

**Trainer's Guide for
Students Helping Students
2nd Edition**

**A Guide for Peer Educators on College
Campuses**

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Introduction

This training guide is designed to assist those who train college students to serve as peer educators and use *Students Helping Students* as their primary text. The text provides a comprehensive overview of generic helping skills applicable to peer educators across all campus roles. Included are activities and exercises to build critical content knowledge, interpersonal skills, and problem-solving skills.

This guide provides supplemental exercises, assignments, and questions for each chapter topic. At the end of each chapter section is a list of resources you may wish to consult for additional information. Also included is a package of fifteen journal topics designed to facilitate student self-exploration and discussion group topics.

Facilitating the Training Experience

Planning the Training Experience

Important issues that trainers should consider prior to designing and delivering the training program are level or complexity of skill development desired of peer educators, time available for training and optimal time to conduct training, and trainer competencies and skills.

Complexity of Skills

As you begin to design your training program, it is important to focus on the complexity of skill development you wish your peer educators to achieve through training. Obviously, training that takes place over a long weekend, or a one- or half-day retreat, will not sustain the same outcome(s) as a program that meets for an entire semester with forty to forty-five hours of training contact. We have covered the entire text of *Students Helping Students* in a three-credit course and believe that we can accomplish *most* of the learning objectives for each chapter during this time period. However, to achieve sustained skill development in areas such as communication, group process, and leadership, additional in-service training activities are necessary beyond the initial training course.

Each chapter of the book begins with a list of learning objectives. Carefully analyze those objectives in relation to the peer educator's primary role to determine the minimum helping skills the student helper must acquire to adequately perform in the role. After this evaluation, you can then determine the mastery level of various helping skills the peer educator must achieve in initial training.

Essential Knowledge and Skills

The first four chapters of *Students Helping Students* provide a foundation of knowledge for further development of helping skills. We believe these chapters should be addressed in training all peer educators regardless of their campus role. Chapter Nine, "Using Campus Resources and Referral Techniques," and Chapter Ten, "Ethics and Strategies for Good Practice" would be important information to address generally as topics and more specifically to the expectations of particular peer educator job descriptions. The particular responsibilities of the peer educator

will then determine which of the remaining chapters should be covered. Along with the decision of what additional areas to cover, you need to decide how sophisticated the peer educator should become in particular areas (for example, problem solving with individuals, group process, group leadership, and academic strategies). Again, the peer educator's role and the time available for training will serve as criteria for deciding what areas to cover.

Duration of Training

We strongly encourage you to plan training sessions that are focused on learning outcomes and to plan activities that support those outcomes. Determining what learning outcomes and skill development you wish to accomplish will assist you as you decide on the length, duration, and format of training, as well as the need for in-service follow-up.

It would be unreasonable to attempt to cover every topic in *Students Helping Students* within a short time, such as a long weekend or several half-days of training. Many of the skills in the communication and group areas take several sessions to master. However, other chapters can be adequately covered in a brief two- to three-hour session.

Training Prior to Work

An important issue to consider is the relationship between training and the actual work experience. It has been our experience that students obtain stronger training outcomes if training occurs prior to beginning work in their peer educator position. In some cases you may be able to begin training prior to the beginning of an academic term and then continue with a series of in-service training activities throughout the time span.

Skills and Competencies of the Trainer

It is best for you as a trainer to cover content within your own areas of confidence and expertise. At times, co-trainers or guest facilitators will be appropriate to cover skill sets outside of your own experience. Demonstrating the limits of your own competence can be important. In this way, you model those skills desired of the peer educator and bring credibility and trust to the training and future work setting.

Features of *Students Helping Students*

We emphasize the importance of training as an activity-oriented learning experience. It is critical to allow students the opportunity to reflect on themselves and on their present skills, abilities, and personal qualities as all relate to helping others. It is within this context that we have designed the text and its activities.

Several elements of the text will aid students in active and reflective learning. Each chapter includes learning objectives, exercises, reflection points, tips for practice, and summary questions. The learning objectives and exercises are presented to encourage active learning and, in some cases, interaction with others. The reflection points and summary questions are designed to promote personal reflection and meaningful integration of the content presented in each chapter. Questions at the end of chapters help summarize learning either as an assignment to be turned in or as a group reflection point. These standard features of the chapter are ways that a facilitator or teacher may structure homework, group training activities, and follow up learning summaries.

We recommend that you have students begin each training unit by examining the learning objectives, then read the chapters and complete the reflection points and exercises. You may not want your students to complete all of the exercises, or you may decide to complete some of them in class. Closely examine the exercises included in the text and decide which ones to use in face-to-face interaction or whether these would be assigned to students as individual tasks. It is also recognized that there will be additional information and skill development strategies relevant to a specific context and job description that will be integrated into the training process.

Stimulating Active Learning

The number of students in training may vary considerably based on the size of the peer educator unit. We realize that many groups, such as in residence assistance training, may have fifty or more students. Although these students receive information and content presentations in a large group, we believe it is important for the experiential activities and the personal reflection discussions to take place in small groups of eight to fifteen students. The small group increases the capacity for developing group cohesiveness, allows for individual participation, and provides the facilitator an opportunity for observation and feedback during training. In larger groups co-facilitators should be used when breaking out students into subgroups for activity and discussion sessions.

For effective training to occur, group members must feel comfortable with one another and know that personal risk-taking and sharing is acceptable and encouraged. Encourage these dynamics through a series of “joining-up” activities at the first training session. Group cohesiveness activities are extremely important. Most college students in their first or second year experience learning in a formal lecture format and are accustomed to assuming a passive role in the classroom. Training must be active and must promote personal risk-taking if skill development is to occur. Focus on immediately establishing active learning expectations during the beginning sessions of training.

In addition to the discussion questions and classroom activities described within each chapter planning guide, there are two additional learning interventions that may be assigned students throughout the training. These are student journals and “I learned” statements, which can be used as individual process tools throughout the training sessions.

Student Journals

We have included at the end of this *Trainer’s Guide* a series of journal activities that cover a range of topics related to themes within the text that will facilitate preparation and personal reflection. As a trainer you may use these as session-by-session home assignments. Journals may be used for individual exploration; however, we suggest the option of using a follow-up on journal themes in the training group to stimulate a discussion period during training or classroom time. Another option is to collect journals at mid-term and at the end of an academic term to promote the reflection process. As facilitators we recommend not placing a grade value on such materials but instead provide written comments

and demonstrate support for the personal exploration. In addition to the journals suggested here we also encourage that you design similar entries relevant to particular goals or themes that come up during your training sequence. These may be related to issues of current importance, readings or Web sites suggested in class, or as part of follow-up of discussions.

“I Learned” Log (Journal) Statements

The second type of journaling is to use “I learned” statements as a form of closure and wrap-up for each training session. Ask students to complete the statement “Today, I learned or relearned ...” This might be done at the end of a session in group or students could be asked to do this on their own after training sessions. Sharing these statements as part of the group self-disclosure can assist in the continued development of group cohesiveness and provides you with insights in evaluating the impact of the material from the learner’s frame of reference. At times, students share personal insights that are completely different from what was expected. However, all learning should be accepted, discussed, and encouraged. An example of the “I learned” journal format follows the fifteen journal topics at the end of this *Trainers Guide*.

Introductory Session: Team Building and Preparation for Training

Purpose

The reasons for conducting an introductory session are to (1) offer an overview of the procedures and expectations for the training program, (2) provide introductions and connection to the trainees throughout warm-up and self-disclosing information, (3) establish norms for group interaction and active learning. Background for the introductory session could include an assignment to read the Preface and Chapter One of the text and a request to prepare for at least one activity prior to beginning the session.

Discussion Questions

1. What are your expectations for training?
2. What are some of your reasons for becoming a peer helper?
3. What would you like to learn to become an effective peer educator?

Training Activities

Begin the first session with a series of icebreaker exercises and activities to promote the beginning stages of group cohesiveness. After the group has assembled and you introduce yourself, ask students to complete a “personal coat of arms.” Tell them that the information they write will be shared with the rest of the group. On a prepared sheet, the student answers questions such as: What is your favorite movie? If you could be anywhere doing anything right now, where would you be and what would you be doing? If you could speak out on a campus issue that concerns you, what would you talk about? What are three adjectives that describe you? Why do you want to be a peer educator? Students then attach the coat of arms to their clothing with pins. (You should also complete a coat of arms and participate fully in this exercise.)

After all are ready, ask students to stand up, choose a partner, and face one another. Lead them through a mirroring exercise in which one person is a mirror and the other looks into the mirror while jumping up and down, swinging hands,

making faces, and so on. The student who is the mirror must copy her partner's actions as closely as possible. The partners then switch roles. After some anxiety, students enjoy this relatively safe icebreaker.

After the mirroring exercise is completed, ask students to remain standing and choose from a pair of options by moving to one side of the room. For example, students who like the ocean stand on one side and students who like the mountains stand on the other. Students must introduce themselves to someone in their group. Give other pairs of options, such as read a book or go to a movie, or write a paper or give a talk. Students introduce themselves to a different person each time they join a new group. This exercise is fast and fun.

At the end of this exercise, ask students to mill around the room and read each other's personal coat of arms. After they have had time to read what their classmates have said about themselves, ask them to choose a partner, sit down, and learn more about this person. Ask each student to introduce his or her partner to the rest of the class in ten minutes.

After all students have introduced their partner and all are seated, ask the students to think of one word that describes how they feel about class thus far. Starting with the person seated to your right, the student says his name and his word. The person seated to that person's right then repeats the first person's name and word and then gives her name and word. This exercise goes all the way around the circle, with each student saying the name and word of everyone who came before, concluding with the trainer, who repeats everyone's name and word.

This is a quick way for the class to begin to learn names and help others who may be having problems remembering. Encourage students to help one another, and they will do so gladly. No one wants to appear foolish, and help is appreciated. This provides great modeling for subsequent sessions.

Debriefing and Processing Activities

The purpose of these exercises is to promote the development of group cohesiveness as quickly as possible. Students in training must take risks; however, it is the trainer's responsibility to provide a safe environment for risk-taking. Also, training must be personalized. Students need to know one another. They need to assist one another. These dynamics begin to occur as a result of these activities. Since we are emphasizing a training environment in which personal exploration is expected and group participation is a key ingredient, we suggest that some initial discussion establish some basic guidelines for participation.

A few examples of participant guidelines could include

- Engagement by actively participating through verbal inputs and attentive listening is expected. Distractions such as various electronic devices or nontopical conversations are not acceptable during the actual time of training.
- Personal opinions and self-disclosures are appropriate to exercises and discussions in this class or training group. However, each individual is expected to disclose only what he or she is comfortable to share in a group and should not feel pressure to reveal what is considered private and confidential.
- Opinions and ideas should be expressed with personal ownership by indicating you are speaking for yourself and not being authoritative or assuming others should experience the same.
- Reactions in group conversations and discussions should be in an accepting manner that respects individual differences and opinions.
- The purpose of reflection and active learning exercises is to gain better self-understanding and ability to improve the attitudes and skills of a helping person; feedback and critique takes place in a supportive manner with these goals in mind.

Additional Resources

Jones, K. (1991). *Icebreakers: A Sourcebook of Games, Exercises, and Simulations*. Somerset, NJ: Wiley.

Discussion Questions

1. In what ways have changes in society impacted the types of contact and interaction that students have on campus today in comparison to ten or more years ago?
2. Project yourself from now (this beginning point of training) to when you have complete this course as a peer educator. What would you like to know? What new skills would you have? How would you feel more confident?
3. Identify three or four reasons that peer educators are growing in popularity on college campuses.

Chapter 1: Peer Educators on the College Campus

Purpose of the Chapter

The purpose of this chapter is to provide students with a broad overview and understanding of the peer educator's role on the college campus. The chapter introduces students to a process model of learning, along with concepts of role modeling and mentoring. A subtle yet important part of the chapter emphasizes how learning to be a more effective helping person can impact the person becoming a helper, as well as those being helped.

Discussion Questions

1. What are the characteristics of a helping person?
2. What skills and competencies are necessary for effective helping?
3. What are the characteristics of role models on college campuses?
4. How can one distinguish the difference between professional assistance and peer assistance?
5. Why is training to be a peer educator best accomplished in an interactive, supportive learning environment?
6. How will self-reflection and personal knowledge improve a peer educator's ability to provide helpful assistance to others?

Training Activities

This chapter establishes a base for understanding the role of peer educators and the basic assumptions for preparing for service. The exercises and reflection points are designed to build this understanding. We believe all of the exercises presented in Chapter One should be used in the training experience.

Exercise 1.1. Peer Educators on Your Campus

This exercise is a vehicle to promote the concept of networking with other peers. Students may serve as a peer educator in many different settings in the educational environment and handle a variety of responsibilities. Students learn about other peer educators on their campus and what services these student deliver to other students. This knowledge is useful later in training when referral to other helping agencies on campus is discussed.

Exercise 1.2. Brief Moments That Make a Difference

This exercise provides the opportunity for students to look at a specific situation that they have encountered that was helpful and stood out as an experience that made a difference. Analyzing these moments from the various encounters shared by a group can then be formed into a list of the qualities and characteristics of the helping moment. Using the knowledge from the individual student's own experience—inductive learning—is an excellent way to recognize the bank of knowledge from life events.

The Ideal Helper

Another exercise that uses inductive learning is to ask students to think of a person in their life or identify a public figure who has had a major impact by the way that person presents him- or herself and interacts with others. After identifying this person in their mind, students are asked to reflect on what characteristic, behaviors, or interpersonal qualities are descriptive of the person. Students should write down these descriptions and then, in small breakdown groups, share their responses, thereby making a larger list of qualities while collapsing overlapping ideas into themes. The next step is to have the group prioritize the importance of these characteristics and identify those they believe are most important. After the groups have shared those characteristics identified as most important, students then individually choose the two or three qualities that most accurately describe themselves and two or three they would like to strengthen to become a more effective helper. Sharing the results of this exercise promotes group cohesiveness.

Reflection Points

There are five reflection points in this chapter. Each reflection point is designed to reinforce the principle of training that emphasizes that awareness and self-knowledge is a crucial aspect of being an effective helper. Students can be

assigned the task of completing a reflection point before a class or training session, and then the results can be used as a group discussion topic. Students may also be asked to create an “I learned” statement as a summary to be kept in their journal.

- Reflection Point 1.1 asks students to indicate why they want to be a peer educator and what qualities they have that fit their expectation. This can serve as an introductory starting point for an initial session that reinforces the importance of the personal choice and commitment made when providing service.
- Reflection Point 1.2 seeks to discriminate how peer assistance may differ from professional assistance in the area of service being provided. Peer educators must know what you expect them to provide in their role, and conversely, what services are provided by their professional counterparts. We suggest that you actually list these services on a flipchart or the chalkboard, separating those provided by peers and those provided by professionals.
- Reflection Point 1.3 introduces the training model (what, so what, and now what) to the way that training is taking place in the moment. Figure 1.1 in the book illustrates the three stages of the learning process. This lays the groundwork for explaining how knowledge, integration, and action function as a sequence of learning.
- Reflection Point 1.4 introduces the importance of role modeling and the distinction of how behavior demonstrates instruction. This exercise highlights the fact that many people serve as role models to others without the knowledge that they are being observed and emulated. This is a powerful concept for peer educators to contemplate as they consider their on- and off-campus behavior.
- Reflection Point 1.5 summarizes the introduction to peer education by identifying key knowledge and skills to be learned. After you are satisfied that the peer educators have identified all services they will perform, it is helpful to also discuss the types of helping skills necessary to deliver those services successfully. This helps integrate the training experience to the actual work experience, giving training increased credibility.

Assignments

1. Instruct students to complete an assigned journal and maintain the “I learned” log for each session.
2. Assign a brief paper for which students interview a peer educator who is serving in the campus role for which they are receiving training. The paper should highlight the types of services that peer educators perform

and the perspective of the working peer educator as to the skills needed to perform in the role. Make this task more interesting by describing the assignment as being a journalist who is to write a first-person feature for a news magazine or blog.

Additional Resources

Books

Dass, Ram, and Gorman, Paul (1985). *How Can I Help: Stories and Reflections on Service*. New York: Knopf.

Although the book was published over twenty-five years ago the stories provide great understanding of the natural and even intuitive nature of helping, uniting Eastern and Western views of help.

Light, Richard (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge: Harvard University Press.

Captures an understanding of how college is experienced based on actual interviews with college students.

Web Sites and Media

About TED: TED (Technology, Education) is a nonprofit source that sponsors and publishes conference presentation for free online. These talks are presented by international authorities on various subjects. Although these cover a wide range of topics, you might find very interesting presentations that are relevant to a training class. Examples of topics that might be relevant include education and creativity, “why we do what we do,” and more than 700 other talks. See <http://www.ted.com/talks>

Wheatley, Margaret. *It's About Time* includes articles and short essays on relationship, leadership, and similar topics. Located at www.margaretwheatley.com

Chapter 2: Student Maturation and the Impact of Peers

Purpose of the Chapter

This chapter provides students with an overview of the human maturation process, with special attention to the types of personal and academic challenges faced by many college students. We intentionally do not use technical or professional jargon to describe the process of human development, instead real-life examples are ways to assist students in training in order to readily grasp the concept of maturation. After completing this chapter, students should have a better understanding of the types of challenges students seeking their services will be facing. They should understand the types of concerns training prepares them to address and other student concerns that need to be referred to professionals on campus.

Discussion Questions

1. Describe the maturation process. What do you think are the most important variables affecting maturation: environment, genetic or biological predisposition, personal values and aspirations, or a combination of these?
2. How have you and your friends changed thus far during your college years?
3. What types of maturation challenges do you believe students you will be assisting will face?
4. What types of challenges might they present to you that will call for a referral? To what person, office, or agency on campus will you refer these types of problems?
5. Do students from different minority or ethnic groups face different types of maturation issues in college? If so, what are examples of these differences?
6. Do older students face different challenges than the traditional college age student? If so, what are examples of these differences?
7. Do men and women in college face unique gender-related maturation issues? If so, what are they?

8. What role do you believe a student's peer group plays in personal maturation? What are the positive or negative aspects of peer pressure in the maturation process?
9. What impact do role models and adults have on a younger person's maturation process?

Training Activities

The three exercises in Chapter Two assist students in considering their own personal growth and development (Exercise 2.1), realizing the challenges faced by students whom they will serve in their peer educator role (Exercise 2.2), and assessing the impact of the college environment as it affects or promotes the personal growth of students (Exercise 2.3). We suggest that all three be used in training.

Reflection Point 2.1 in this chapter asks the student to consider the changes that have occurred in their life since beginning college. These changes may include behaviors, attitudes, habits, personal goals/directions, relationships, preferences and more. In order to facilitate the exploration of change and potentially use this as a group discussion activity use the Developmental Life Line described below.

The Developmental Life Line

This activity assists students as they begin to realize that growth, change, and maturation are constantly occurring for all people. Each student is first given a large piece of poster paper. Instruct students to draw a horizontal line across the middle of the paper. This line represents both time and psychological equilibrium, or a feeling of being at ease and comfortable with themselves in their current life situation. Ask them to plot disruptions to this feeling of psychological equilibrium by writing or drawing events above or below the line over a time period. Events above the line mark a positive life experience and those below the line mark a negative life experience. After completing their developmental life line, ask students to share their life history and its ups and downs with other students in the training group. Similarities within the group are noted, such as conflicts with others, moving into a residence hall, a difficult class, and so on. Ask students to share how they resolved the more difficult disruptions in their life. Did they seek out a friend for advice, solve the problem on their own, or ignore the problem? This exercise illustrates that students have similar problems and concerns. Personal challenges are usually identified more than academic challenges. This is an important point to emphasize. Even if the peer educator is working in an area that stresses academic skill development, it is important to understand that

students seeking assistance may be experiencing personal challenges that may be interfering with academic development and success.

Exercise 2.1. Balance Between Congruence and Dissonance

This exercise asks student to look at the influence of people, groups, or organizations that they are interacting with in college. This is done by creating “circles”. The main circle represents the individual student. Around this circle are created additional “circles of influence”. The distance and connection points may vary to indicate the power or significance of the influence. For example, circles might represent family members, roommate(s), friends, teachers and other people OR it could represent identity groups you are involved with (Greek houses, athletic teams, interest clubs, churches, etc.). Now it is important to label these connections by signifying congruent or like characteristics and dissonant or unlike characteristic. For example you might have a roommate on your circles who is like you in social activities and topics of interest, but is quite different (dissonant) with they way time is managed (sleep patterns, study times). Represent the congruence and dissonance with a symbol or word at your connecting point. After identifying the influences and the congruence/dissonance factors make a list of the results from these significant interactions. A result might be any number of outcomes (example your roommates sleep patterns have caused you to change your sleep patterns, or your social groups alcohol use behaviors have changed your drinking behaviors, or your best friend joining a physical work-out class got you to join and change your physical activity). Some of these influence factors may be very satisfying, gratifying, or compatible to you while others may have created concern, difficult decisions, or unhappiness. The importance of the activity is developing the awareness to recognize that changes occur in life impacted by the people and circumstances of your environment. Students may then choose to make adaptations or decisions for themselves.

Reflection Point 2.2 and Exercise 2.2. Exploring the Challenges People Go Through

The purpose of this reflection and exercise activity is to connect common challenges that are recognized in your college environment to your position as a peer educator. In small groups, request that students brainstorm the types of maturation challenges students with whom they, as peer educators, will be assisting. Have them prioritize those that they think will emerge most often. Compare the results of the small groups and develop one list of most frequently identified challenges. Will subsequent training prepare the peer educator to respond to these problems?

In a variation of this exercise, complete the assignment focusing on specific groups of students: women, men, ethnic students, minority students, or nontraditional age students.

A variation of the activity above is to develop an activity called Campus Life Simulation.

This activity will take some creativity to write the ground rules and the circumstances that can simulate the type of challenges impacting students. The simulation will be a series of 10 to 15 minute rounds (periods of interaction in which the participants must act in a prescribed role in a defined situation). To organize the simulation the group (it is best to have the training group plan out the simulation roles and procedures themselves although a trainer could do this in advance). The organizing tasks are as follows:

1. Define a number of prescribed role definitions (this could vary by the size of the group—however, it should be easy to define at least a dozen characteristic roles). A role is a description of a college student. For example: “Joe is freshmen student, undecided about a major, knows only a couple of other students from his home town, and typically acts shy in a new situation”. Student roles and characteristics descriptions can be made based upon variables such as year in college, gender, academic major, financial status, social connection, student memberships, individual personality, racial/religious/sexual preference identity, etc. Let students have fun in describing a variety of personalities, interests, and characteristics of students. Have the description written down on cards to be drawn later for the simulation.
2. Define situations and settings for the simulation to take place. The situation might include a common event such as the first day of class or a specific place and activity unique to an individual campus. The situational context should have enough definition so that the role play simulation that follows will have a setting (place) and, also a description of the action and purpose for what interaction takes place in this setting.
3. In addition to a group or class acting out the role play several class members should be designated as observers. The observer’s purpose is to make process observations about what is happening to both the group and individuals during the role play.

After a role play has been complete the important segment is the discussion that follows. Debriefing the simulation may include questions such as: (a) what were your feelings and reactions being in your role during the situation? (b) what were your reactions to others while you were in the simulation? (c) what did observers perceive being outside of the action? (d) what personal needs and issues could you identify based upon the simulation, and (e) what implications would this have for the role of a peer educator?

Assignments

1. Request that students interview other students on campus about personal and academic challenges students have experienced since they have started college. Ideally, the peer educator would interview students who are seeking or receiving services in the area that the peer educator will work in after training. Have students compare their findings. Of the challenges identified by students interviewed, which are those that peer educators can address?
2. Require students in training to interview peer educators who are presently working in the service area they are interested in. What is the most commonly presented developmental problems they respond to in their work?
3. Ask students to write their developmental autobiography, -responding to their personal growth in each of Chickering vectors (see page 39). Identify and describe life events that have influenced their development in positive ways. Also, identify any area of maturation and change anticipated in the future. How will the role of campus peer educator assist in the maturation process?

Additional Resources

Books

Evans, N. J. (2009). *Student Development in College: Theory, Research, and Practice*. San Francisco: Jossey-Bass.

Web Sites

“The Star Thrower” is a film version of the classic story of “how anyone can make a difference in the world.” This could be a good topic for a discussion on becoming a helper. This site charges for full videos but provides a free online demo that could serve as a group stimulus..

www.starthrowerstory.com

“Focus Your Vision”: A photographer uses his past assignments to illustrate principles that can be applied to life. Again, a free preview of the full video for sale is available here, as well as a free preview of the supporting materials.

www.focusyourvisionfilm.com

Chapter 3: Enhancing Cultural Proficiency

Purpose of the Chapter

The purpose of this chapter is to help students in training understand the complex meanings of culture and its influence on worldviews and relationships, such as those of the peer educator. The chapter offers strategies to overcome intercultural discomfort and to understand and differentiate between individual and institutional discrimination. Various forms of prejudice are described and discussed. The overall focus is positive, however, and students are encouraged to view every individual as the embodiment of an interesting, unique, personal culture, to be respected and understood.

Discussion Questions

1. What is culture?
2. What must you know about yourself and your own culture in order to effectively interact with people of different genders, ethnicities, races, ages, sexual orientations, or physical or mental abilities?
3. What are some different types of prejudice?
4. What are the differences between overt (obvious) forms of prejudice and covert (hidden) forms, and the resulting variation in impact on others?
5. How can you improve your ability to relate to and interact with people from many different cultures?
6. What is the difference between individual discrimination and institutional discrimination?
7. Which, in your opinion, is more difficult to minimize, individual or institutional discrimination? Why?
8. What is the significance of the culture of majority within a given population?

Training Activities

The exercises in Chapter Three address various intercultural dimensions, including intrapersonal, interpersonal, social, communal, and institutional dimensions. Use the exercises to stimulate classroom discussion and the text to offer appropriate explanations of the topics discussed. There are five exercises in this chapter that serve to personalize how the issues of culture impact each and every person. These exercises taken in sequence demonstrate a progression of awareness concerning culture identity. Exercise 3.1 demonstrates how we make assumptions about others based upon our own cultural expectation, which may create significant misunderstanding. Exercise 3.2 confronts the impact of using stereotypes and acting “as if” these serve to reflect individuals because of their cultural identity. Exercise 3.3 is a stimulus strategy using sentence stems to show how we carry personal prejudice by identifying class, status, or appearance. Exercises 3.4 and 3.5 go a step further to show how discrimination is a systematic influence of institutional and societal expectation. All of these exercises can be useful in creating active discussion within a group setting. Ask the students to draw on their own knowledge and experience to discuss the information in a personally meaningful way. We are all products of culture, and only through heightened awareness can we move beyond the pitfalls of bias and discrimination. The next activity can illustrate this very well.

Sneakers and Shockers

This simulation will initiate significant discussion on cultural differences and how to deal with them. This exercise helps students understand how cultural assumptions color our judgment as we try to make sense of our environment.

Divide the class into two groups. Separate the two groups physically so that they cannot see or hear each other. One group gets the instructions for Shockers, and the other gets the instructions for Sneakers. Allow the groups to practice the indicated cultural behaviors for five minutes. They must practice and remain in character until they are told to stop.

Instructions for Shockers

1. *Make constant eye contact when talking to someone.* This shows respect and that you are paying attention to the conversation. Lack of eye contact is disrespectful and a sign of disinterest.
2. *Talk loudly and with large hand and arm movements.* This is a sign of passion and involvement with the topic of discussion and the other person. A low voice with no hand movement is a sign of being cold, distant, and tense.
3. *Never stand more than one foot away from the other person.* This is a

sign that you like and care about the person. Standing farther away is a sign of dislike.

Instructions for Sneakers

1. *Never make eye contact when talking to someone.* This is a sign of respect and courtesy. Direct eye contact is a sign of aggression and rudeness.
2. *Talk calmly and quietly with no hand movement.* This is a sign of composure, control, and maturity. Talking loudly shows a lack of maturity and emotional chaos.
3. *Always stand three feet or farther apart.* This is a sign of respecting others' personal space and showing respect. Standing closer than three feet is considered to be intrusive and an invasion of personal space.

Bring the two groups back into the same room. They should stay in their groups on opposite sides of the space. Tell them there is to be no interaction with the other group until you instruct them to do so. If the area permits, have everyone participate in the next interaction. Otherwise, ask for three to five volunteers from each group to interact with each other in the middle of the room where everyone can see them. Instruct the groups or volunteers to interact with each other according to their instructions. Call the interaction to an end after one minute.

Ask participants to go back to their respective groups and not to intermingle with the other group. Ask the two groups to give their assumptions and opinions about the other group's behavior. Write these where everyone can see them. Ask a member from each group to report on what their behavior means as demonstrated in the role play of their culture. Now ask the groups for a second set of opinions about the earlier observed behavior in light of this new information. Write these down in a column next to the first set of assumptions. Ask the groups to come out of character and to go back to being a large group again. Ask the group the following questions:

1. How did you evaluate the other group and create a set of assumptions the first time around?
2. What made you change your mind when you gave your opinions the second time?
3. How did you feel during the role play?
4. What have you learned from this exercise?
5. Can you think of real-life situations where this might have happened to you?
6. How can you apply this knowledge to your daily interactions with others?

After discussing the reactions and responses of the class, introduce the five principles for cultural proficiency from Chapter Three, and make connections to the simulation experience. How would having that information have helped in forming accurate explanations for the other group's behavior?

Assignments

1. Instruct students to complete a journal entry addressing the impact of the majority culture on the lives of minority culture members. Also, what is the impact of the majority culture on members of the majority culture? Are there advantages to members of the majority? Are there disadvantages? Responses should include both positive and negative factors.
2. Ask the students to draw an intercultural life map for themselves. How and when did they encounter intercultural differences, such as gender, ethnicity, age, sexual orientation, ability, or socioeconomic status? As they create this life map, students should describe the emotions they associate with their memories about cultural discovery. Discoveries about their own cultures are important to include, as well as the sources of their information about cultural difference. Encourage students to use images, symbols, and words. Emphasize that artistic ability is not important or necessary for this exercise. They can continue this activity over the course of the training period if they like or for the duration of the time spent discussing intercultural competencies. After they complete their map, ask them to write about how it felt to engage in this activity and the lessons learned.
3. Ask each class member to choose a children's book to evaluate according to whether it discriminates against or supports various cultural perspectives. Encourage the students to share their books and evaluations with the class. Are there patterns that emerge when several books are assessed? How might these books affect the perspectives of the children who read them?

Additional Resources

Ehrenreich, B. (2001). *Nickel and Dimed On (Not) Getting By in America*. New York: Henry Holt and Company, LLC.

Moaveni, A. (2005). *Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran*. New York: Public Affairs.

Rose, T. (2008). *The Hip Hop Wars: What We Talk About When We Talk About Hip Hop—And Why It Matters*. Philadelphia: Perseus Books Group.

Tobar, H. (2005). *Translation Nation: Defining a New American Identity in the Spanish-Speaking United States*. New York: Penguin Group.

Chapter 4: Interpersonal Communication Skills: Creating the Helping Interaction

Purpose of the Chapter

The concepts and skills discussed in this chapter are critical to effective helping. This chapter focuses on the action of helping through effective listening and empathic responding. This chapter encourages students to understand the limitation of common attempts to provide assistance through advice giving and, instead, teaches and encourages the development of good listening skills. The chapter demonstrates the powerful impact of empathic, interchangeable responses in a helping interview. The development of facilitative communication skills is a systematic learning process that is conceptualized through five stages: preparedness, attending, understanding, responding, and resolution.

Discussion Questions

1. Discuss several reasons that advice giving may be inappropriate when students seek assistance with personal life challenges.
2. Identify and discuss characteristics of successful helpers you have known or others that you presently seek out for assistance.
3. Identify and discuss obstacles to effective listening.
4. Identify examples of nonverbal communication that suggest an individual is experiencing emotional pain or anxiety.
5. Discuss and describe the characteristics of an interchangeable response.
6. How do you define the limits of peer support and the need for professional assistance when dealing with concerns of a personal nature?

Training Activities

We encourage you to use the exercises presented in Chapter Four of the text in your training experience.

Exercise 4.1. Comfort Zones

This exercise helps students grasp the notion of personal comfort and physical space. This reinforces the concept of physical attending and the importance of communicating warmth and respect in the helping interaction.

Exercise 4.2. Listening and Responding Skills

This exercise introduces the concept that effective listening is hard work and requires substantial psychological energy on the part of the peer educator if effective listening and responding is to occur. We suggest that this exercise be repeated until students master the art of interchangeable responses.

The reflection points in this chapter are useful to promote the idea that each person, while needing to develop the principal components for helpful interaction, is still able to have a unique and characteristic personal style. It is important for understanding that personality and individual difference is still a part of being natural and comfortable in the helping relationship.

Giving Empathic Responses

To practice giving empathic responses, arrange the training group in a circle. Ask a student to describe a current life event that is troubling. After the event is described, go around the circle and ask each student to give one word that describes the feeling associated with the event. After all have responded, ask the speaker to select the one word that most accurately describes the feeling being experienced. This exercise demonstrates that many words may describe the speaker's current feeling, but one word usually emerges that is most accurate. Using this word can help the student explore his present problem situation more deeply and completely.

Giving Interchangeable Responses

To practice interchangeable responses, use the same exercise as outlined above but take it one step further. Again, have someone describe a current life challenge. This time, when you move around the circle have each student identify a word that describes how the speaker is feeling and also succinctly describe why she is experiencing that feeling. For example, "You feel trapped because you know education is important, but you really seem to dislike the academic experience." This exercise focuses on listening for content as well as the feelings associated with that content.

Being a Sounding Board

To practice being a sounding board for another person experiencing an interpersonal problem, use the same exercise and ask a student to describe a problem he is experiencing with another person. The student describes his problem and then the first person in the circle gives an interchangeable response. The student then continues to describe the problem, and the second person now responds and so on around the circle. All peer educators serve in the helping role by taking turns using the exchanges they have heard. This is an excellent exercise. All must stay involved and listen intently so they are prepared to give their response when it is their turn. The exercise, when all respond accurately and helpfully, will assist the student speaking in exploring the problem. Also, students will quickly realize how difficult it is to not give advice!

Assignment

Ask students to do an audio or video recording of a conversation with a friend who is willing to role play a personal problem. Ten to fifteen minutes is sufficient for an initial practice. The peer educator should concentrate on giving interchangeable responses during the conversation. Ask students to play their recording at the next training session for all to critique. This assignment helps students practice their skills in a helping interview. A range of student concerns is usually illustrated through these example interactions. The difficulty of implementing helping communication skills is often apparent with the first attempt at demonstrating skills of listening and responding. The self-consciousness to do well creates some awkward and hesitant conversation. However, practice soon reduces this uneasiness and students do get much better in subsequent sessions.

We usually ask students to complete three recordings. The trainer critiques one of the three in either a one-to-one session or through written comments. If you do nothing else in this area than to move students away from an advice-giving model of helping to one of using empathic, interchangeable responses, you have been successful.

Additional Resources

Daniels, T., & Ivey, A. (2007). *Microcounseling: Making Skills Training Work in a Multicultural World*. Springfield, IL: Charles C. Thomas.

Egan, G. (2009). *The Skilled Helper*. (9th ed.) Belmont, Calif.: Brooks/Cole.

Johnson, D. W. (2006). *Reaching Out: Interpersonal Effectiveness and Self-Actualization*. (9th ed.) Boston: Pearson.

Shankman, M. L. & Allen, S. J. (2009). *Emotionally Intelligent Leadership: A Guide for College Students*. San Francisco: Jossey-Bass.

Chapter 5: Problem Solving with Individuals

Purpose of the Chapter

This chapter outlines a problem-solving model that may be applied to many problem situations. The student is introduced to strategies to be used for assessment, goal setting, and implementation of action plans to carry out solution options. Problem-solving processes take place within the context of facilitative helper communication described in Chapter Four. Resolution is the fifth stage of communication. Chapter Five also includes a section on how to use creative techniques to find unique solutions that are especially helpful to the person who feels “stuck” or thwarted in their situation.

Discussion Questions

1. De Bono outlines three types of problem situations: the “gap,” the “barrier,” and the “unknown.” What are examples from student problems that illustrate each one of these problem conditions?
2. Discuss the importance of assessment in problem solving. What are some ways that assessment can be used with specific situations that a peer educator might encounter?
3. What qualities of goal statements can increase the potential for a person to succeed in attaining a goal? Compare goals that you have succeeded in attaining with goals you have not. How does your personal experience relate to the qualities of good goals stated in the chapter?
4. Why is it important in doing a “force field analysis” to look at both the driving and restraining forces?
5. Discuss the advantages and disadvantages of using closed versus open questions when interviewing.
6. There are many great stories of inventive people who came up with original ideas while being in a “reflective creative” space. Discuss a favorite setting you have used to daydream, fantasize, and reflect. What tangible qualities are important for supporting a creative ambience?

Training Activities

Simulations and action strategies are ways that students can try out problem-solving methods while they receive helpful instruction. The exercises in this chapter are designed to guide students through the steps of goal setting, assessment, and action planning by using situations from their own experience. The following activities are useful for expanding some of these concepts in a group setting.

The chapter introduces four exercises that outline aspects of problem solving. Exercise 5.1: The Board of Directors illustrates how to weigh inputs for making decisions. The metaphor of a Board is used to understand that while you are influenced by others, the individual holds a controlling interest in making decisions about their own life. Exercise 5.2: Negatives to Positives communicates the importance of redefining problems, limits, or dilemmas to the opposite whereby one creates solutions and goals for improvement. Richard Bach, in *Jonathan Livingston Seagull*, wrote “Every problem has a gift for you in its hands.” This activity creates that opportunity. Exercise 5.3: Goal Attainment Scaling demonstrates how to create an individualized measuring rod for charting progress toward a goal outcome. Finally, Exercise 5.4: Force Field Analysis demonstrates a systematic method for designing a change process toward achieving a goal. Although these are four separate exercises they may be introduced and organized as four stages of an overall problem-solving process. Some additional activities are suggested next.

Target Practice

This activity helps students understand the application of good goal-setting principles. In particular, this activity explores the principle of setting goals that are attainable yet stretch one’s reach. Target practice uses a target goal, such as a waste basket, and a ball, which can be as simple as a wad of paper. Keep the design simple and adaptive to whatever resources might be available. Of course, you can be more elaborate and use a real dartboard set, an indoor basketball hoop and basketball, or a bean bag and target. Put the target at one end of the room and mark off three shooting distances on the floor—a close or relatively easy-to-make target, an intermediate distance, and a long-shot distance. Have participants try out their ability in a practice round by taking three shots at each level. Hitting the target at the close distance is worth one point, two points from the intermediate distance, and three points from long distance. Students record their scores and then set a goal for a competitive round in which they get six shots. They must determine a target score and a plan that indicates the distances from which they will shoot. Failure to reach the goal will incur a five-point deduction from their

overall score. After all participants complete the task and note their results, discuss the way people set goals and followed through to achieve the task. Some people may choose a goal that is very easy to attain, while others may set a goal that is such a long shot that it would be a miracle to achieve it.

Discussion questions might include: What would you change in your goal if you were to do this again? What is your reaction to people who chose “easy” versus “difficult” goals? Did anyone view the goal from the negative perspective such as “trying not to miss” the target? Encourage students to transfer insights from this exercise to problem situations and goal setting that the peer educator might encounter.

Problem-Solving Role plays

Break the group into pairs and give them instructions to explore problems through assessment and establishment of goal statements. One student serves as the peer helper while the other role plays a problem situation. You may identify several problem situations ahead of time to be chosen by the role player. Examples of problem areas include making better use of time, getting in physical condition, developing better eating habits, meeting people, or any problem that is familiar to students and can be contained to specific situations.

Give the helpers instructions to practice specific problem-solving strategies for a brief period of time (three to five minutes is recommended). The practice has several role play segments in which a strategy is introduced and the participants use that strategy throughout the role play practice. The first practice round focuses on problem exploration by using open-ended questions. Round two focuses on redefining problem situations into successful goal statements. The third round uses the force field analysis process to assess the factors that inhibit or enhance goal attainment. In the final period students design action plans that can implement the process toward goal attainment.

A variation of two-person role plays is to have tag teams of four in which one person does the exploration and then the next takes over at the next stage of problem solving. The important part of the role play is the process of reflection and discussion that takes place afterward. Videotaping and replaying the role play, when time permits, is a helpful way to review the activity with students.

Learning from Mistakes

One aspect of creative problem solving is the ability to brainstorm and come up with many options without the fear of making mistakes or looking foolish. The reality is that everyone makes mistakes and then often feels

embarrassed by the mistake. Yet people gain valuable learning from making a mistake. The goal of this activity is to help participants recognize that not only are mistakes part of finding new possibilities but they can also be worth a good laugh.

Give participants a blank card or piece of paper and ask them to jot down an incident in which they made a mistake, made a *faux pas*, or felt they did something foolish. Tell them that comedians often trip themselves, make jokes about themselves, and even exaggerate a mistake to make people laugh. The task is to find the humor in the mistake and write a story about the situation so that someone listening will smile or laugh. Volunteers take turns telling their stories with the intent of creating a laugh and some humorous sympathy from others. The discussion can then lead to the need to “lighten up” and accept the possibility of learning from our mistakes.

Assignments

Students learn problem solving and goal-solution processes through practice. If training takes place over several weeks, this can be a part of a journalizing task that can be monitored over time. However, within any length of training, students can design their own problem-solving plans for the next ten days. Students identify a “mini” concern, that is, a problem that they are aware of but that does not contain long-term, strongly emotional, or complicated dimensions. Examples might include increasing the amount of study time, eating a more nutritious lunch, or finding a way to exercise. The student then goes through the stages of writing an explicit goal statement using the goal attainment scale as a measuring rod, completing a force field analysis, and then making a plan of activities that they propose to implement for the ten-day period. After completing the problem-solving process and designing a plan, students make a ten-day calendar with which they monitor the progress, or lack of progress, in carrying through with the plan. At the end of the period they can submit the plan to the trainer, or they can designate a friend to serve as a progress monitor and check-in for assessing progress and attainment of the plan. An important part of the plan should be a celebration or reward for completing the activity, such as going out to dinner, going to a movie, or receiving a small gift.

Additional Resources

Covey, S. R. (1990). *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Fireside.

De Bono, E. (1999). *Six Thinking Hats*. New York: Little, Brown.

McAlindo, H. R. (1999). *The Little Book of Big Ideas: Inspiration, Encouragement, and Tips to Stimulate Creativity and Improve Your Life*. Nashville, Tenn.: Cumberland House.

Von Oech, R. (1986). *A Kick in the Seat of the Pants: Using Your Explorer, Artist, Judge, and Warrior to Be More Creative*. New York: HarperCollins, 1986.

Chapter 6: Understanding Group Process

Purpose of the Chapter

Peer educators may be asked to interact with groups of students as an effective and efficient way to deliver information and provide service. Many factors influence how well individual members attend to and engage in group tasks and how effectively the group functions as a whole. We refer to these factors as the *process variables*, which include the manner and quality of communication, the formation of normative behavior, the assumption of individual roles and responsibilities, the commitment and cohesiveness of members to group goals, the collective group atmosphere, and the group's maturation level. The intention of this chapter is to increase the peer educator's awareness of group process variables and to suggest ways in which this awareness can serve to facilitate positive and productive group functioning.

Discussion Questions

1. What types of information and service delivery would make the group situation a preferred environment for peer educators? What service functions would not be conducive within a group setting?
2. The term *healthy group* is used in this chapter. What are the characteristics of an operating group that would illustrate healthy behavior? What are symptoms or signs that a group is not functioning well?
3. What is meant by the term *cohesiveness*? How do you know when you are in a group that has achieved cohesiveness? What are some strategies that might be used to promote a more cohesive group?
4. Discuss normative behavior of groups by identifying a specific group that you have recently observed. Note examples of norms that are firmly established in the group and other norms that may be just forming.
5. How does the role functioning of individual group members either facilitate or inhibit a group's ability to achieve its purpose? Discuss specific examples of helpful role behaviors that you have experienced in groups and behaviors that have thwarted the group's effectiveness.

6. Why is a group in the early stage of development more dependent on a leader than a mature group? What can a leader do to respond to dependency needs yet begin to move the group to more mature levels of group functioning?
7. Discuss how awareness of group processes can help the group to resolve group concerns and improve the group's overall level of functioning.

Training Activities

This chapter includes six exercises that are designed to increase the peer educator's identification of group process variables through observation and reporting strategies. Students identify a group that they have recently experienced or can observe in order to respond to process questions. If training takes place in a group environment, the training group can serve as the laboratory in which to make these observations. Another option is to set up group simulation activities that can become the observing vehicle. The suggestions that follow outline ways to set up group simulations.

Simulations

There are a variety of simple group games and simulation tasks that can provide observational data. These activities may be brief, taking ten to fifteen minutes, or can be more involved and take up to an hour to complete. For example, give the group a list of objects and ask them to prioritize the list based on a criteria or outcome definition. Activities of this type include scenarios such as "crashing in a desert" and having to determine which of several objects are most important to carry from the crash site in order to survive, or going into outer space to make the first interplanetary settlement and determining who to take along.

The group can also interact by solving a puzzle. In the "five square" activity, individuals are given mixed pieces of five puzzle blocks that require group interaction in order to get the right pieces. In the "hollow square" activity, members with different instructions to one large puzzle need to interact to solve the problem. If you are not familiar with activities such as these, several of the additional resources at the end of this section contain instructions for setting up these types of simulations.

Participants and Observers

In setting up a simulation activity, it may be best to break up the group into participant and observer teams. The participant team will carry out the simulation,

while the observer team records what they observe. The questions in the six chapter exercises may serve as instructions for observers. In some cases you may design the activity to focus on one or two areas of group process, such as communication patterns or norm formation. In other cases you might instruct different observers to focus on one specific area that is their observation responsibility.

Discussion of the Simulation

The most important part of a simulation is the discussion period that follows. Initiate the discussion after the simulation by having observers report on what they observed using their stimulus questions. Next ask the simulation participants to comment on their experience and observation as participants. To summarize, ask observers and participants to make “I learned” statements and to come up with three or four conclusions they would make about observing the group process in the activity.

Reflection

For peer educators to become good process observers they must be attentive to what is going on and, simultaneously, be able to reflect on that attention in order to provide meaning to what is being observed. In meditation this is called *omphaloskepsis*, which means to contemplate one’s navel. To illustrate this process give every student the same object, such as oranges, apples, eggs, or baseballs. Although these objects initially look similar, each will have marks, blemishes, or other distinguishing characteristics. Ask students to quietly contemplate that object (be omphaloskeptic) for a minute. Then take the object away and ask them to write a description of their object. Share the descriptions with the group and discuss how attentive they were to detail and impression. Follow up by putting the similar objects in a bag or pile so that students are not sure which was their original object. Ask them to find the right one based on their reflective knowledge.

Assignments

1. If students are maintaining continuing personal journals, ask them to record observations of a particular group they have been in during the day. They may wish to use some lead-in questions such as

What did you like best about the group you were in today? Least?

What was different about the group that you hadn't noticed before?

Did the group have any rituals, habits, or consistent behaviors that all members seemed to follow?

If you could have changed something about how the group went, what would it have been?

2. Create a drawing or some type of graphic depiction of a group experience in the past twenty-four hours. Your depiction should communicate a snapshot in time of the group's dynamics.
3. In order to capture the essence of an informal group you have experienced, such as a group of friends, a class, or a study group, make up a descriptive title for the group and a corresponding motto that represents the attitude and purpose of the group.
4. Analyze a group's or organization's pattern of behavior by formulating a list of the ten commandments for that group. These commandments are clear rules of how the group members should behave and can be written as either "thou shalt" or "shalt not" statements.

Additional Resources

Napier, R. W., & Gershenfeld, M. K. (2003). *Groups: Theory and Experience*. Belmont, CA: Wadsworth (Cengage).

Chapter 7: Leading Groups Effectively

Purpose of the Chapter

This chapter introduces the peer educator to the role and responsibility of leading student groups. The peer educator is asked to assess personal leadership qualities and to determine areas in which to develop skills and acumen for working in a variety of group settings. The chapter is organized around two distinct purposes. The first purpose is to discuss leadership from the perspective of engaging, stimulating, and even inspiring group members to successfully achieve goals. The second purpose is to introduce students to the “nuts and bolts” of leadership and to what an effective leader does, from setting a physical atmosphere to dealing with specific member behaviors.

Discussion Questions

1. Theories of leadership recognize personal significance, timing, special skills for a situation, responsiveness to people, and power as factors that make leaders emerge from the group. Which of these factors do you believe are the greatest determinants of leadership? Explain your answer.
2. Kouzes and Posner postulated five practices for successful leadership: challenging the process, inspiring a shared vision, promoting action from others, modeling correct behavior, and encouraging and recognizing members. In Reflection Point 1, you identified a leader and explained the qualities of that person. In what ways did the leader demonstrate (or not) the five practices of Kouzes and Posner for successful leadership?
3. How does understanding the past history of a group help assess the group’s present level of functioning, as well as potential directions in the future? Use examples from your experience to illustrate your ideas.
4. Discuss when it is appropriate to use democratic processes (inclusion of member inputs) to make decisions and when it is best to use more directed means. Give several examples of different situations and the processes that could be used to make the decision in those examples.

5. Discuss how you know when you are in a group that has become a “team.” What factors helped accomplish team identity?
6. What factors support trust and openness in a group in which personal disclosure and interpersonal learning are important?
7. Discuss the reasons that people find it troublesome to confront conflict between group members and awkward to deal with difficult personalities in a group situation. What are some important considerations to make when a difficult situation arises?

Training Activities

Chapter Seven provides tips on how to lead in special group situations and also offers reflection points through which students can assess personal leadership behaviors. The three exercises in the chapter follow the problem-solving approach, including self-awareness, other awareness, and application. Exercise 7.1 offers an overview of the qualities of an effective leader using an experience-based approach. Exercise 7.2 provides a developmental perspective on how a group may be at different stages, impacting the way a leader may interact and work with a group. Exercise 7.3 asks each participant to do a self-evaluation of personal leadership skills. An extension of this activity would be to have each student complete the Kouzes and Posner Leadership Practices Inventory (LPI). If that is not desired a review of the Kouzes and Posner dimensions outlined in the text can allow the students to subjectively rate their strengths on each of the five dimensions.

Beyond the text exercises, a trainer may wish to include the following additional activities to permit students to experience and practice leadership interventions.

Develop a Group Identity

Place members of the training group in subgroups, which can range from four to twelve individuals. The size of the groups depends on the number in the overall training group and the time available for the activity. Instruct the groups to find out some basic information about each individual and then to come up with some common themes and identity. The group must then agree on a name for themselves and a motto or slogan that represents something important about their group.

A second option is to ask the group to organize and perform a task together. This task could be to perform a skit, invent a group game in which everyone plays a part, or draw on a large piece of newsprint a group picture that symbolically

represents the members as one entity. An important part of the activity is to have each group describe their results. Follow with a discussion on how members worked together to achieve their end product.

Group Organization

Put participants in work teams and assign each team a certain type of group experience (an informational presentation, a business meeting, or any other activity that the peer educator might potentially lead). The group task is to design a checklist of preparation activities that would be important to have ready to lead this group. Remind them that preparation may include arranging the environment, advertising or informing participants, or setting and communicating an agenda. If several groups are working on this task have them compare their lists and suggestions at the end of their planning time.

Group Simulations

Create simulations of situations and special concerns that might occur in a group. Start by having participants identify problem situations they have witnessed in groups, such as difficult member personalities, conflict or heated competition between group factions, and any obstacle that has thwarted a group activity. Ask students to describe these problems as scenarios on 3 x 5 cards. Scramble the cards and then have each student draw a card (students should not draw their own card). Each person then reads the card aloud to the group and describes how she might handle that situation. Other group members can then add suggestions to the discussion. Encourage students to think of ways they can deal directly, yet positively, with problem situations. If the training group is large, this may work better by dividing the group into smaller groups of fifteen or fewer students.

Hidden Messages

Often behavior that is not overtly addressed in a group has a strong influence on how people react and how well the group functions. Hidden agendas and nonverbal behaviors that counter what is openly stated may need to be brought out in the open. To role play this, create a group within a group. In this situation an inner circle of five to ten members interacts with each other on a role play task. The task can be fairly simple, such as agreeing on the group mascot or changing a group meeting time. Give individual members of the inner group instructions to act in certain ways, such as always agree, find problems with others' ideas, compromise, or act indifferent. A second circle with the same number of members sits around the first group and serves as the inner circle's "alter egos." The role of

the outer circle group is to verbalize the hidden messages and covert thinking that might be going on under the surface in the inner group. After the inner circle group discusses their task for about two minutes, the outer circle group then comments on what they believe might be underlying feelings, thoughts, or motivations. The conversation of the inner group pauses for the alter egos to speak, but then continues on with the dialogue as if these covert issues did not exist.

Stop the role play after seven or eight minutes. Begin the discussion period by asking members from the inner circle to give their reflections on how they felt in the role play and then ask the same of those in the outer circle. Finally, point the discussion toward what can be done to more openly confront hidden agendas and conflicting nonverbal messages.

Assignments

1. Have students imagine that they are going to interview for a position that explicitly asks for a person with leadership ability. To prepare for that interview the student must write down five qualities that indicate their strength and capability to lead.
2. Have students write a newspaper headline and the lead paragraph for a hypothetical news article on “the most successful group experience in which I have been a part.” The purpose of the article is to communicate reasons that the group -succeeded.
3. Ask students to choose a person they believe is a significant leader in the world, the country, or the community. They then research that person to find out what qualities make that person a significant leader.

Additional Resources

Jones, T., & Brinkert, R. (2007). *Conflict Coaching: Conflict Management Strategies and Skills for Individuals*. Los Angeles: Sage.

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring Leadership: For College Students Who Want to Make a Difference*. (2nd ed.) San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2002). *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. 3rd ed.) San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2005). *The Student Leadership Practices Inventory (LPI)*. (2nd ed.) San Francisco: Jossey-Bass.

Chapter 8: Strategies for Academic Success

Purpose of the Chapter

This chapter focuses on one specific area of college life that is held in common by the peer educator and all students that they work with—academic success. Whether a peer educator works within residence halls, freshmen orientation, financial aid, recreational services or classroom instruction they may potentially have influence on whether the students they help will make progress toward an outcome goal of a college education. We choose to present a chapter that explores in depth the influences on successful academic outcome with the idea that all clients of peer educators are also students and can encounter academic problems that could be facilitated through knowledge of effective study. The four reflection points of this chapter ask the peer educator to assess their own progression as a student from understanding their reasons for coming to college to the critical decisions, the development of confidence, and the organization of their time and activity to accomplish personal goals.

The chapter conceptualizes the multiple factors that may influence college success by use of a pie chart classifying the three categories of ability, circumstances, and personal variables. Personal variables are emphasized as a key area for change based upon the premise that these are factors, including attitudes, behaviors, and dispositions, that are within the control of the individual. The chapter explores the difference between active and passive learning, and internal versus external motivation. A systematic model demonstrates a four-stage process for exploring, understanding, adapting, and implementing a plan for improving academic performance.

Discussion Questions

1. What are the personal factors that influence academic success?
2. What are the differences between internal and external motivation?
3. What are the differences between active and passive learning strategies?
4. Discuss the characteristics of an academically successful college student. Of these, which describe you best? Which do you need to improve to be more successful as a college student?

5. In what ways can a peer educator provide support for students they work with to become aware of how daily choices, habits, and attitudes may alter their aspirations for achieving outcomes beyond the college years?

Training Activities

Exercises in the Chapter

Exercise 8.1 looks at how students balance their time and energy by maintaining a weekly inventory of time spent in various activities. Students frequently get caught up in a crisis-and-response mode in which the most immediate deadlines or pressures command intensive energies, followed by equally intense periods of collapse and escape. Although a general goal might look at time management as a way to increase productivity, it is most important for each person to recognize how to balance his or her days, plan ahead, manage stressful periods, and stay in command of their life. Exercise 8.2 illustrates a practice role play using effective listening and exploration, described in Chapter Four on the topic of academic strategies. This can be further explored by the additional suggestions offered next.

Role Plays

By this point in training, students have been exposed to communication and problem-solving skills. Have students role play by describing a specific study strategy problem (time management, note taking, effective reading, preparing for tests and exams, and so on). Have students take turns conducting helping interviews with other students in training who play the role of a student with an academic problem. During the role play, ask others in training to listen to and critique the helper's responses.

Critical Study Strategies

In small groups, ask students to identify critical study strategies necessary for college success. Have them prioritize their list. Compare lists that emerge from the small groups and develop one list of four to five study strategies that are essential for college success. After the final list of skills and strategies is produced, ask students to assess their personal skills in these areas and share with others in

the group their most accomplished skill and the one they will need to develop further. How will they develop this skill?

Learning Histories and Learning Lifelines

A way to help students become more aware of how they have developed the study behaviors and learning attitudes is to ask a series of questions that may help organize and clarify the patterns that have evolved over time. Stimulus questions could include: What four adjectives would describe your learning style? What are three (four or five) key achievements that you can identify from your history (kindergarten until today)? What were three (or more) setbacks that you encountered and how did you deal with each of those? If you were to draw a “learning lifeline” (an age progression from birth to the present), what peaks and valleys would you depict? What would you anticipate for the future? Now use this information as a point of discussion about how students would see their own strengths and weakness, history and direction, dreams and aspirations.

Further Exploration

In the chapter, resources are shown in which students can take a number of online inventories that include learning style (VARK), study behaviors (CLEI and LASSIE), personality style (Kiersey and MBTI), or similar checklists and brief summaries that help describe the unique qualities of people and ways they approach the world around them. Many of these inventories are either free or inexpensive and provide sufficient explanations to help the student understand how the results can be useful. (See list of these inventories in the text.) Most of these are descriptive inventories that show unique and individual style qualities and are not meant to be diagnostic tests. Still, a leader is cautioned to not let information imply diagnosis of learning disabilities, dysfunctions, or predictions of failure. If such evaluations become apparent, a referral to a professional evaluation source would be warranted.

Assignment

Require peer educators to develop a learning packet that they can use in their work with others. The learner packet must include the goal(s), the learning outcomes, some type of assessment of present skill mastery in the area, the specific “content” of the learner packet, and a method for students to evaluate how much they have learned.

Additional Resources

Newton, F. B. (ed.) (2010). *Key to Your Academic Success: College Learning Effectiveness Inventory*. Manhattan, Kans.: Kansas State University Counseling Services.

Chapter 9: Using Campus Resources and Referral Techniques

Purpose of the Chapter

This chapter is designed to assist peer educators in becoming familiar with resources available on the campus or in the community and the artful process of making a referral. Since a trainee cannot have a complete knowledge of all available resources, a reasonable alternative is for the trainee to know several key offices or people who may serve as resources for students in need of further assistance. Another necessary helper skill is to learn strategies for seeking out information and locating resources that can be useful to students they are helping. Finally, the process in which the helper determines and carries through with a referral requires a respectful and supportive manner.

Discussion Questions

1. When a student needs additional resources, such as information, advice, counseling, or other assistance, what kind of strategies can you use to locate these resources?
2. Discuss the importance of timing when suggesting or initiating a referral.
3. The manner in which you make a referral can create either defensiveness or openness in the person being given assistance. What are examples of approaches that could create defensiveness? Similarly, what are ways that would promote more openness?
4. “Let the buyer beware” is an old caveat that warns of the need to be cautious when seeking any goods or services. Can you suggest ways that would help a student gain a sense of protection, personal control, or reliability in getting assistance from resources such as a professional office? A Web site? An 800 number?
5. What are helpful ways to follow up with a referral once it has been made?

Training Activities

Many activities could be used with a class or training group to promote the exploration of and acquisition of knowledge about referral resources. Exercise 9.1 in the text asks students to organize a list of potential referral resources on campus. This exercise may be enhanced by the action of using two popular game type activities. This is the traditional scavenger hunt and the long-running television game called *Jeopardy*. The following examples give an idea of how to set up these activities. However, designing the activity with the local situation in mind is the best way to make these activities relevant to the peer educators you are training.

Scavenger Hunt

In this activity individuals, partners, or small teams must locate items on a given list. They provide proof of finding the item with a signature from a person, a brochure, or other evidence. The “items” to be found can include resources, information, or answers to questions. Ground rules for this activity outline procedures that participants must follow to achieve the objectives of the scavenger hunt. For instance, each individual or team must locate the items on their own, and evidence of locating the item must come from the primary source. If a person looks in the telephone book to identify a smoking cessation program, it is not sufficient to give the telephone book information; they should retrieve a brochure or similar evidence of the program’s existence. Time limits may vary, depending on the length of the list, from a few hours to an overnight or weekend assignment.

An important part of the activity is the debriefing and sharing of information retrieved through the scavenger hunt. Although competition is an inevitable part of the activity, it is more important to emphasize how people were able to locate resources and what they were able to find out about each resource.

Jeopardy

The “jeopardy game” is similar to the scavenger hunt in its emphasis on knowledge of resources and information. The activity follows the format of the popular television show in which several categories are given, and each category has five levels of progressively more difficult responses. “Answers” are given, and the participant must provide the correct “question.” For example, if the category was “academic rules” and the answer was “second Friday of the semester,” the question could be “When is the last day to drop a class without having a recorded grade?” Participants may compete as individuals, partners, or teams in playing the game. Categories can be chosen to cover the areas of information that are

important for the peer educator to know. They could include campus themes, such as career resources, judicial procedures, academic assistance, campus activities, college majors, sexuality, alcohol and drugs, or sports events. Although a leader or instructor can organize this game, participants themselves can be assigned categories and provide questions and answers (an additional way to get involvement).

Referral Interview Role Plays

A third activity suggested for this chapter is to set up role plays on how to conduct referral interviews. Provide students with brief vignettes of situations, such as dealing with a person who may be upset or emotional, an individual who gives subtle hints about a problem but does not directly say what their concerns may be, or an individual who may be angry or hostile. Vignettes might also suggest specific themes related to the helping role and provide practice rehearsal for dealing with those situations.

Role plays can be set up in a variety of ways. We have found it productive to have classes divided into groups of three who alternate between the roles of helper, person being helped, and observer. The important part of the role play is the debriefing discussion that occurs following the role play, which allows participants to process their experience in a productive manner. Start by having students participating in the role play describe how they experienced being in the role, noting their comfort or discomfort, uncertainties, and other reactions. Feedback from observers and others in the training is best accomplished by starting with a review of the strengths or positives and then framing the critique as suggestions and possibilities for improvement. Practicing a new helping situation in front of other people can be threatening enough without the anticipation of negative feedback. Videotaping individuals so that they can actively view their role play is a powerful way to practice and improve referral strategies.

The presence of the unlimited resources available on the Internet makes it important to develop the capacity to screen information and discriminate the authenticity of the information that is provided. Reflection Point 9.3 emphasizes the need to develop discernment skills for detecting the quality of the information. Tips are provided to check for the reliability and validity of Internet information. This would be an important topic for a group discussion with students sharing their experience (good and bad) in receiving their information from this resource.

Assignments

1. Ask individuals or groups to develop a directory of the most important resources available on the campus or in the community for their peer educator responsibilities. A target number may be assigned such as the “top ten referral and resource sources.”
2. The journal assignment for this segment of training should ask participants to address personal reactions to preparation and practice in making referrals.

Additional Resources

Self-Help Sourcebook: An index of mental health and medical support groups and organizations.

<http://mentalhelp.net/selfhelp/>

Diversity Web Resources on diversity.

<http://www.inform.umd.edu/Diversityweb/>

Student Counseling Virtual Pamphlet Collection: Self-help material developed by college counseling centers.

<http://uhs.bsd.uchicago.edu/scrs/vpc/>

Self-Help Suite 101: Web sites pertaining to personal growth, self-improvement, and self-help.

http://www.suite101.com/welcome.cfm/self_improvement

Chapter 10: Ethics and Strategies for Good Practice

Purpose of the Chapter

The primary purposes of Chapter Ten are to heighten peer educators' awareness of the ethical obligations of their helping role and to identify specific best practices that will guide their day-to-day behavior while serving in their campus role. We have not attempted to be all-inclusive in regard to paraprofessional, peer educator ethics, and best practices, but have provided a starting point for expanded discussion of these issues within the training group.

Discussion Questions

1. As you consider the peer educator role that you will be assuming—are there other ethical considerations beyond those identified in the text? What are they? Why do you think they are important?
2. Describe examples of situations you may encounter when it may be necessary for you to break confidentiality with a student you are assisting.
3. Discuss types of student concerns that fall outside your expertise as a peer educator and will require a referral.
4. Of the ethical considerations presented in Chapter Ten, which do you believe is most important in guiding your day-to-day work? Why?
5. Of the principles for good practice describe in Chapter Ten, which do you believe is most important in guiding your day-to-day work? Why?
6. What is meant by the statement attributed to Albert Schweitzer, “the first steps in the evolution ethics is a sense of solidarity with other human beings”?

Training Activities

Exercises 10.1 and 10.2 in the text are helpful activities in this area of training.

Exercise 10.1. Real-Life Ethics

This exercise asks students to consider how they would respond to real-life ethical dilemmas. Using these as a starting point, develop other ethical dilemmas that directly match the role that the peer educators are being trained for. You may want to add a role play exercise in which the peer educator is confronted with an ethical dilemma and must work directly with the student who presented it to resolve the situation.

Exercise 10.2. Quality Assurance

This exercise presents an example of a Pledge for Quality Service. In small groups have students develop similar pledges for their service area. After each group has finished, they should share their work with the larger group. Attempt to take the best from each group and develop one inclusive Pledge to represent the service area.

Assignments

1. Interview active peer educators who have been in their position for a while and ask what ethical dilemmas they have faced. How have they handled these situations?
2. Interview a professional working in the area where you will work as a peer educator. Determine through the interview those ethical situations where it is best to refer the student presenting the problem to a professional and other situations that may arise that require a consultation with a professional.
3. Write a paper focusing on the ethics of working as a peer educator. In the paper explain why ethics are important in the peer educator role and address those specific ethical situations that may arise in your work area. Explain how you will deal with these situations.

Additional Resources

Book

Council for the Advancement of Standards in Higher Education (2009). *CAS Professional Standards for Higher Education* (9th ed.) Washington, D.C.: ACPA (College Student Educators International).

Web Site

National Association of Peer Program Professionals/Peer Program Code of Ethics

<http://www.peerprogramprofessionals.org/publications/standards/2010.doc>

Chapter 11: Examples of Peer Education Programs in Higher Education

Purpose of the Chapter

John Gardner in the Foreword states, “power to the peers.” This phrase acknowledges how valuable a resource peer educators have become on today’s campus. Research has shown that peers are one of the most significant variables of influence on other students. Students add to the success of the college experience because they are readily available to the campus, they are knowledgeable about student life, and they are economical. Students have the capacity to engage their fellow students in ways that could not be done by a professional in the sense that they are perceived as inside the student culture whereas professors, staff, and administrators are outside or at least on the periphery of the student milieu. So it makes sense to use peer influence in a most productive and facilitative manner to be part of the process for helping students develop and succeed in college. This book was written with the assumption that training that includes basic knowledge, skills in effective communication, self-awareness, and even specific strategies such as finding resources and problem solving, will provide a knowledgeable and effective base for students becoming helpers. The emphasis in this book is not to just provide information on helping, but to use active learning and engagement to become more proficient. Chapter Eleven was added to this edition to demonstrate the diversity of ways peers are involved in a variety of campus service activities. Becoming aware of the many applications and adaptations of “students helping students” is a way to share ideas, strategies, and common issues of the peer education movement. How can we do this and what are next steps for peer education programs?

Discussion Questions

1. What can we learn from knowledge of how peers can improve effective delivery of service by learning about the training and operational procedures used in various applications?
2. How can ideas such as funding, promotion, supervision,

- communication, quality assurance, and use of electronic communication be incorporated across program based upon the sharing of information?
3. What forms of outcome evaluations and methods to demonstrate accountability can be developed and implemented in peer educator programs?
 4. How can training and the use of continued supervision and ongoing methods for follow-up skill development be put in place?

Activity

Forming Partnerships

Develop a plan to connect to peer educators on your campus and make connections to other institutions in order to share ideas, network with partnership of information, and identify universal standards of practice.

Note, one of the authors, Fred Newton, will be developing an online Web page to facilitate the Students Helping Students networking opportunity at a future date. For comments and suggestions for pursuing this activity please contact him at newtonf@ksu.edu.

Epilogue

We conclude the book with an epilogue to reinforce the need for continued training during the work experience. Training must be ongoing and can take place within staff development opportunities, internship experiences, and practicum. Peer educators need to understand that each interaction with another student in the helping role provides an opportunity for self-assessment of skills, knowledge, and consideration of issues of best practice. We are hopeful that the service area employing the peer educator will subscribe to these values by developing and implementing a schedule of in-service training opportunities.

Journals and “I Learn” Logs

An important facet of the training to become a peer educator is personal reflection. Personal reflection helps to develop self-awareness of each individual’s own style, attitudes, motivations, and interpersonal attributes. It is a way we can look at the many intuitive and very individual aspects of ourselves that are extremely important for how we encounter, interact, and potentially influence the people around us. We recommend that training include ways to promote personal reflection and then incorporate the sharing of these reflections into group discussion.

We provide the following fifteen reflection journals as suggestions for topics that may be set up as homework for those in training to complete on their own before training sessions. Instructions may explain that reflection logs are not assignments with “right or wrong” responses, but merely an opportunity to explore one’s thoughts, experience, attitudes, and feeling on a variety of interpersonal themes. In addition to being a form of personal reflection, these journals can also be a source of team sharing and personal discussion by using them as group activities during class or training sessions. If the topics are used for follow-up group discussion, the facilitator may want to point out certain ground rules for the sharing of personal information. It is the right of participants to share only information that they are comfortable with and willing to offer, as participants should be respected for what they consider private. Personal responses are best shared in an atmosphere of acceptance and nonjudgmental exploration. The qualities of interpersonal communication described in Chapter Four, which include good listening and accurate responsiveness, are a basis for discussion sessions based upon journal topics. In many class or training sessions the time spent in reflection groups has been found to be one of the most valuable aspects of the training.

Journal 1: Who Am I?

The identity game is a way to demonstrate several personal characteristics based upon the way you present yourself by specific objects that you carry with you at any point in time. One way to start this journal is to look in your pocket, wallet, handbag, brief case, or book bag or even at an article of clothing you are wearing. Pick out three or four objects (anything that you have on you) and describe the meaning and importance of these articles, how they describe a characteristic of yours, and how this may reflect a value you hold.

Journal 2: Gifts I Have to Offer

Think of personal qualities that are a part of you and your personality. They could include a smile, a listening ear, a sense of humor, creative ideas, an expression of kindness, or really anything nonmaterial and not money oriented that is freely shared without a sense of obligation. Identify two or three such gifts you have to offer; think of a recent time when such a gift was shared with another and describe how this was experienced by you and the other person.

Journal 3: Faux Pas

Have you ever been walking along and tripped over a crack in the sidewalk or your own shoelaces, then catch your fall by stumbling into a nice, brief jog? Maybe you can't help but laugh at yourself, or at least smile and blush as you look around to see who saw you. Or, perhaps you blow off the incident by remarking to yourself or friend that "I meant to do that!" Well, there does come a time when making light of our mistakes or "faux pas" is a positive thing. Sometimes silly errors can be extremely frustrating, but as long as we learn from the blunder, and nobody gets hurt, then we can ease up on ourselves with the expectation that "to err is human." Describe a story about yourself in which a slip, error, mistake, snafu occurred and you may have felt discomfort or embarrassment at the time. Even if you felt tension or concern during the situation think of a way to see the humor and break that tension. What did you learn from this and how does humor ease the situation?

Journal 4: Best Advice I Have Received or Best Advice Never Given?

One of the difficulties with advice is what is good for one person may not work for another; just because you like an idea does not mean that others should accept your point of view. So the slippery slope is that sometimes people want and desire your "advising wisdom" and at other times it is best to just let go and avoid advice. Test this out by thinking of a time when you were given advice that provided you with important information or direction. Describe the circumstances around this advice giving. Now think of a second situation in which you thought of some advice you wanted to give another person (or were given advice by another person) and later you were glad it was not followed or (if followed) it turned out to not be very useful.

Journal 5: How May I Understand You? Let Me Count the Ways!

We all have very personal ways (modes of expression) in which we reflect upon our feelings, ideas, and beliefs. It may be through keeping a journal, writing poetry, collecting favorite literature or music, art work, and many other means of expressing our selves. What is your way of communicating in a most personally meaningful way? What would you be willing to share from this method of personal expression? Provide a poem, saying, song, photograph, or whatever means you would like to use to share with others.

Journal 6: Road Maps and Sign Posts for a Life Journey

Typically, we keep in our mind certain rules, principles, attitudes of importance that mark our way as we make decisions and follow a life path. Sometimes these have been given to us by parents, schools, society, or significant other people. Or we may learn these principles from our past experience. If life is a journey with markers to help lead the way ... What are your rules for the road? Can you identify three or four of the rules that play a role in guiding your decisions?

Journal 7: Making Passion from Pea Soup

People are activated, stimulated, and highly engaged when there is a feeling of passion (zeal, delight, enthusiasm). However, life is also filled with activity that seems very routine and mundane (dreary, monotonous, dull). So the key is, How do you “spice up” what might seem to be unexciting or humdrum? Think of an everyday activity such as driving to work, making dinner, or washing your clothes and determine ways to make these everyday tasks more exciting.

Journal 8: Brief Moments with Important Meaning

In everyday life it is often the little things, the small events, the brief encounters, where someone makes a difference by saying an encouraging word, recognizing you in a special way, or providing a gesture of support or assistance that was unexpected. Reflect upon the past several days or week and recollect an

encounter in which a small gesture or a comment made a positive impact on you. Explain what happened and how you felt.

Journal 9: Seven Deadly Sins

The classic treatise called “The Seven Deadly Sins” identifies how certain self-inflicted attitudes can corrupt our lives. Examples are greed, jealousy, anger, pride, lust, laziness, and excess. Do you see illustrations of these factors impacting your friends, community, or on campus? How do you avoid potentially destructive attitudes? What can you do when you are affected by such behaviors of others?

Journal 10: Measuring Atmospheric Pressure

When we want to predict the weather we usually measure factors present in the atmosphere that can foretell the probability of rain, sunshine, or drastic change in the weather. Similar measures can take place in a social context; there are ways to predict how well a group or organization is functioning by checking the temperature (hot or cold), the wind (blustery or calm), and pressure (high or low). Think of a group that you currently belong to and follow this metaphor with a “weather report” based upon some measures of the group’s atmospheric tone. What does your report indicate or predict about the group’s ability to function, such as making decisions, staying together, utilizing support, or providing a comfortable place to interact?

Journal 11: There Is No “I” in Team, but There Is “Tea” and “Me”

You have probably heard the slogan, “There is no I in team.” This implies that a group working together is much more than a collection of individuals doing their own thing. Mark down three or four characteristics that you become aware of that demonstrate, based upon a group you are familiar with, how strong their “group” characteristics may be, including such things as shared responsibilities, coordinated efforts, understanding differing roles, and having means to make decisions.

Journal 12: Inspirational Sayings on the Refrigerator Door

We have all come across sayings that seem to inspire or encourage or remind us of something that we want to use as a guide to our life. Sometimes they have been handed down to us by parents, teachers, religious leaders, or friends. Books are written about these, and famous people are often quoted. “Life is either a daring venture or nothing” (Helen Keller). “The best way to prepare for life is to begin to live” (Elbert Hubbard). “Life is like a box of chocolates, you never know what you are going to get” (Forrest Gump). These are samples. What sayings would you put on your bedroom mirror or refrigerator door to remind you of a perspective or viewpoint?

Journal 13: Standing Up When Others Are Sitting Down

There is a great deal of pressure to conform and go along with behaviors and attitudes because they have become common practice within the norms of an identifiable group (even when you recognize that giving into this pressure may promote negative behaviors that are gossipy, destructive, or unproductive). It takes courage to take stand and go against the group trend. Identify a situation in which you witnessed a person stand up and make a statement that was difficult but the right thing to do. Give an example.

Journal 14: Adversity Can Bring Opportunity

It has been said that out of adversity, disappointment, or defeat can evolve the opportunity for change, learning, and significant growth. Think of a time when you have had to confront an adverse situation or setback. What was the initial impact? How did this force you to make some adaptations or changes? How did this become a positive experience for you?

Journal 15: Karma

Many are familiar with a TV show called *My Name Is Earl*. The show is based upon the idea that Earl had made many bad choices and mistakes in his life. One day, when confronted with bad luck (he loses a winning lottery ticket), he has an epiphany that he must change his ways in order to improve his karma; he must correct his wrong doings and make amends. He does this by creating a list of the

people he hurt and the things he did wrong that can be corrected. Well, we may not be Earl, but we all have made mistakes. Identify an example of such an incident or interaction that you have had and how you would try to make amends, seek or give forgiveness, and apply gratitude.

“I Learn” Logs

We recommend that students keep a continuing record of all of their training or classroom sessions by keeping an “I learn” log. It is best for a student to record at least one statement after each session or class meeting (or at least during the same day). This can be done along with the topical journals in a three ring binder or similar type of notebook. Again, the facilitator can choose whether to share “I learn” statements at the end of a session or as a recap from the previous session as a new session begins.

Instructions for “I Learn” Statements

Reflect back on the lesson, discussion, or even your thoughts and reaction as you went through this training or class session and think of one or two things that stand out that you want to learn. Remember, learning is something that you the individual gained. It may be a formal principle or idea presented in the session, an observation you made about others, or something you remembered from your own experience in the past. Learning can be serendipitous (an unexpected “ah-ha!”), it may be random (unplanned), it may be a well-stated idea or opinion, it could be something of impact or importance to your life situation, or it may be something you simply want to remember and use in the future.

Start with a basic sentence stem, such as ...

Today, I learned ...

Something that seems important to me is ...

One thing I would like to remember from today ...

“I Learned” Template

Session #1:

Today, I learned ...

Something that seems important to me is ...

One thing I would like to remember from today ...

Session #2:

Today, I learned ...

Something that seems important to me is ...

One thing I would like to remember from today ...

Session #__:

Today, I learned ...

Something that seems important to me is ...

One thing I would like to remember from today ...

Session #__:

Today, I learned ...

Something that seems important to me is ...

One thing I would like to remember from today ...