an event, without sharing the decision-making power or involving youth over the long-term.

When youth have the skills, critical awareness, and opportunities to positively impact their own lives and the lives of other individuals, organizations, and communities. Youth power building is both a process and an outcome.

The process of shifting societal norms and power imbalances to center the voices and lived experiences of historically disinvested youth as a necessity to build power to create transformative change.

ACRONYMS USED DURING COHORT AND DEFINITIONS.

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Ai	Advocacy Institute
BIPOC	Black, Indigenous & People of Color
CDC	Centers for Disease Control & Prevention (where term definitions and data are sourced)
DATC	Day at the Capitol (PA's Annual Advocacy Day in May
PSE	Policy, Systems and Environments
#RTT	Real Talk Tobacco
SWOT	Social Determinants of Health
TRU	Strengths, Weaknesses, Opportunities, Threats

Youth Power Building & Racial Equity

THE WHY

Young people under the age of 18 comprise more than a quarter of the U.S. population, yet their potential to contribute to society is systematically ignored. Young people are excluded from the development of policies, systems, and environments. As a demographic, youth are rarely involved in governance and decision-making processes, due to the economic, political, and procedural barriers preventing their participation.

As a result, youth experience marginalization due to their memberships to undervalued demographic groups, including Black, Indigenous and People of Color (BIPOC), LGBTQIA+, persons with disabilities, refugees, migrants, and the economically-disinvested. This marginalization, fueled by white supremacy and adultism, not only infringes upon the overall well-being, rights, and agency of young people, it also creates negative effects on the communities in which they live.

To successfully establish equitable, safe, and inclusive communities adults must engage historically marginalized and disinvested young people of color. As a collective we must cultivate and elevate voices, leverage resources, share power, build the skills and critical awareness of young people and secure opportunities for youth-led community change.

Youth Power Building is the process of shifting societal norms and power imbalances to center the voices and lived experiences of historically-disinvested youth as a necessity to build power to create transformative change.
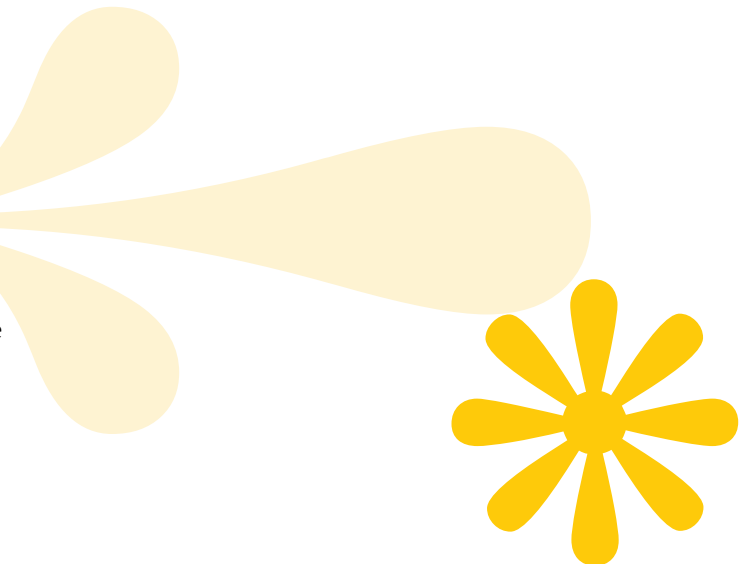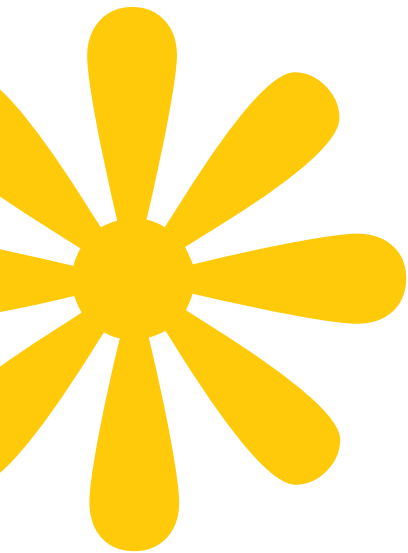
Youth-Adult Partnerships

Youth-Adult partnerships are based on the mutually-beneficial nature of interaction that both youth and adults have something different yet equally valuable to share with one another.

As a society, we have separated people based on age and we do not embrace their unique experiences, understanding, and creativity. Our nation continues to suffer economically, creatively, and civilly by excluding these innovative and transformative young minds. Yet, we have an opportunity as adults to rewrite that narrative.

The first step to redesigning the way we think and engaging with youth and young adults is recognizing our own innate power that is directly associated with our adult age. As adults, we can think about how our power shows up and how we may start to share power with young people.

Examples might include allowing young people to co-facilitate a cohort session, not interrupting young people when they are sharing a story, or telling them that their experience isn't what is being discussed but rather bringing them into the conversation and building upon their experiences. When doing advocacy work, allow the young person to be the spokesperson to the media or be the individual meeting with their policy makers. These may seem like simple tasks, but they add up over time and often empower young people to step into their powers.

Youth gain*...

- Life skills such as leadership, advocacy, action planning, and critical awareness about the "why's" behind issues that impact their worlds.

- A sense of belonging and being accountable and committed to their community.

- Civic awareness, the capacity to care for others, and a desire to change and improve the lives of others.

- A sense of pride and the feeling of being needed and valued.

- New respect and acceptance from adults.

Adult Allies gain*...

- First-hand information about the needs, concerns, and issues pertaining to the youth they serve.

- Satisfaction of knowing the programmatic and advocacy work is relevant and meaningful for youth.

- Access to new collaborators with fresh and innovative ideas, creativity, energy, and enthusiasm.

- New perspectives on decision-making and community problem-solving, as responsibilities are shared with youth leaders.

- Skills, critical awareness, and appreciation for youth power building and how to share power for effective systems change at the organization and community levels.

- Opportunities to foster active community members for the future.

Organizations gain*...

- Improvements in building age and race equity in their cultures, practices, programs, and policies.

- New clarification and focus on an organization's mission.

- Improvements in program initiatives that become more authentic and beneficial to the Black and historically disinvested youth and communities who need it the most.

- Diverse youth voices positively impact internal decision-making for greater community and policy change.

- Credibility with funders who want to see organizations promoting positive youth development, as well as, adhering to the principle of youth as change agents.

- Diversifies community outreach efforts to include community advocacy, policymaking, and service.

Communities gain*...

- Youth voice and youth advocacy that advocates to advance equitable systems and policy changes that directly impact their lives.

- Mutual understanding and increased trust between youths and adults, leading to strong youth-adult partnerships for community change.

- New alliances among organizations and communities as they work together to support youth.

- Fresh perspectives on policy making that is more racially equitable and representative of the entire community.

- A pipeline of citizens who are more knowledgeable and invested in civic engagement and leadership for positive community change.

*adapted from
Youth Empowered Solutions/YES! for Equity
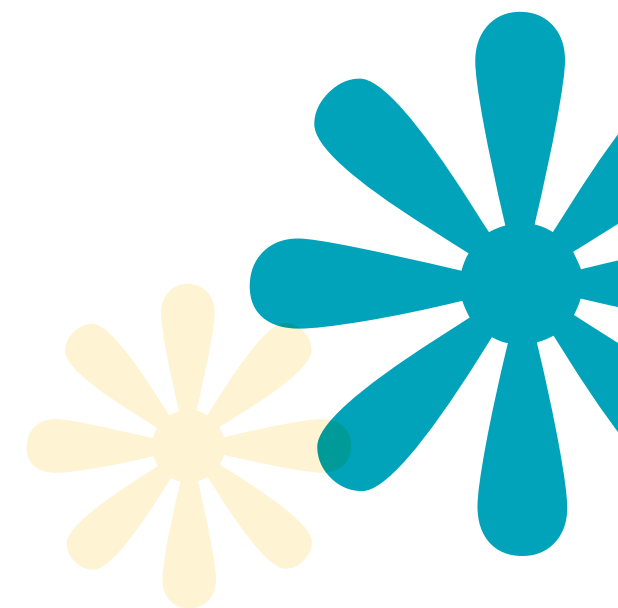
Youth Engagement Framework

Roger Hart's Ladder of Participation (see image) showcases the different levels of youth engagement. The default has often been to engage young people on the bottom three rungs of the ladder, but that level of engagement does not build trust, it perpetuates harm and creates a false narrative about the value and purpose of youth-adult partnerships. There is not a clear road map for engaging young people and there is constant movement up and down the steps of the ladder. We recommend that throughout the cohort you think about the ways young people are engaging, leading, and working alongside you and where these processes fall on the ladder of youth participation.

Rung 8 - Youth Initiated shared decisions with adults: Youth-led activities in which decision making is shared between youth and adults working as equal partners.

Rung 7 - Youth initiated and directed: Youth-led activities with little input from adults.

Rung 6 - Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.

Rung 5 - Consulted and informed: Adult-led activites, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

Rung 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

Rung 3 - Tokenism: Adult-led activites, in which youth may be consulted with minimal opportunities for feedback.

Rung 2 - Decoration: Adult-led activites, in which youth understand purpose, but have no input in how they are planned.

Rung 1 - Manipulation: Adult-led activites, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship, Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm
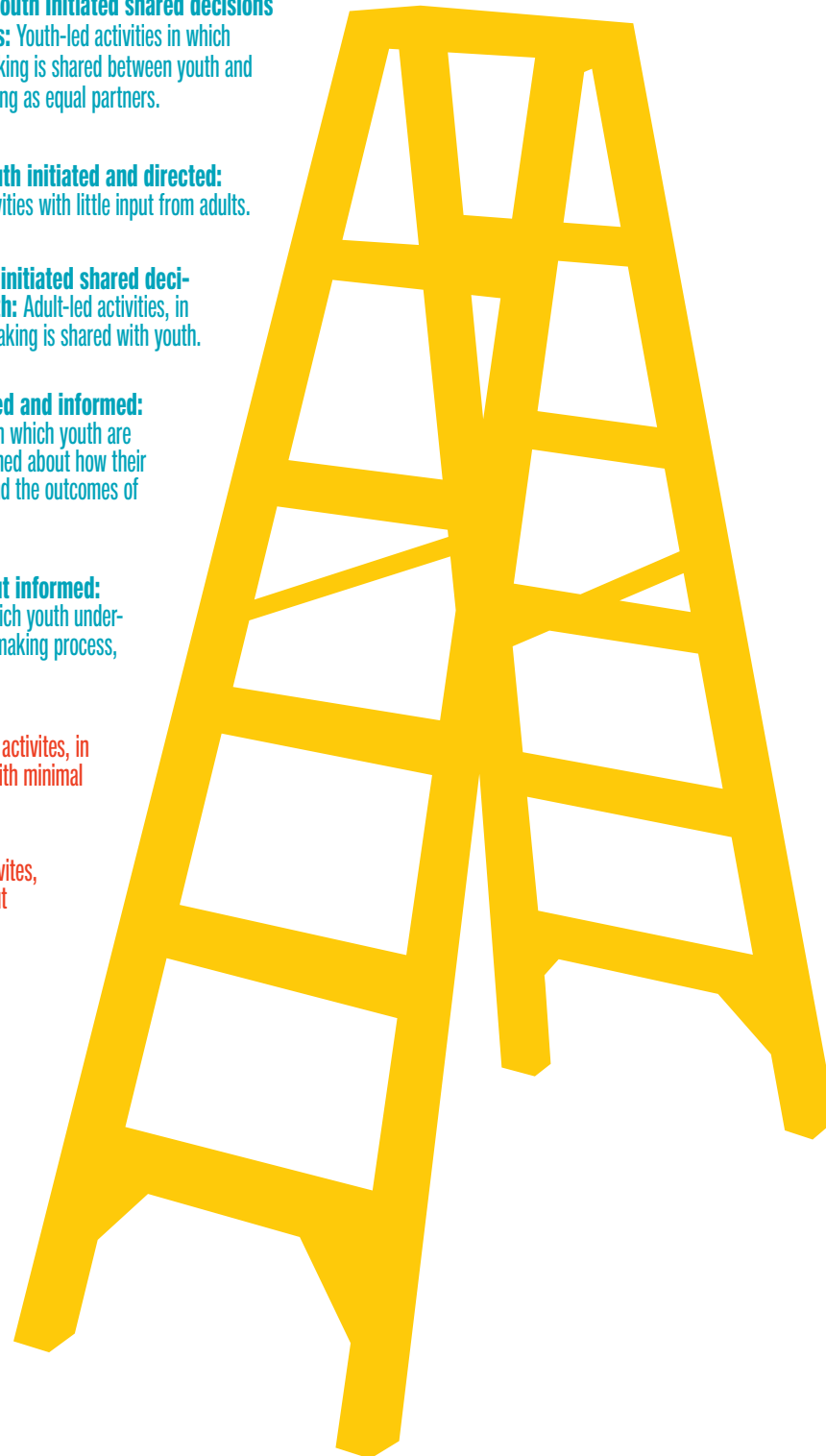
Examples of Youth-Led Change
ALL FACILITATORS

1957 — The Little Rock Nine. In 1957, nine black high school students tested the strength of the Brown ruling, enrolling in Little Rock's all-white Central High School. In response, Arkansas Governor Orval Faubus defied the court, and ordered the state national guard to block the Little Rock Nine (as the students became known) from entering the school. Later that month, the students were escorted into school by federal troops sent by President Dwight Eisenhower. The following year, Ernest Green became the first student of the group, and the first African-American, to ever graduate from Central High. He went on to attend and graduate from Michigan State University.
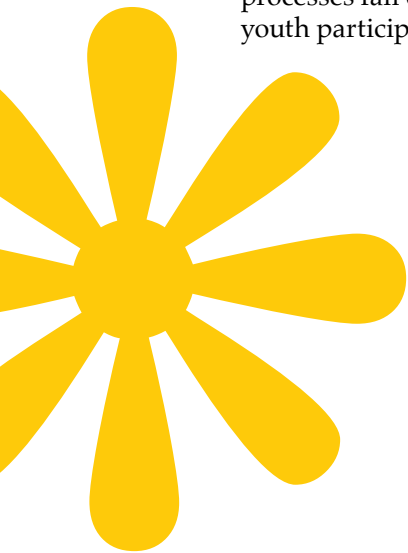
pictured on the right ➡

1971 — Voting. The 26th Amendment, lowering the nation's voting age from 21 to 18, was ratified on July 1, the result of a multi-year, hard-fought campaign by student activists. Driven by growing opposition to the Vietnam War, and the thousands of young Americans being killed, leaders of the movement argued that if 18-year-olds were old enough to be drafted into the military, fight and possibly die for their country, they should certainly be considered old enough to vote and help choose their leaders. "Old enough to fight, old enough to vote," became the movement's slogan. The measure was passed almost unanimously in both houses of Congress and quickly ratified by 38 states, extending the right to vote to millions of 18, 19 and 20-year-olds.

2006 — Immigration Rights. A nationwide wave of immigrant rights protests began in 2006 in opposition to proposed federal legislation that would have increased penalties for illegal immigration and classified undocumented immigrants and anyone assisting them as felons. Demonstrators also demanded comprehensive immigration reform,

including a path to citizenship. A major protest in Chicago in March 2006 sparked subsequent demonstrations in cities throughout the country. The largest, in downtown Los Angeles on … March 25, 2006, drew an estimated 500,000 people, including roughly 40,000 public school students. The movement helped kill the legislation and sparked a new generation of young immigration rights activists.

2014 — Black Lives Matter emerged as a national movement after Michael Brown, an unarmed young Black man, was shot and killed by a white police officer in Ferguson, Missouri. Since then, high school and college students around the country have helped organize and participate in school walkouts and other demonstrations, protesting the high rates of police violence against African-Americans and other young people of color. Their activism has also targeted other racial inequities, including high incarceration rates, the so-called "school-to-prison pipeline" and a general lack of educational resources in many poor, black and brown communities.

2018 — March For Our Lives.
March for Our Lives was a student-led demonstration in support of gun control legislation. February 14, 2018, was a tipping point for advocates of gun control legislation. After a gunman entered Marjory Stoneman Douglas High School in Parkland, Florida and killed 17 students and wounded 17 more, many felt that the country's reluctance to enact common-sense gun legislation had gone on too long. Too many lives had been lost, too many public spaces felt unsafe. As the latest victims of lax gun laws, the students rallied and protested. They staged walk-outs, gathered by the millions in Washington, DC, and have continued to keep the pressure on lawmakers to enact gun control legislation.

Local — Philadelphia:
Up The Block is an organization that provides communities in Philly with gun violence resources. They supported youth in Philly in creating the Youth Art and Self-Empowerment Project (YASP), a youth-led movement to end the practice of trying and incarcerating young people as adults and create a world without youth incarceration. Through our work in the Philadelphia jails, YASP provides space for incarcerated young people to express themselves creatively and to develop as leaders both within and beyond the prison walls.

2016 — Philly Homes 4 Youth (PH4Y)
Coalition hosts a weekly virtual workspace for its members. The coalition of young advocates, youth workers, and non-profit administrators have been strategizing since at least 2016 to improve care for young people experiencing homelessness in Philadelphia. This coalition led by Philly's homeless youth wants to change how cities help the unhoused.

2019 — Advocacy Institute's #RealTalkTobacco Cohort. In 2019, Ai youth showed up in large numbers and testified at City Hall to show support for a bill that would limit youth access to flavored tobacco products.

2019 — Tobacco 21. On December 20, 2019, legislation amended the Federal Food, Drug, and Cosmetic Act, and raised the federal minimum age for sale of tobacco products from 18 to 21. This legislation makes it illegal for a retailer``` to sell any tobacco product—including cigarettes, cigars, and e-cigarettes—to anyone under 21. The new federal minimum age of sale applies to all retail establishments and persons with no exceptions. Ai youth advocated at the state level with the American Lung Association and TRU for Tobacco 21 years before it was passed.

Facilitator Expectations

ALL FACILITATORS

➥ Facilitators will implement the curriculum as provided.

➥ Adjustments to the curriculum must be approved by Ai program staff.

➥ Facilitators will use provided data collection tools to ensure information on all cohorts is reported to HPC.

➥ Facilitators will communicate with Ai Coordinator (such as attending monthly/quarterly facilitator meetings) and keep coordinator informed on planning for upcoming cohorts and PSE projects.

➥ Youth must be compensated for their time - $200 stipend for completion of cohort.

➥ Suggested $17/hour for Peer Coaches to co-facilitate and/or engage in policy, system, or environmental change projects.
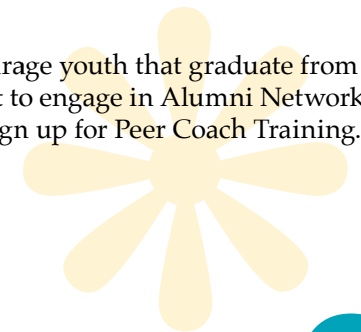
NEW FACILITATORS

➥ Attend Ai Facilitator Training.

➥ Implement one RTT cohort with specific focus depending on time of the year. Spring Cohort focused on DATC and the Fall Cohort focused on advocating to the PACT to influence the policy agenda for DATC.

➥ 8-15 youth enrolled in the cohort.

➥ Encourage youth to engage in Alumni Network and sign up for Peer Coach Training.

➥ Use of Peer Coaches not required.

RETURNING FACILITATORS

➥ Implement two RTT cohorts with Spring Cohort focused on DATC and the Fall Cohort focused on advocating to the PACT to influence the policy agenda for DATC.

➥ 8-15 youth enrolled in each cohort.

➥ Minimum of 4 youth in attendance at DATC.

➥ Encourage youth that graduate from cohort to engage in Alumni Network and sign up for Peer Coach Training.

Facilitator Tools
FACILITATOR RESOURCE HUB (BASECAMP)

➜ Basecamp is the platform that will be used as your main resource as an Ai Facilitator, all facilitators must join.

➜ Access: As a trained facilitator you will be invited to join the Ai Basecamp Site. You will create an account and login with Basecamp to access the site.

➜ Basecamp will be the hub to find all the materials and resources you need to implement cohort including:

➜ Ai Curriculum- facilitator guides, activity worksheets, and PowerPoints for each cohort session

➜ Orientation Packet

➜ Sign in sheets

➜ Evaluation Tools- pre/post surveys for participants and facilitators

➜ Sample materials- Ai one-pager, recruitment flyer, etc.

➜ New and updated materials will be added as available for continued program improvement

COMMUNICATION:

🗣 Basecamp is the ideal way to connect with your Health Promotion Council contact for all requests and needs.

🗣 Additionally, you can contact Health Promotion Council Ai staff via the following email; *advocacyinstitute@phmc.org*

🗣 Basecamp will also allow you to connect with other trained Ai facilitators. You can use this to ask questions, share success stories, and discuss implementation strategy.

🗣 Both group messaging and direct messages are available.

🗣 Ensure you set your Basecamp account to email notifications of activity within the group.

ORIENTATION PACKET:
The orientation packet includes an overview of the Advocacy Institute and provides parents/guardians additional details about the cohort. The packet contains various consent forms, permissions/releases, and policies that young people need to review with their parent/legal guardian and have them sign in agreement. It reviews the various Ai Cohort forms and policies such as:

❋ Demographics of Youth Participant

❋ Contact Information

❋ Emergency Contact

❋ Allergies or Food Restrictions

❋ Medical & Photo Release Form for Minors

❋ Attendance and Tardiness

❋ Grievance Policy

❋ Inclement Weather

❋ Dress Code

❋ Email and Text Message Policy

❋ Social Media Policy

❋ Transportation

❋ Advocacy Institute Alumni Network

❋ Respectful Behavior

❋ Orientation packets must be signed and completed by session 2.

AI COHORT SESSIONS GENERAL CHECKLIST

Pre-Cohort To-Do's:
Communication and Material Gathering:

☐ Schedule text reminders to be sent out day before each session (ex.: Reminder we are meeting at 10:00 am TOMORROW for cohort- see you then!)

❋ *NOTE: Ez Texting is an easy-to use, self-service mass texting service.*

☐ Organize materials and important docs needed before start of cohort.

☐ Pre-survey link/QR code should be inserted into PowerPoint.

☐ Attendance Sheet (print out enough for each session).

☐ Fidget Toys (Optional as a focusing tool).

☐ Coloring Pages, Markers (Optional as a focusing tool).

Partner Site Visit Before Cohort:
☐ Visit the site with partner a week before orientation.

☐ Confirm with organizer the day before or day of that you will be arriving.

☐ Check for tech needs (A/V, computer, etc.).

☐ Verify space, chairs is adequate for cohort.

☐ If you are having a caterer, confirm the space of drop-off/set-up with both caterer and partner.

Questions for Partner Sites you're Facilitating at (either to be discussed at partner site visit or earlier planning meeting:

➜ Can I keep materials at the location (folders, student workbooks)?

➜ How many youth will be attending?

➜ What is the location of the partner site?

➜ What is the Wi-Fi information?

➜ Where can I present during sessions?

➜ For offsite sessions or modified sessions, (community mapping, food demos, etc.) where can I facilitate these sessions?

➜ What are the dates for cohort sessions? (total to be 10 sessions).

During Cohort To-Do's:
Material Gathering/Prep:

☐ Organize materials and important docs needed before each session.

☐ Check each session in the facilitator guide for materials to print, gather, etc.

Off-site Sessions:
☐ For off-site sessions, check for safety risks/create a safety plan.

☐ For Community Mapping, list any risks to be considered in the area you're visiting and plan accordingly (i.e., will there be needles on the ground in the neighborhood you visit? Make sure youth wear close-toed shoes. Do you have enough chaperones for your trip?, etc.)

☐ Confirm mode of transportation for your youth and yourself.

☐ Schedule when/where youth will be eating.

☐ Identify bathrooms in the area.

☐ For Food Demos, list any risks with the tools you're using and plan accordingly (ovens-burns, knives- cuts, etc).

Before Graduation To-Do's:
Material Gathering/Prep:

- ☐ Gather and organize materials/important docs needed before last session of cohort

- ☐ SWAG Bags (AI chapstick, pen, notebook, tote bag, wristband, sticker, hand sanitizer)

- ☐ Graduation Certificates

- ☐ Gift Cards

- ☐ Insert post-survey QR code/link into Powerpoint

Catering:
- ☐ Best practice is to let your young people choose what they want to eat for last session!

- ☐ Confirm with your caterer what meal you will be providing

Partner Sites

THINGS TO CONSIDER WHEN RECRUITING & IDENTIFYING A PARTNER SITE.

Attributes of an ideal partner site:
❋ Accessibility: consider the location of your partner site.
 → Will you need to provide transportation or reimburse public transit travel to the location?

 → Is the location safe for youth to access, including in evening hours.

 → Can the site accommodate youth accessibility needs (i.e., elevators, ramps, etc.)?

 → Are there any steps that will need to be taken to allow youth access to the building such as confirming participants in advance?

Facilities/Amenities:
❋ Ensure the site can meet the needs to implement cohort

❋ Private and quiet physical meeting location

❋ Tables and chairs that can be rearranged to suite activities

❋ Internet access

❋ Projector/Screen or TV Display for presentations

❋ Confirm dates and times the facilities can be used- including evenings and weekends if needed.

❋ Ability to bring food and drinks into the space

What information do you need to share with your partner site:
❋ Primary contact/ Facilitator for cohort

❋ Would they like copies of clearances for facilitators?

❋ Expectations of any adults who will present during cohort

❋ Resources available to recruit youth, if partner site will be responsible for recruitment

❋ Consent to collect youth information

Youth Cohort Recruitment

### Questions to ask yourself as you get started with youth recruitment:
🗣 Why are you recruiting young people?

🗣 Are you ready to create space and opportunities for youth to lead?

🗣 Can you leverage your power in adult-centric spaces to create youth opportunities?

🗣 How many young people do you intend to recruit?

🗣 Can you pay them for their time?

🗣 How will you support them once you recruit them?

Phases of Youth Recruitment:
❋ *Outreach* – identifying key partners and relationships in the community to connect with young people who want to impact their community.

 → Have a one-pager about the work you are proposing to do together and an overview of cohort & compensation.

 → Consider setting up meetings with community partners.

 → Reminder – recruiting young people that are involved in lots of extracurriculars will limit their availability for engagement – consider diversifying your strategy and ensure you are recruiting young people with lived experiences.

❋ *Recruitment* – determine how many youth you are recruiting to join cohort – is this an application process or a first come – first serve opportunity?

 → If this is an application process, make sure you connect with Ai to determine the best format for an application process.

 → Who are your spokespeople for recruitment? Your messenger matters.

 → What is your timeline for outreach and recruitment?

❋ *Interview/Selection Process* – determine how you will determine your selection process for youth cohort.

 → We do not recommend selecting young people based on grades, experiences, or previous opportunities – AI Cohort is a learning cohort that will equip young people with the skills and awareness they need to act.

 → Make sure all applicants have what they need to participate fully in an interview process (accessibility, time of day for interviews, non-written options, etc.).

 → Explore creating a diverse and authentic cohort with lived experience.
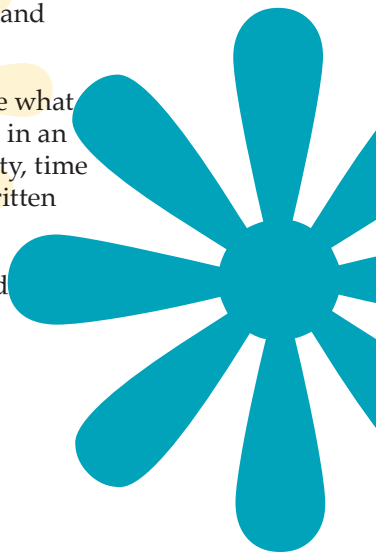
Facilitation Tips

TACTICS TO REMEMBER WHEN LEADING COHORT

TIPS

* Remember to use questions (vs giving answers) to stimulate critical thinking

* Explain activities before you ask youth to get up and move about the room for the activity - this will help with retention of the instructions

* Remain flexible & hold space for authentic conversations – don't rush the dialogue

* Reference shared agreements in problem solving an issue

* Respect is non-negotiable

* Room Set-up – consider small groups, circular/half-moon set up, space to move about and an environment different from school

* Introductions - name, pronoun, etc. – do this at each session

* Name Tags/Name Place Cards

* Create opportunities for large group and small group activities

* Clear expectation for other adults if they are sitting in the session to observe:

  → Ask them to listen and not actively participate in a space meant for young people

  → Have additional adults sit in the back of the room or off to the side

* Having additional adults in the room will impact the conversation the youth decide to engage in, so consider making it a youth-only space.

  → If they have questions or feedback – take notes and follow-up post session

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Icebreakers & Tools

Icebreakers/Energizers

* Clap twice if you hear my voice, clap three times if you hear my voice.

* Sports gallery. The facilitator calls out different sports skills. The students must mimic them for at least 10 seconds. After a while the facilitator speeds up the tempo. A few sports skills you can call out:

  → Shooting a jump shot (basketball)

  → Juggling a soccer ball

  → Dancing like a ballerina

  → Batting a baseball

  → Swinging a golf club

  → Downhill skiing

  → Serving a tennis ball

  → Shooting an arrow

* Your name & and an animal memory game.

  → Have participants form a circle.

  → Tell participants to think of an animal that starts with the first letter of their name.

  → The first person would then start by saying their name and an animal that starts with the first letter of their name. The person next to them would go next, they must start by saying the name and animal of the person before them, and then say theirs. Then the next person repeats the same steps, having to memorize the names and animals of the two people who went before them.

  → Everyone will go until the circle is complete.

  → You can also do this activity without the memory portion, just have everyone go around and say their name and an animal.

* Get in a line from oldest to youngest, tallest to shortest, or alphabetical order.

* Some extra activities & source:

  → 15 Fun Classroom Energizers for Students

Stress Management Tools:

* As a general guideline, it's a good idea to use fidget toys and coloring sheets in the classroom to help participants focus and regulate their emotions. Some topics can be heavy in emotion or information.

  → Occupational Therapy Coloring Pages

  → Fidget Tools

* There are additional icebreakers and energizers embedded in the Cohort Curriculum.

Cohort Curriculum

INSERT COHORT CURRICULUM HERE

How Can Young People Stay Involved After Cohort?

Alumni Network

Upon successfully completing the Ai program, all youth participants are inducted into the Ai Alumni Network, an extension of all cohorts ever to participate in the program. The Ai Alumni Network allows youth to join peers from other local schools and neighborhoods, strengthen their advocacy skills, and stay informed about the accomplishments of their peers. Through communication from Ai Coordinators, participants also have the opportunity to be involved in any upcoming community service events, advocacy campaigns, access to professional and personal development, and social events.

Peer Coaches

Ai Alumni seeking leadership roles have the option to become a Peer Coach. Peer Coaches are trained by Ai Coordinators to assist with community presentations, lead or co-facilitate Ai cohort sessions, plan and implement social media campaigns, and bring thought leadership to Ai's advocacy initiatives. Ai Alumni interested in becoming a Peer Coach go through an application and interviewing process and upon selection, are trained as part of the Ai team, with a paid hourly wage. Both the Alumni Network and Peer Coach program are overseen by an Ai Alumni Network Coordinator.

HOW CAN PARTNERS STAY INVOLVED AFTER COHORT?

Host partners or sites are encouraged to facilitate additional cohorts, implementing the curriculum with a new set of participants and with the assistance of peer coaches (if possible). Ongoing technical assistance is provided by Advocacy Institute coordinators.

For support, email advocacyinstitute@phmc.org

Stay Connected

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