

# Journey Ahead Program Manual



An Adaptation of the Journey Ahead 10-week Skills  
Program to Help Teens Manage Life's Transitions

Adaptations by Konstantine Salkeld, MSW and Celina A. Ortiz, BA



This is version 1 as of 9 August 2023 and is a living document. This model will be refined as new feedback from participants and new evaluation data is assessed.

## Purpose

The purpose of this program manual is to document the steps to implement Journey Ahead, so that other providers can duplicate the program in their communities. Journey Ahead contains several activities that lead young people through the development of life and coping skills to help them transition into adulthood. The program has been adapted several times to account for different frequency, virtual implementation, and for young people who identify as LGBTQ+. This manual describes implementation considerations. In the Appendices, detailed descriptions of the activities are discussed, along with important documents used throughout the program and fidelity tools.

## A Note on Language

The term “LGBTQ+” is used throughout this document and is an initialism for lesbian, gay, bisexual, transgender, and queer/questioning. The plus sign (+) is used to be inclusive of other identities and sexual orientations beyond LGBTQ (e.g., two-spirit, intersex, asexual, pansexual, gender fluid, etc.). We want to acknowledge that LGBTQ+ language is generational, culturally specific, and always evolving. There can be disagreement within the LGBTQ+ community on the precise definition of some of these terms. All competent professionals will need to be flexible with terminology when working with young people, families, and stakeholders and should understand that they may need to adapt the language we have outlined for some individuals or that they may need to learn new terms. In this regard, diverse sexual orientation, gender identity and expression (SOGIE) terminology is the same as all language: context, culture, age, and experience matter. When working with young people, we need to ask what these terms mean to those using them and follow their lead as the experts on their own experiences.

## TABLE OF CONTENTS

What is Journey Ahead?	1
Journey Ahead Schedule	1
Building a Team of Support for the Retreat	3
Marketing Journey Ahead	4
Fidelity Monitoring	4
Incentives	7
Coaching and Technical Assistance Support	8
Appendix A: Journey Ahead Modules and Activities	9
Module 1	9
Module 2	11
Module 4	13
Module 5	15
Module 6	21
Module 7	22
Module 9	23
Module 10	24
Appendix B: Journey Ahead care package checklist	25
Appendix C: Journey Ahead care Package	26
Inventory for virtual implementation	26
Appendix D: Journey Ahead Youth Incentives	27
Appendix E: Journey Ahead Virtual Agreements Example	28
Appendix F: Journey Ahead Transition Game for Virtual Implementation	29
Appendix G: Community Agreement Example	30
Appendix H: Transitions Game	31
Appendix I: Fidelity Tools	36

## What is Journey Ahead?

Journey Ahead is a 10 session counseling group that was developed specifically with and for LGBTQ+ youth in care, ages 13-21 at the Ruth Ellis Center. Written in 2011 with the support and guidance of the Andrus Family Foundation, *Journey Ahead*, is based on William Bridges' 'Transitions Framework' which he describes as, "[a] model which focuses on transition, not change. The difference between these is subtle but important. Change is something that happens to people, even if they don't agree with it. Transition, on the other hand, is internal: it's what happens in people's minds as they go through change. Change can happen very quickly, while transition usually occurs more slowly" (Bridges, 2003).

*Journey Ahead* was developed for two reasons: first, to arm young people in foster care with knowledge about the Transitions Framework and the skills to successfully manage difficult changes in their own lives through cognitive behavioral coping; second, to nurture positive sense of self while reducing isolation and increasing connectedness for LGBTQ+ youth. The program is divided into two parts – teaching the Transitions Framework and providing youth with the space to develop and practice skills that will help them implement the Framework in their own lives. The first three sessions of the curriculum are devoted solely to teaching participants the Transitions Framework; they learn the difference between change and transition, and they are asked to use Transition language when analyzing changes from their past.

The second half of *Journey Ahead* focuses on soft skill development. Participants are asked to engage in activities that foster positive self-identity, team building skills, emotional regulation and healthy coping mechanisms, effective communication and listening skills, and planning skills. The Ruth Ellis Center serves primarily African American LGBTQ+ youth. The most successful therapeutic techniques for this population provide an opportunity to develop a self-narrative and create space for solution-focused practice. Thus, many of the curriculum's activities ask the youth to narrate their own experiences with change and transition, and every session provides ample space for reflection. Each session is also solution-focused in that participants are aware of how the skills they are developing help foster transition.

### **Virtual Version of Journey Ahead**

Prior to the COVID-19 pandemic, the Journey Ahead intervention was held in person. Due to the increased need for virtual interventions, the Ruth Ellis Center did develop a virtual version of Journey Ahead. The information in this document primarily details the in-person version. For more information on the virtual version of Journey Ahead, contact the National SOGIE Center at [www.sogiecenter.org](http://www.sogiecenter.org). Others who wish to hold Journey Ahead for the LGBTQ+ youth they serve should read through the recommended tools and strategies prior to launching the program.

## Journey Ahead Schedule

Journey Ahead is delivered over the course of three days, broken up over two weeks. The program is for LGBTQ+ youth ages 13-21 who are interested in programming around identity, therapeutic adventure exercises, and independent living skills. For the in-person intervention, Journey Ahead is hosted for one Friday and Saturday, and the following Saturday. Friday, youth would be in session 5pm to 8pm; both Saturdays, youth are typically in session from 11am to 5pm. Over the course of these three days, the participants follow the 6-10 module curriculum. Below is a chart of the activities performed on each day for the in-person version. These activities are explained in further detail in Appendix A.

**Virtual note:** *the activities of Moonball, Around the World, and River Crossing are all omitted because they specifically require both physical and group participation to complete. Other iterations of these*

*exercises have been tested for usefulness or objective measurements in the virtual format. Celebration is omitted in Journey Ahead virtual version because the youth referred for Journey Ahead are from all parts of Michigan and are placed outside of the tri-county area or Ruth Ellis Center.*

**Day 1 (Friday 3hrs)**

Exercise	Timing
Modules 1, 2 Getting a Feel for Change	
Thumb Check-in	5 minutes
Group Shake (previously Group Shakedown)	2 minutes
Moonball	5 minutes
Community Agreement	10 minutes
Change and Transition	10 minutes
Transition Phases	15 minutes
Thumb Check-in Refer to previous occurrence.	2 minutes
Life Mapping -- Who I Am	40 minutes
Reflection	15 minutes
Group Shake (previously Group Shakedown)	
Refer to previous occurrence.	2 minutes
End of Session Farewell	2 minutes

**Day 2 (Saturday 6hrs)**

Exercise	Timing
Modules 4, 5, 8 Self-Talk, Self-Expression & Communication	
Thumb Check-in Refer to Day 1	5 minutes
Group Shake (previously Group Shakedown) Refer to Day 1	2 minutes
Tell Me About a Time	5 minutes
Know Thyself	15 minutes
Want Ad	15 minutes
Emotion Party	15 minutes
Body Communication	15 minutes
Active Listening	20 minutes
Conflict Style Identification	15 minutes
Transitions Game	TBD
Guided Senses	5 minutes
End of Session Farewell/Celebration Planning	2 minutes

### Day 3 (Saturday 6hrs)

Exercise	Timing
Modules 6, 7, 9, 10 Building the Movement	
Around the World	5 minutes
Maze Journey	15 minutes
Building the Movement	20 minutes
River Crossing	25 minutes
SMART goal Brainstorm	20 minutes
Celebration Refection	10 minutes
Celebration	35 minutes

### Building a Team of Support for the Retreat

Based on the space that can be provided for the youth, it is important to have someone well versed for greeting and handling transportation logistics. In this role, building support staff would use a rideshare website to ensure safe transportation of youth from their placement to the retreat location. A second building support staff could be necessary based on the number of youth in the building. One staff would be needed to pick up food or other supplies for the day. For the purposes of Journey Ahead at Ruth Ellis, the team used Lyft in order to pre-schedule the youth rides, track youth arrival to and from their placements, and log payments efficiently.

Besides providing logistical support for a seamless day of youth coming and going, this staff person can also be a nice reprieve from programming if youth need a break. During the retreat format, youth are offered several 10–15-minute breaks. It is at that time youth could seek out support staff to vent or get a new perspective on the day. It is best in these interventions to have different outlets for youth to find support or engagement with the space.

### Verbal/Physical De-escalation Support

At Ruth Ellis, it is required for staff involved in direct care or who works closely with youth to receive annual training in verbal de-escalation through the Handle with Care Behavior Management System (HWC). At least two people in the building during each retreat were HWC trained specifically for separating youth if necessary. **No** Primary Restraint Technique (PRT) was needed or suggested in the intervention. (Please see your state's policy on youth and adult restraint before opting to permit staff to use PRT). Using any form of restraint during Journey Ahead should be a very last resort, as it takes a great deal longer to restore the relationship between staff and youth than is allotted for Journey Ahead participation.

### Behavioral Health Support

When building a team of support and implementation for Journey Ahead, the needs of the youth must be taken into account as well as the resources available. Journey Ahead was designed for LGBTQ+ young people in foster care during their adolescent years. Even without one factor of the identity above, youth should have access to therapeutic services or a counselor. Ruth Ellis Center has an Integrated Behavioral Services department offering assistance to individuals, families, substance use treatment and preventions, case management, and youth involved in Juvenile Justice. For this reason, the Journey Ahead on-site team includes a therapist from the behavioral health department. It is because of these easily accessible services, the Journey Ahead team is able to provide counseling during sessions and connect youth to a supportive adult.

## Youth Volunteer Support

After the first Journey Ahead retreat, staff were able to invite youth back to volunteer during the next retreats. Responsibilities for these youth included greeting and checking in new participants, arranging and serving food at lunch, setting up for activities at the break time, assisting in clean up at the end of the day. Though youth showed interest in volunteering in order to return to the space, incentives/funds were found to pay youth for the days they worked. The hours they contributed also reflected favorably on their resumes.

## Data Manager

Under the National Quality Improvement Center on Tailored Services, Placement Stability, and Permanency for LGBTQ2S Children and Youth in Foster Care (QIC) and Michigan Department of Health and Human Services (MDHHS) grant, it is required that Ruth Ellis has a Data Manager to monitor fidelity during each of the Journey Ahead interventions. The Data Manager is to evaluate how well the Journey Ahead facilitator fulfills the goals for the space and objectives of the curriculum. If it is possible to host Journey Ahead without an outside grant, it may be helpful to have someone surveying how the facilitator carries out the implementation of Journey Ahead.

## Marketing Journey Ahead

The Ruth Ellis Center (REC) recommends that implementing agencies develop a comprehensive approach to marketing the program to young people, their families, and to providers who can refer young people.

Common methods of outreach include:

- Presenting at provider meetings
- Asking social workers and community service providers to advertise for the program
- Hanging flyers in spaces where young people and their families could easily see them
- Social media outreach
- Presenting the program to school providers and to Gender and Sexuality Alliances within schools
- Advertising and family service agencies
- Asking past participants to spread the word about the program
- Presenting the program to faith communities and through affirming churches
- Providing flyers and brochures that health care providers could offer to the populations
- Engaging youth mentorship programs in the recruitment efforts

## Fidelity Monitoring

Over the course of the Journey Ahead intervention, the fidelity monitoring tool has undergone refinement overtime. Important factors included in the fidelity monitoring tool are below. In each of the following categories, Journey Ahead facilitators aim to have a 3 out of 3 score.

### **The learning space is comfortable**

During Journey Ahead, the physical space was arranged to be comfortable for participants.

**IDEAL:** Seating is circular. Chairs are different heights to allow a variety of options to youth and to avoid appearing like group therapy. Furniture and accessories are added to increase comfort (e.g. couches, pillows, cushions on the floor, etc.). There are no complaints about the comfort of the room.

**Pre-programming staff training**

Before Journey Ahead, staff were appropriately trained for their roles and responsibilities.

**IDEAL:** A meeting was held with all staff to review the program structure and assign specific roles to each staff person (e.g., transportation, food/refreshments, incentive payments, communication with youth outside of sessions, pre-post surveys, buddying-up with youth, removal of youth if crisis arises, etc.). When training begins, all tasks are assigned to one or more specific staff.

**Facilitator minimizes power dynamics**

During Journey Ahead, the facilitator consciously dresses and positions themself so as to minimize power differentials between youth and facilitators, while maintaining authority when necessary.

**IDEAL:** Facilitator positions self at equal or lower eye level to youth. Facilitator sits or stands within the group of youth. Facilitator dresses casually, yet appropriately; does not dress too professionally or formally in a way that reflects superiority to youth.

**Training environment allows for personalization**

During Journey Ahead, participants are encouraged to reflect their own personalities and interests.

**IDEAL:** Youth are contacted prior to training to identify favorite snack foods and/or to encourage them to bring comfort items (e.g., pillows, blankets). Environment includes materials allowing youth to express their thoughts (e.g., blank paper and markers; pipe cleaners; play dough).

**Journey Ahead facilitator includes a near-peer**

During Journey Ahead, there is at least one near-peer facilitator with appropriate background and prior training.

**IDEAL:** At least one of the facilitators has a similar background to youth or has been a previous participant in Journey Ahead.

**Other staff are appropriately involved**

During Journey Ahead, non-facilitating support staff know the roles they have during training.

**IDEAL:** There is a sufficient number of supporting staff in the room. Each staff member understands their role and responsibilities and participates in the training appropriately. There is no confusion about roles and responsibilities.

**The environment is compliant with American Disabilities Act**

In the Journey Ahead environment, all youth could participate regardless of their disability.

**IDEAL:** The space was arranged so that youth in wheelchairs or with other mobility restrictions were not restricted from participating in any Journey Ahead activity. Sign language interpreters were present if needed. Appropriate arrangements were made, as needed, for youth needing accommodations so that they could participate in all Journey Ahead activities.

**Facilitators conducted trust -building activities prior to asking youth personal information**

During Journey Ahead, the facilitators waited until they built trust between youth and themselves and among the youth before asking them to share personal information.

**IDEAL:** Early sessions focused on building trust among youth, and between youth and facilitators, before youth were asked to share personal information.



**Facilitators successfully resolved conflicts when they occurred**

During Journey Ahead, if conflict arose during one or more sessions, the facilitators resolved it positively and turned it into a learning experience for youth.

**IDEAL:** Facilitators effectively modelled positive conflict resolution skills for youth. When conflict did emerge, the facilitators not only handled it positively but also used the situation as a learning experience aligned with the goals of Journey Ahead.

**Facilitators guided discussions around intersectional identities**

During Journey Ahead, the facilitators used language related to multiple identities youth have beyond SOGIE and discussed how these multiple identities could be used to enhance positive self-identity.

*Key Activities: Life Mapping and Who Am I Poster.*

**IDEAL:** When the facilitator talked about identity, multiple identities beyond SOGIE were discussed. There were discussions about how these multiple identities can be used to enhance overall positive self-identity.

**Facilitators structured the sessions in a way that furthered the progress of Journey Ahead**

During Journey Ahead, the facilitators were able to effectively guide the progress of each session.

**IDEAL:** Facilitators progressed through all of the session activities and allowed enough time for processing of the information from each activity.

**Facilitators had a good working relationship with one another**

During Journey Ahead, the facilitators worked well together in a supportive and seamless way.

**IDEAL:** Facilitators always worked in tandem supporting each other. Disagreements may exist, but they were not discussed in front of youth.

**Facilitators had a good working relationship with one another**

During Journey Ahead, the facilitators worked well together in a supportive and seamless way.

**IDEAL:** Facilitators always worked in tandem supporting each other. Disagreements may exist, but they were not discussed in front of youth.

**Facilitators welcomed and incorporated youth input during Journey Ahead**

During Journey Ahead, the facilitators were open to communication and criticism from youth.

**IDEAL:** Facilitators welcomed youth input. They could navigate each youth's responses on the spot and in a way that moved the session towards its intended objectives. They accepted feedback from youth and remained objective and non-defensive with youth who disagreed with them.

**Facilitators engaged and motivated youth to participate**

During Journey Ahead, the facilitators were able to engage youth in Journey Ahead activities.

**IDEAL:** Facilitators engaged all youth and encouraged all youth to actively participate in all of the Journey Ahead activities.

**Facilitators demonstrated enthusiasm**

The facilitators were enthusiastic and excited during the Journey Ahead sessions.

**IDEAL:** Both facilitators demonstrated enthusiasm and excitement in all of the sessions.

## Incentives

### **Snacks and Meals Provided**

For Journey Ahead in-person, it is important that youth are sustained with food and water during their time in the space. Facilitators should organize food delivery/pick-up prior to the day of session to have it there on time. Factors to take into consideration when ordering food should be youth allergies or dietary restrictions/preferences, the opportunity to try something new, and providing enough options for all youth to eat something. Young people who participate in groups might expect to have pizza or a variety of subs; it can be beneficial to introduce youth to other variations of food, other cultures, and even dietary options (vegan, vegetarian, gluten-free, etc.) An example of this can be serving a variety of pita or shawarma wraps (chicken, beef, lamb, vegetarian) to youth for a new experience as well as providing salad or sandwich ingredients in case they are not ready to try something new. Besides mealtimes, snacks should be provided that include cookies/crackers, chips, fresh/packaged fruit or vegetable tray, water, juice/flavor packets. Be sure to clearly label items that contain nuts, gluten, and fruits so that allergens are avoided by youth.

### **Distribution of Incentives**

For any intervention that is done in-person, incentives should be distributed after each session. The easiest way to pay a young person after each session would be using cash. This way they receive the exact funds they earned and can use it immediately if they choose. The second method to paying youth would be using gift cards; preferably preloaded, non-reloadable, and no activation code or fee required. If an activation process is necessary, facilitators or other staff should provide the means and support to do so before youth leave for the day. Activation sometimes requires a phone number or pin to activate, and some youth may not have a phone. As for an activation fee, the cost should be included on the gift card with the amount the youth earn for the day (ex. Youth earns \$25 for session, activation fee is \$3.25, so the youth's card should be at least \$28.25) so they are not using earned funds to activate card. This fee varies from company to company, and additional fees should be included in the incentives budget.

There should be no barriers to youth having access to their funds, therefore it is important to remember paying them before departure and they know to expect how much they will earn by the end of session. This way, a caregiver or guardian is not a middle person handling or limiting access to money the youth have already earned. Special circumstances can be applied if a youth wishes for their money to be guarded by a mentor, caregiver, or guardian when they are in placement.

### **Continuing to Incentivize for Follow-Up Surveys**

If facilitators wish to continue contact with youth through focus groups or follow-up survey opportunities, it would be beneficial for youth to be incentivized. Should the intervention be grant sponsored or funding comes from an outside source, collecting feedback information on the intervention may be necessary for continued support, therefore include follow-up youth incentives in the budget.

## Coaching and Technical Assistance Support

Facilitators of Journey Ahead may find it useful to have regular coaching meetings with someone who can provide support in administering youth programming to LGBTQ+ populations. During the program, difficult conversations may come up between the peers within the group and the facilitator. To strengthen the facilitators' ability to hold space for these conversations and to keep the group moving, replicating sites should develop a coaching plan which supports the facilitator through this, and especially within the first few cohorts of implementation.

Further coaching on Journey Ahead implementation can be provided through the [National SOGIE Center](#) and through the [Ruth Ellis Center](#).

*The development of this program was funded in part by the National Quality Improvement Center on Tailored Services, Placement Stability and Permanency for Lesbian, Gay, Bisexual, Transgender, Questioning, and Two-Spirit Children and Youth in Foster Care (QIC-LGBTQ2S) at the Institute for Innovation and Implementation, University of Maryland Baltimore School of Social Work. The QIC-LGBTQ2S is funded by the U.S. Department of Health and Human Services, Administration for Children, Youth and Families, Children's Bureau under grant #90CW1145. The contents of this manual do not necessarily reflect the views or policies of the funders, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Health and Human Services.*

For information on how to implement Journey Ahead, please contact the National SOGIE Center at [sogiecenter@uconn.edu](mailto:sogiecenter@uconn.edu) or visit [www.sogiecenter.org](http://www.sogiecenter.org).

### MODULES 1 & 2 - GETTING A FEEL FOR CHANGE

**ESTIMATED PREP TIME: 30 MINUTES**

**SESSION TIME: 2 HOURS**

#### MODULE 1

Measurable Objectives:

1. Learn a tool that assists in expressing and sharing personal emotional state
2. Practice an emotional regulation technique
3. Introduce the concept of healthy group functioning through a teambuilding activity
4. Practice group communication through the development of a Community Agreement
5. Recognize the difference between Change and Transition within the context of the Transitions Framework
6. Identify and assess various changes that have taken place
7. Recognized the difference between Endings, Neutral Zone, and New Beginnings within the context of the Transitions Framework

#### **Thumb Check-in – Objective 1 – 5 minutes**

**Ask** participants to assemble in a circle. Ask each participant to describe silently how they are feeling based on a spectrum of thumbs-up to thumbs-down. The facilitator can give an example for the first time around.

Have the participant use one feeling word to explain why they had their thumb the way they did.

Example: Thumb up = feeling excited, joyful, hopeful

Thumb to the side = calm, apathetic, disappointed

Thumb down = feeling gloomy, dreadful, angry

#### **Group Shakedown – Objective 2 – 2 minutes**

While still in the circle, read the following mindfulness activity. Pause for the amount of time listed in the instructions before moving to the next step:

1. Close your eyes and gently begin to shake your hands (10 seconds)
2. Let the movement work its way up to your shoulders (15 seconds)
3. Let the energy move down through your legs, all the way through your toes (15 seconds)
4. Let the motion move all the way through your body (let the full motion go for 20-30 seconds)
5. Gently slow your motion to a complete stop with your hands at your sides (30 seconds)
6. Let your thoughts fall away as you feel the energy move through your bodies
7. Listen to the sounds of your breath as it softens into silence
8. Switch your attention to your own breathing
9. Breathe normally, paying attention to the feeling of the breath as it fills your lungs and then flows up and back out the way it came.

10. Notice when you lose awareness of breath and start thinking about something else, daydreaming, worrying, or falling asleep
11. Bring your attention back to your breath

### **Moon Ball – Objective 3 – 3 minutes for activity, 2 minutes for reflection**

**Explain** that the goal of the group is to keep the beach ball in the air for as long as possible. No one may hit the ball consecutively. Counting restarts after the ball hits the floor.

**Reflect** on the “noticing’s” of the activity

### **Community Agreement – Objective 4 – 10 minutes**

Establish norms under which the group will function for the rest of the program.

**Explain** that the Community Agreement activity will help the group determine their expectations for each other and for the facilitator.

**Ask** for a volunteer to write the group norms on blank chart paper.

**Ask** participants to silently think about a time where they participated in a group and felt respected.

**Ask** participants to raise their hand and share their group expectation for Community Agreement. Welcome all participants to name a group expectation or, if someone has a duplicate answer, add a check mark next to the already stated norm.

Examples of norms:

1. One mic (one person talks at a time)
2. Stay focused
3. Be mindful of language used

### **Change and Transition – Objective 5 – 10 minutes**

**Explain** the difference between a Change and Transition in the context of the Transitions Framework

- Change is an event. It is situational and external to us
  - Change happens outside of us and can be measured in chronological time
  - You can mark it on a calendar
  - It happens fairly quickly; it is usually concrete and tangible
  - There are clearly recognized boundaries between the old and the new
  - Something is a certain way one day and the next day it is different
- Transition is the internal, emotional, or psychological process of coming to terms with the effects of change
  - It is a process, not an event
  - It often impacts our identity or the way we see others
  - We go through it at different speeds than others
  - We have to end before we begin
  - Between the ending and the beginning, there is a hiatus

- It is often a process of “getting used to” or “becoming”
- Most people spend their time in transition rebuilding their sense of control
- The difference between Change and Transition
  - Change – events, situational, relatively quick
  - Transition – experience, psychological, gradual and slow

### **Change and Transition Puzzle – Objective 5 – 10 minutes (pg. 29 & 30 of Facilitators Guide)**

**Ask** the group to break of into two even or close to even groups. Give each group one puzzle to complete. Let the group know they have five minutes to complete the puzzle. Each facilitator can offer support and words of encouragement while the teams put their puzzle together. This is not a competition – it is a time to work together to complete a task as a team.

**Ask** for a volunteer from each group to read their puzzle definition.

**Ask** participants to reflect on a change they have experienced in their lives. Within their small groups, have each participant talk about a change they have experienced. Station the facilitator with one group and the co-facilitator with another. As facilitators, validate each shared experience and be sure to clarify the differences between change and transition if need be.

### **Transition Phases: Ending, Neutral Zone, New Beginning – Objective 6 – 15 minutes**

**Display** the Three Phases of Transition Poster.

**Explain** the Three Phases of Transition and connect “key words” to each phase.

*What’s in an Ending Poster (pg. 32 of Facilitators Guide)*

Endings: Loss, mourning, acknowledgement

The work: Saying goodbye, getting closure, softening the losses

*What’s in a Neutral Zone Poster (pg. 32 of Facilitators Guide)*

Neutral Zone: Chaos, creativity, confused, overwhelmed, in-between time, clean slate

The work: Manage the chaos, chaptalize on creativity, make a new plan, trying on new behaviors

*What’s in a New Beginning Poster (pg. of 32 Facilitators Guide)*

New Beginning: Confidence, competence, being “with it”, a new identity, the new chapter, renewal

The work: Working the plan, reinforcement, recognition, reward

**BREAK FOR 5 MINUTES AND RESUME FOR MODULE 2**

## **MODULE 2**

Measurable Objectives:

1. Learn a tool that assists in expressing and sharing personal emotional state
2. Identify emotions unique to individual experiences with Change and Transitions
3. Self-identify using identity language and explore how different identifies affect participants outlook on life and on change
4. Practice an emotional regulation technique

### Quick Thumb Check-in – Objective 1 – 2 minutes

Have everyone sit in a circle and ask each participant to describe silently how they are feeling based on a spectrum of thumbs-up to thumbs-down.

Example: Thumb up = feeling excited, joyful, hopeful

Thumb to the side = calm, apathetic, disappointed

Thumb down = feeling gloomy, dreadful, angry

### Life Mapping – Objective 2 & 3 – 40 minutes (adaptation from activity 7, session 2)

#### Display “Who am I? Poster (pg. of 32 Facilitators Guide)

**Review** identities unique to the LGBTQ+ population as well as other identities on the poster. Each facilitator can review how they identify as an example for participants.

**Give** each participant a cut-out of goggles to decorate with their identities from the “Who am I?” poster.

**Share** the final decorated goggles with a peer in groups of two. **Discuss** what it was like to think about all of the different things that make up who you are and how you view the world.

**Discuss** as a large group what it was like sharing the goggles with a peer.

**Reflect** how knowing who you are and you think about life might be useful when you’re going through a transition.

**Instruct** each participant to use a piece of newsprint paper to map big changes in their lives from birth to present day. Encourage the participants to think about the emotional experience, or transition, that occurred throughout each change. Have the participant attach an emotion or a few emotions to each life event.

Example: First day of kindergarten (5 years old) – parents separated (6 years old) – moved into aunts’ house (9 years old) – changed schools (9 years old) – came out as gay (15 years old).

### Reflection – Objective 2 & 3 – 15 minutes

**Break** the group into small groups and have them share their life maps. Have one facilitator per group. Ask them to reflect on the following:

- What did you learn about yourselves by doing this exercise?
- What did mapping your life teach you about how you deal with change?

### Group Shakedown – Objective 4 – 2 minutes

While still in the circle, read the following mindfulness activity. Pause for the amount of time listed in the instructions before moving to the next step:

1. Close your eyes and gently begin to shake your hands (10 seconds)
2. Let the movement work its way up to your shoulders (15 seconds)
3. Let the energy move down through your legs, all the way through your toes (15 seconds)
4. Let the motion move all the way through your body (let the full motion go for 20-30 seconds)
5. Gently slow your motion to a complete stop with your hands at your sides (30 seconds)

6. Let your thoughts fall away as you feel the energy move through your bodies
7. Listen to the sounds of your breath as it softens into silence
8. Switch your attention to your own breathing
9. Breathe normally, paying attention to the feeling of the breath as it fills your lungs and then flows up and back out the way it came.
10. Notice when you lose awareness of breath and start thinking about something else, daydreaming, worrying, or falling asleep
11. Bring your attention back to your breath

### **End of Session Farewell – 2 minutes**

Thank the group for their participation and remind them for the start time of the next session. Answer any wrap up questions the group might have.

## **MODULES 4,5,8 – SELF-TALK, SELF-EXPRESSION & COMMUNICATION**

**ESTIMATED PREP TIME: 60 MINUTES**

**SESSION TIME: 2 HOURS**

### **MODULE 4**

Measurable Objectives:

1. Learn a tool that assists in expressing and sharing personal emotional state
2. Practice an emotional regulation technique
3. Reflect on Transitions Framework and think about consequences of individual decisions made in the past
4. Name individual strengths and recognize individual areas for improvement
5. Practice communicating strengths to a group

### **Thumb Check-in – Objective 1 – 5 minutes**

**Ask** participants to assemble in a circle. Ask each participant to describe silently how they are feeling based on a spectrum of thumbs-up to thumbs-down. The facilitator can give an example for the first time around.

Have the participant use one feeling word to explain why they had their thumb the way they did.

Example: Thumb up = feeling excited, joyful, hopeful

Thumb to the side = calm, apathetic, disappointed

Thumb down = feeling gloomy, dreadful, angry

### **Group Shakedown – Objective 2 – 2 minutes**

While still in the circle, read the following mindfulness activity. Pause for the amount of time listed in the instructions before moving to the next step:

1. Close your eyes and gently begin to shake your hands (10 seconds)
2. Let the movement work its way up to your shoulders (15 seconds)



3. Let the energy move down through your legs, all the way through your toes (15 seconds)
4. Let the motion move all the way through your body (let the full motion go for 20-30 seconds)
5. Gently slow your motion to a complete stop with your hands at your sides (30 seconds)
6. Let your thoughts fall away as you feel the energy move through your bodies
7. Listen to the sounds of your breath as it softens into silence
8. Switch your attention to your own breathing
9. Breathe normally, paying attention to the feeling of the breath as it fills your lungs and then flows up and back out the way it came.
10. Notice when you lose awareness of breath and start thinking about something else, daydreaming, worrying, or falling asleep
11. Bring your attention back to your breath

### **Tell Me About a Time – Objective 3 – 5 minutes (pg. 62 of Facilitators Guide)**

Join the circle with the Numbered basketball (or, to modify, put pieces of papers with numbers 1-12 in a hat. Make a few of each number so it is a mystery what number each participant will pull. The numbers correspond with the 'Tell me about a time' questions listed below:

1. You experienced a change.
2. You were in Endings.
3. You were in the Neutral Zone.
4. You were in New Beginnings.
5. You needed a support person in your life.
6. You were the support person in someone else's life.
7. You helped someone with a decision.
8. You thought through the consequences of a decision.
9. You told someone about your strengths.
10. Someone complemented you. What did they say?
11. You used one of your strengths to overcome a hard time.

### **Know Thyself – Objective 4 – 15 minutes (pg.63, pg. 68, 70 in Facilitators Guide)**

**Pass** out the Know Thyself Adjectives list (pg. 68) and ask participants to circle 4 positive words that describe them put a box around 4 negative words they feel describe them.

**Ask** the participants to share one word they chose to describe themselves that they would like to change the most.

**Ask** the participants to share some steps they can take to improve the trait.

**Pass** out Note Cards.

**Instruct** participants to write "I AM" on the note card and then choose positive descriptors from the Know Thyself Adjectives list that make them feel best about themselves. Have participants decorate the note card with those words or pictures or phrases.

**Ask** if any participants would like to share their note card.

**Encourage** participants to put the note card in a place where they will see it every day as a reminder.

**Reflect** in a large group on the following:

- What happened?
- What was it like to create something that only focuses on your strengths?
- Why might it be important to know your strengths when you're going through a transition?

### **Want Ad – Objective 5 – 15 minutes (pg. 64 in Facilitators Guide)**

**Pass** out the Want Ad page (pg. 51-52 in Participant Binder)

**Ask** participants to write some kind of advertisement for themselves using only their positive traits.

**Remind** participants that they can rap, sing, draw, write poetry, dance, etc., but that they should be able to explain why they chose to describe themselves in that way

**Remind** participants that they are trying to highlight themselves, so they can only name their positive traits.

**Ask** for a volunteer to present their Want Ad.

**Reflect** in a large group on the following:

- What did you notice?
- How did it feel to share your positive characteristics?
- Would it have been easier to talk about the traits you think are weaknesses? Explain.
- Did you learn anything about yourself?
- How do you think feeling good about yourself might help you during a transition?

**BREAK FOR 5 MINUTES AND RESUME FOR MODULES 5 & 8**

## **MODULE 5**

Measurable Objectives:

1. Recognize how body language and tone of voice are forms of communication
2. Practice using “I feel” statements
3. Engage in active listening.

### **Emotion Party – Objective 1 – 15 minutes (pg. 75 in Facilitators Guide)**

**Explain** that this next activity is a warm-up that will help us learn about the variety of ways people communicate.

**Explain** the following instructions:

- Ask for a volunteer.
- Explain that this person is going to be hosting a party. This person starts out with a neutral emotion.

- The rest of the participants pull Emotion Party cards (pg. 81 in Facilitators Guide) out of a hat.
- The first person should knock on the door in a highly-charged emotional state. As the host interacts with the first guest, the host should “catch” the guest’s emotion.
- The next guest enters the room and the host and first guest “catch” that person’s emotion.
- As the game goes on, guest should interact with different people. If they notice a change in emotion, they must adapt that emotion.
- Participants should not watch the new guest to see their emotional state, but rather let the emotion “travel” to them.
- Let the game progress for about 7 minutes.
- If there is a co-facilitator, they can participate in the activity while the facilitator watches the group.

**Reflect** in a large group on the following:

- What happened?
- How did you know what each guest’s emotion was?
- What was it like as more and more emotions were added to the mix?
- Does this every happen in real life? If so, when?

### **Body Communication – Objective 1 – 15 minutes (pg. 76 in Facilitators Guide)**

**Explain** that in the last activity the group saw how different emotions can be acted out. In this activity, the group is going to take a closer look at how body language communicates what an individual is feeling.

**Give** the following instructions:

- Divide the group into pairs.
- Have each person pick a Nonverbal Communication Card (pg. 82 in Facilitators Guide).
- After the cards have been disbursed, ask the pairs to find a place in the room that is far enough away from other groups so they can concentrate.
- Explain that the pairs are going to take turns describing their first memory related to race. As one of the individuals in the pair is talking, the other person should be following the directions on their Nonverbal Communication card. Have the pair switch after three minutes.
- Ask if there are any questions.

**After** 3 minutes, partners should switch.

**Post** the Body Communication Debrief Questions Poster (pg. 83 in Facilitators Guide).

**Instruct** the pairs to partner up with another pair to form groups of four.

**Instruct** the groups of four to debrief about their experiences with body communication.

**Instruct** them to answer the questions on the poster.

## Active Listening – Objectives 2 & 3 – 20 minutes

**Post** Active Listening poster (pg. 83 of Facilitators Guide)

**Explain** that communication is more than just about what an individual person has to say. It is also about listening to what others have to say – it is a two-way street. One of the easiest ways and most effective ways to make others feel heard is a skill called active listening. A full active listening response shows that you understand the feelings of the person with whom you are speaking.

**Explain** that active listening is all about reflecting back to the speaker what they are feeling.

**Refer** to the Active Listening poster. Explain that the most common way to respond to someone is:

- You feel (fill in emotion) because (situation that led to this conversation)
- For example: Your sister says “There is no one to hang out with. Everyone is going to summer school.”
- You might reflect and say “You feel lonely because all of your friends are in school during the day.”

(Another Example: Your friend says “I’m just going to stay home, nobody gets me in that group.” You might reflect and say “You feel scared that this group won’t understand your identity and where you are coming from.”)

**Explain** that after you, as a listener, respond with a reflective statement, the other person will usually tell you if you are wrong or right. Either way, it is good to ask questions to learn more about the situation or what the person is feeling.

**Give** the following instructions:

- Divide participants into triads.
- Post Listening Situations poster (pg. 83 in Facilitators Guide).
- Give each group a piece of chart paper.
- Each person in your group is to pick a role: Speaker, Listener, and Observer. The speaker is to pick a situation from the poster and engage the listener in a conversation about that situation. The listener is to practice active listening and the observer is to take notes about the conversation and the effectiveness of the active listening on the provided chart paper.
- Ask if there are any questions.
- Instruct participants to begin.

**Complete** the activity.

**Reflect** as a large group on the following:

- What was it like to use active listening?
- What was it like to be listened to by a partner who was using active listening?
- What was it like to observe active listening?
- Why do you think active listening could be important?

## MODULE 8

Measurable Objectives:

1. Participants will identify how they act when they are under stress or in conflict
2. Practice an emotional regulation technique

### **Conflict Style Identification – Objective 1 – 15 minutes**

Post photos of different animals around the room. Some suggested animals are:

- Tiger
- Turtle
- Bear
- Mouse
- Panda
- Dog
- Alligator
- Kitten
- Snake
- Fish

**Explain** that conflict is a part of life. We all deal with conflict in different ways. Some people will do whatever they can to avoid it; others go looking for it. Some thrive on the tension and the violence it can cause. As you know, managing stress and conflict is extremely important not only when going through a transition, but in life in general. This next activity will help you identify what you do when you feel stress or when you are in conflict.

**Give** the following instructions:

- Go around the room and stand by each animal. One at a time ask the group:
  - What animal is this?
  - What does this animal do when it feels stressed or is in conflict?
- After each animal's conflict style has been covered, ask each participant to stand near the animal that best fits their conflict style.
  - **Ask** what made you chose this animal?
- **Direct** participants to move to the animal whose conflict style they use when their family is threatened.
  - **Ask** what made you chose this animal?
- **Direct** participants to move to the animal whose conflict style they use when they are harassed for being LGBTQ+.
  - **Ask** what made you chose this animal?
- **Direct** participants to move to the animal whose conflict style they used when they experience racism.
  - **Ask** what made you chose this animal?
- **Direct** participants to move to the animal whose conflict style they use when someone they love is threatened.
  - **Ask** what made you chose this animal?

**Reflect** as a large group on the following:

- What did you learn about your conflict style?
- What do you do to positively deal with stress and conflict?

### Guided Senses – Objective 2 – 5 minutes

**Explain** now that we have an idea of one way each of us positively copes with stress and conflict, we are doing to go through and exercise that uses all five of your senses to relax your body and emotions.

**Give** the following instructions:

- Find a place in the room away from other people and where you are comfortable
- You can stand or sit or lay or position yourself however you want for this exercise
- If you are comfortable with it, close your eyes
- I'm going to ask you to imagine some things. Try your hardest to really put yourself in that place. If your mind starts racing with thoughts, try to focus on your breathing like you practiced in the shakedown activity in Module 1.
- Imagine your favorite place...
  - Imagine what it looks like and what it sounds like. (pause 1 minute)
  - Now smell the different scents in that place. (pause 1 minute)
  - Exist in that place as much as you possible can. (pause 1 minute)
  - Breathe deeply.
  - Feel your muscles relax.
  - Focus on your breathing. (pause 30 seconds)
  - Bring yourself slowly back to reality and open your eyes.

**Reflect** after everyone opens their eyes:

- What was that like for you?
- Do you think you can use this if you are trying to calm down? Why or why not?
- The exercise we just practiced is a form of meditation. It focuses on positive things in your life to help you relax. Meditation takes practice and sometimes it's not a good fit for everyone, that's why we brainstormed different positive ways to cope and manage stress.
- If anyone is interested, there are apps for smartphones and YouTube videos that offer these types of tools called Guided Meditation or Mindfulness. These can also be used for helping with falling asleep.

### End of Session Farewell/Celebration Planning – 2 minutes

Thank the group for their participation and remind them for the start time of the next session. Answer any wrap up questions the group might have.

- Let the group know there will be some time to celebrate the end of the retreat in the next session.
- Pass out food/drink/activity voting sheet (next page) to each participant. Ask the participants to vote and collect their vote on the way out the door.

## CELEBRATION VOTING

Food (please check one box only)

- Pizza
- Sub Sandwiches
- BBQ style food

Drink (please check one box only)

- Soda/Pop
- Juice
- Punch (a mix of soda and juice)

Activity (please check one box only)

- Transitions Board Game
- LGBTQ+ Documentary
- Endings Craft

## MODULES 6 – 10: BUILDING THE MOVEMENT

ESTIMATED PREP TIME: 60 MINUTES

SESSION TIME: 2 HOURS

### MODULE 6

Measurable Objectives:

1. Each individual will practice relating the Transitions Framework to their life currently
2. Practice creative communication and teamwork in a low-risk group problem-solving activity
3. Relate teamwork skills to larger social movements (Transitions)

#### Around the World – Objective 1 – 5 minutes (pg. 37 of Facilitators Guide)

**Explain** that this activity will get participants brains working by asking them to think about transition and apply it to what has happened in their lives over the past week.

**Divide** the participants into two groups:

- Give each group a piece of webbing that has been knotted so that it forms a closed circle
- Instruct participants to put both hands on the webbing and start moving it to the right
- Explain that when you say “Stop” the person whose hand is on the knot has to name a change that has occurred this past week in their life and explain to their group where they think they are in transition

#### Maze Journey – Objective 2 – 15 minutes – (pg. 89, 95 in Facilitators Guide)

**Explain** that this activity will serve as a review of transitions and as an introduction to working in groups.

**Ask** for a volunteer to be the Map Reader

**Explain** that the Map Reader will be able to give participants feedback as they go through the maze, but that the Map Reader must do so without speaking.

**Explain** that as with any transition, there is a path to solving this puzzle. Tell the participants to think of the transition they are going through in their lives and to keep it in mind as they try to navigate the maze.

**Give** the following instructions:

- Participants will take turns trying to solve the maze.
- Whenever a participant misstep or speaks, the Map Reader informs the participant to leave the tarp. The Map Reader can give a verbal alarm, such as a beep, but cannot use words to communicate.
- After the participant leaves the tarp, the next participant tries to solve the maze.
- Continue until everyone has made it through the maze or for 10 minutes, whichever comes first.

**Reflect** on the following as a large group:

- What happened?
- How did you problem-solve for this activity?
- How can you relate the way you problem-solved for this activity to the transition you are going through right now?



### **Building the Movement – Objective 3 – 20 minutes**

**Post** the Influential LGBTQ+ African Americans posters around the room (pg. 96-106 in Facilitators Guide).

**Explain** that each participant will have 10 minutes to wander to each poster and scan the profiles.

**Pass** out paper and pens and encourage participants to note changes and transitions the influential people may have encountered.

**After** 10 minutes has passed, ask the participants to stand by the influential person that they feel sparked their interest most.

**Reflect** in a large group:

- What interested you in the profile you decided to stand next to?
- Name change/transition did this person experience?

**BREAK FOR 5 MINUTES AND RESUME FOR MODULES 5 & 8**

**WHILE YOUTH ARE ON BREAK, SET UP NEXT ACTIVITY  
(example on page 118 of Facilitators Guide)**

### **MODULE 7**

Measurable Objectives:

1. Practice using effective communication and problem solving in a group setting through the use of a real life scenario

### **River Crossing – Objective 1 - 25 minutes**

Read the following scenario:

*It's a Saturday night and you have just finished celebrating getting to the halfway point of a really challenging program. You went out to dinner, and then went out with friends. When you leave the venue to get to the bus stop, you look down the street and realize that you just missed the last bus of the night. You start here, at the bus stop (direct participants to Point A). Your goal is to make it back to your house (point out Point B). Along the way, you will encounter different obstacles, which means you have to be creative in how you have to get to the house. You are given some unique tools to get home.*

The rules go as follows:

- After you leave the bus stop, your feet cannot touch the ground.
- All tools require constant human contact. This means that someone has to be touching the tools all of the time.
- No tool can touch and of the obstacles along the way.
- During the first round, the group will have three free passes whenever someone or something requires them. After each round, the number of free passes decreases by one.
- Once all free passes are used, the person in the front of the line will lose the use of one limb for each additional misstep.

- After 2 minutes, the bus stop becomes unsafe, and you cannot return there unless you unanimously decide to start over.
- You may restart if you come to a unanimous decision to do so.
- Ask if there are any questions.

**Complete** the activity.

**Reflect** in a large group:

- What happened?
- How did you decide which resources to use?
- How did you avoid obstacles?
- What was it like to be in the front? The middle? The back?
- How did these different perspectives affect the decisions you made?
- Similar to how each of you had a role in this activity, each of you has a role in your families- either your biological families or your chosen families. How do you work with them to avoid obstacles or to overcome challenges?
- What have you learned here that you might be able to take back to your families to help them continue overcoming difficult situations, such as change?

## **MODULE 9**

Measurable Objectives:

1. Learn the components of a SMART goal

### **SMART Goal Brainstorm – 20 minutes**

**Post** the poster definitions of S.M.A.R.T. – one word per poster. (pg. 149 in the Facilitators Guide)

**Hand** out post-it notes to each participant.

**Question** the following:

- In your own words, what does specific mean? Write your answer on the post-it and put it on the specific poster.
- In your own words, why do you think it's important that goals are manageable? Write your answer on the post-it and put it on the manageable poster.
- In your own words, what does attainable mean? Write your answer on the post-it and put it on the attainable poster.
- In your own words, what does realistic mean? Write your answer on the post-it and put it on the attainable poster.
- In your own words, what does timely mean? Write your answer on the post-it and put it on the timely poster.

**Reflect** as a large group:

- Can you think of a time where you set a goal and met it? What worked?
- Can you think of a time where you set a goal and did not meet it? Why might have it not worked?

- Why might it be helpful to set SMART goals when going a transition?
- Explain that examples of SMART goal examples can be found using internet search ‘Google’

## **MODULE 10**

Measurable Objectives:

1. Reflect on individual learning that occurred
2. Engage in group celebration as a way of honoring Endings

### **Celebration Reflection – Objective 1 – 10 minutes**

**Reflect** on the time that everyone has spent and thank the participants for their hard work.

**Acknowledge** the strengths of the group and mention key ‘learning movements’ that may have come up throughout the time spend together.

**Reflect** participants comment on the following:

- What have you learned about yourself during this time?
- How might you approach things differently in your future?

### **Celebration – Objective 2 – 35 minutes**

**Engage** in celebration. Depending on what the group voted for, carry out the activity while enjoying food with one another.

1. Transition Game – If the group chose this activity, instructions can be found in Session 3 of the Facilitators Guide.
2. LGBTQ+ Documentary – If the group chose this activity, there are a few free documentaries on YouTube as well as Netflix. Often times a film can also be rented from the local library. Be sure to screen the film prior to showing it. Due to time constraints, the film may not finish before the session end. Offer where to find the film is if people would like to finish it on their own time.
3. Endings Craft – Using ideas from the Transitions Framework packet, select and activity that will honor endings.

## APPENDIX B: JOURNEY AHEAD CARE PACKAGE CHECKLIST

### COVID-19 protection

- 1 mask
- 1 hand sanitizer

### Accessory items

- 1 pair of earbuds
- 2 pairs of socks
- 1 hat & gloves set (winter/fall)
- 1 pair of sunglasses (spring/summer)

### School supplies

- 1 pencil case
- 1 set of markers
- 1 set of colored pencils (no pencil sharpeners)
- 1 mechanical pencil/pen

### Toiletries

- 1 toothbrush
- 1 toothpaste
- 1 blue draw-string bag
- deodorant
- shampoo
- conditioner
- hair treatment packets

### Goodies

- 1 handful of nut-free candy
- 1 handful of chocolate candy
- 2 bags of chips

**APPENDIX C: JOURNEY AHEAD CARE PACKAGE  
INVENTORY FOR VIRTUAL IMPLEMENTATION**

<b>Date of inventory</b>	<b>Item</b>	<b># Available</b>	<b>Next cohort date</b>	<b>Restock? y/n</b>
	Masks			
	Hand sanitizer			
	Earbuds			
	Socks			
	Hats			
	Gloves			
	Sunglasses			
	Pencil cases			
	Markers			
	Color pencils			
	Mech. Pencils			
	Pens			
	Toothbrushes			
	Toothpaste			
	Drawstring bags			
	Nut-free candy bags			
	Choc. candy bags			
	Chip bags			

## APPENDIX D: JOURNEY AHEAD YOUTH INCENTIVES

After the completion of every Journey Ahead session, youth participants each earn a \$25.00 virtual Amazon gift card. Please indicate how the Ruth Ellis Center will distribute the funds:

- Directly to youth (via email)
- To a trusted adult, a Fund Trustee, who supervises the youth's access/spending of funds\* (via email)

For the second option, the adult can be a foster parent, agency staff person, mentor, therapist, parent, or caretaker. This individual is trusted to keep the youth's funds safe until supervised use of the funds can take place. Any purchases made using the gift cards should be approved by the youth.

\*Reminder: The money has already been earned by the youth, therefore other tasks or barriers should **not** be put in place for youth to access **their** funds.

Youth Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Fund Trustee: \_\_\_\_\_

Fund Trustee Email (for purposes of fund distribution):

\_\_\_\_\_

Signature: \_\_\_\_\_

## APPENDIX E: JOURNEY AHEAD VIRTUAL AGREEMENTS EXAMPLE

### I understand the following:

- On the first evening of session, I must sign into Zoom by 5:10pm, take the pre-test, and stay until 7pm to earn my first \$25 gift card.
- On the evenings following the first session, I must sign into Zoom by 5:10pm and stay until 7pm to earn my remaining \$25 gift cards.
- I will report to the Journey Ahead Facilitator on Zoom for each session unless otherwise notified.
- This opportunity is a privilege that other youth may not have. I will make the most of my experience and commit to the full 6 weeks.
- This experience will be a combination of learning, teamwork, and light physical activity.
- I will enjoy some activities more than others, but I will participate within my comfort zone.

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

### I agree to the following:

- To treat my peers and facilitators with respect regardless of outside relationships.
- To share my talents and energy with the “room”.
- To have a positive attitude and willingness to learn while participating.
- To use appropriate language in the space; respecting the pronouns, gender identities, and triggers of others around me.
- To be on time, this means to sign into Zoom before program is expected to start.
- To take both the pre and post-tests (2) for the first and last sessions.
- To actively participate more than 10 of the 12 hours to earn my \$25/session.
- To call/text/email if I am running late or have become ill and cannot participate.
- To be dressed appropriately and comfortably for the session.
- To respect any confidential information that may be shared with me.
- To talk to a staff member if I have any concerns or questions.

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Journey Ahead

- During program, my phone is welcome for discreet use but should not cause me to ignore my peers or to be distracted in sessions.
- I will contribute to group by sharing my strengths and encouraging others to do the same.
- I will support a brave space by creating a group social contract with my peers.
- I can expect to be welcomed and accepted into this space.

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX F: JOURNEY AHEAD TRANSITION GAME FOR VIRTUAL IMPLEMENTATION

<p><b>1</b> You just turned 18. You are expected to be an independent adult. You and your DHS worker planned together and you have your own apartment. However on move in day, you realized that the utilities were not set up. It's after hours and you decide to give your worker a call.</p>	<p><b>2</b> Now that your utilities are all set up, you are ready to set up your home. You have saved \$400 from your summer job. What do you do next?</p>	<p><b>3</b> The person you are dating tells you they no longer want to date.</p>	<p><b>4</b> You have a performance review coming up with your supervisor. At this meeting, your supervisor will give you feedback about how you have been performing. You feel like you've been doing a good job. How do you prepare for the meeting?</p>	<p><b>5</b> It is tax season, and you were organized and got your taxes filed. The document shows that you should receive \$500 on the refund.</p>	<p><b>6</b> Your best friend, the person who is always there for you, tells you that someone close to them has passed away.</p>
<ul style="list-style-type: none"> <li>• High school diploma/GED</li> <li>• Persistence</li> <li>• Positive friends</li> <li>• Emotional strength</li> <li>• Creativity</li> <li>• Resourcefulness</li> <li>• Positive family relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Faith/spirituality</li> <li>• Maturity</li> <li>• Focus</li> <li>• Self-esteem</li> <li>• Self-discipline</li> <li>• Employment</li> <li>• Confidence</li> <li>• Emotional stability</li> </ul>	<ul style="list-style-type: none"> <li>• Street knowledge</li> <li>• Empathy</li> <li>• Punctuality</li> <li>• Budgeting</li> <li>• Organizational skills</li> <li>• Intelligence</li> <li>• Sense of humor</li> </ul>	<ul style="list-style-type: none"> <li>• A special talent of your choice</li> <li>• Knowledge of community resources</li> <li>• Motivation</li> <li>• Social awareness</li> </ul>	<p><b>7</b> You met a new group of friends at an event. They're asking you to hang out.</p>	
<p><b>10</b> You've been seeing someone new and decide to be physically intimate.</p>	<p><b>9</b> Your hours get cut at your current job. You decide you need to fill your time with something productive.</p>	<p><b>8</b> You're thinking about going to school.</p>	<p><b>6</b> Your best friend, the person who is always there for you, tells you that someone close to them has passed away.</p>		

### Discussion Questions

1. What were some of the CHANGES that happened? Describe how the stages of TRANSITION played out?
2. Did you notice anything about your patterns in choice? Did you notice any patterns in your thinking?
3. How might this play out in real life? How might this be different in real life?
4. What did you notice about external circumstances? What did you notice about how you felt?



## APPENDIX G: COMMUNITY AGREEMENT EXAMPLE

Take some time to add your own group agreements or guidelines for how we expect the next few weeks to go. This will be a living document that we can come back to change whenever we want.

- One superstar, one microphone
- Whatever we talk about, stays here
- Don't freeze people in time (not update people on important information)
- We do not assume things about one another
- Swear respectfully, avoiding slurs
- Respecting each other's pronouns
- 3 then me- a learning strategy when someone experiences a challenge, they have to seek support from 3 other people before going to the lead facilitator of the group.
- Debate without arguing; issue with the ideas not the person
- Respect other people's situations and don't stress others out
- NICE SHADING, NO READS – we're a sunshine state here (not really because this is Michigan)
- Come to the rescue, tell Celina
- Don't make people feel bad about not wanting to participate
- Bring randomness to the group, it's exciting!

## APPENDIX H: TRANSITIONS GAME

### Transitions Game

<b>Scenario 1</b>		
<p>You just turned 18. You are expected to be an independent adult. You and your DHS worker planned together and you have your own apartment. However, on the move in day, you realized that the utilities were not set up. It's after hours and you decide to give your worker a call.</p>	Choice one	You call your DHS worker and they tell you everything is taken care of and gives you all the information you need. (move to scenario 2)
	Choice two	Your DHS worker tells you that you're completely on your own (stay on scenario one)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 2)
	External Circumstance	Someone took your bag and you had the DHS workers number in there (stay on scenario one)

<b>Scenario 2</b>		
<p>Now that your utilities are all set up, you are ready to set up your home. You have saved \$400 from your summer job. What do you do next?</p>	Choice one	You found a deal on a mattress and pillows for \$200 (move to scenario 3)
	Choice two	You decided to use your blow up mattress until you find something in your budget (move to scenario 3)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 3)
	External Circumstance	You ordered a mattress online but it's going to take 5 weeks for delivery (stay on scenario 2)

<b>Scenario 3</b>		
<p>The person you've been dating tells you that they no longer want to date.</p>	Choice one	You feel hurt and decide to make a breakup playlist of music (move to scenario 4)
	Choice two	You feel hurt and isolate yourself (stay on this scenario)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 4)
	External Circumstance	The person you were dating was your ride to work and now won't be driving you (stay on this scenario)

Scenario 4		
<p>You have a performance review coming up with your supervisor. At this meeting, your supervisor will give you feedback about how you have been performing. You feel like you've been doing a good job. How do you prepare for the meeting?</p>	Choice one	Since you feel you've been doing well, you decide to come to the meeting without preparing (stay on this scenario)
	Choice two	Since you feel you've been doing well, you decide to prepare to have a discussion about how to take on more responsibility for a raise. (move to scenario 5)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 5)
	External Circumstance	Your supervisor double booked themselves and your meeting is postponed until next month (Stay on this scenario)

Scenario 5		
<p>It's tax season and you were organized and got your taxes filed. The document shows that you should receive \$500 on the refund.</p>	Choice one	You decide to go shopping because you know you are going to get the return funds (stay on this scenario)
	Choice two	You make a plan for your up coming bills, wants and savings. (move to scenario 6)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 6)
	External Circumstance	You're actually getting more than you expected back on your return (move forward to scenario 6)

<b>Scenario 6</b>		
<p>Your best friend, the person who is always there for you, tells you that someone close to them has passed away.</p>	Choice one	You console your friend, you understand that they might be feeling up and down for some time while they deal with the grief. (move to scenario 7)
	Choice two	You're not really sure what to say to your friend and you are busy with your responsibilities so you put off calling them. (stay on this scenario)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 7)
	External Circumstance	As a result of the passing, your friend has to take a trip out of state to attend to their family. This leaves you feeling a bit lonely, but you understand. (stay on this scenario)

<b>Scenario 7</b>		
<p>You met a new group of friends at an event. They're asking you to hang out.</p>	Choice one	You've been feeling lonely lately and ready to have some fun. You commit to going to a place you've never been before and hope for the best (stay on this scenario)
	Choice two	You ask where they are hanging out and think about if the location fits in with your values (move to scenario 8)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 8)
	External Circumstance	Turns out this new group of people do not fall in line with what you are trying to accomplish in your life. You ended up going along with them hoping for the best and they got busted for illegal activity. (move back to scenario 3)

Scenario 8		
You're thinking about going to school.	Choice one	You talk to an admissions counsellor and they support you in understanding the next steps (move to scenario 9)
	Choice two	You go on a visit to a potential school (move to scenario 9)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 9)
	External Circumstance	A person that works with you sees you've been looking up schools. They connect you with the school they attended (move to scenario 9)

Scenario 9		
Your hours get cut at your current job. You decide you need to fill your time with something productive.	Choice one	You throw yourself into volunteering full-force and get burnt out after a few weeks (stay on this scenario)
	Choice two	You research a place to volunteer that falls in-line with the field you are interested in and work the hours around your existing job (move to scenario 10)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (move to scenario 10)
	External Circumstance	You volunteer at a place and they decide to offer you a part-time job around your existing job (move to scenario 10)

Scenario 10		
You've been seeing someone new and decide to be physically intimate.	Choice one	You get caught up in the moment and don't discuss or use protection (how might you feel?)
	Choice two	You have a discussion about sexual health and status prior to being intimate (how might you feel after?)
	Your choice	Use your selected gifts and tell the group how you plan to move forward (how might this feel?)
	External Circumstance	Someone who knows you and the person you are dating and they tell you that the person sleeps around a lot (how might this feel?)

## Reflection Questions

1. What were some of the CHANGES that happened in the scenarios?
2. Did you notice anything about your patterns in choices?
3. How might this play out in real life?
4. How might this be different in real life?
5. Where there differences in how you played the game than how you might make decisions in real life?
6. Describe how the stages of transition played out throughout the activity.
7. What did you notice about how you felt when things were in your control?
8. What did you notice about how you felt when things were out of your control?
9. Did you notice any patterns in your thinking?
10. What do you notice about external circumstances?

## APPENDIX I: FIDELITY TOOLS

### JOURNEY AHEAD FIDELITY GUIDE: DAY ONE

**INSTRUCTIONS:** The purpose of this Observers' Guide is to help you reflect at the end of Journey Ahead about what went well and what could be improved next time. For each indicator, circle the number that reflects closest to what you observed during Day One of Journey Ahead. Use the NOTES section below each indicator to explain why you gave that rating. Share your ratings with the facilitators and with the Journey Ahead supervisor (if you are not the supervisor). Together, discuss your ratings and prepare PDSAs as needed.

Please use the space below to list all intended activities for each module and session of Journey Ahead. Then use the columns on the right to indicate: 1) whether each activity was completed; 2) the amount of time spent (in minutes) on each activity; 3) whether the activity was completed in the intended order; 4) whether there was reflection time after each physical activity; and 5) whether the session objectives were referenced.

Activity/Objective	Completed? (Yes/No)	Time Spent on Activity	Time scheduled for activity	Completed in intended order? (Yes/No)	Was there reflection after activity (Yes/No)	Session objectives referenced? (Yes/No)
<b>Session 1, Module 1</b>						
Thumb Check-in		5				
Mindfulness Activity		2				
Moon Ball		5				
Community Agreement		10				
Change and Transition		10				
Change and Transition Puzzle		10				
Transition Phases: Ending, Neutral Zone, New Beginning		15				
<b>Session 1, Module 2</b>						
Quick Thumb Check-in		2				
Life Mapping		40				
Life Mapping Reflection		15				
Mindfulness Activity		2				
End Off Session Farewell/Check-out		2				

**General Observations:**

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #1:</b></p> <p><b>The learning space is comfortable.</b> During Journey Ahead, the physical space was arranged to be comfortable for participants.</p> <p><b>IDEAL:</b> Seating is circular. Chairs are different heights to allow a variety of options to youth and to avoid appearing like group therapy. Furniture and accessories are added to increase comfort (e.g. couches, pillows, cushions on the floor, etc.). There are no complaints about the comfort of the room.</p>	0	1	2	3
<p><b>NOTES:</b></p> <div style="border: 1px solid black; height: 150px;"></div>				



	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #2:</b></p> <p><b>Pre-program staff training.</b> Before Journey Ahead, staff were appropriately trained for their roles and responsibilities.</p> <p><b>IDEAL:</b> A meeting was held with all staff to review the program structure and assign specific roles to each staff person (e.g., transportation, food/refreshments, incentive payments, communication with youth outside of sessions, pre-post surveys, buddying-up with youth, removal of youth if crisis arises, etc.). When training begins, all tasks are assigned to one or more specific staff.</p>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #3:</b></p> <p><b>Facilitator minimizes power dynamics.</b> During Journey Ahead, the facilitator consciously dresses and positions themselves so as to minimize power differentials between youth and facilitators, while maintaining authority when necessary.</p> <p><b>IDEAL:</b> Facilitator positions self at equal or lower eye level to youth. Facilitator sits or stands within the group of youth. Facilitator dresses casually, yet appropriately; does not dress too professionally or formally in a way that reflects superiority to youth.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #4:</b></p> <p><b>Training environment allows for personalization.</b> During Journey Ahead, participants are encouraged to reflect their own personalities and interests.</p> <p><b>IDEAL:</b> Youth are contacted prior to training to identify favorite snack foods and/or to encourage them to bring comfort items (e.g., pillows, blankets). Environment includes materials allowing youth to express their thoughts (e.g., blank paper and markers; pipe cleaners; play dough).</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #5:</b></p> <p><b>Journey Ahead facilitators include a near-peer.</b> During Journey Ahead, there is at least one near-peer facilitator with appropriate background and prior training.</p> <p><b>IDEAL:</b> At least one of the facilitators has a similar background to youth or has been a previous participant in Journey Ahead.</p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #6:</b></p> <p><b>Other staff are appropriately involved.</b> During Journey Ahead, non-facilitating support staff know the roles they have during training.</p> <p><b>IDEAL:</b> There is a sufficient number of supporting staff in the room. Each staff member understands their role and responsibilities, and participates in the training appropriately. There is no confusion about roles and responsibilities.</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #7:</b></p> <p><b>The environment was compliant with the American Disabilities Act.</b> In the Journey Ahead environment, all youth could participate regardless of their disability.</p> <p><b>IDEAL:</b> The space was arranged so that youth in wheelchairs or with other mobility restrictions were not restricted from participating in any Journey Ahead activity. Sign language interpreters were present if needed. Appropriate arrangements were made, as needed, for youth needing accommodations so that they could participate in all Journey Ahead activities.</p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #8:</b></p> <p><b>Facilitators conducted trust-building activities prior to asking youth personal information.</b> During Journey Ahead, the facilitators waited until they built trust between youth and themselves and among the youth before asking them to share personal information.</p> <p><b>IDEAL:</b> Early sessions focused on building trust among youth, and between youth and facilitators, before youth were asked to share personal information.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #9:</b></p> <p><b>Facilitators successfully resolved conflicts when they occurred.</b> During Journey Ahead, if conflict arose during one or more sessions, the facilitators resolved it positively and turned it into a learning experience for youth.</p> <p><b>IDEAL:</b> Facilitators effectively modeled positive conflict resolution skills for youth. When conflict did emerge, the facilitators not only handled it positively but also used the situation as a learning experience aligned with the goals of Journey Ahead.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #10:</b></p> <p><b>Facilitators guided discussions around intersectional identities.</b> During Journey Ahead, the facilitators used language related to multiple identities youth have beyond SOGIE and discussed how these multiple identities could be used to enhance positive self-identity.</p> <p><i>Key Activities: Life Mapping and Who Am I Poster.</i></p> <p><b>IDEAL:</b> When the facilitator talked about identity, multiple identities beyond SOGIE were discussed. There were discussions about how these multiple identities can be used to enhance overall positive self-identity.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #11:</b></p> <p><b>Facilitators structured the sessions in a way that furthered the progress of Journey Ahead.</b> During Journey Ahead, the facilitators were able to effectively guide the progress of each session.</p> <p><b>IDEAL:</b> Facilitators progressed through all of the session activities and allowed enough time for processing of the information from each activity.</p>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #12:</b></p> <p><b>Facilitators had a good working relationship with each other.</b> During Journey Ahead, the facilitators worked well together in a supportive and seamless way.</p> <p><b>IDEAL:</b> Facilitators always worked in tandem supporting each other. Disagreements may exist, but they were not discussed in front of youth.</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #13:</b></p> <p><b>Facilitators welcomed and incorporated youth input during Journey Ahead.</b> During Journey Ahead, the facilitators were open to communication and criticism from youth.</p> <p><b>IDEAL:</b> Facilitators welcomed youth input. They could navigate each youth's responses on the spot and in a way that moved the session towards its intended objectives. They accepted feedback from youth and remained objective and non-defensive with youth who disagreed with them.</p>				
<p style="text-align: right;"><b>Facilitator 1:</b></p>	0	1	2	3
<p style="text-align: right;"><b>Facilitator 2:</b></p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #14:</b></p> <p><b>Facilitators engaged and motivated youth to participate.</b> During Journey Ahead, the facilitators were able to engage youth in Journey Ahead activities.</p> <p><b>IDEAL:</b> Facilitators engaged all youth and encouraged all youth to actively participate in all of the Journey Ahead activities.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #15:</b></p> <p><b>Facilitators demonstrated enthusiasm.</b> The facilitators were enthusiastic and excited during the Journey Ahead sessions.</p> <p><b>IDEAL:</b> Both facilitators demonstrated enthusiasm and excitement in all of the sessions</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

## JOURNEY AHEAD FIDELITY GUIDE: DAY TWO

**INSTRUCTIONS:** The purpose of this Observers' Guide is to help you reflect at the end of Journey Ahead about what went well and what could be improved next time. For each indicator, circle the number that reflects closest to what you observed during Day Two of Journey Ahead. Use the NOTES section below each indicator to explain why you gave that rating. Share your ratings with the facilitators and with the Journey Ahead supervisor (if you are not the supervisor). Together, discuss your ratings and prepare PDSAs as needed.

Please use the space below to list all intended activities for each module and session of Journey Ahead. Then use the columns on the right to indicate: 1) whether each activity was completed; 2) the amount of time spent (in minutes) on each activity; 3) whether the activity was completed in the intended order; 4) whether there was reflection time after each physical activity; and 5) whether the session objectives were referenced.						
Activity/Objective	Completed? (Yes/No)	Time Spent on Activity	Time scheduled for activity	Completed in intended order? (Yes/No)	Was there reflection after activity (Yes/No)	Session objectives referenced? (Yes/No)
<b>Session 2, Module 4</b>						
Thumb Check-in			5			
Mindfulness Activity			2			
Tell Me About a Time			5			
Know Thyself			15			
Want Ad			15			
<b>Session 2, Module 5</b>						
Emotion Party			15			
Body Communication			15			
Active Listening			20			
<b>Session 2, Module 8</b>						
Conflict Style Identification			15			
Guided Senses			5			
Transitions Game			30			
Reflection			15			
End Off Session Farewell / Celebration Planning			2			



**General Observations:**

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #1:</b></p> <p><b>The learning space is comfortable.</b> During Journey Ahead, the physical space was arranged to be comfortable for participants.</p> <p><b>IDEAL:</b> Seating is circular. Chairs are different heights to allow a variety of options to youth and to avoid appearing like group therapy. Furniture and accessories are added to increase comfort (e.g. couches, pillows, cushions on the floor, etc.). There are no complaints about the comfort of the room.</p>	0	1	2	3
<p><b>NOTES:</b></p> <div style="border: 1px solid black; height: 150px;"></div>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #3:</b></p> <p><b>Facilitator minimizes power dynamics.</b> During Journey Ahead, the facilitator consciously dresses and positions themselves so as to minimize power differentials between youth and facilitators, while maintaining authority when necessary.</p> <p><b>IDEAL:</b> Facilitator positions self at equal or lower eye level to youth. Facilitator sits or stands within the group of youth. Facilitator dresses casually, yet appropriately; does not dress too professionally or formally in a way that reflects superiority to youth.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #4:</b></p> <p><b>Training environment allows for personalization.</b> During Journey Ahead, participants are encouraged to reflect their own personalities and interests.</p> <p><b>IDEAL:</b> Youth are contacted prior to training to identify favorite snack foods and/or to encourage them to bring comfort items (e.g., pillows, blankets). Environment includes materials allowing youth to express their thoughts (e.g., blank paper and markers; pipe cleaners; play dough).</p>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #5:</b></p> <p><b>Journey Ahead facilitators include a near-peer.</b> During Journey Ahead, there is at least one near-peer facilitator with appropriate background and prior training.</p> <p><b>IDEAL:</b> At least one of the facilitators has a similar background to youth or has been a previous participant in Journey Ahead.</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #6:</b></p> <p><b>Other staff are appropriately involved.</b> During Journey Ahead, non-facilitating support staff know the roles they have during training.</p> <p><b>IDEAL:</b> There is a sufficient number of supporting staff in the room. Each staff member understands their role and responsibilities, and participates in the training appropriately. There is no confusion about roles and responsibilities.</p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #7:</b></p> <p><b>The environment was compliant with the American Disabilities Act.</b> In the Journey Ahead environment, all youth could participate regardless of their disability.</p> <p><b>IDEAL:</b> The space was arranged so that youth in wheelchairs or with other mobility restrictions were not restricted from participating in any Journey Ahead activity. Sign language interpreters were present if needed. Appropriate arrangements were made, as needed, for youth needing accommodations so that they could participate in all Journey Ahead activities.</p>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #9:</b></p> <p><b>Facilitators successfully resolved conflicts when they occurred.</b> During Journey Ahead, if conflict arose during one or more sessions, the facilitators resolved it positively and turned it into a learning experience for youth.</p> <p><i>Key Activities: Conflict Style Identification</i></p> <p><b>IDEAL:</b> Facilitators effectively modeled positive conflict resolution skills for youth. When conflict did emerge, the facilitators not only handled it positively but also used the situation as a learning experience aligned with the goals of Journey Ahead.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #10:</b></p> <p><b>Facilitators guided discussions around intersectional identities.</b> During Journey Ahead, the facilitators used language related to multiple identities youth have beyond SOGIE and discussed how these multiple identities could be used to enhance positive self-identity.</p> <p><i>Key Activities: Body Communication</i></p> <p><b>IDEAL:</b> When the facilitator talked about identity, multiple identities beyond SOGIE were discussed. There were discussions about how these multiple identities can be used to enhance overall positive self-identity.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #11:</b></p> <p><b>Facilitators structured the sessions in a way that furthered the progress of Journey Ahead.</b> During Journey Ahead, the facilitators were able to effectively guide the progress of each session.</p> <p><b>IDEAL:</b> Facilitators progressed through all of the session activities and allowed enough time for processing of the information from each activity.</p>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #12:</b></p> <p><b>Facilitators had a good working relationship with each other.</b> During Journey Ahead, the facilitators worked well together in a supportive and seamless way.</p> <p><b>IDEAL:</b> Facilitators always worked in tandem supporting each other. Disagreements may exist, but they were not discussed in front of youth.</p>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #13:</b></p> <p><b>Facilitators welcomed and incorporated youth input during Journey Ahead.</b> During Journey Ahead, the facilitators were open to communication and criticism from youth.</p> <p><b>IDEAL:</b> Facilitators welcomed youth input. They could navigate each youth's responses on the spot and in a way that moved the session towards its intended objectives. They accepted feedback from youth and remained objective and non-defensive with youth who disagreed with them.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #14:</b></p> <p><b>Facilitators engaged and motivated youth to participate.</b> During Journey Ahead, the facilitators were able to engage youth in Journey Ahead activities.</p> <p><b>IDEAL:</b> Facilitators engaged all youth and encouraged all youth to actively participate in all of the Journey Ahead activities.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #15:</b></p> <p><b>Facilitators demonstrated enthusiasm.</b> The facilitators were enthusiastic and excited during the Journey Ahead sessions.</p> <p><b>IDEAL:</b> Both facilitators demonstrated enthusiasm and excitement in all of the sessions</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

## JOURNEY AHEAD FIDELITY GUIDE: DAY THREE

**INSTRUCTIONS:** The purpose of this Observers' Guide is to help you reflect at the end of Journey Ahead about what went well and what could be improved next time. For each indicator, circle the number that reflects closest to what you observed during Day Three of Journey Ahead. Use the NOTES section below each indicator to explain why you gave that rating. Share your ratings with the facilitators and with the Journey Ahead supervisor (if you are not the supervisor). Together, discuss your ratings and prepare PDSAs as needed.

Please use the space below to list all intended activities for each module and session of Journey Ahead. Then use the columns on the right to indicate: 1) whether each activity was completed; 2) the amount of time spent (in minutes) on each activity; 3) whether the activity was completed in the intended order; 4) whether there was reflection time after each physical activity; and 5) whether the session objectives were referenced.

Activity/Objective	Completed? (Yes/No)	Time Spent on Activity	Time scheduled for activity	Completed in intended order? (Yes/No)	Was there reflection after activity (Yes/No)	Session objectives referenced? (Yes/No)
<b>Session 3, Module 6</b>						
Thumb Check-in		2				
Around the World		5				
Maze Journey		15				
Building the Movement		20				
<b>Session 3, Module 7</b>						
River Crossing		25				
SMART Goal Brainstorm		20				
<b>Session 3, Module 10</b>						
Celebration Reflection		10				
Celebration		35				
<b>General Observations:</b>						



	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #1:</b></p> <p><b>The learning space is comfortable.</b> During Journey Ahead, the physical space was arranged to be comfortable for participants.</p> <p><b>IDEAL:</b> Seating is circular. Chairs are different heights to allow a variety of options to youth and to avoid appearing like group therapy. Furniture and accessories are added to increase comfort (e.g. couches, pillows, cushions on the floor, etc.). There are no complaints about the comfort of the room.</p>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #3:</b></p> <p><b>Facilitator minimizes power dynamics.</b> During Journey Ahead, the facilitator consciously dresses and positions themselves so as to minimize power differentials between youth and facilitators, while maintaining authority when necessary.</p> <p><b>IDEAL:</b> Facilitator positions self at equal or lower eye level to youth. Facilitator sits or stands within the group of youth. Facilitator dresses casually, yet appropriately; does not dress too professionally or formally in a way that reflects superiority to youth.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #4:</b></p> <p><b>Training environment allows for personalization.</b> During Journey Ahead, participants are encouraged to reflect their own personalities and interests.</p> <p><b>IDEAL:</b> Youth are contacted prior to training to identify favorite snack foods and/or to encourage them to bring comfort items (e.g., pillows, blankets). Environment includes materials allowing youth to express their thoughts (e.g., blank paper and markers; pipe cleaners; play dough).</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #5:</b></p> <p><b>Journey Ahead facilitators include a near-peer.</b> During Journey Ahead, there is at least one near-peer facilitator with appropriate background and prior training.</p> <p><b>IDEAL:</b> At least one of the facilitators has a similar background to youth or has been a previous participant in Journey Ahead.</p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #6:</b></p> <p><b>Other staff are appropriately involved.</b> During Journey Ahead, non-facilitating support staff know the roles they have during training.</p> <p><b>IDEAL:</b> There is a sufficient number of supporting staff in the room. Each staff member understands their role and responsibilities, and participates in the training appropriately. There is no confusion about roles and responsibilities.</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #7:</b></p> <p><b>The environment was compliant with the American Disabilities Act.</b> In the Journey Ahead environment, all youth could participate regardless of their disability.</p> <p><b>IDEAL:</b> The space was arranged so that youth in wheelchairs or with other mobility restrictions were not restricted from participating in any Journey Ahead activity. Sign language interpreters were present if needed. Appropriate arrangements were made, as needed, for youth needing accommodations so that they could participate in all Journey Ahead activities.</p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #9:</b></p> <p><b>Facilitators successfully resolved conflicts when they occurred.</b> During Journey Ahead, if conflict arose during one or more sessions, the facilitators resolved it positively and turned it into a learning experience for youth.</p> <p><i>Key Activities: Maze Journey</i></p> <p><b>IDEAL:</b> Facilitators effectively modeled positive conflict resolution skills for youth. When conflict did emerge, the facilitators not only handled it positively but also used the situation as a learning experience aligned with the goals of Journey Ahead.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #10:</b></p> <p><b>Facilitators guided discussions around intersectional identities.</b> During Journey Ahead, the facilitators used language related to multiple identities youth have beyond SOGIE and discussed how these multiple identities could be used to enhance positive self-identity.</p> <p><i>Key Activities: Building the Movement</i></p> <p><b>IDEAL:</b> When the facilitator talked about identity, multiple identities beyond SOGIE were discussed. There were discussions about how these multiple identities can be used to enhance overall positive self-identity.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #11:</b></p> <p><b>Facilitators structured the sessions in a way that furthered the progress of Journey Ahead.</b> During Journey Ahead, the facilitators were able to effectively guide the progress of each session.</p> <p><b>IDEAL:</b> Facilitators progressed through all of the session activities and allowed enough time for processing of the information from each activity.</p>	0	1	2	3
<p><b>NOTES:</b></p>				
<p><b>Observer Item #12:</b></p> <p><b>Facilitators had a good working relationship with each other.</b> During Journey Ahead, the facilitators worked well together in a supportive and seamless way.</p> <p><b>IDEAL:</b> Facilitators always worked in tandem supporting each other. Disagreements may exist, but they were not discussed in front of youth.</p>	0	1	2	3
<p><b>NOTES:</b></p>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #13:</b></p> <p><b>Facilitators welcomed and incorporated youth input during Journey Ahead.</b> During Journey Ahead, the facilitators were open to communication and criticism from youth.</p> <p><b>IDEAL:</b> Facilitators welcomed youth input. They could navigate each youth's responses on the spot and in a way that moved the session towards its intended objectives. They accepted feedback from youth and remained objective and non-defensive with youth who disagreed with them.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				
<p><b>Observer Item #14:</b></p> <p><b>Facilitators engaged and motivated youth to participate.</b> During Journey Ahead, the facilitators were able to engage youth in Journey Ahead activities.</p> <p><b>IDEAL:</b> Facilitators engaged all youth and encouraged all youth to actively participate in all of the Journey Ahead activities.</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				

	NEVER	COULD USE IMPROVEMENT	DOES OFTEN OR DOES WELL	EXEMPLARY
<p><b>Observer Item #15:</b></p> <p><b>Facilitators demonstrated enthusiasm.</b> The facilitators were enthusiastic and excited during the Journey Ahead sessions.</p> <p><b>IDEAL:</b> Both facilitators demonstrated enthusiasm and excitement in all of the sessions</p>				
<b>Facilitator 1:</b>	0	1	2	3
<b>Facilitator 2:</b>	0	1	2	3
<b>NOTES:</b>				