



RADICAL HEALTH

GUIDEBOOK

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WELCOME

Thank you for partnering with us on this exciting **and important** mission. Your leadership in bringing RADical Health to life will make a difference for your participants, your school and for you!

ABOUT RADICAL HOPE

RADical Health is an initiative of [RADical Hope](#), a foundation committed to improving the lives and futures of young adults by strengthening connections and building resilience. We work with proven frontline engagement programs that deliver on our core priorities: connectivity, empowerment, emotional intelligence and engagement. RADical Hope was established in 2018 by Pam and Phil Martin in honor of their son, Chris, who died by suicide in the Fall of 2017 during his junior year of college.

ABOUT RADICAL HEALTH

RADical Health was developed to empower and equip participants with skills and resources to connect with others, take care of themselves, and engage with their broader campus community. This is *not* a clinical program and your role requires no professional experience. While the group discussions can feel therapeutic, they are not therapy or group counseling.

CONTACTS

If you have any questions about RADical Health or concerns about an individual, please reach out to your RADical Health school lead. They can help connect you - and your participants - to the right resources on your campus.

If you have any feedback or would like to contact the RADical Hope team, email kelly.seaver@radicalhopefoundation.org, mackenzie.kelly@radicalhopefoundation.org or sam.hunter@radicalhopefoundation.org.

For technical support, please contact support@radicalhealth.org.

ABOUT THIS GUIDEBOOK

The Guidebook is here to support *you*. It provides a roadmap for the next four weeks, including: icebreakers, short inspirational videos for discussion, activities and prompts. Following this framework, we encourage you to bring your own life experience to the role.

Appendix A and **Appendix B** provide tips for establishing a safe space, discussion group best practices / facilitation techniques and Guide FAQs.

Appendix C provides virtual adaptations. RADical Health was designed to be delivered in-person but can be offered online.

BEING A RADICAL HEALTH GUIDE

YOUR ROLE & RESPONSIBILITIES

Your primary role is to guide your group of 8-12 participants through their four-week RADical Health experience. Each week, you will lead a 75-min group discussion using this Guidebook.

THE RADICAL HEALTH EXPERIENCE

Each RADical Health session includes these elements:

1. **“INSPIRATIONAL INTERVIEWS”**: Participants hear from notable figures in sports, entertainment, business and culture as a means to inspire and empower them as they begin their college journey. One inspirational interview is used to launch each week’s “Let’s Discuss” session.
2. **“LET’S DISCUSS”**: Once a week, participants enjoy a safe space to engage in interactive activities and open discussion about the program material, student life and other topics of shared interest (75 min).
3. **“DIVE IN”**: Participants explore practical tools and resources that support the skills introduced over the course of the program. All material can be accessed through the RADical Health portal on the participant’s own time.

DIVE DEEPER: To explore topics of particular interest, check out the in-depth resources and tools by category on the RADical Health portal.

EXPECTATIONS:

- Participate in your organization's 2 hour Guide training.
- Thoroughly review the elements of the Guidebook and the RADical Health content prior to leading each session.
 - This includes watching the inspirational interviews and reviewing the weekly activities.
- Encourage participants to connect with each other, the resources and the material.
- Create and maintain the safe space guidelines throughout the program.
- Fill out the weekly Guide surveys, including attendance numbers.
- Require participants to provide survey feedback at the end of each session.
- Participate in quick weekly check-ins with RADical Health.
- Participate in a RADical Health focus group after the four-week experience.

WHY YOU'RE SO IMPORTANT

Thank you for being a RADical Health Guide. You are the face of the program. Your approach to sharing information, introducing topics and personalizing the experience will help your participants connect to the content and stay engaged.

You are not alone! You don't need to have all the answers. A benefit of the RADical Health Guide experience is the opportunity to meet / support each other. If you need help at any point, reach out to your school contact, fellow Guides or the RADical Health team.

HEARING FROM YOU:

RADical Health was developed and piloted in partnership with New York University. All elements of the program have been informed by students, behavioral health professionals, faculty and administrators from schools across the country. Thousands of students have already participated in RADical Health. Our goal is to reach one million young adults as soon as possible.

We need your candid feedback so we can continue to enhance RADical Health every semester. Were the featured interviews interesting and inspiring? Did the participants engage in the discussions? What other resources or topics would you have included?

In order to capture real-time perspectives, short surveys are collected after each week. **As a Guide, you are required to fill out these surveys and have participants do so too.**

ALL SURVEY FEEDBACK IS ANONYMOUS.

PREPARING TO BE A GUIDE

GETTING READY

Prior to the first session:

- Login to **RADicalHealth.org** and familiarize yourself with the platform.
- Complete your **Guide Profile** as a way to introduce yourself to your group.
- Schedule your weekly **“Let’s Discuss”** session with your group’s meeting date / time. This information will automatically be sent to your participants.
- Review the Week 1 Material in the Guidebook:
 - Watch the **“Inspirational Interview”** for Week 1 (approx. 5 mins);
 - Review the **“Let’s Discuss”** Activities;
 - Familiarize yourself with the **“Dive In”** resources.
- You are NOT required to have all the answers! If a participant requests a resource and you are not sure where to direct them, let them know you will get back to them. You can reach out to your RADical Health lead for guidance.

CREATING RESPECTFUL, SAFE & INCLUSIVE SPACES FOR GROUP DISCUSSION

One of the most important jobs as a RADical Health Guide is to create a space where everyone feels comfortable. Establishing this space begins the moment someone walks into the room. Offering a warm smile and an immediate welcome to each person begins the process of creating safety. People feel safe when they are in an environment that is accepting and judgment-free.

It is important that all participants are introduced to each other as they may not have met before. This is why it is helpful to start the discussion group with an icebreaker.

GROUP GUIDELINES

The topic of safety should be presented at your first group meeting, with a reminder at the beginning of each week.

- We respect every person's experiences and emotions.
- Our identity impacts the way we navigate in the world. It is important to respect that we may face different challenges based on a variety of factors.
- We are here to grow and support each other.
- We should never feel pressure to share.
- Confidentiality: What is said in group discussions should stay there unless someone is in immediate danger (self-harm or harm to others) or if a participant mentions an incident of sexual misconduct.*
 - Remind participants where they can find confidential reporting guidelines and other resources (See RADical Health Portal Resources).

If any of the guidelines are being violated, it's best to address it immediately.

****Refer to your RADical Health portal for school-specific resources regarding campus counseling & psychological services, reporting mandates & confidentiality.***

ROOM SETUP:

- **In-Person:** Arrange the room in an intimate layout (circle, semi-circle, etc.) to facilitate eye-contact and connection.
- **Virtual:** Establish that cameras should be on from the outset, unless a participant reaches out to you specifically to express that they're uncomfortable.
- ***A note on phones:** Participants should not be on their phones at any time during group discussions. Phones are a distraction and create barriers to connection. **Ask participants to put their phones away at the beginning of each session.**



WEEK 1:

HOW DO I CONNECT?

STRENGTHENING EMOTIONAL INTELLIGENCE

WEEK 1 GOALS:

SKILLS:	PARTICIPANTS WILL:
<ul style="list-style-type: none">• Communication & Active Listening• The Power of Asking Questions• Emotional Intelligence	<ul style="list-style-type: none">• Explore ways to create and find new connections;• Learn the importance of empathy in making connections;• Engage in active listening exercises: communication as a two-way street.

WEEK 1 OUTLINE:

1. Welcome, Icebreaker and Introduction to RADical Health (15 min)
2. Inspirational Interview & Discussion: Lauv (15 min)
3. Activity: Active Listening Exercise & Discussion (25 min)
4. Wrap Up: Takeaway from Aaron Taylor, Closing Thoughts & Survey (20 min)

WELCOME, INTRODUCTION AND ICEBREAKER (15 min)

- **GUIDE PROMPT:** Introduce yourself, share why you joined the RADical Health team, and introduce the RADical Health program.

RADICAL HEALTH INTRODUCTION

- Our group will meet once a week for the next four weeks to explore the material. It's designed to empower you with community, skills and resources so you're equipped to cope with life's challenges *before* a crisis point.
 - You'll learn to connect with others, take care of yourself and engage in our broader community.
 - RADical Health is not a clinical program - it's discussion-based, and we're here to learn from each other.
 - This program was built with student input and is modified every semester thanks to your feedback. We'll be filling out short, anonymous surveys at the end of each session to make sure your thoughts are incorporated.
- Introduce the RADical Health topics so participants know what to expect over the next four weeks (also in **Appendix D**):
 - **Week 1: How Do I Connect?** *Strengthening Emotional Intelligence*
 - **Week 2: What Matters to Me?** *Principles & Priorities*
 - **Week 3: Why Am I Stressed?** *Building Resilience*
 - **Week 4: Where Do I Go From Here? And How Do I Get There?**
 - Go over the **guidelines for group discussion (p. 5 and Appendix A)**.

WEEK 1 ICEBREAKER

- Have participants stand up and find one person they do not know. With this partner, have them:
 - Introduce themselves;
 - Share a fun fact;
 - Share something they are looking to get out of this experience.
- Once participants have shared with their partner, have them find another and repeat the process.
- Once participants have done this with 2-3 people, bring everyone back to the group.

WEEK 1 INTRODUCTION

Bring the group back together and introduce **Week 1: How Do I Connect? Strengthening Emotional Intelligence.**

- This week our activities and materials focus on:
 - Communication & Active Listening
 - The Power of Asking Questions
 - Emotional Intelligence

- This week focuses on building genuine and meaningful connections. We are more “connected” than ever in some ways- through social media and the internet - but people have never felt more isolated.
- Forming connections requires effort, especially in today's disconnected world. Today, we'll learn some practical ways to connect by communicating effectively, listening actively and asking thoughtful questions.
- All of these tools help you build emotional intelligence, which refers to the ability to perceive, control and evaluate emotions. High EQ skills help you recognize your own emotions and those of other people, and you are able to use this information to navigate an array of situations and environments.

ACTIVITY: THE POWER OF ASKING QUESTIONS

Have the group engage in an interactive activity using the following instructions:

- Introduce yourself and ask a simple question. The group rapid-fire responds to the question. Go around the circle until everyone asks a question.
 - Sample Questions: “What’s your favorite color?” “What’s your favorite food?” “What do you do for fun?” “What’s your favorite childhood movie?”

This activity demonstrates the power of asking questions. Through asking simple questions, we discovered shared experiences and learned new things about each other.

INSPIRATIONAL INTERVIEW & DISCUSSION (15 min)

Each week we will watch an inspirational interview to introduce the weekly topic and kick off our discussion.

- **INTRODUCTION:** In this video, Lauv, a singer/musician, talks about the building blocks for healthy and meaningful relationships. As you watch the video, view it through your own lens and think about how your own experiences relate to any of the topics introduced.

WATCH VIDEO: LAUV – SINGER, SONGWRITER, PRODUCER & FOUNDER OF THE BLUE BOY FOUNDATION (3:13)

- **POST-VIDEO DISCUSSION:** What resonated with you? Did anything mentioned by Lauv remind you of a current or previous experience?
- **DISCUSSION PROMPTS (OPTIONAL):**
 - Do you feel you can't be there for others when you don't show up for yourself? When you are not in a place where you can be there for others, how do you communicate this? How do you set boundaries?
 - How do you view social media? What makes it good or bad? Does it influence how you connect with your friends?
 - Lauv talks about finding his "people" - instead of molding himself to fit in with others he tried to figure out how others fit into his life. How does this relate to your own experiences?
 - Do you "subscribe to old tapes" of yourself? What are some tips to get away from that?
 - Lauv talks about the importance of having a mentor. What does a mentor look like to you?

ACTIVITY: ACTIVE LISTENING EXERCISE & DISCUSSION (25 min)

ACTIVE LISTENING INTRODUCTION

- Strengthening connections is at the core of RADical Health.
- It has never been more important than after the isolation of the last few years.
- When we talk to people we are often distracted - think about when you are on the phone, or with your camera off or even with a friend in person - are you checking your phone? Cleaning your room? Multitasking? Distracted? Are we really listening to what is being said?
- The key to genuine connections is having real and meaningful conversations. We always have something to learn by listening. Today, we're going to do an activity to help us practice this.

ACTIVE LISTENING EXERCISE: INSTRUCTIONS

This is an activity about the importance of creating meaningful connections. The purpose of this exercise is to help participants practice this skill.

- Break the group into pairs.
- Before you move them, share the Active Listening exercise instructions:

- a. The person who is younger will share first. The other person will start as the “listener.”
- b. The sharer will speak for a whole 2 minutes (the Guide will keep time) answering the following prompt.
 - i. **SHARER PROMPT: i) share a time someone helped you overcome something difficult or ii) a time you helped someone overcome something difficult. How did it happen?**
- c. As the sharer speaks, the listener will do the following:
 - i. **LISTENER:** Practice repeating in your head what the other person is saying so you can remember as best as you can.
- d. When the 2 minutes are over, the listener **will repeat back what the person shared to the best of their ability. Do not offer advice, comments or agreements, JUST REPEAT for 1 minute.**
- e. Switch roles: switch listener / speaker and time another 2 minutes, repeating the initial exercise.
 - i. The listener repeats, as best as they can, what the sharer said for 1 minute.
- f. Bring everyone back to the group.

SHARE OUT DISCUSSION

Invite participants to share their experience with this exercise with the group.

- **PROMPTS:**
 - How did it feel to be the listener? The sharer?
 - As the listener, did you find your attention wandering at any point?
 - Did knowing you have 100% of the listener’s attention make you feel better as a speaker? Did it make you nervous?
 - How might this active listening exercise translate into better connections/ friendships/ relationships?

Active listening is a way to make sure the other person feels heard. It is a way to make yourself heard. It can help you respond, rather than react. It veers away from advice giving or problem solving and focuses on understanding and validating.

WRAP UP (20 min)

Each week we will close with a short video from Aaron Taylor, NFL Super Bowl Champion, College Football Hall Of Famer, Mental Health Advocate.

WATCH VIDEO: TAKEAWAY MESSAGE FROM AARON TAYLOR (2:48)

- **POST-VIDEO DISCUSSION:** What resonated with you from the takeaway video?
- **CLOSING PROMPTS:**
 - What allows you to have meaningful conversations with those close to you?
 - How do you build genuine relationships with new people?
 - What does a safe, open environment look like for you? How do you create this space for others?
 - How do the discussions and activities this week relate to emotional intelligence?
 - How might you apply what you learned this week into your life?

CLOSING THOUGHTS

Building authentic and genuine connections requires active listening, sharing experiences and embracing vulnerability. When we lead with vulnerability or actively listen to others, we create an environment of openness for other people. In return, we create a space for ourselves to do the same. Practicing these skills gives us the ability to understand and manage our own emotions and be in tune with those around us.

WEEKLY 1 CHALLENGE

Provide participants with a small “weekly challenge” where they apply the skills and content from the session into their daily lives.

- **Challenge:** Practice active listening with someone close to you this week.

DIVE-IN RESOURCES

- The dive-in tools and school resources can be found in the RADical Health portal for participants to access at any time. Point out your favorite Week 1 resource!
- **REMINDER:** You do not need to discuss all of these resources during the Let’s Discuss time.

SURVEY FEEDBACK

BEFORE YOU GO: REMIND PARTICIPANTS TO FILL OUT THE SURVEY ON THE PORTAL. FEEDBACK IS IMPORTANT TO ENHANCE THE PROGRAM.

- Take a few minutes to provide feedback before wrapping up the session.
- Brief surveys can be found in the portal for each week.
- Ask participants to use an electronic device to log into the portal and quickly fill out the weekly survey **while still in the session.**
- Fill out the weekly Guide survey, including attendance for the week.



WEEK 2:

WHAT MATTERS TO ME?

PRINCIPLES & PRIORITIES

WEEK 2 GOALS:

SKILLS:	PARTICIPANTS WILL:
<ul style="list-style-type: none">• Self-Awareness• Aligning Decisions with Personal Priorities• Time & Energy Management	<ul style="list-style-type: none">• Identify their core principles & priorities: What matters to me?• Feel empowered to make intentional choices based on these principles & priorities;• Be introduced to resources that help align time and energy with priorities.

WEEK 2 OUTLINE:

1. Icebreaker & Introduction (10 min)
2. Inspirational Interview & Discussion : Matt Higgins (15 min)
3. Activity: Principles and Priorities Exercise & Discussion (30 min)
4. Wrap Up: Take Away from Aaron Taylor, Closing Thoughts & Survey (20 min)

ICEBREAKER AND INTRODUCTION (10 min)

WEEKLY RECAP

- Introduce yourself for any participants not present in the first session and welcome them to **Week 2: What Matters to Me? Principles & Priorities**.
- Remind everyone of the safe space group guidelines (p. 5 and Appendix A).
- **Weekly Recap:** As a group, discuss the following questions:
 - Has anything happened in the last week that relates to the topics we have discussed?
 - Would anyone like to share their experience with the Week 1 challenge (active listening)?

ICEBREAKER

- **PROMPT:** If you did not need to sleep, what would you do with the extra hours?
 - Start with yourself to break the ice.
 - Call on participants to introduce themselves & answer the icebreaker.
 - Make it clear people can pass.

WEEK 2 INTRODUCTION

Introduce **Week 2: What Matters to Me? Principles & Priorities**.

- This week our activities and materials focus on:
 - Self-awareness
 - Aligning decisions with personal priorities
 - Time and energy management.
- The challenges, obligations and changes that occur in life can make us feel pulled in a million different directions.
 - It's important to take time to ground yourself and reflect on what you want to get out of an experience: How do you want to spend your time? Who do you want to connect with? What interests do you want to explore?
 - When we recognize and focus on the things that matter most to us, we can make more intentional choices.

INSPIRATIONAL INTERVIEW & DISCUSSION (15 min)

- **INTRODUCTION:** In this short video, business leader Matt Higgins talks about finding where you thrive and our tendency to compare ourselves to others. As you watch the video, view it through your own lens and think about how your own experiences relate to any of the topics introduced.

WATCH VIDEO: MATT HIGGINS - BUSINESS LEADER (3:03)

- **POST-VIDEO DISCUSSION:** What resonated with you? Did anything mentioned by Matt Higgins remind you of your own experiences?
- **DISCUSSION PROMPTS (OPTIONAL):**
 - Matt Higgins talks about the importance of figuring out where you thrive and taking steps to get to that place. Does anyone want to share their "version of sunlight," where they feel like they thrive? How did you figure out where this is?
 - Matt uses the analogy of a sailboat tacking, where the boat may look like it is not making progress but it is still making small side-to-side motions forward. Does this relate to anything you have experienced? Has there ever been a time where it feels like you were not moving forward?
 - Sometimes we go on autopilot and are "not at the helm" - How can we stay at the helm of our boat?

ACTIVITY: PRINCIPLES & PRIORITIES EXERCISE & DISCUSSION (30 min)

PRINCIPLES & PRIORITIES INTRODUCTION

- When we stop to *really* think about what we're doing, we are checking our internal compass to make a decision.
 - That compass is really our principles & priorities; these guide our choices.
- When we get pulled in different directions we want to be able to fall back on these to stay grounded.
- When you think about what matters to *you* - it's always important to remember these are your priorities, not those of your parents, friends, professors or anyone else.

PRINCIPLES & PRIORITIES EXERCISE: INSTRUCTIONS

We have spoken about how important it is to use our principles and priorities - what matters to us- as guides in our lives. In this activity, we will identify some of our core priorities and how they impact us every day.

- Ask the group to consider the list of principles and priorities on the **next page** (*handout, share your screen or have participants scan the QR Code*).
 - Give participants a few minutes to identify their ten priorities.
- Break into groups of 2-3 and have participants discuss one of the principles/priorities they chose (10 min):
 - **PROMPTS:** Why did you choose the principles & priorities you did?
 - How do you practice them in your daily life?
 - Are there any you have trouble making time for?
 - Did anyone in your group have different definitions for any of them?
- Come back to the group for discussion.



HANDOUT: PRINCIPLES & PRIORITIES

Your principles are the beliefs that define what is most important to you. They guide each of your choices in life. For example, someone who values family might try to spend extra time at home, while someone who prioritizes recognition might put themselves in a position to get attention. Understanding your principles will help you stay anchored in how you manage your time, energy, and attention.

Select the 10 most important items to you from the following list.

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Love | <input type="checkbox"/> Honesty | <input type="checkbox"/> Authenticity |
| <input type="checkbox"/> Wealth | <input type="checkbox"/> Humor | <input type="checkbox"/> Recognition |
| <input type="checkbox"/> Family | <input type="checkbox"/> Loyalty | <input type="checkbox"/> Nature |
| <input type="checkbox"/> Challenge | <input type="checkbox"/> Advocacy | <input type="checkbox"/> Popularity |
| <input type="checkbox"/> Success | <input type="checkbox"/> Independence | <input type="checkbox"/> Community |
| <input type="checkbox"/> Knowledge | <input type="checkbox"/> Achievement | <input type="checkbox"/> Empathy |
| <input type="checkbox"/> Power | <input type="checkbox"/> Beauty | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Spirituality | <input type="checkbox"/> Relaxation |
| <input type="checkbox"/> Free Time | <input type="checkbox"/> Respect | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Peace | <input type="checkbox"/> Curiosity |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Stability | <input type="checkbox"/> Service |
| <input type="checkbox"/> Calmness | <input type="checkbox"/> Wisdom | <input type="checkbox"/> Relationships |
| <input type="checkbox"/> Freedom | <input type="checkbox"/> Fairness | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Playfulness | <input type="checkbox"/> Physical Wellness | |

Adapted from Therapy Aid LLC

SHARE OUT DISCUSSION

Invite participants to share their experience with this exercise with the group.

PROMPTS:

- Did you find choosing 10 principles / priorities difficult or easy? Why?
- How do your principles influence your actions and goals?
- What are some challenges that impact your ability to stick with your principles and priorities?
- What can you do in your daily life that will help you stay connected to your principles?
- Were there a few priorities that stood out to you immediately? Why do you think those principles are so important to you?
- Do you see the influence of your parents/guardians/friends in the priorities you selected?
- How, if at all, have your priorities changed over the last couple of years?
- Are there principles you wish you prioritized more?

WRAP UP (20 min)

WATCH VIDEO: TAKEAWAY MESSAGE FROM AARON TAYLOR (1:27)

NFL Super Bowl Champion, College Football Hall Of Famer, Mental Health Advocate

- **POST-VIDEO DISCUSSION:** What resonated with you from the takeaway video?
- **CLOSING PROMPTS:**
 - Do you feel like your identity is tied to your school/ major/ hobby/ accomplishments etc.?
 - Have you ever felt defined by what you do rather than who you are?
 - What does “reconnect with who we are, not what we do” mean to you?
 - This week was all about identifying what matters to you. How might you implement what you learned into your life?

CLOSING THOUGHTS

It is important to set aside moments for self reflection to better understand what truly matters to us as we navigate life. By doing this, we are better able to effectively manage our time and energy– making sure they’re aligned with our priorities. When we stop to reflect on what matters to us, we are empowered to make choices that honor our true selves and align with what we want to get out of life.

WEEK 2 CHALLENGE

Provide participants with a small “weekly challenge” where they apply the skills and content from the session into their daily lives.

- **Challenge:** Carve out time this week for a principle / priority you have not made time for recently.

DIVE-IN RESOURCES

- Point out the **Pomodoro Technique** for time management in the portal.
- Remind participants that the dive-in tools and school resources are there to access at any time.
- **REMINDER:** You do not need to discuss all of these resources during the Let’s Discuss time!

SURVEY FEEDBACK

BEFORE YOU GO: REMIND PARTICIPANTS TO FILL OUT THE SURVEY ON THE PORTAL. FEEDBACK IS IMPORTANT TO ENHANCE THE PROGRAM.

- Take a few minutes to provide feedback before wrapping up the session.
- Brief surveys can be found in the portal for each week.
- Ask participants to use an electronic device to log into the portal and quickly fill out the weekly survey **while still in the session.**
- Fill out the weekly Guide survey, including attendance for the week.



WEEK 3:

WHY AM I STRESSED? BUILDING RESILIENCE

WEEK 3 GOALS:

SKILLS:	PARTICIPANTS WILL:
<ul style="list-style-type: none">• Self-Care• Understanding Stress Cycles• Stress Management	<ul style="list-style-type: none">• Explore the impact of mental and emotional stress on physical health;• Develop healthy habits and strategies to close the stress response cycle;• Identify tools to increase resilience.

WEEK 3 OUTLINE:

1. Icebreaker & Introduction (10 min)
2. Inspirational Interview & Discussion: Ibtihaj Muhammad (15 min)
3. Activity: RADical Health Self-Care Inventory & Discussion (30 min)
4. Wrap Up: Take Away from Aaron Taylor, Closing Thoughts & Survey (20 min)

ICEBREAKER AND INTRODUCTION (10 min)

WEEKLY RECAP

- Welcome everyone back to **Week 3: Why am I Stressed? *Building Resilience***.
- Remind everyone of the safe space group guidelines (**p. 5 and Appendix A**).
- **Weekly Recap:** As a group, discuss the following questions:
 - Has anything happened in the last week that relates to the topics we have discussed?
 - Would anyone like to share their experience with the Week 2 challenge?

ICEBREAKER

- **PROMPT:** If you could trade places with someone for one hour, who would you choose and why?
 - Start with yourself to break the ice.
 - Ask/call on participants to introduce themselves & answer the icebreaker.
 - Make it clear people can pass.

WEEK 3 INTRODUCTION

Introduce **Week 3: Why am I Stressed? *Building Resilience***.

- This week our activities and materials focus on:
 - Self-Care
 - Stress Management
 - Understanding Stress Cycles

- Stress is a normal part of life and we all experience it. Let's talk about ways we can have more control over its impact on our lives.

INSPIRATIONAL INTERVIEW & DISCUSSION (15 min)

- **INTRODUCTION:** In this short video, Olympic Gold Medalist, Ibtihaj Muhammad, talks about her experience during a stressful time and some important coping tools. As you watch the video, view it through your own lens and think about how your own experiences relate to any of the topics introduced.

WATCH VIDEO: IBTIHAJ MUHAMMAD - U.S. OLYMPIC & WORLD CHAMPION FENCER (3:58)

- **POST-VIDEO DISCUSSION:** What resonated most with you? Did anything mentioned by Ibtihaj remind you of a current or previous experience? Did any self-care tools Ibtihaj mentioned stand out?
- **DISCUSSION PROMPTS (OPTIONAL):**
 - Do you compare yourself to your peers? If so, do you compare yourself in a way that is positive or in a way that is negative towards yourself/them?
 - Have you ever felt pressure to be the best? Where did that pressure come from? How did you deal with it?
 - Ibtihaj advises us “not to let society define you” and to “free ourselves from what society expects from us.” Have you ever felt defined by society or felt the impact of societal pressure? How do we free ourselves from that?
 - Do you feel you have permission to take care of yourself first, or ever just give yourself “permission to float?” Why or why not?

ACTIVITY: RADICAL HEALTH SELF-CARE INVENTORY & DISCUSSION (30 min)

“STRESS CYCLE” INTRODUCTION

- Our lives have all different stressors: a test, a fight with friends, the pandemic, money problems, balancing workload, extracurricular activities and more.
- Stressors can set off our stress response – the body’s alarm system to help us be aware of things that impact our lives in negative and positive ways.
 - This stress alarm may feel like butterflies in your stomach, a racing heartbeat, sweating.
- Sometimes we react to our stress in ways that come naturally to us but may not be the best coping mechanisms: isolating ourselves, procrastinating, scrolling on social media, bingeing, sleeping too much.
- Even if we can’t change the stressor, we can control our response to our stress by replacing negative coping mechanisms with positive self-care techniques:
 - **Physical activity, affection, laughter, creative expression, listening to music, breathing and connecting with others all are proven ways to respond to stress and close the stress cycle.**
- We can take actionable steps to control our response to stressors.

RADICAL HEALTH SELF-CARE INVENTORY: INSTRUCTIONS

We are going to take some time to think about our own stress cycles, how we respond to stress and the practices we can use to reduce stress from the outset.

1. **Ask participants to write down 3 stressors in their daily lives.** *Wait for them to finish writing before moving on to the next step.*
2. **Ask them to write down 3 things they do when they are stressed** (negative or positive). *Wait for them to finish writing before moving on to the next step.*
3. **Ask them to write down 3 self-care techniques they use** (e.g. physical activities, connecting with friends, meditating, listening to music, visualizing working through the challenge).

BREAK OUT DISCUSSION

Once participants have finished writing their answers, have them break into small groups of 2-3 and discuss what they wrote down for 5 minutes.

SHARE OUT DISCUSSION

Bring the group back together and invite them to share their overall thoughts on the exercise / their responses. Continue the discussion with the following prompts.

PROMPTS:

- Would anyone like to share what they wrote down for their daily stressors, responses to stress, or self-care techniques?
- Look at what you have written: your stressors, responses to stress (whether positive or negative), and self-care techniques. Are there any areas where you can replace unhealthy responses to stressors with positive ones?
- Sometimes the thing that is taking up our time and stressing us out is something we have chosen to take part in, such as our major, a club or sports team. If you recognize that you are doing something you want to do, does that change how you feel about it?

WRAP UP (20 min)

WATCH VIDEO: TAKEAWAY MESSAGE FROM AARON TAYLOR (2:08)

NFL Super Bowl Champion, College Football Hall Of Famer, Mental Health Advocate

- **POST-VIDEO DISCUSSION:** What resonated with you from the takeaway video?
- **CLOSING PROMPTS:**
 - Think back to a stressful moment in your life. How did you handle that stress? What is something you learned?
 - Ex. Studying for an exam, a break-up, a fight with a friend.
 - Is stress always a bad thing, or can it sometimes be good?
 - Do you think we need stress to grow? Can we grow in comfortability?
 - What did you learn about stress, resilience and self-care this week? How might you implement those learnings into your life? Are there any self-care techniques you learned during this activity you plan to use?

CLOSING THOUGHTS

This week's activity and discussion helped us identify our stressors and our responses to them. Although we might not always have control over the stress, we do have the ability to control our response. By listening to the experiences of others, we have learned new coping mechanisms to help us during stressful times. Being more aware of what causes stress and how we respond to it can help us take care of ourselves.

WEEK 3 CHALLENGE

Provide participants with a small “weekly challenge” where they apply the skills and content from the session into their daily lives.

- **Challenge:** Take time for yourself this week by practicing a self-care technique.

DIVE-IN RESOURCES

- Point out the **RADical Health Checklist** as part of the Week 3 resources on the portal. It is a way for participants to continue to reflect on how often they take care of themselves in different aspects of their lives. There are no right or wrong answers and no one will see their responses.
- Remind participants that the dive-in tools and school resources are there for them to access at any time.
- **REMINDER:** You do not need to discuss all of these resources during the Let's Discuss time!

SURVEY FEEDBACK

BEFORE YOU GO: REMIND PARTICIPANTS TO FILL OUT THE SURVEY ON THE PORTAL. FEEDBACK IS IMPORTANT TO ENHANCE THE PROGRAM.

- Take a few minutes to provide feedback before wrapping up the session.
- Brief surveys can be found in the portal for each week.
- Ask participants to use an electronic device to log into the portal and quickly fill out the weekly survey **while still in the session**.
- Fill out the weekly Guide survey, including attendance for the week.



WEEK 4:

WHERE DO I GO FROM HERE? AND HOW DO I GET THERE?

WEEK 4 GOALS:

SKILLS:	PARTICIPANTS WILL:
<ul style="list-style-type: none">• The Power of Self-Talk• The Value of Perspective• Creating Positive Outcomes Through Informed Decision-Making	<ul style="list-style-type: none">• Examine how thoughts and feelings shape their actions and experience;• Broaden their understanding of how they make choices;• Explore ways we interact with the larger community.

WEEK 4 OUTLINE:

1. Icebreaker and Introduction (10 min)
2. Inspirational Interview & Discussion: Aaron Taylor (20 min)
3. Activity: Decision-Making Exercise & Discussion (25 min)
4. RADical Health Wrap Up Discussion & Survey (20 min)

ICEBREAKER AND INTRODUCTION (10 min)

- Welcome everyone back to **Week 4: Where Do I Go From Here? And How Do I Get There?**
- Remind everyone of the safe space group guidelines (p. 5 and Appendix A).
- **Weekly Recap:** As a group, discuss the following questions:
 - Has anything happened in the last week that relates to the topics we've discussed?
 - Would anyone like to share their experience with the Week 3 challenge?

ICEBREAKER

- **PROMPT:** What is one piece of advice you would give to your younger self?
 - Start with yourself to break the ice.
 - Ask/call on participants to introduce themselves & answer the icebreaker.
 - Make it clear people can pass.

WEEK 4 INTRODUCTION

Introduce **Week 4: Where Do I Go From Here? And How Do I Get There?**

- This week our activities and materials will focus on:
 - The Power of Self-Talk
 - The Value of Perspective
 - Creating Positive Outcomes Through Informed Decision-Making
- This week, we're going to talk about the factors - our thoughts, other people, events, social media - that play into our decision making and how those decisions impact our engagement with the world.
 - Whether we're conscious of it or not, we make 3,500 decisions a day.
 - Knowing the things that influence our decision-making – like our self-talk and other people's opinions - can help us make the best decisions for ourselves.

INSPIRATIONAL INTERVIEW & DISCUSSION (20 min)

- **INTRODUCTION:** In this video, Aaron Taylor talks about tools he uses to help maintain control over his own life experiences. As you watch the video, view it through your own lens and think about how you may apply these tools to your own life.

WATCH VIDEO: AARON TAYLOR - NFL SUPER BOWL CHAMPION, COLLEGE FOOTBALL HALL OF FAME, MENTAL HEALTH ADVOCATE (7:46)

- **POST-VIDEO DISCUSSION:** What resonated with you? Did anything mentioned by Aaron remind you of your own experiences?
- **DISCUSSION PROMPTS (OPTIONAL):**
 - Aaron felt like he didn't belong once he got to college. Have you ever experienced imposter syndrome? What are ways you might combat this?
 - Aaron emphasizes the power of positive self talk and the danger of automatic negative thoughts - ANTs. When a friend is having a bad day, how do you talk to them? Is this different from how you talk to yourself when you're having a bad day?
 - Aaron talks about shifting his focus away from what he is worried about to what he can control. How can changing your perspective impact how we experience different situations?
 - Have you ever had an "I don't know" moment? (Picking a college, picking a major, etc). What helped you through it?
 - Think about Aaron Taylor's idea of breaking his own negative thought cycle by doing small acts of service for others. Can you think of a time when doing something for someone else got you out of your own funk?

ACTIVITY: DECISION-MAKING EXERCISE & DISCUSSION (25 min)

DECISION-MAKING INTRODUCTION

- Friends, family, social media, etc. all influence the choices we make.
- But the most powerful decision-making resource is what we tell ourselves.
 - That voice can be a cheerleader / champion or a critic, causing us to compare ourselves to others (imposter syndrome).
 - Sometimes we make decisions based on this negative self-talk.
- Understanding the factors that influence our decisions can help us make choices that honor what matters to us.

DECISION-MAKING EXERCISE:

This activity will help you be more aware of how you make decisions and your ability to control that process.

- Ask participants to **write down 3 decisions they made in the last week**. Big or small - they can be anything.
 - *Examples: I switched my major. I blew through my weekly budget on takeout. I joined the debate club. I canceled plans with a friend.*
- Next - **Ask them to think back on one of these decisions as you slowly read the following questions:**
 - What factors went into your decision?
 - Were you influenced by anything, or anyone, when you made it?
 - What were you feeling at the time you made the decision?
 - Did these feelings impact your decision?
 - How are you feeling about your decision after the fact?
 - Would you make the same decision again?

BREAKOUT DISCUSSION

Once participants have finished reflecting, break them into groups of 2-3. Ask them to discuss one of their decisions and what they thought about as they reflected on the above questions for 10 mins.

SHARE OUT DISCUSSION

Bring the group back together and invite participants to continue the discussion using the following prompts.

PROMPTS:

- Think back to “Week 2: What Matters to Me?” and the decisions you wrote down in Week 4. Can you see your priorities reflected in your decisions?
- How do the people around us impact our decision making?
- Do you avoid people who offer advice you might not want to hear? Do you only confide in people who agree with you?
 - Can you identify people who can help you make decisions if your self-talk is not helpful, or if you feel stuck?
- How does your mindset/ self-talk influence your decisions and how you interact with the world around you? Can anyone share an example of how their mindset impacted a decision or experience?
- What tools can we use to achieve a positive mindset? How do we gain control over our mindset and thoughts?

WRAP UP (10 min)

WEEK 4 CLOSING THOUGHTS

Invite participants to share what they learned this week using the following prompts:

PROMPT:

- What are your biggest takeaways from this week?
- How do your everyday decisions impact how you engage with the world?
- How might you implement what you learned this week into your everyday life?

RADICAL HEALTH: WRAP UP DISCUSSION (10 min)

- How do the pieces of what we've talked about over the last four weeks fit together? How can they impact your engagement with the world?
- How can the topics and tools discussed provide a foundation to navigate life?
- Are there any topics we discussed during RADical Health you'd like to revisit?
- How are you going to take your learnings and apply them moving forward?
- Is there anything else you want to discuss as a group (about the program, campus, or beyond)?

Final Reminders:

- Remind participants that all RADical Health content and school resources will still be available to them on the portal throughout their time at school.
- Encourage participants to keep in touch with each other and with you.
Participants should feel empowered to continue meeting on their own.

CLOSING SCRIPT

- *Over the last four weeks, our discussions and activities have enabled us to learn and develop important tools for navigating life:*
 - *Learning how to build and maintain genuine connections.*
 - *Reflecting on our principles and how we can lead a life that honors what matters to us.*
 - *Becoming more aware of our stressors and ways to manage them.*
 - *This awareness empowers us to stay in control of our experiences rather than letting stress control us.*
 - *Understanding the factors that impact our decision-making so we can be more intentional in how we engage with the world.*
- *Our interactions with others, who we surround ourselves with, our guiding principles, how we handle stressful situations, and our daily choices all contribute to our engagement with the world and our broader life experience.*
- *This program was designed to equip you with resilience tools and empower you to take ownership of your life experiences and, ultimately, live a life that aligns with your authentic self.*
- *Thank you for taking the time to be here for yourself and sharing your experiences with each other.*

WEEK 4 CHALLENGE

- Provide participants with a small “weekly challenge” where they apply the skills and content from the session into their daily lives.
 - Challenge: Continue to be mindful of the skills we learned over the last four weeks. Just like physical exercise or studying for a test, they require practice so they’re available to help you whenever you need them.

DIVE-IN RESOURCES

- Direct participants to the **Martin Luther King, Jr. “Finding Your Life’s Blueprint”** resource and exercise.
- Remind participants that the dive-in material and school resources can be found in the RADical Health portal and they’ll have access for the rest of their time on campus.

DIVE DEEPER

For any topics of particular interest - such as time management and stress reduction - participants can check out the **Dive Deeper** section on the portal. Point out your favorite bucket!

SURVEY FEEDBACK

REMIND PARTICIPANTS THE IMPORTANCE OF PROVIDING FEEDBACK TO ENHANCE THE PROGRAM. Don’t forget to fill out the Guide survey!

- Take a few minutes to provide feedback before wrapping up the session. The week 4 survey looks back on RADical Health as a whole.
- Ask participants to use an electronic device to log into the portal and quickly fill out the survey **while still in the session.**
- Fill out the weekly Guide survey, including attendance for the week.
- **Participants should look out for the opportunity to join a focus group.**
- Please let the RADical Health team know if you have any other feedback.

THANK YOU FOR YOUR SUPPORT!



APPENDIX A: SAFE SPACE GROUP GUIDELINES

One of the most important jobs as a RADical Health Guide is to create a space where everyone feels comfortable.

People feel safe when they are in an environment that is accepting and judgment-free. The topic of a safe and comfortable space should be presented at the beginning of the program with a reminder at the introduction to each week.

Guidelines to share:

- We respect every person's experiences and emotions.
- Our identity impacts the way we navigate in the world. It is important to respect that we may face different challenges based on a variety of factors.
- We are here to grow and support each other.
- We should never feel pressure to share.
- Confidentiality: What is said in group discussions should stay there unless someone is in immediate danger (self-harm or harm to others) or if a participant mentions an incident of sexual misconduct.*
 - Remind participants where they can find confidential reporting and other resources (see school-specific resources in the portal).

If any guidelines are being violated, it's best to address it immediately.

Establishing this space begins the moment someone walks into the room. Offering a warm smile and an immediate welcome to each person begins the process of creating safety.

It is important that all participants be introduced to each other as they may have never met before. Including moments to connect everyone creates safety and understanding. This is why it is helpful to start the discussion group with an icebreaker and sharing.

****See the RADical Health portal for school-specific resources regarding campus counseling & psychological services, reporting mandates & confidentiality.***

APPENDIX B: GROUP LEADERSHIP TIPS & GUIDE FAQs

TIPS FOR SUCCESSFUL GROUP DYNAMICS:

Your job as a group facilitator is to create a safe environment for participants to learn, openly share ideas, thoughts and feelings without judgment. These tips will help you!

SETTING RESPECTFUL GROUP RULES:

- Ask group members to put their phones away so that they won't be distracted by texts or calls during the discussion time.
- Remind group members that information shared in group may not be common knowledge. Information shared in the group should stay in the group.
- The safe space guidelines should be presented at the beginning of every session.

CREATING A SAFE & WELCOMING ENVIRONMENT:

- It is important that participants feel comfortable, welcome and respected.
- As participants enter the room: be present, welcome them, engage in authentic small talk, ask them how they are doing, etc.

KEEPING A SAFE SPACE WHILE BEING A MANDATORY REPORTER:

- Be upfront with your participants about any mandatory reporting requirements. Remind them that the group is a safe space and they should keep anything shared confidential.
- However, if you are concerned about their well-being you'll reach out separately with additional resources.

PROVIDING A PARTICIPANT WITH FURTHER RESOURCES:

- The Dive In resources and Dive Deeper buckets are always available to participants on the RADical Health portal.
- Your school lead provided curated resources that are also available on the RADical Health portal - find them on the homepage and within each week.
- If you are concerned about a participant, reach out to your school lead for help directing them to the right on-campus resources.

MODELING PARTICIPATION AND SHARING:

- If group members are initially quiet, you can encourage conversation by answering the question for yourself and then asking a specific group member if they have thoughts on your response.

REFLECTIVE LISTENING:

- If a group member makes a statement, you can continue the conversation by restating their comment, making a connecting statement and then asking a question of another group member.
- Highlight connections between what participants have said.

BEING AN AUTHENTIC LEADER

- Leadership can take a variety of different forms. Lead in a way that is natural to you.
- Be authentic and make the content your own, sharing as you feel comfortable. Participants will respond to this authenticity.
- Remember you are a part of the group and are there to make sure participants get the most out of this experience.

USING OPEN-ENDED QUESTIONS:

- Avoid YES or NO questions, as this can limit the conversation. Instead, consider HOW, WHY, WHAT, and WHEN as question starters.
- If you find you need to ask a Yes or No question, you can continue the discussion with questions like: “Can you tell me more about that?”; “Why do you think that is?”; “What did you learn from this experience” or “Does anyone else have thoughts they’d like to share?”

INCLUDING ALL GROUP MEMBERS:

- Calling group members by name as you address them or ask questions will make them more likely to engage.
- If you find the dynamic of the group is somewhat withdrawn, try asking collective questions (“how many of you..”).

ALLOWING SILENCE:

- Silence is not always a bad thing. It is important to give participants the opportunity to reflect before diving into conversation.
- If silence persists, try asking participants to write their thoughts down for a few minutes or break them into pairs before bringing the group back together.

LEADING WITH VULNERABILITY:

- Leading with vulnerability, sharing your own experiences, and being authentic will create a safe space for others to do the same.
- When you are open, honest, and vulnerable about your own experiences (to the extent that you feel comfortable) you increase trust and relatability – allowing participants to feel comfortable sharing.

BUILDING AUTHENTIC RELATIONSHIPS:

- Fostering authentic relationships within the group shows that you care, builds trust, comfortability and a willingness to share.
- The best way to promote engagement is through fostering connections with the participants and as a collective group.
- Little gestures make a big difference: learn your participants' names, say hi to them when you see them around campus, ask about their hobbies, etc.
- Allow time for participants to get to know each other: introduce them to each other, allow casual conversation, engage in icebreakers, break the group into small groups for activities.

RELATING TO YOUR PARTICIPANTS

- Relating the content and discussions to the lives and experiences of the participants makes the content relevant.
- Stay connected to what's happening on campus and the pulse of the group.

VALIDATING EXPERIENCES:

- Take time to validate experiences by:
 - Actively listening;
 - Showing them they are heard;
 - Thanking them for sharing;
 - Asking additional questions;
 - Being understanding of the opinions and experiences shared.
- The ability to see and understand another person's point of view will allow space to be created for empathy.
- You don't have to agree with someone's opinions to be able to acknowledge where they are coming from.

KNOWING THE CONTENT

- Detailed preparation and planning will increase your level of comfort as a Guide.
- The more comfortable you are with the content, the easier it will be to focus on being present in the group.

GUIDE FAQs

HOW CLOSELY SHOULD I FOLLOW THE SCRIPT IN THE GUIDEBOOK?

- The Guidebook is written to give you a clear structure to follow for each discussion group. We encourage you to follow the scripts in order to clearly introduce the content for the session. That said, try to bring yourself into the group with humor and personal sharing.

WHAT IF THE GROUP IS NOT PARTICIPATING?

The Guidebook provides you with icebreaker questions and activities that will help engage participants. Participants are not required to share, so you can:

- Start with answering prompts yourself
- Break them into smaller groups (pairs)
- Go back to the icebreaker activities
- Ask the group if there is anything they want to share
- Watch another inspirational interview or show them a dive-in resource on the portal

WHAT IF THERE IS A GROUP MEMBER WHO IS NOT PARTICIPATING?

If you see a member who is not participating, attempt to gauge the reason.

- If they seem shy or withdrawn, use their name to create greater inclusion.
- You could ask them a direct question while in a large group, but if you notice a difference in comfort levels in break out groups, then they may just be more introverted.
- If they seem distracted by their phone, ask them to set it aside to devote full attention to the group.
- If a group member was previously engaged and suddenly withdrawn, you might pause and check in to see if the discussion triggered discomfort. You could touch base during break out sessions, or reach out at the end of the group.
- If you are concerned that a group member is withdrawn and not participating, you might reach out between group sessions to let them know that you noticed and to see if there is a way to make them feel more comfortable or included. Just the act of reaching out can be a powerful tool to create connection and inclusion.

WHAT SHOULD I DO IF THERE IS A PARTICIPANT THAT IS TALKING OUT OF TURN OR OVER OTHER GROUP MEMBERS?

- Remind the group about the safe space group rules
- Tell the participant that you are excited to hear about their thoughts and remind them to give others a turn to share

WHAT IF WE RUN OUT OF TIME BEFORE COMPLETING ALL ACTIVITIES?

- If the group discussion takes on a life of its own and you don't have time to get to all of the videos and activities, it's okay! The goal of the program is to create connection and awareness of the resources available to participants. If the group connects and dives into the material, GREAT! If you don't get to everything, try to give a brief overview and remind group members that they can access the information through the portal dive-In resources and dive deeper buckets.

WHAT ARE SIGNS THAT I SHOULD FOLLOW UP WITH A PARTICIPANT?

- If you notice a group member suddenly appears withdrawn, fatigued, or emotional, you might want to check in with them.
- If a group member initiates a topic related to a memory or stressful event that appears to be especially vulnerable or triggering, you may want to reach out after the discussion.
- If a group member is concerned about a peer, you can approach the individual yourself or discuss those concerns with your RADical Health school lead.
- If a previously active member stops coming to the group, you might reach out to them mentioning that you noticed their absence and inviting them to come back.

WHAT SHOULD I DO IF A PARTICIPANT REPORTS SOMETHING IN GROUP THAT IS A DANGER TO SELF OR OTHERS

- Your school has a mandatory reporting protocol you should follow. If you are not sure of it, contact your RADical Health school lead for more information/ assistance and they can refer you to the right resources for your participant.
- If you have more general questions, reach out to RADical Health for support.

HOW CAN I ENCOURAGE THE GROUP TO VISIT THE PORTAL AND ENGAGE WITH THE DIVE IN AND DIVE DEEPER CONTENT?

- As part of your wrap up each week, share how the dive-in resources connect with the topics you've introduced.
- Personalize the recommendations by showing which resources you've used most or plan to use.
- Explain that they will be there at any time and more resources on specific topics can be found in the Dive Deeper section.

APPENDIX C: VIRTUAL INSTRUCTIONS

General Notes:

- From the outset, ask students to keep their cameras on throughout the discussion unless they reach out with a prohibitive reason.
- Ask participants to mute while videos are being shown and while others are speaking.
- Include Zoom link in “meeting details” as you schedule each week’s “Let’s Discuss” session in the portal.

Inspirational Interviews:

- Show videos by sharing your screen through Zoom.

Partners: Use Zoom Breakout Rooms to pair participants off during the “Active Listening” exercise of Week 3.

- Breakout Rooms allow you to split your Zoom meeting in up to 50 separate sessions. The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually, and can switch between sessions at any time.

Getting Started

1. Start an instant or scheduled meeting.
2. Click Breakout Rooms.
3. Select the number of rooms you would like to create, and how you would like to assign your participants to those rooms:

- a. Automatically: Let Zoom split your participants up evenly into each of the rooms.
 - b. Manually: Choose which participants you would like in each room.
 - c. Let participants choose rooms: Participants can select and enter rooms on their own.
4. Click Create Breakout Rooms.
5. Your rooms will be created, but will not start automatically.

Managing breakout rooms in progress

Once the breakout rooms have been started, the assigned participants will be asked to join the Breakout Session. The host will stay in the main meeting until joining a session manually. If a participant has not joined the session yet, it will be noted by (not joined) next to their name.

Responding to requests for help

1. Participants in breakout rooms can request that the meeting host join their meeting by clicking Ask for Help.
2. You will be prompted to join the room where the request originated from. Click Join Breakout Room to join the room.

Broadcasting a message to all breakout rooms

The host can broadcast a message to all breakout rooms to share information with all participants.

1. Click Breakout Rooms in the meeting controls.
2. Click Broadcast a message to all, enter your message and click Broadcast.