



Introduction to

EMPOWERED VOICES

TAKING SELF-AWARENESS TO ACTION

A Course Developed by Boys & Girls Club of Malibu in Partnership with SAMHSA

Thank you for your partnership with BGCM, SAMHSA, and BGCA in implementing Empowered Voices, Taking Self-Awareness to Action

WHAT: A year-long social emotional learning program with four modules each implementing design thinking and project-based learning. Students will develop resiliency and better understand mental health, they will also deepen their knowledge in these areas by using their creativity, collaboration, communication, and critical thinking skills to create solutions for individual or community challenges. Social-Emotional Learning is a fundamental component utilized throughout this course. SEL gives members/students a lens through which to establish and maintain healthy relationships, feel and show empathy, and positively impact their community.

The teen years are a time of some of the most rapid and developmentally significant changes for youth. During this period of “identity formation,” teens are right in the middle of figuring out who they are, who they want to be, and who they want to be around. Empowered Voices was created to provide teens with evidence-based tools to support them in the areas outlined herein.

PROGRAM/COURSE GOALS:

- Engage students with an opportunity for authentic PBL/Design Thinking projects that make social emotional learning and social justice applicable to their daily life
- Support students by providing resources and measurable learning targets aligned with Common Core English Language Arts, social studies, and social justice standards
- Provide Adverse Childhood Experiences screening in a meaningful environment to create a trauma informed Club/classroom and community
- Prepare students for career & college readiness.
- Students will create a digital portfolio which will help them with college and job applications as well as teach them skills to promote and represent themselves online
- Teach important life skills including problem solving and collaboration



WHO: For high school students

HOW: Through collaborative and interactive lesson plans and weekly group discussions, members learn about themselves, self-care, and how to empower themselves and others to positively impact the world around them!

- Weekly design thinking projects can be completed virtually or in-person learning environments.
- Weekly group discussions guided by Youth Development Professional staff
- Building a peer-based, supportive community

Looking for Additional Support?

BGCM Empowered Voices team is happy to help! Please contact a member of our team in order to address any questions or concerns you may have related to implementation, logistics, marketing, course feedback, or otherwise.



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TRAINING MANUAL

SUMMER 2021

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a. Individual Module Overviews

Module 1

RESPONDING TO CRISIS

MAKING LEMONADE OUT OF LEMONS

WHAT: In this 8-week long program, members/students will learn how humans respond to stress and how they, specifically, are responding to the COVID-19 Pandemic. Members/students will focus on creating positive change for oneself and others amidst a crisis. Members/students will learn about different personality types and the various needs that arise from each personality when in crises. They will design personalized self-care plans and learn to build their own resiliency, and will then apply these new understanding to a design thinking project in which they design solutions to the challenge “How might you create a way for someone else to feel safe and connect during the COVID-19 Pandemic.”

PROGRAM/COURSE GOALS:

- Members/students identify needs statements
- Members/students gain knowledge related to healthy boundaries
- Members/students reflect inward/outward to strengthen self-awareness and design solutions for others

WHO: For high school students

HOW: Through collaborative and interactive lesson plans and weekly group discussions, teens engage in identifying healthy connections with peers and others, gaining empathy for others, exploring personality types, and strengthening stress management. Members are encouraged to break out of a normal routine and or comfort zone. This program gives members/students an opportunity to explore opportunities to be a catalyst for positive change.

Social-Emotional Learning is a fundamental component utilized throughout this course. It gives members/students a lens through which to establish and maintain healthy relationships, feel and show empathy, and positively impact their community.



Module 2

CULTIVATING SELF-CONFIDENCE

WHAT: In this 8-week long program, students will learn to develop and strengthen their self-confidence by learning strategies such as positive self-talk and goal setting. They will also gain an understanding of Diversity, Equity and Inclusion (DEI) and how these concepts relate to their place in the world as well as their understanding and acceptance of others. The program will culminate in a design thinking project in which students will design for the challenge “How might you have a positive impact on someone else’s self-confidence?”

PROGRAM/COURSE GOALS:

- Members/students gain empathy for others
- Members/students learn how to gain self-confidence & help instill confidence in those around them
- Members/students learn how to identify negative self-talk and how to reframe it into positive self-talk
- Members/students recognize unhealthy habits and learn how to convert them into healthy habits

WHO: For high school students

HOW: Through collaborative and interactive lesson plans and weekly group discussions, members explore diversity, equity, inclusion, and allyship. Teens define self-confidence, practice mindfulness, and build positive self-esteem.

Social-Emotional Learning is a fundamental component utilized throughout this course. It gives members/students a lens through which to establish and maintain healthy relationships, feel and show empathy, and positively impact their community.

Module 3

SOCIAL JUSTICE INITIATIVE

WHAT: In this 8-week long program, students will learn about social justice by



exploring their personal and social identities, power structures, and create solution-based proposals for current social justice issues related to policing, housing and homelessness and the environment. Students will have the opportunity to create proposals, which can be pitched to local representatives. They will also complete a design thinking project in which they address the challenge “How might you be an ally for your chosen social justice issue in your daily life?”

PROGRAM/COURSE GOALS:

- Members/students will gain the ability to customize their portfolios, strengthen their resume and college applications, and build their own website!
- Members/students gain empathy for others
- Learn more about their relationship with power and how it can be used to help others

WHO: For high school students

HOW: Through collaborative and interactive lesson plans and weekly group discussions, members/students will learn about individuals who are affected by social injustices and individual and community challenges.

Social-Emotional Learning is a fundamental component utilized throughout this course. It gives members/students a lens through which to establish and maintain healthy relationships, feel and show empathy, and positively impact their community.

Module 4

COMMUNITY IMPACT

WHAT: In this 8-week long module, students will learn about local government, non-profits, volunteering, and social activism in order to have a community impact. Students will complete a design thinking project in which they address the challenge “How might you inspire other teens to get involved in a community issue you care about?”

PROGRAM/COURSE GOALS:

- Members/students are given step-by-step guidance on how to contact local & state representatives to advocate for issues that are meaningful to them
- Members/students get involved in volunteer opportunities, giving back to their community by assisting local nonprofits



- Members/students explore how to inspire their peers to increase youth advocacy and community engagement

WHO: For high school students

HOW: Through collaborative and interactive lesson plans and weekly group discussions, teens explore the benefits to themselves and their greater community and pledge to make a social difference.

Social-Emotional Learning is a fundamental component utilized throughout this course. It gives members/students a lens through which to establish and maintain healthy relationships, feel and show empathy, and positively impact their community.

A. Overview of Social-Emotional Learning (SEL)

Understanding social-emotional learning and supporting a child's development is essential when working with children and young adults. Our ability to provide an environment where these concepts are taught and reinforced can make a difference in children's well-being and self-worth as they navigate the world around them. It can provide them the life skills they will need later in life for work, relationships, preparing them for post-secondary school, and helping them have a sense of confidence and compassion to help others with purpose and positive intention. Having these skills could decrease a child's challenges with mental health, reduce their chances of resorting to criminal behavior, and increase their involvement in civic engagement.



There are five essential skills children learn with social emotional learning.



Self-Awareness: is the ability to understand one's emotions, goals, and values. It means knowing one's strengths and limitations and having a growth mindset to understand what to do when mistakes happen. Self-awareness grows when an



individual recognizes and understands how thoughts, feelings, and actions impact one's ability to succeed. Along with having self-awareness, children also gain the ability to know how their actions affect others.



Self-Management: is the ability to regulate emotions and behaviors, understanding stress management, and the ability to utilize skills to manage stress, impulsive behaviors and succeed despite challenges to achieve goals.



Social Awareness: involves understanding how social norms and constructs impact different backgrounds and cultures. Through that understanding, they can empathize and feel compassion for marginalized cultures and people, translating into actions that positively impact their community.



Relationship Skills: means learning how to communicate and listen effectively, learning how to cooperate, learning how to navigate social pressure, conflict resolution, and negotiation, and asking for help when necessary.



Responsible Decision-Making: means learning to make choices around personal behavior and social interactions in diverse settings. It involves ethical-decision making, consideration for the safety of self and others, awareness of risky behaviors, and a realistic understanding of the consequences of specific actions.

What does this mean for us in prevention and youth development programs?

It means recognizing the influence we have in promoting this type of learning environment. As a Club, how does your team score in their level of knowledge about SEL? What information do you need to help your team increase their knowledge and application of social-emotional learning with Club members? Much of social-emotional learning is learned from beneficial interactions with others that teach self-regulation and coach through problems. It is crucial that Club staff effectively provide this level of support.

Staff Training Video (6 mins)

[5 Keys to Social and Emotional Learning Success](#)

Further Resources

[Why Social and Emotional Learning Is Essential for Students](#)



b. Understanding Adverse Childhood Experiences (ACEs)

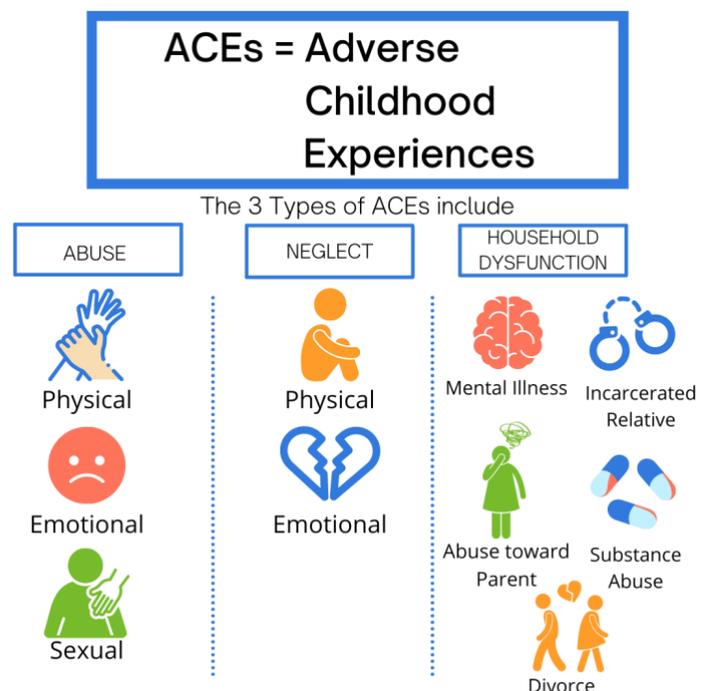
According to the ACEs Aware Initiative in California, Adverse Childhood Experiences are stressful or traumatic experiences people have by age 18. According to Substance Abuse and Mental Health Service Administration (SAMHSA), trauma is defined by the three “E’s”:

- **Events that are life-threatening**
- **How that event was experienced by someone**
- **Effects that the event had on an individual**

A study by the Centers for Disease Control, and by Kaiser Permanente in the 1990s, looked at events that occurred to more than 17,000 adult patients. The specific events studied were physical/emotional/sexual abuse, neglect, and household dysfunction. Researchers found that the higher an individual’s number of these events now known as Adverse Childhood Experiences, or ACEs, the higher their likelihood of having a chronic illness as an adult.

That research guided the development of the ACEs screening tool to help medical and psychological professionals better understand their patient’s medical history. It consists of 10 questions. The series of questions ask the individual about their exposure or experiences to trauma. A score of 4 or more ACEs places the individual at a higher level of risk. The tool now has been adopted to ask younger individuals these questions, so they learn where to seek support as an adolescent if the abuse or neglect is ongoing, and require a safe space to understand how resilience can counter the traumatic experiences.

One week in the Empowered Voices course is dedicated to understanding the ACEs screening tool where they will calculate their score. They will learn how resilience and relationships matter and what post-traumatic growth is. We also cover the importance of talking with a trusted adult if the abuse continues and next steps when they disclose





to a mandated reporting adult. We also review the resources available to them in their community and the importance of their emotional and mental health.

Anonymous ACEs self-scoring

For the week where the students learn about ACEs and the tool to measure these experiences, they will be given the opportunity to anonymously share their score and will see an aggregate number on a bar graph utilizing the collected data of their score with their peers. It is meant to allow the students to understand how ACEs impact everyone, and how we can survive and thrive despite these experiences, especially with some extra support. A mentimeter slide is utilized to allow the students to enter their score while maintaining their anonymity.

Link for the ACEs Tool

[Teen Self-Report/Screening](#)

Staff Training Videos

[How Childhood Trauma Affects Health Across a Lifetime](#) (16 mins)

[Childhood Trauma and the Brain](#) (5 mins)

Further Resources

[Aces Aware Providers](#)

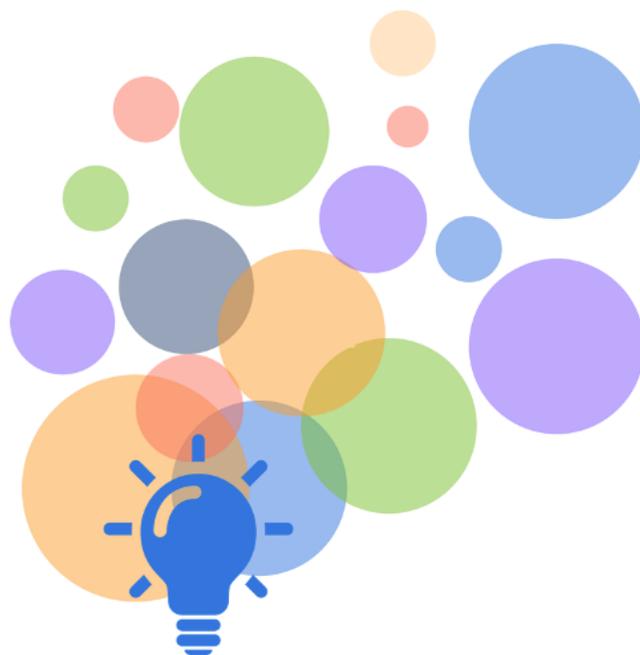
[Get Your ACEs Score](#)

c. What is Project-Based Learning?

Research has shown that project-based learning helps students to better retain content, have a positive outlook on learning, fosters intra/interpersonal skills and prepares them for adulthood. Students using PBL practice social emotional learning skills in authentic situations such as group work, iteration, and critical thinking.

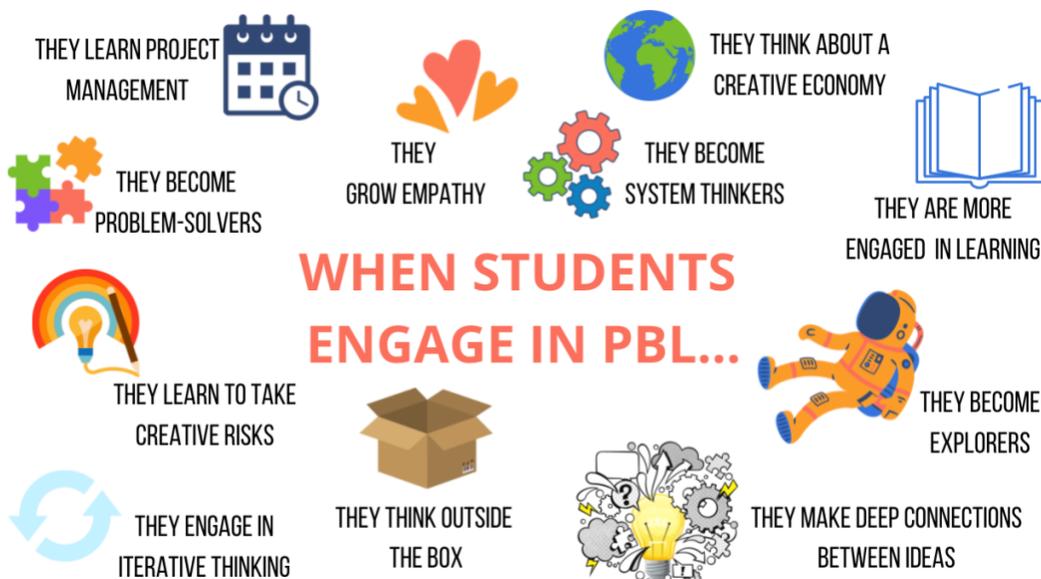
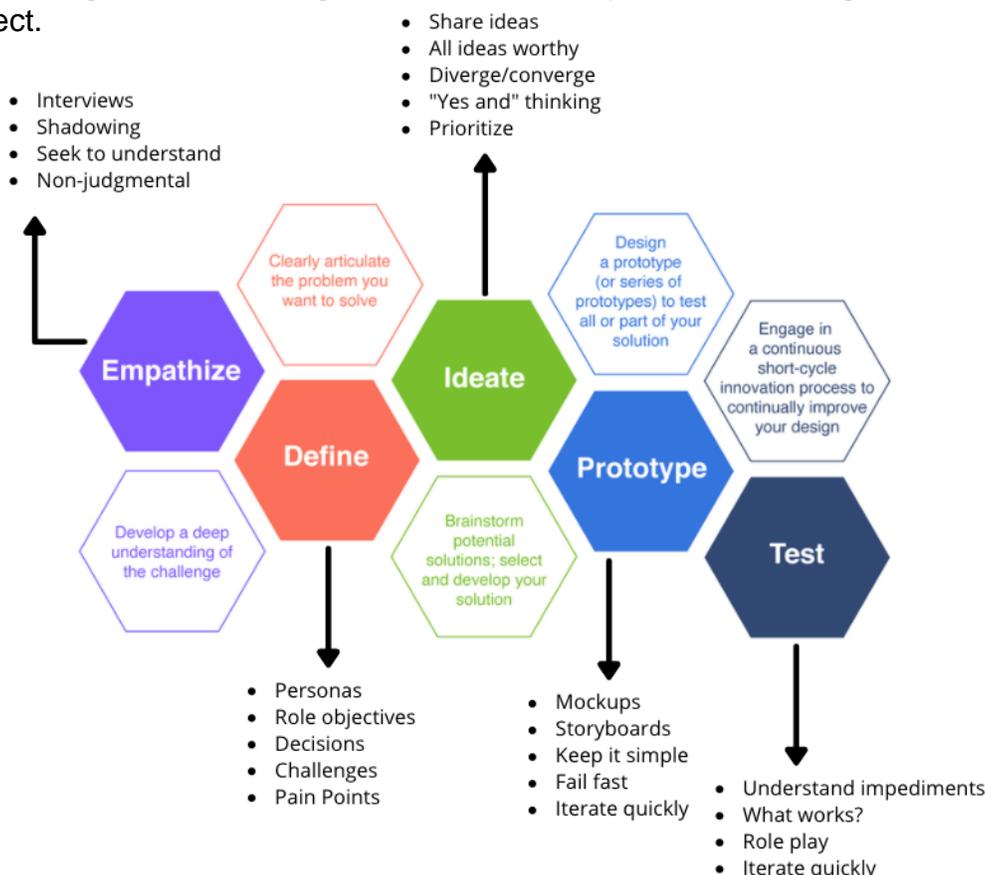
[Project-Based Learning Research Review: What the research says about aspects of project-based learning ranging from implementation to learning outcomes](#)

[How can we create authentic, challenging, active, and relevant learning experiences for each and every student?](#)





Project Based Learning (PBL) is a teaching pedagogy in which students learn by actively engaging in real-world and personally meaningful projects. The design thinking process is a means of PBL implementation that is rooted in empathy. While other means of PBL might look at a scientific or mechanical challenge, the design thinking process looks at human-centered challenges and design solutions that address human experiences. The design thinking process moves cyclically through five stages: Empathize, Define/Research, Ideate, Prototype, and Test. Each project begins with a broad “How might we?” challenge. Below is a description of each stage and an example of a project.





Example Challenge: “How might we redesign the transportation our parents use to drive us to school?”

Empathize: Students learn about someone else’s perspective within a given context or challenge.

Example: Students create a list of open-ended interview questions and learn how to interview for empathy. They interview their parents and complete an empathy map in which they seek to understand how their parents think and feel about their transportation.

Define/Research: Students refine the given challenge by writing a needs statement that specifies the area of the challenge that the students choose to focus on.

Example: Upon completing Empathy work, students narrow the scope of their challenge to a specific need and write a needs statement such as: My mom needs a way to feel calm and relaxed during her morning commute in order to be a happy and supportive parent.

Ideate: Students brainstorm possible solutions and select their best solution.

Example: Students brainstorm several different solutions. (With no limits other than no magic). Students brainstorm big ideas, then categorize them, and decide on the best solution.

Prototype: Students design a prototype or model of this solution to test in the field.

Example: Students construct a model of their solution (a pipe cleaner model of mom listening to soothing music and using breathing techniques that mom can safely practice while driving).

Test: Students gather feedback about their prototype and refine the prototype based on that feedback.

Example: Students present their prototype to mom and she gives the feedback that she would rather listen to a book on tape than music but otherwise loves the idea!

[*Watch the Empowered Voices Overview Video \(3 mins\)](#)



B. Planning for your Club to Participate

d. What is Trauma-Informed Care?

In the simplest of terms, it means understanding that everyone has a story contributing to the actions and behaviors people demonstrate. Trauma is unfortunately more widespread than we realize. Having a trauma-informed lens to see the people around us allows us to tap into empathy when we interact with others. SAMHSA uses the four R's to help us understand what it means to be trauma-informed:

- **Realize** how widespread trauma is
- **Recognize** that symptoms are adaptive coping
- **Resist** re-traumatization and find ways to promote healing and hope
- **Respond** by fully integrating these concepts

Within the context of prevention and youth development programs, it means considering the possibility that negative behaviors in children and teens have less to do with disrespect or disobedience and more about that individual having unmet needs. Many times, they may communicate those needs by adaptive coping that looks like unhealthy behaviors. How we respond to the children is where we can make a difference. We can respond by taking the time to address their needs with care, despite their behavior, while holding them accountable for their actions, with empathy and compassion.

In Order to Use a Trauma-Informed Approach, there 6 Key Principles to Keep in Mind...

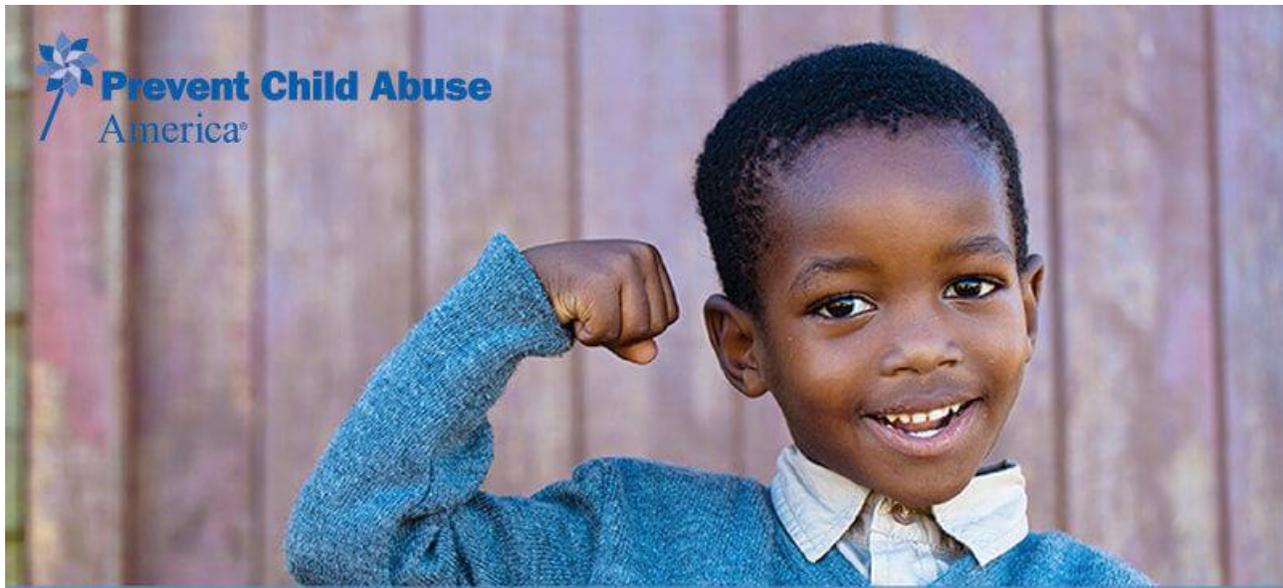


- Staff/Club members feel physically and psychologically safe.
- Organizational operations are kept transparent with the goal of building trust.
- Mutual self-help is embedded in programs to help build collaboration and encourage sharing their stories to help in the healing process.
- All levels of the organization demonstrate a capacity for the healing process to occur with meaningful sharing of power and decision making.
- Throughout the organization, individuals' strengths and experiences are built upon.
- Policies, protocols, and processes are equitable - responsive to gender, racial, ethnic, cultural needs, and otherwise of Club members and of the staff.

6 KEY PRINCIPLES TRAUMA INFORMED

- Safety
- Trust & Transparency
- Peer Support
- Collaboration & Mutuality
- Empowerment, Voice, & Choice
- Cultural, Historical, & Gender Issues

The trauma-informed care relationship we have with youth at the Club can make a huge difference in their lives. Boys & Girls Clubs can activate several of the protective factors known to counter the effects of ACEs. **It is well documented that having just one caring adult can change a child's life trajectory!**



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PARENTAL RESILIENCE



SOCIAL CONNECTIONS



SUPPORT IN TIMES OF NEED



5 PROTECTIVE FACTORS for preventing risk of child abuse



KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT

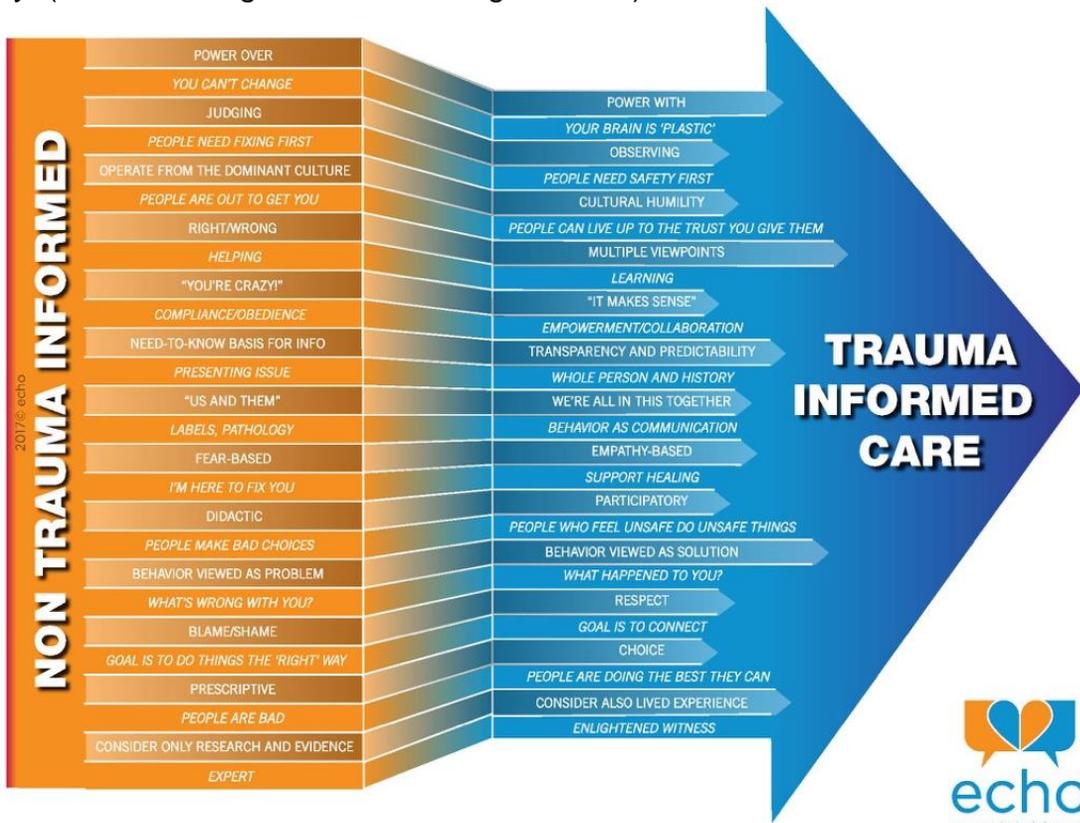


SOCIAL EMOTIONAL COMPETENCE OF CHILDREN



LEARN MORE ABOUT THESE 5 FACTORS

Many times, it can also help to understand what is non-trauma informed care versus what is. This infographic provides examples of how we can easily change our perspective to really see the Club member and respond differently, in a more positive way. (Click the image to view in a larger format).





[Getting Started With Trauma-Informed Practices](#) (3 mins)

[Adverse Childhood Experiences \(ACEs\)](#) (1 min)

e. Trauma Informed Staff Training

Through a partnership with Family Services of Santa Monica, we created a training series that Club staff can refer to. BGCM Club staff have received this training; we highly recommend your Club participate as a group with a facilitator taking the time to ask reflective questions as the Club staff views the content.

Trauma-Informed Club Staff training, Part I (one-hour) [Click Here](#)

Trauma-Informed Club Staff training, Part II (one-hour) [Click Here](#)

Additionally, Boys & Girls Clubs of America has excellent resources on trauma-informed care that can also be helpful to review as it applies to the Club environment. [Visit bgca.net/training](http://bgca.net/training)

f. Diversity, Equity, and Inclusion

DEI Overview

Diversity: Diversity "refers to the state of being diverse; of exhibiting a great deal of range and variety." Diversity, therefore, illuminates all of our vast differences, including, but not limited to: gender, race, age, sexuality, ability, education, and socio-economic class.¹

Equity: It is the cultivation of an environment that provides access, opportunity, and advancement for all people, while simultaneously striving to identify and eradicate barriers that have inhibited the full participation of some groups. Equity recognizes that we are all different, and our unique skills, abilities, and characteristics should be celebrated. An equity-led organization considers individual needs while simultaneously rebalancing structures to account for disadvantages.¹

Inclusion: Inclusion ensures that everyone is given the opportunity to advance and thrive. Inclusion is focused on the idea that everyone feels like they belong; meaning that any person has the opportunity to voice their opinions, doesn't feel excluded on the basis of their identity, and in turn people see themselves reflected in an organization's values.¹

Encouraging and Facilitating DEI in Your Club

Club staff play a vital role in teaching DEI to youth throughout this course. DEI provides



a contextual framework to teach empathy, kindness, and compassion for others. As teens develop their self-identity and self-confidence, the aim is to encourage them to create space for their peers, and all people, to feel like they belong.

Desired Outcomes

- Youth discover how to support others while learning to encourage self-confidence within themselves.
- Club members will have access to the tools to reframe self-perception while learning how to reframe how they perceive others.
- Youth and staff members will work together to encourage the dispelling implicit biases of certain groups to create a more inclusive environment.
- Youth will learn empathy for others and help encourage all people to embrace their differences.
- Youth will explore the advantage and value of diversity; the hope is to encourage individuals to be confident and know that they can provide a strong impact on this world. The merging of self-confidence and DEI can enable one to feel more comfortable showing up as their authentic self without fear or hesitation.
- Club Members will understand the importance of social responsibility and will be empowered to take part in civic engagement that will lead to positive change.

DEI within the Workplace

Optimizing Performance, Inclusivity, Collaboration, and Awareness

Boys & Girls Club of Malibu Diversity

Statement: *“BGCM aims to help guide students, families, and individuals to healthy discussions that honor diversity in a manner that acknowledges and embraces it, and to support platforms that foster tolerance and equity in our community. Ultimately, it is always of utmost importance and our goal to ensure the safety and dignity of all people and to educate all young people on the importance of and commitment to equity and equality. Our professional staff continuously participate in and encourage diversity, equity, and inclusion by facilitating ongoing activities with our members stimulating observance, self-awareness, and education”.*





Just as Club staff play a vital role for teens, we also play a vital role for each other. We encourage you to lead with uplifting intention, to welcome growth, accountability, professional development, culturally responsive training, collaborative discussions, and celebrations of diversity.

Desired Outcomes

- Club Staff will provide safe spaces for each other through understanding DEI and providing a company culture that embraces individual differences.
- Club staff will be intentional in facilitating conversations around diversity, equity, and inclusion.
- Club Staff will model behaviors of cultivating an equitable and inclusive environment for all.
- Club staff will understand the importance of social responsibility and be empowered to participate in ongoing organizational efforts that will lead to positive change and further staff/Club development.

Continuing to Provide a Safe Space for Members

Positive environment: Non-verbal communication has a big impact on the Club environment, especially when things are not going well. Help the kids practice what it takes to be positive despite adversity.

Get to Know them: Spending time with the students shows that you see them, gives them a sense of belonging, and builds trust! Use ice breakers and other fun activities so they get to know each other too.

Model Good Behavior: It is tough to be kind and firm but it is possible. It takes focusing on the relationship with the Club member by using empathy and understanding, even when it is hard.

Setup Expectations and Routines: Help the students know what are the guidelines so that they can adhere to them and remind them when they need it. The reminder can be focused on what the rule accomplishes and not on who or how the rule is being broken. Focus on what you want them to do and not what they shouldn't do.



GROWTH MINDSET SHIFTS

Encourage participation and not perfection: Make participation fun and encourage everyone to give input in a positive and constructive way.

Learn about and practice Growth Mindset concepts: Growth mindset is the idea that we can learn what we don't know and have the grit to try. It means knowing that people make mistakes and that it is part of learning. Many view this mindset as the foundation of all learning and emotional quotient (EQ) also known as emotional intelligence with regards to learning.

Strength-Based Messaging: It's important to remind members/students that their stories and experiences matter, that every young person has the capacity to reach their highest self, and that telling their story can be a healing experience. We support **all young people** and it's our job to meet them where they are to ensure they find the support & the resources they need to find their way to their great future.

Staff Training Videos

- [Transitioning to Trauma-Informed Practices to Support Learning](#)
- [Ted Talk: What Adults Can Learn From Kids](#)
- [Three Ways to a Growth Mindset](#)

Further Resources

- [Creating An Emotionally Safe Classroom To Enable Learning, Put \(Emotional\) Safety First](#)

INSTEAD OF:

"You're so athletic!"



"You're really smart!"



"You're such a good artist."



"You always get good grades and that makes me so happy."



TRY THIS:

"You really work hard and pay attention when you're on the field."

"You work really hard in school and it shows!"

"I can see you've been practicing drawing. What great improvement!"

"When you put forth great effort, your grades will show it and you should be proud of yourself. I'm proud of all your hard work & good attitude!"



g. Review CA Mandated Reporting

As Club staff, a course on mandating reporting has likely already been fulfilled. As a quick review of how it applies to this course, here are a few guidelines to keep in mind.

- Always remind the children of your role as a mandated reporter and what that means. Focus on how sharing with you will activate a system meant to help protect their safety and well-being.
- If one of the Club members discloses abuse to you for help, take down as much of the information as they are willing to give you. When in doubt, consult with DCFS/CPS about the incident shared. Never take on the responsibility of deciding what constitutes a referral to DCFS and what doesn't.
- The week on ACEs can be triggering to anyone with a history of trauma. Mention that the topic of abuse and neglect will be discussed that week. Make sure to check in with all Club members how this information was received. Remind them that you are there to help support them, especially if they share that they are in an abusive situation that has not yet been addressed.
- Focus on the need for safety and that it is possible to recover from trauma. Let them know that they can get through this by accessing support and staying safe.

h. Education & Review of Behavioral Health

In Los Angeles County, the best resources for mental health depends on the client or family's insurance coverage. Private insurance typically has a Mental Health line that directly refers clients to a list of mental health providers. Coordinate with the client and or their parent in order to find out more information. If the client is known to have Medi-Cal, you can help the student call LAC Department of Mental Health (DMH) at:

- LACDMH 24/7 Help Line (800) 854-7771 or Contact Crisis Text Line ("LA" to 741741) [LA County Dept of Mental Health, Get Help Now](#)
- LA County Department of Children and Family Services (DCFS) 800-540-4000 [Los Angeles County Department of Children and Family Services](#)
- Check out this article from the Boys & Girls Clubs of America: [Talking to Teens About Traumatic Events](#)



- Crisis Text Line: [Reach A Crisis Counselor](#)

C. Marketing the Course in your Community

i. Incentives

This course was designed to be meaningful and relevant to the interest of high school teens. The goal of this course is to include topics and projects that help teens develop a sense of self and discover issues that are important to them. This course has a strong emphasis on empathy and students become passionate about designing solutions to better the lives of others. This generation of young people want to create change. Below are some of the incentives that are built into the curriculum:

- Prepares members for career & college readiness. Members will create a digital portfolio that will help them with college and job applications as well as teach them skills to promote and represent themselves online
- Earn community service hours
- Provides members with an opportunity to deepen their knowledge and develop resiliency to better understand and advocate for issues that are important to them
- Gives members a platform to advocate for change and have their voices heard by the greater community
- Allows students to use creativity, collaboration, communication, and critical thinking skills to create solutions for individual or community challenges

j. Marketing Materials/Templates

Marketing materials in the form of customizable flyers and suggested social media assets have been created for your use. Please note: these marketing materials/templates are proprietary to BGCM, to this course, and were created in alignment with Empowered Voices branding. No additional edits are permissible aside from what has been outlined in the marketing material instructions. Any changes to course marketing materials require permission from Empowered Voices team. To access marketing materials, click [here](#). *Be sure to download the PowerPoint templates, as they contain additional special instructions.



Want additional step-by-step instructions?

To Learn How to Access the Template Materials - Watch loom video, [here](#).

To Learn How to Customize Template Materials - Watch loom video, [here](#).

D. Implementation of the Program

k. Logistics

This course consists of three main components: weekly hyperdocs, whole-class meetings, and individualized mentoring. Below is a breakdown of each component.

Weekly Hyperdocs: At the beginning of each week, the students will be assigned a hyperdoc through Google Classroom. These hyperdocs include that week's instruction materials, articles, activities, and the weekly assigned artifact. The assigned hyperdocs are interactive and students are expected to complete the assigned work directly on the hyperdoc. Students will submit their completed hyperdoc to their facilitator through Google Classroom. Usually, the hyperdocs are due on Friday or the following Monday, whichever works better for the facilitator.

Whole Class Meeting: A whole class meeting will take place on a weekly basis. The purpose of this meeting is to allow time for the course facilitators to discuss the course work with the whole class and to give students the opportunity to discuss the content with the larger group. Prior to the whole class meeting, students are expected to have viewed the weekly hyperdoc and become familiar with the content. Since this piloted course is made up of several different Boys & Girls Clubs, whole class meetings provide students with the chance to engage with a diverse group of peers. This interaction between students is critical to the success of this course.

Individualized Mentoring: Throughout the duration of this course, students are exposed to, and asked to interact with, a variety of challenging/sensitive content. Due to this, it is essential to mentor each student on a weekly basis. Boys & Girls Club of America states that mentoring students can have a transformative impact on a young person's behavior and wellbeing. As facilitators, we want to make sure that our students feel supported and help create lasting change. Individualized mentoring will provide students a safe space to ask questions, digest the contents, and share their personal experiences. These mentoring sessions should run 30 minutes long and take place in an open, but comfortable setting within your Clubhouse.



Grading/Participation credit: Assigned Boys & Girls Club staff are responsible for monitoring and tracking two elements of the student’s work. Staff should review each student’s weekly hyperdoc to check for understanding and completion. Some of the content students submit can be personal and should be handled with sensitivity. Staff are also responsible for tracking members’ participation in small group/individualized mentoring. A grading and participating tracking sheet example is provided [here](#).

I. Content Ownership and Indemnification

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m. Lesson Plans

Weekly Lesson Plans: Weekly lesson plans have been created for each week of the four modules. These lesson plans consist of the lesson goal, teacher prep, guided discussion questions, the weekly assignment, and more. The lesson plans mirror the content provided to the students in their weekly hyperdocs. The purpose of these lesson plans is to help students connect with the materials provided to them in a meaningful way. Please note, the lesson plans can be adjusted to include information that is relevant to your group of students. Here is an example of a [lesson plan](#).



n. Staff Support and Referral Process

Staff who are responsible for facilitating this course within their Clubhouse should be invested in creating meaningful relationships with their students and dedicated to their social-emotional wellness. Throughout this course, students discuss sensitive topics and they may choose to share personal experiences, staff should feel comfortable responding to students with a trauma-informed care approach. If your facility does not have a Wellness Center, Club staff should prepare to have resources and behavioral referral information for their community available. As students engage in the course materials and discussions, previous trauma may become exposed. It is important for Club Staff to refer these students for additional support when necessary.

o. Staff Ratio

In order to provide students with the desired level of guidance and support, it is highly recommended that the student to staff ratio does not exceed 1:20. The reasoning for this ratio is that staff should have the ability to mentor students, monitor their progress, and individually respond to their classwork.

p. Student Safety

All safety guidelines outlined by Boys & Girls Clubs of America should be implemented throughout this course. Whether you are meeting with your students in a physical Clubhouse setting or virtual space, [BGCA safety guidelines](#) will apply. Below are examples of protocols that need to be followed throughout the duration of this course.

1. Students should never be alone with a staff member. Individualized mentor meetings should take place in an open and visible space within your facility.
2. Two adult facilitators should be present on all Zoom calls.
3. All Zoom calls should be recorded to ensure safety. All guardian(s) and or students need to sign a Participation Agreement & Photo/Video Release. See [here](#) for an example/editable Participation Agreement & Photo/Video Release that all guardian(s) and or participating students need to sign.



E. Data Collection

q. Understanding the Data Collection Process

Clubs will be required to administer the data survey to help demonstrate the effectiveness of the course. The only way to maintain the integrity of the data is by standardizing the collection process. Through the survey provided, we will ask you to collect students' data twice, once at the beginning of the course and once at the end of the course. The data will focus on their growth in two areas: empathy and adolescent connectedness. The questions were taken from two different tools combined into one survey. One is the Toronto Empathy Questionnaire (TEQ) and the other is The Hemingway Measure of Adolescent Connectedness (HMAC). The MOU that was signed by your Club covers the data collection requirements. Please ensure all participants sign the Participation Agreement & Photo/Video Release that was referenced previously.

Link for the Data Survey: <http://bit.ly/BGCMEV-Survey>

(1) <https://peakon.com/us/blog/diversity-equity-and-inclusion/what-is-diversity-equity-and-inclusion-in-the-workplace/#:~:text=By%20defining%20diversity%2C%20equity%20%26%20inclusion,all%20of%20your%20employees%2>



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